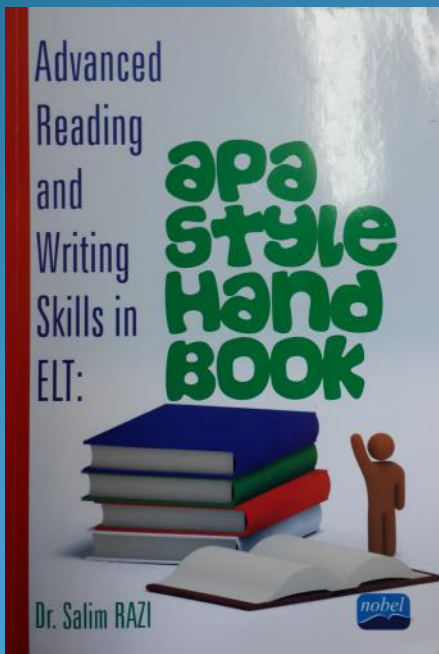




Academic Integrity

ÇOMU ELT Department

by S. Razi



Outline



- Rumours about plagiarism
- Sample plagiarism cases
- Contract cheating

What is plagiarism?

Fishman's (2009, p. 5)

- Plagiarism occurs when someone:
 - Uses words, ideas, or work products
 - Attributable to another identifiable person or source
 - Without attributing the work to the source from which it was obtained
 - In a situation in which there is a legitimate expectation of original authorship
 - In order to obtain some benefit, credit, or gain which need not be monetary

The other day in the cafeteria: Rumours about plagiarism (Universität Konstanz, 2017)

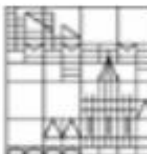


Refairance Project
- plagiatspraevention.de
- refairenz.de



Pädagogische Hochschule Freiburg
Université des Sciences de l'Éducation - University of Education

**Universität
Konstanz**



Rumour 1

I've heard that tutors go easy on students, because they know you're not a professional yet. So it's no big deal if you use parts of other texts or some chart or other in your paper without citing the sources.

Rumour 1

- Failure to cite your sources will be considered a case of academic misconduct, whether you're a pro, or still a bit green.
- It's true that requirements change in the course of your studies. Tutors will hardly expect a paper worthy of Stephen Hawking in your first term. But frankly, how green are you, if you rely on your tutors' clemency?!
- Of course, studying for a degree means constantly improving your skills and knowledge. This may lead you to think that because you're a beginner, it's OK not to follow the rules to a T. However, that doesn't keep your tutors from expecting just that. In addition to extending your knowledge on your subject of study, you are also expected to gradually master the rules of academic writing. Eventually, you will have to prove that you have - when it comes to writing your final thesis at the latest. So why not familiarize yourself with these rules straight away?

Rumour 2

I've heard that tutors don't read coursework very carefully, anyway. So it's quite unlikely that plagiarism will be detected.

Rumour 2

- It's no secret that tutors, especially those teaching large classes of students, have a lot of term papers to grade and no superpowers to make the job easier. But that doesn't mean they haven't come up with useful strategies to help them fulfil their task. Tutors are very experienced readers, and experts in their field. That makes it relatively easy for them spot mistakes of form or content.
- Sometimes they get colleagues or assistants to help them. So there's no knowing who (else) will be reading your paper, or even study it carefully. Maybe because your topic is fascinating and original, or just out of personal interest.
- Nowadays, there is also technology for aiding the detection of plagiarism, which may be used by universities and tutors.

Rumour 3

I've heard that copying more than three words from another text can be an act of plagiarism. So it's OK to copy up to three words from a text without citing the source .

Rumour 3

- It's not about the number of words you're copying, but about the content and the kinds of words of the passage in question.
- If the words you wish to copy convey the original ideas of the author, you are required to cite the source. Citation is required, firstly, when you are using terms coined by the author, secondly, when you are referring to specific contents such as arguments, hypotheses, interpretations, data or images, and thirdly, when you are copying especially apt and succinct ways of describing something or new terms. In all these cases, the number of words copied is irrelevant. If, for example, you are using a term coined by a specific author, you have to provide a citation even for that one word.
- On the other hand, you do not need to provide a citation for transitional phrases which do not convey any specific ideas but are merely used to structure your text. This includes phrases like “in this context,” “with regard to this hypothesis,” “as has been shown in the previous chapter” or standing expressions like “students and staff”
- Moreover, there is some subject specific terminology that does not require citation. This includes examples like “the variable has a significant influence on...” or “involuntary manslaughter”. The use of this kind of terminology is a common feature of academic texts, and is expected in students' written assignments as it shows that you are adhering to the linguistic conventions of your subject.

Rumour 4

I've heard that I don't have to provide a citation for material from freely accessible sources such as Wikipedia or other free online resources.

Rumour 4

- The fact that some information is accessible to anybody does not mean that it can be used without citing the source it came from. No matter if you are using an online blog, a podcast, an e-journal or your classic printed book, in academic writing, you always have to cite all your sources.
- Moreover, spreading information also means taking responsibility for this information. Good ideas as well as mistakes are attributed to the writer of the text in question. If you do not indicate material taken from other sources, you can be held accountable for any mistakes to be found in this material, as readers must assume that these are your own ideas.
- If you are uncertain which contents require citation and which are common knowledge, you should ask your supervisors or tutors.



Rumour 5

I've heard that I don't have to provide a citation for things that are common knowledge.

Rumour 5

- Common knowledge describes the kind of information that can be expected to be known to all readers, and therefore does not need to be supported through citation. In the field of European history, for instance, the fact that the Maastricht Treaty was signed on 7 February 1992 does not require citation, nor does the fact that hydrogen is abbreviated as H in equations in the field of chemistry.
- In some cases, however, it is hard to decide what constitutes common knowledge, and the decision often depends on the subject and the readers in question. Within an academic discipline, members of the community share a common store of basic knowledge whose authors or origins can often no longer be remembered, traced or are so well known (are basic and commonly agreed knowledge) they do no longer require citation. One example is Pythagoras' theorem, whose original source is now unknown. For this reason, you should always consider whether the readers of your text can be expected to know what you know, and whether that knowledge is common knowledge.
- If you are uncertain which contents require citation and which are common knowledge, you should ask your tutors. When in doubt: it never hurts to cite a source - better safe than sorry!

Rumour 6

I've heard that it is OK to copy the table of contents or passages from the works of fellow students, if they have given their permission.

Rumour 6

- Of course it is OK to go to tutors, the experts at the writing centre or library, or your fellow students for advice and feedback. And of course it is no crime to ask someone else to check your text for grammar or spelling mistakes. It is also OK to have a look at other texts, to get a sense of what would like to do in your own work. Moreover, some subjects have a standard table of contents to be used in all students' assignments of a certain type.
- The trouble begins once you start copying original passages or ideas from somebody else's work without citing the source, passing them off as your own. It is irrelevant whether or not the author gave you permission to do so. The aim of written assignments is to help you improve your skills: They allow you to acquire, practice and prove your proficiency in writing, reflecting on problems, interpreting texts and data and discussing results presented in other works. Your work thus shows what you have learned, and therefore documents your progress. So what would there be for you to learn and document if you were simply to copy other people's work?

Rumour 7

I've heard that I don't have to provide a citation if I'm paraphrasing a text, using only its contents but not quoting verbatim.

Rumour 7

- It's not just about the words you copy, but also about the ideas these words convey! The need to cite your sources does not just apply to verbatim quotes. It is also necessary to cite your sources when you are presenting their contents in your own, carefully chosen words - a process called paraphrasing.
- Paraphrasing is a common technique in academic practice. Let's say you have found a publication that deals with the topic of your assignment; but you do not want to quote from it verbatim, maybe because the author uses a very complicated style of writing, or because the text is older and the language sounds old-fashioned, or because direct quotes are rarely used in your discipline. Although you are paraphrasing the author's ideas, you are still merely using them, not developing them yourself. That means that you have to provide a citation.



Rumour 8

I've heard that it is possible to engage in plagiarism unintentionally.

Rumour 8

- Yes, that can happen.
- But even accidentally plagiarism will be sanctioned according to the examination regulations, regardless of whether the act of plagiarism or the intertextual mistake occurred on purpose, out of negligence, or involuntarily. A useful tip: Make sure you save earlier versions of your assignment so you can document your working process if problems arise.
- It is easy to get confused when you are dealing with a large number of sources and a complex topic. As a result, arguments and ideas you have been using often become difficult or impossible to trace back to their original sources. To avoid this kind of confusion, it might be helpful to review your working habits. You could start using reference management software or practice other techniques for storing contents and material in a way that allows you to find them again and reconstruct the sources they came from.
- Students often express the concern that as a result of focusing intensely on a topic over a long period of time, certain formulations they have encountered in literature will become so familiar they mistake them for their own. But in this case, too, careful documentation of the sources and good working habits can limit the likelihood of this happening and help avoid involuntary plagiarism.
- One little mistake will not be used against you. It would be suspicious, however, if these 'little' mistakes occurred again and again, over several pages...



Rumour 9

I've heard that if I'm proved guilty of plagiarism, I may be expelled from university.

Rumour 9

- Yes, that can ultimately be one of the consequences of plagiarism. Plagiarism is a gross violation of the standards of good academic practice and of the examination regulations. The termination of enrolment is only one of many possible consequences.
- What consequences will be taken in a specific case depends on the examination regulations, higher education law, the assessment of the examiners, the university's plagiarism policy and the gravity of the offence in question. Since there are a variety of possible mistakes in students' texts, there are also a variety of possible sanctions.
- Most universities handle cases of plagiarism in a similar way as an attempt at cheating in a (written) exam. Your work will be marked as 'failed' at least. A note documenting your attempt at cheating may be added to your student file. Especially grave or repeated acts of plagiarism may incur penalties like expulsion from the university.

Rumour 10

I've heard that I have to support almost every statement in my work with a reference, because as a student I'm not doing original research but only reproducing other researchers' results.

Rumour 10

- It is certainly true that most written work you produce in the course of your studies is not aimed at exploring or discovering completely unknown fields. Rather, written assignments present the results and insights of others, document experiments, summarize the state of research in a particular field or contrast conflicting positions in a scholarly debate. They allow you to weigh different theories and approaches against one another, discuss their plausibility, and to develop some critical comments and arguments of your own. Depending on your subject of study, your achievement in these assignments lies in structuring your work, summarizing controversies, and highlighting the advantages, disadvantages and methodological questions connected to the approach in question. Using quotes and paraphrases to support your argument is a typical feature of these written assignments.
- Contributing to research does not only mean producing new results, but also documenting, presenting, interpreting, evaluating, criticizing and discussing existing results.

Rumour 11

I've heard that it's OK to copy certain standard expressions, because they are common in my field of study. And some things just can't be expressed differently without losing their scholarly character.

Rumour 11

- As a general rule, parts of other texts may not be copied without citing the relevant source. In some fields of study, however, using certain standard expressions may be permissible, for example in describing standardized experimental set ups, or research methods. When in doubt, ask your tutors whether this applies to your field of study.
- Yet apart from these cases, there are usually a variety of possible ways of describing something, and the processes and results to be observed in the studies and experiments you document in the course of your studies are not always exactly the same. For this reason, you should make sure that your way of documenting these processes and results is exactly suited to the work you have been doing, and this includes avoiding mindless copying of parts of other works.

Rumour 12

I've heard after I graduate, I want to work as a teacher / a marketing specialist / a doctor / an engineer, not as a researcher or scientist.

Why should I be bothered about the rules of academic practice?

Rumour 12

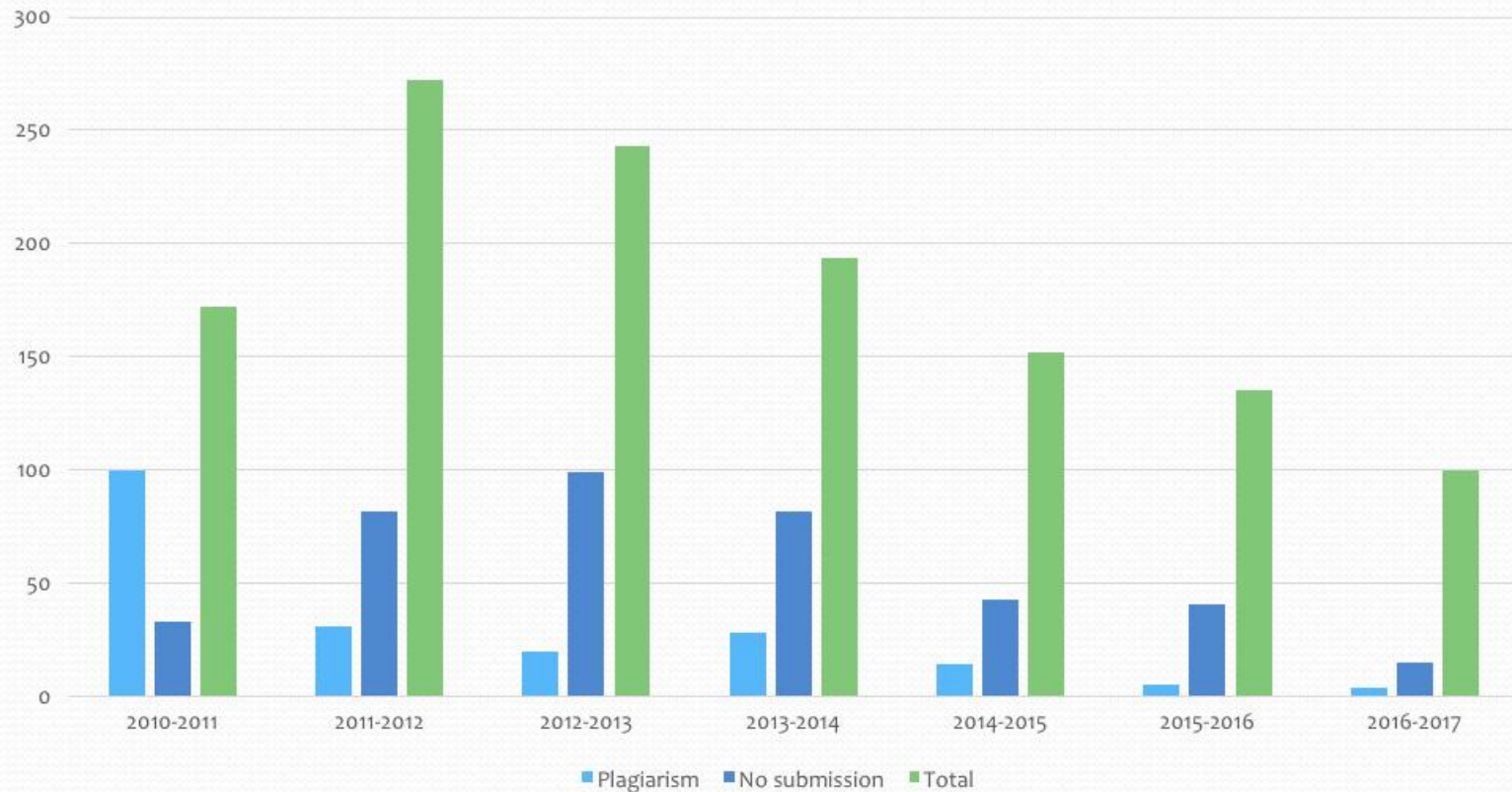
- So you probably do not want to become a professional researcher or scientist. Maybe you 'just' want to pass your exams. Maybe you are not particularly interested in discussing research and its results. There are still a number of reasons why you need to master and apply the rules of academic practice.
- In learning the rules of academic practice you will also acquire skills you will need in your future job: You will develop a style of working characterized by integrity, trustworthiness, transparency, personal accountability and respect for the work of others.
- There are many reasons why these rules of academic practice matter. Proper referencing makes research results comprehensible, and allows them to be reconstructed and tested. Maybe your readers are interested in reading for themselves the original version of some clever argument you used in your work. It would only be fair to give them the chance to do so.
- Moreover, you will be learning how to fulfil the professional standards of your field. No matter what job you end up in: your employers will expect this of you. As you expect the doctors in a hospital to adhere to the hygiene regulations, so you are expected to master and apply the established rules of academic practice.




**Do students
plagiarize
in this course?**

Plagiarism incidents 7 consecutive years

Razi, 2017, p. 30



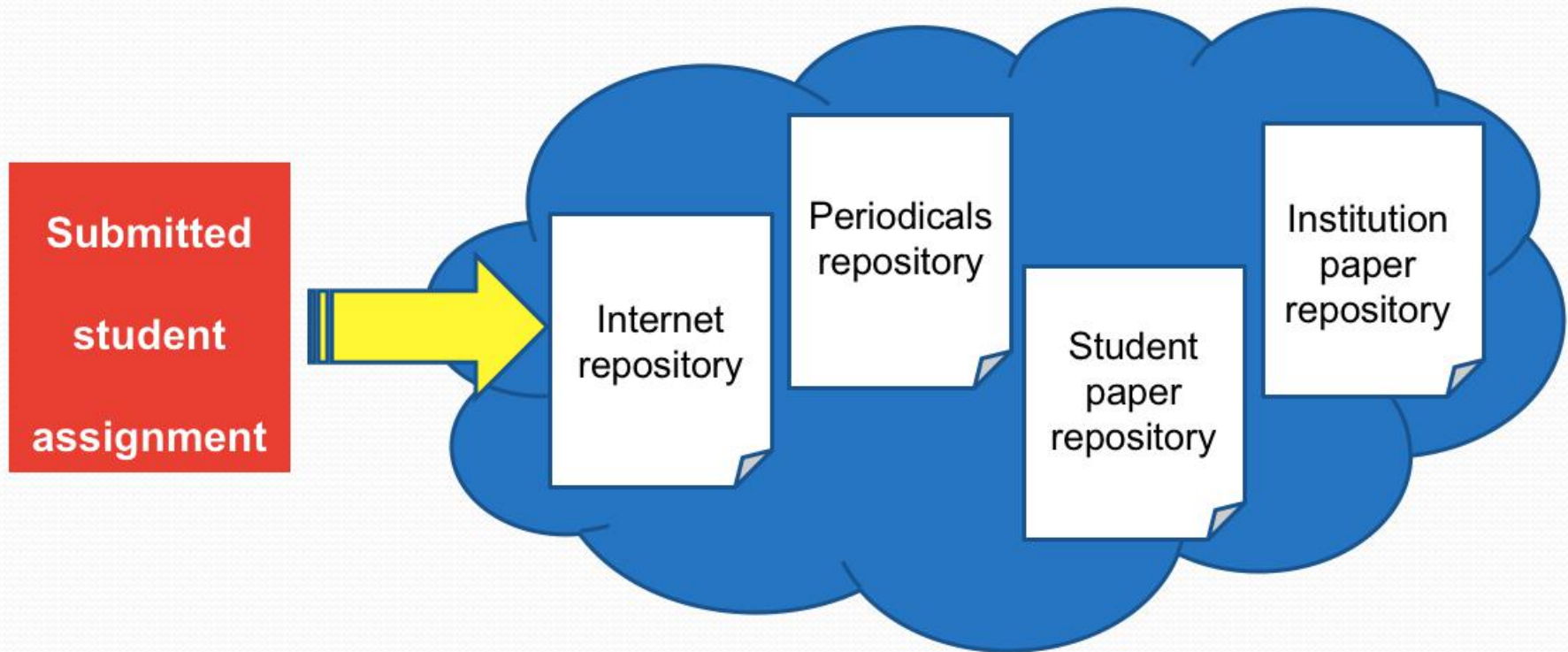


What is a text- matching software?

How does it work?

The idea behind a text-matching software

Razi, 2017, p. 12



Similarity reports

- Text matching software checks the similarities of a submitted paper against its repositories and highlights the similarities in a file that is called similarity report.

What if there are matches?

- Be careful, similarities might be indicators of plagiarism!
- Be extra careful, not all similarities are because of similarity!
- It is quite natural to have some similarities.
 - E.g., in-text citations, reference entries, terminologies etc.
- Indeed, having no similarity might be an indicator intentional plagiarism.

Ratios and colours

- Similarity ratios may be represented with colours.

blue (no matching)

green (up to 24%)

yellow (25-49%)

orange (50-74%)

red (75-100%)

TITLE	SIMILARITY
Submission	0% 
Submission	6% 
Submission	43% 
Submission	58% 
Submission	80% 

Turnitin, 2017, section 2, para. 2

Sample: Ratios and colours

TITLE	SIMILARITY
Technology in Foreign Language Teaching ...	0% 
Final Draft	4% 
STEPS AND EXPLANATIONS OF TEACHING GRAMM...	5% 
Technology in Language Acquisition	8% 
No Track Changes/Teaching Grammar	8% 
Final draft	9% 
Teaching Informal English	9% 
FINAL DRAFT	10% 
Final draft	11% 
Adult Teaching FINAL	11% 
Final Essay	11% 
Aspect of Social Media in ELT	12% 
essay	12% 
Final Draft	12% 
Classroom Management Final Copy	12% 
When to Start to Learn English?	12% 
Final Draft (changed)	12% 
Using Art While Teaching English	12% 
Final Version	12% 
The Importance of Vocabulary for EFL Stu...	13% 
Developing Listening And Speaking Skills...	13% 
Usage of Natural Approach in Young Learn...	13% 
Distinctive Learning Styles in Teaching ...	13% 
phonetics & phonology	13% 
Individual Differences in Foreign Langua...	13% 

Sample: Ratios and colours

TITLE	SIMILARITY
Final no track changes	23% 
Tracked Techniques in Teaching English F...	23% 
Use of Drama in ELT Classes NO TRACK	23% 
Problems in Teaching English to Young Le...	24% 
Final Draft	24% 
Edited Essay	25% 
final?draft_clear_version	25% 
without tracks	25% 
bonsoir	27% 
final version	27% 
motivation- final	28% 
Final Draft	29% 
Speaking Anxiety in EFL Students	29% 
Motivationn	30% 
USING LITERATURE IN LANGUAGE TEACHING fi...	31% 
final without changes	33% 
DEVELOPMENT OF SPEAKING SKILLS IN CLASS	35% 
WHAT TO DO WHILE TEACHING ENGLISH TO CHI...	37% 
Final Draft	40% 
The Role of Age in Second Language Acqui...	41% 
Learning Strategies	44% 
THE EFFICIENCY OF NATIVE SPEAKERS OF ENG...	51% 
learner autonomy	55% 
English Grammars Necessity	63% 
final draft	99% 

**Similarity Score Index
might be misleading!**

Warning!

- The similarities refer to the matches between the submitted assignment and the existing sources.
- The ratio on its own is not a proof of plagiarism.
- Each similarity should be cross-checked by the lecturer whether it contains any plagiarized expression.

Components of a similarity report

Introduction

Communication is one of the most vital factors of being. All living creatures need communication on the earth. For instance bees are communicating with the other bees on the colony use signals to achieve their vital goals. Mankind did the same thing before the invention of language. Humankind used language as a purpose of communication. Humankind lived on the earth in different regions. So that reason each region had different languages for themselves. Each language had different structures and different rules according to living conditions. After centuries that humanity started to study on the language and language's rules. According to these necessities this essay explains English Language origin and English Language grammar.

Brief History of Grammar

In ancient Rome and ancient Greece the grammar was used as a tool for literary studies. After that in The Middle Ages the grammar term was used as study of Latin. Studies around English grammar had begun by William Lilly's Latin grammar book "Grammaticae Rudimenta" which published in 1534. After five decades of that William Bullokar brought out "Bref Grammar for English". Bullokar targeted that book would be a great guidance for pupils to get grammar knowledge more understandable. English grammar started with the guidance of "Bref Grammar for English". Immediately after that in the 17th century 16 different grammar books had emitted in Britain. Robert Lowth published his studies about English grammar "A Short Introduction to English Grammar, with critical notes" in 1762 as an acknowledged grammarian of the 18th century and also Bishop of Oxford. Studies of Lowth opened prescriptive grammar period. Thereafter "Declaration of Independence" signed by fifty-six delegates and America started to use English as a mother language (Historical Developments, 2012).

19th century started with the argument which had two sides one of them supported the idea that Greek and Latin grammar could be implemented to English, the other side supported

Match Overview

63%

< >

Currently viewing standard sources

View English Sources (Beta)

Matches

1	Submitted to Canakkale.. Student Paper	60% >
2	Submitted to Middlesex... Student Paper	2% >
3	Submitted to Higher Ed... Student Paper	1% >

Sample: Plagiarism

is supported by the social constructivism of active learning. Autonomy does not mean learners

work in isolation. In fact, they socially establish knowledge by actively operating in the process of learning. Through social interactions, learners develop a capacity to analyse, reflect

upon and synthesize information to create new perspectives. In this vision, Little emphasizes that crucial reflections relate on the internalization of a capacity to participate fully and critically in social interactions. The internalization process makes the individual become a self-regulated learner who takes a proactive role in the learning process rather than simply reacting to outer stimuli (Little; Benson cited in Lee, 2011, 88).

Henri Holec first introduced the concept of learner autonomy in foreign language teaching. He simply defined learner autonomy as learners' ability to manage his learning, that

is, a learner is able to make learning strategies appropriate to his personal situation, including:

Setting learning objectives and schedules, deciding the content and procedure of learning, finding learning methods and techniques, supervising the whole process of learning and self-evaluation. On the other hand, other researchers may not agree with his definition like Peng Dingjin. He holds that learner autonomy has five aspects: Taking responsibility for learning, having a clear objective, making schedules, evaluating the effectiveness of learning and

55

ETS

↓

i

Match Overview

55%

Currently viewing standard sources

View English Sources (Beta)

Matches


1	www.nepjol.info Internet Source	14%	>
2	ojs.academypublisher.c... Internet Source	13%	>
3	www.lit.msu.edu Internet Source	7%	>
4	www.acarindex.com Internet Source	5%	>
5	www.ecml.at Internet Source	3%	>
6	globaljournals.org Internet Source	2%	>
7	Submitted to British Uni... Student Paper	1%	>

Sample: Plagiarism free

Data Collection Tools

⁴⁶To find out the impact of innovative instructional tools in ELT classes, especially on grammar and vocabulary, as the main data collection tools, ⁴a pre-test and post-test were prepared by the researchers. Both the pre-test ⁵⁴(see Appendix 1) and post-test (see Appendix 2) mostly designed on open-ended test statements. While the pre-test consisted of four parts covering the fill in the blanks, identifying the errors, matching with pictures types of test statements, post-test included fill in the blanks, matching and some multiple choice test statements. ²⁰To ensure the validity of the test items in both tests, opinions of two language instructor who have been working at the university were asked and the recommended changes were done.

Furthermore, during the instruction part, a textbook called "Network 1" by Oxford University Press was used. Also, ⁴⁹it is important to note that for the experimental group the iTools of the related text book was the main source while the control group had the hard copy of the book during the courses. Additionally, the courses lasted for two hours each week; therefore, in total, the experimental and control group had taken eight hours of instruction about the target grammatical structures and vocabulary.



Match Overview

27%

Currently viewing standard sources

[View English Sources \(Beta\)](#)

Matches		
1	Submitted to Canakkale.. Student Paper	2% >
2	www.eurocall-language.. Internet Source	2% >
3	Peterson, M.. "Languag.. Publication	1% >
4	tojet.net Internet Source	1% >
5	www.academypublishe.. Internet Source	1% >

Sample: Secondary source plagiarism

Individual differences can also be a determining factor. A great deal is being written and said about which factor is more significant than others. ¹³ According to Lennartsson (2008), “motivation and the will to learn are the factors considered much more significant than others”. The central question then becomes: What is motivation? To give an answer to this question, it is necessary to take a closer look. So this paper aims to take a closer look at motivation and its importance for language learning.

Definition of motivation.

It is prominent to be clear about the definition of motivation. It may be defined in many ways, some people argue that the term denotes motive. Motive means motion and it involves wants and necessities. Motivation is the power that directs the actions in order to fulfill these wants and necessities and this power causes promotion. ⁷ The term motivation is seen according to Gardner (1985) as “referring to the extent to which the individual works or strives to learn the language because of a desire to do so”.

The screenshot displays a plagiarism detection interface. On the left is a sidebar with icons for document management, a checkmark, a pencil, a grid, a match percentage of 30, a list icon, and a funnel. The main panel is titled 'Match Overview' and shows a large '30%' match percentage. Below this, it says 'Currently viewing standard sources' with a button 'View English Sources (Beta)'. A 'Matches' section lists four items:

Rank	Source	Match Percentage	Action
1	www.ijbssnet.com Internet Source	3%	>
2	Submitted to Monash C... Student Paper	3%	>
3	www.wiziq.com Internet Source	3%	>
4	Submitted to University... Student Paper	2%	>

Sample:

Extensive use of quotes

class feedback and using the Whiteboard. Setting time limits is mentioned in the Noamen Amara's book (2010) as three steps : "You should set time to each activity when you are planning your lesson so that you would know if you would be able to finish your objective or not. You should tell your students about the time assigned for each activity when you give them a task to do in class. And your students should gradually be aware of the importance of the time issue and respect it." Giving tasks for early finishers will make provide the flow of the activities and will teach the students to use the time conservative. Noamen Amara (2010) says that "This especially happens when students finish an assingment while other students are still working on it. That's why you need to include an "early finisher" activity with every assignment. Think in advance for possible activities related to the current topic, journal writing, silent reading, and educational games." Whole class feedback is very essential for every part of the lessons and without it, students can not distinguish the mistakes and correct answers. The source says about feedbacks that giving feedbacks after all the lectures will decrease the rate of the failures for the later

lectures and will increase the rate of the correct answers. Using Whiteboard is very necessary to show the students how to learn some rules of the English clearly. Noamen Amara mentions that "Have your lesson objectives clear for your students. Write them on the board or get the kids to know them at the beginning - by the end of this lesson I will have learned..." Also says that "These clear objectives provide a guide to what you want to achieve and can be the basis of the

Match Overview

37%

Currently viewing standard sources

View English Sources (Beta)

Matches

1	teachingenglish-alexen...	33%	>
2	hereoora.tki.org.nz	2%	>
3	issuu.com	2%	>

Sample: '0' similarity

Technology in Foreign Language Teaching

Abstract

Technology provides convenience in any fields of life. Apart from the other fields, this paper aims to point out the benefits of technology in foreign language teaching. In order to do this, firstly, technological developments are investigated and its effects on teaching are analyzed. It is irrefutable that technology, as any other advancements, comes with many disadvantages as well as it has many advantages. For this reason, the advantages and disadvantages of employing technology in foreign language teaching classrooms are explained and consequences of employing technology recklessly in classrooms are investigated. Moreover, designing classrooms according to developing technology is explained and it is pointed out that what a technologically well-constructed foreign language teaching classrooms require in order to be successful. Furthermore, it is aimed in this article to investigate the technological knowledge of teachers and it is pointed out that how today's prospective foreign language teachers are taught in terms of employing technology in a good way. Finally, primary concern of this article is pointed out and the article is concluded.

Keywords: *technology, educational usage of technology, foreign language teaching, advantages and disadvantages.*

Technological Developments in Education and Its Advantages

It is a known fact that technology is developed rapidly day after day. It is developed in many fields including education and this paper is interested in educational technology. There is a relation between education and technology; the more people are educated, the more technology is developed because technology is a man-made thing and you cannot separate technology from people. People provide necessary advancements of technology and technology for educational purposes keep growing. Contrary to traditional foreign language strategies, innovational approaches in foreign language teaching field require and employ technology in any aspects of foreign language teaching. Singhal (1997) points out that educational usage of internet tremendously changes the habitual educational challenges and it assists not only foreign language teachers, but also the foreign language learners by providing communicational opportunities and enabling everyone to create their own contents in educational field. Moreover, integrative linguistic activities, different studies and beneficial exercises are provided by the internet in foreign language learners' and teachers' service. In addition to that, Topkaya (2010) states that employing computer technology for educational

Match Overview

0%

< >

Currently viewing standard sources

[View English Sources \(Beta\)](#)

Matches

There are no matching sources for this report.

Sample: Reference list

References

Armstrong, T. (2000). *Multiple intelligences: in the classroom*. The United States: ASCD.

Campbell, L., Campbell, B. & Dickinson, D. (2004). *Teaching and learning through multiple multiple intelligences*. The United States of America: Pearson.

Fyodorava, A. (2005). *Multiple intelligence theory in improving the quality of virtual education*. Unpublished MA Thesis, University of Joensuu, Joensuu, Finland.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). China: Longman.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). United States of America: Cambridge University Press.

Sample: Reference list

REFERENCES

- ⁹ Celce-Murcia, M. & Olshtain, E. (2000). Teaching young learners. *Discourse and context in language teaching: a guide for language teachers*. Cambridge University Press: Cambridge, UK.
- ¹⁵ East, M. (2008). What is the problem with dictionaries? *Dictionary use in foreign language writing exams: impact and implications*. John Benjamins Publishing Company: Philadelphia, Amsterdam.
- ¹ Gasser, M. & Waldman, E. (1979). Using songs and games in the ESL classroom. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching english as a second or foreign language* (pp. 49-61). Newbury House Publishers, INC: Rowley, Massachusetts.
- ¹⁴ Herschenhorn, S. (1979). *Teaching English as a Second or Foreign Language*. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching listening comprehension using live language* (pp. 65-73). Newbury House Publishers, INC: Rowley, Massachusetts.
- ¹⁷ Loannou-Georgiou, S. & Pavlou, P. (2003). *Assessing young learners*. Oxford University Press: Oxford, New York.
- ⁵ Mockridge-Fong, S. (1979). Teaching the speaking skill. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching english as a second or foreign language* (pp. 90-101). Newbury House Publishers, INC: Rowley, Massachusetts.
- ¹⁶ Nunan, D. (2011). *Teaching English to young learners*. Teaching vocabulary. Anaheim University Press: Anaheim, USA.



What happens to plagiarizers?

Institutional policy

- Please read the policy carefully.
- Differentiate intentional plagiarism and accidental plagiarism.
- Differentiate first time plagiarizers from repetitive plagiarizers.



What is contract cheating?

International Day of Action Against Contract Cheating



International Day of Action Against Contract Cheating



Contract cheating:

- is a “form of academic dishonesty where students get academic work completed on their behalf, which they then submit for academic credit [and/or advantage] as if they had created it themselves”⁴.

Those who do the academic work for the student, the contract cheating provider (Provider), come in all forms – freelancers, contractors working with companies, online companies and their employees.


(ICAI, 2016, p. 4)

Students who contract cheat might:

- purchase an assignment from an online site, through Craigslist, or other online platforms
- obtain assistance from someone else that goes beyond mere editing to writing of the assignment or solving of the problem
- participate in unauthorized discussion group or sharing answers to an assignment on file sharing sites or even social media sites like Facebook or WeChat
- post or purchase answers to an exam, assignment, problem or any other assessed work
- pay someone to write a test or exam



(ICAI, 2016, p. 4)



What happens to those who contract cheat?

Penalties: Contract cheating

- Read the institutional academic integrity policy carefully.
- Zero tolerance for contract cheating.

Conclusion

- We value your own work.
- We do our best to encourage your academic development.
- Please, act with integrity.

References

- Fishman, T. (2009). *“We know it when we see it” is not good enough: Toward a standard definition of plagiarism that transcends theft, fraud, and copyright*. Paper presented at the 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28–30 September 2009, Australia. Retrieved from <http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf>
- Walker, J. (2010). Measuring plagiarism: Researching what student do, not what they say they do. *Studies in Higher Education*, 35, 41-59.
- International Center for Academic Integrity [ICAI]. (2016). *Institutional toolkit to combat contract cheating*. ICAI.
- Razi, S. (2017, September). *Benefiting from anonymous multi-mediated writing model to avoid plagiarism*. European Network for Academic Integrity 1st Joint Staff Training Event, 13 September, University of Maribor, Slovenia.
- Universitat Konstanz. (2017). *The other day in the cafeteria – rumours about plagiarism*.

THE
END