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College of Humanities and Social Sciences

Textual Borrowing Practices and Academic Integrity in the institutions of Higher Education in

Armenian Universities

A thesis submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

The main purpose of the current thesis was to investigate the textual borrowing practices in institutions of higher education in Armenian. The study focused on the three (awareness, attitude, and perception) categories that are used to analyze the findings. The research employed triangulation methodology. Overall 135 participants (130 students and 5 teachers) took part in the study. On the first stage an online survey on plagiarism was sent to students via email and Facebook and a workshop on plagiarism was conducted, on the second stage textual borrowing task of the students was collected, and on the third stage interview with teachers from five universities was conducted.

Findings of the study showed that students have theoretical knowledge about plagiarism, but they do not know how to use techniques and rules of academic writing in their practice to avoid plagiarism. Meantime, it also became obvious from most of the students comments that they want to have introductory course on plagiarism, which would have continuous character that would allow them to acquire techniques and strategies of academic writing.

CHAPTER ONE

INTRODUCTION

“If we steal thoughts from the moderns, it will be cried down as plagiarism; if from the ancients, it will be cried up as erudition.” (Colton, 1824)

One of the wide spread phenomenon in the 21st century is plagiarism in higher education. Students plagiarize from information sources without thinking that they are in fact committing a crime. Further discussion shows that this phenomenon is wide spread especially in Eastern cultures (China, Korea, and Japan); the reason of which is mainly the lack of awareness about plagiarism among university students.

In order to understand what means to study in different culture, the current study focuses mainly on making parallel with Armenian students who study in Armenian institutions and students who study in American University of Armenia. This gives more overview to see the difference between students who study in Armenian institutions and those studying in Western environment. Difference between the AUA and other Armenian institutions is that the AUA is all based on Western standards, including how the classes are conducted, the accreditation process, the attitude of teachers toward students and students’ attitude toward learning and their understanding of overall learning process.

The aim of this thesis was to identify plagiarism in the EFL environment, particularly in institutions of higher education in Armenia. Participants of the study were students studying in Armenian Universities and students studying at the American University of Armenia, which takes a Western stance on academic integrity. The paper will focus on the following aspect of plagiarism: definitions of plagiarism, the history of plagiarism, cultural perceptions and attitudes toward plagiarism, and plagiarism as a result of widespread Internet use.

Method

In order to have in somewhat valid results, research methods suggest several techniques to check the study results toward validation. One such powerful technique is triangulation, which facilitates validation of the study through two or more sources. For this purpose, the current study is based on methodological triangulation which consists of interview with teachers from four Armenian universities and American University of Armenia, students' textual borrowing tasks from five different universities around Yerevan, an online survey aimed at checking students' awareness, perception and attitude toward plagiarism, and finally the results of two hours-workshop on plagiarism was conducted. Overall, 98 participants took part in completing an online survey (54 graduate, 42 undergraduate and 2 other degrees), 5 teachers took part in answering interview questions, 12 students' textual borrowing tasks were analyzed, and 20 undergraduate and graduate students from American university of Armenia participated in a workshop.

Chapter two offers a discussion of general trends in the research on plagiarism and textual borrowing practices, reviews studies examining L2 students' understanding of plagiarism. Chapter three outlines the methodology used in the current study. Chapter four examines the findings from the three sources. Chapter five synthesizes the main findings from chapter four and provides relevant conclusion. Chapter six provides suggestion for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The existence of plagiarism in L2 writing has been explained as arising from cultural differences and from a apprehend lack in EFL students' ability to write 'in their own words' and to follow English academic writing rules. The idea of academic writing or assignment is to integrate other research study into your own to show in the writing what is known about a certain topic and make some suggestions, make arguments concerning the topic and point to the strengths and weaknesses of the research. Sometimes plagiarism happens among novice writers, (e.g. undergraduate or 1st year graduate students) who don't have enough intellectual or cognitive development to use their ideas fluently in L2 (Thompson, 2001).

Moreover, students even bring the following excuses which are composed and sorted by Wilfried (2002) ;

- The wording is quite different from that of the alleged source.
- The overlap is minimal and accidental.
- The sources used were properly cited, but in a different place.
- Every competent reader would know what the obvious source was.
- The sentence is a truism that many people would write the same way.
- The copying of that part was inadvertent.

As Wilfried (2002) mentioned further sometimes the blame is placed on material factors, such as;

- Word processing hid the citation,
- Footnotes accidentally disappeared during electronic transfer,
- The quotation marks were unintentionally dropped in typesetting, and so on.

Meanwhile in the world of literature, novelists defend themselves saying they took other's words by accident, which happened through unsuccessful note taking from original passages. Mallon (1989) touched upon a case when a novelist was accused of plagiarism; over fifty-three passages were taken from another novelist, which happened because of faulty note taking.

Plagiarism is the decades' hot topic for many researchers. However, plagiarism is not very important issue in many cultures, yet the phenomenon is extremely important in the Western culture. The important point here is to mention that plagiarism is forbidden in Western universities, as far as these universities have the regulations and academic ethics to keep students from plagiarizing. Unfortunately, Eastern cultures and Armenian culture do not follow the special regulation and techniques to avoid plagiarism among students.

The rapid growth of Internet use among university students puts the concept of ownership under the question. Buranen (1999) views plagiarism as a potential harm and offense to society, which includes the authors from which others copied, scholars, plagiarists and the public as a whole. In other words we are faced with plagiarism. That is why many studies have been done on plagiarism to find out why students plagiarize and whether this can be in some way prevented in EFL institutions of higher education (Buranen, 1999; Wilfried, 2002; Wilhoit, 2010; Boynton, 2001; etc.).

2.2 Plagiarism History

According to Mallon (2001) the term plagiarism is not new as we think it might be. The word plagiarism comes from the Latin *plagiarius* or *plagiare* meaning "kidnap" or "kidnapping" (Oxford, 2011). It was first used in 250 BC by a poet who accused another poet of having "kidnapped his verses".

Before the Renaissance most of the materials and religious texts could be copied and used in other later works. By the mid-1600s, when painters started to sign their works accusations of

plagiarism and stealing ideas were common in every creative field including the sciences (Vinod, Sandhya, Sathish, Hanai, Banji & Banji, 2011).

Plagiarism cases can be found everywhere in real life, in academia. In 1971 an academic scandal shocked the world. Philip Foner, an American Marxist labor historian and teacher, had been accused of plagiarizing James Morris's long forgotten Master's thesis about labor organizer and working class martyr Joe Hill. According to Morris more than a quarter of his thesis was verbatim or near-verbatim copy-pasted in Foner's book. In addition Morris was sure that "structure, sequential development, and overall content and size of the Foner book and Morris manuscript bear a striking resemblance" (Theodore, 2004).

2.3 Definitions of Plagiarism from different perspectives

Since 20-21st centuries the meaning of plagiarism has been modified and one can find different definitions of plagiarism in different dictionaries. For instance:

"Taking the work or an idea of someone else's and passing it off as one's own"
(Oxford, 2011)

"To use another person's idea or part of their work and pretend that it is your own work" (Cambridge, 2013)

"The act of appropriating the literary composition of another author, or excerpts, ideas, or passages and passing the material off as one's own creation" (Britannica Online Encyclopedia)

Nowadays people understand plagiarism as the lack of creativeness in writing process (Buranen, 1999). But what is said to be a creativeness; Arieti (1976) puts it in a simple way "a uniquely human characteristic". In this essence, Buranen (1999) calls plagiarism a paradox. This is true in some way; one should not be forbidden for borrowing from another, if this borrowing process is essential for another creative process. Even one of the greatest

scientists Isaac Newton confessed his predecessors, that his achievements were possible because he was able to use the ideas of giants of the era (Melton, 1965; 31).

Meantime, Buranen (1999) defines plagiarism, *“Intentionally taking the literary property of another without attribution and passing it off as one’s own, having failed to add anything of value to the copied material and having reaped from its use an unearned benefit”*. (p. 7)

It is also blatant plagiarism when faculty member publishes an article which refers to others and put his/her name on this article without acknowledging the source (Wilfried, 2002).

Plagiarism mainly occurs when someone steals expressions or piece of writing from another author’s work and makes it be his/her work. In schools and higher education such cases occur very often, when students submit papers which belong to someone else. Buranen (1999, p 64) says that the problem with plagiarism itself is that “...we use it as a kind of wastebasket into which we toss anything we do not know what to do with”. In order to clearly show what she means, she pointed out to several actions:

- Completely “copy and paste”
- Using large amount of text without referencing
- Omissions or mistakes in citations
- Paraphrasing an original work
- Collaborating too closely. (Buranen, 1999)

However, the word plagiarism can be understood differently for different people in different contexts. (Angelil-Carter, 2000) No matter how clear a definition of plagiarism might appear, it is not a universally understood or accepted in academia. (Pincus & Schmelkin, 2003; cited in Shelley, 2007)

2.4 Students' perception about Plagiarism

"You must be the change you want to see in the world"-Mahatma Gandhi (1906)

Most students cannot understand why it is so bad to plagiarize. In order for them to understand why it is so bad, they should ask themselves what would happen if everyone plagiarized. The answer is simple; the plagiarizing action would be senseless. Everything has its meaning in this world. People live because they find sense and meaning in living process, people attend universities and schools because they find meaning in attending universities and schools. The same is with plagiarists; they want to get grade-good grade, and they want grade to be meaningful as well, and if everyone plagiarized plagiarist action would be pointless and at the same time impossible. In this situation, education would be "a farce, a pointless charade" (Reilly, 2007). To put it differently, plagiarist's success greatly depends on others honesty.

A research conducted by Shelley (2007), was aimed to explore first-year students' understanding about plagiarism, and their decision in case of plagiarism. Many students showed good understanding of what means to plagiarize, but there were diverse actions of plagiarism pointed by students. They mainly mentioned "copying an assignment and Internet cut-and-paste" to be most serious examples of plagiarism.

2.5 Plagiarism as cross-cultural phenomenon

In her book Buranen (1999) writes "..., plagiarism has always seemed to me to be a cross-cultural issue, because ever since I began teaching, I have heard it said ..., that students from other cultures view plagiarism in a different way than students from Western culture". Such a notion, however, by no means implies support of cheating or allowing people to use culture as an excuse when taking other people's ideas to be their own.

There are countries, especially Eastern part, and Armenia, where plagiarism is acceptable and not forbidden as it should, chiefly because of different culture perspectives. It is said to the point, that before talking about culture diversity one should know and be able to define the word “culture”. The problem is that if asked fifty people what means “culture”, they will give hundred answers. For instance, Jary and Jary (1991) give the most simplistic definition of “culture” which is “Culture may be taken as constituting the way of life for an entire society, and this will include codes of manner, dress, language, rituals, norms of behavior, and systems of belief” (as cited in Wheeler, 2009)

Studying in a different country can be an exciting and at the same time challenging experience for overseas students who have not acquainted with the culture, academic, psychological and language adjustment of that country (Ward & Kennedy, 1993; as cited in Campbell and Li, 2008). Asian students have great difficulties acquiring Western culture of learning.

In accordance, a research conducted to view plagiarism as a cross-cultural phenomenon, which aimed at finding out from five different countries what students know and understand about the term plagiarism (Russikoff, Fucarolo, Saulaskiene, n.d.). In a question why they would plagiarize, majority of students mentioned that it takes less time to complete writing assignment, that writing becomes better. Besides, having lack of vocabulary, plagiarism helps to use beautiful words, instead of using original ideas. However, the majority of students were from United States and it was surprisingly enough for the researchers that these students were unaware of the real meaning of plagiarism. Latvian students are quite positive to the plagiarism and the instruction, suggesting spending more time on explaining and giving more instructions for developing awareness of students about the plagiarism.

For Eastern students it is difficult to recognize western ethics and culture and the understanding of plagiarism in western way. The researchers found out, that students

plagiarized because they are given that chance, and because they don't know the meaning of plagiarism and the steps how to keep away from plagiarizing, students forbid their teachers and instructors for not providing documents and discussion around the plagiarism in depth. At the end the research authors give suggestion for the students and teachers that teachers need to be more trained before teaching any course and students should be given institutional support and training before attending any courses. In support to above mentioned idea, Razera, Varhagen, Pargman and Ramberg (n.d.) added that, if a student plagiarize it means that teachers should look beyond the academic crime to find out why students accuse to academic dishonesty. It can be the result that students' lack of training, that is students are not well trained to academic writing, and lack of time because of the loaded assignments, finally students lack motivation and creativity. According to Pecorari (2003) there are other factors which cause L2 students to plagiarize. The author mentions that experimental students who were not cited source did not accuse to plagiarize. Rather she suggested that students need practice and time. No one was born with excellent academic writing skills; they are being developed, and created. As she said "today's patch writer is tomorrow's competent academic writer" (cited in, Wheeler, 2009)

Another interesting fact observed by many authors is that students from the cultures different from western one plagiarize because the learning principles and approach in West is quite different from their experiences in their own countries. China and other Easter countries have different assessment and learning regulations, they are mainly focused on a textbook. For that reason for overseas students who study in Western universities it is especially difficult for them to critically view authors writing and express their own ideas. In addition to the idea, Pennycook (1996) found out that Chinese students using different authors' works show their respect to the authors' writing. Very clear example of students plagiarizing is because what they found in the internet is more clearly stated and written well, that's why they cannot improve what has already written upon their topic.

In their research Windy *et al.* (2003) noticed that students think that academic dishonest behaviors become more or less a culture or tradition.

Moreover, students of different cultures tend to plagiarize both intentionally and unintentionally because they lack the experience of academic writing, as many eastern institutions including Armenian universities are barely rely on examinations. In this way, students are based on the textbook upon which the examinations are constructed, which results students unable to express their ideas freely, lack the creativeness in writing. To supplement the idea, Wilhoit (2010) states that many students cheat both consciously or unconsciously. Importantly here to mention that plagiarism is one of the caveats of cheating. If a student is lazy or in some way don't have time to complete assignment, he/she consciously buy, cheat, even steal papers belonging to someone else and present the work as his/her own.

According to Doris Dant's (1986) survey, 50 percent out of 309 first-year students cited that for their essays they copied word-for-word from sources without penalties. 32 percent believe all they need is to paraphrase all the information and provide a bibliography. Other 17 percent students mentioned "being actively encouraged by teachers (high school) to copy reports word for word from other sources". As for 6 percent students they didn't even know what plagiarism was. (Cited in Wilhoit, 2010)

As it can be seen, the knowledge of plagiarism mainly comes from background and how teachers raise the awareness about plagiarism in students' brain.

There are in fact wide varieties of plagiarism types aside from intentional and unintentional plagiarisms. The following table 1 illustrates plagiarism types by different authors working in the field of academic integrity.

Year	Author	Type of plagiarism
2007	Wright and Armstrong	Faulty citation practices
2007	Errami, et al.	Dual or duplicate publications
2007	Bretag & Carapiet	Self-plagiarism (failure to cite one's previously published work)
2006	Roig	Ideas, Copying text, Self-plagiarism
2005	McCabe	Unauthorized collaboration, Falsifying bibliography
2003	Cabe	Direct Change of grammatical structure, Inappropriate use of paraphrasing, Inappropriate use of quotation marks, Substitutions
2000	Evans	Quotation Paraphrasing Auto-plagiarism (failure to cite oneself) Self-plagiarism (submitting the same document several times)
1999	Klausman	Direct, Paraphrasing, 'Patchwork'
1995	Howard	Cheating (borrowing, purchasing or otherwise obtaining another's work) Non-attribution of sources 'Patch-writing'
1994	Martin	Word-for-word Paraphrasing Secondary sources Form of a source (structure of an argument) Ideas Authorship

Table 1. Types of plagiarism. Adapted from "A model for determining student plagiarism: Electronic detection and academic judgment", by T., Bretag and S., Mahmud, 2009, *Journal of University Teaching & Learning Practice*, 6, p. 5, Copyright 2009 by the authors.

However, Niall and Introna (2005) surprisingly enough cited in their research, that both English and Greek focus groups see plagiarism interlinked with students' development. In other words, if students take great amount of texts and paraphrase, it means that they have good understanding of the topic and should put all the authors together. However, if these students at some point plagiarize, they show a good level of learning.

A research done by a group of researchers (Wendy, Davies, Bates, & Avellone, 2003), found five main factors which influence students' academic dishonesty; these are

- Institutional environment,
- Study skills,
- Assessment employed,
- Personal qualities, and
- Course specific factors.

In addition, the majority of students who were interviewed stated that if a student in some point in his/her study is given a chance to plagiarize then he/she will never give up the chance until they get the degree. Besides, they also mentioned that all assignments and examinations are nearly the same compared with previous years'; this is one of the main factors that cause students to plagiarize. Moreover, while interviewing a teacher who had twenty years of teaching experience she mentioned, that if a student cheats or plagiarizes it means he/she has so high academic performance that he/she manages to put all the ideas together. In this case cheating becomes unimportant.

Equally important at this point to mention several authors (Wendy, Davies, Bates, & Avellone, 2003) who think that students plagiarize as they want to get good marks because such students are dependent from their families, or they feel pressure from university officers. As a result these students are not interested in acquiring knowledge that the institutions offer, but rather tend to find unfair ways to get good grades.

Additionally, academically succeeded students do not plagiarize, which cannot be said the same about students who have poorer academic achievement. Anderson (2009) in her turn noticed that students who are afraid of plagiarizing are least likely they will accuse to academic dishonesty, but even these students take risks and plagiarized because of the pressure of assignments. She suggests that there should be some courses to develop students' confidence in academic writing skills.

Another research was done with the purpose to understand L2 writers' understanding of and beliefs about plagiarism (Deckert, 1993; Rinnert and Kobayashi, 2005). The researcher examined Hong Kong university students (first and third year) perception about structured and source-based writing. It turned out that freshmen have fewer understanding of the concept of plagiarism. Moreover, first year students don't see plagiarism as academic crime, in a sense if someone takes other authors words without proper referencing. Other students, who are two or more years study in university, understand and recognize what means to plagiarize (Deckert, 1993)

Interestingly enough other research has the same finding as Deckert did (1993). Rinnert and Kobayashi (2005) comparing two different university students (Japanese and American universities), they found out that students with less experience don't know that writing without appropriate citation of used sources can be a serious academic dishonesty. This is mainly of the fact that students don't receive appropriate instructions about academic writing in their L1. Instead, students with more experience have more knowledge about the textual borrowing and what constituent if they don't follow the rules of academic writing.

From point of view of Peterson and Mullin (2009) cross-cultural communication is not just the exchange of cultures, but rather a circle for struggle and challenge in foreign environment.

Many studies and books written and done are mainly for teachers and educators and aims at how to prevent plagiarism among elementary and high education students.

A research, which latter published as work, aimed at looking plagiarism and cheating from students' perspective to assessment and academic work. A group of researchers (Ashworth, Bannister & Thorne, 1997) used qualitative method to find out students' perception of cheating and plagiarism.

One of the students mentioned "I don't mind helping anyone if they're genuinely stuck, but I won't give someone information if they can't be bothered to go out and even try and find it--I think that's a bit wrong"

Another not less interesting answer from the student being interviewed was the following: "You can plagiarize someone who's written a book, because they're not on the same level as you. If you copied your friend's work, when you get marked for it you'd be getting her mark, but you're not getting someone else's who's way above you"

From the result that researchers found was: a. morality stands in the first place for students; friendship, interpersonal trust and good learning are valued most for them; b. the meaning of plagiarism is not clear for students, and even if they plagiarize it happens unconsciously; and c. from students' perspective, large classrooms, group working being not aware of university policies cause students to cheat, which is excusable. As a result, sometimes students can give the solutions how to prevent plagiarism and mainly in what aspects and/or points to pay attention when introducing academic dishonesty to them. There are many cases, when teachers don't know whether the paper is plagiarized, and this phenomenon especially happens in Armenian universities.

2.6 Plagiarism in the Web 2.0

Today many teachers welcome the integrity of digital tools in the classrooms, which in some way is great, it means modification of old teaching methods and replacing with new ones. But this is one of the main reasons for the plagiarism. Though there are several plagiarisms detecting tools in the internet such as [Turnitin.com](https://www.turnitin.com) and Safe Assign, which aims at detecting students' plagiarized work (Thomas & Sossi, 2011). One of the strategies to

deter plagiarism is using online detection tools. This was great joy for teachers as they thought such tools will cut off their workload of manual detection in students' writing. However, over the time it became clear as Carroll (2003) cited that such tools "are not magic bullets"; with the time teachers realized that the online detection tools is just another tool to be used within an educative framework.

One of such complementing successful tools for preventing plagiarism among students is Turnitin. Plagiarisms Spectrum define the types of plagiarism from most to least important severe. It is very important especially for university students who deal with course papers, essays and thesis, to know what types of plagiarism are there in order to prevent themselves from plagiarizing. According to Plagiarisms Spectrum here are ten most frequently made plagiarisms;

- *Clone*-when a student takes someone's work or assignment and uses as his/her own word-for-word. This type of plagiarism can also be called as "the Phantom writer"
- *Cntrl+C*-this happens, when a student copies a great amount of text from one single source without changing the structure.
- *Find-Replace*-typical student mistake, when a student tries to replace key words with his/her own, but the actual content stays the same.
- *Remix* –taking different sources and paraphrasing all the sources in a way that it seems they are made for each other, as it was one source.
- *Recycle*-this type can be called "Self-plagiarism", when a student takes his/her previous work (e.g. essay, paper etc.) and uses it for other course without citation.
- *Hybrid*-using sources with citation and copied messages without citation in a paper.
- *Mash up*-mixing different sources without proper citation.
- *404 Error*-providing invalid references, which cannot be found in the internet.

- *Aggregator*-perfectly cited sources, but lack of own work.
- *Retweet*-include perfect citation, but with same structure- close to original text.

Accordingly, one of the articles was based on the survey that Turnitin team carried out. According to “All Media”¹ Turnitin surveyed 900 instructors and teachers who classified the most randomly appeared types of plagiarism. The findings showed that “plagiarizing word-for-word from someone else’s work” is the most frequent appearing type of plagiarism, and the most problematic plagiarisms were copying word-for-word, as well as copying a great amount of text from one single source without changing the structure.

Supplementing the idea, Berenson (2011) distinguishes three frequently appearing types of plagiarisms. Here are the types of plagiarism with the examples² provided below (both incorrect and correct):

Incorrect example of the use of “direct plagiarism” - “While **a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines**, it turns out they were wrong.”

Correct use: “While “a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines,” it turns out they were wrong (Donawerth 20).”

Incorrect use of “Mosaic Plagiarism” or “Patch writing”- “**A number of investigators of science fiction have said that women did not write for the science fiction popular magazines**, although they did appear **as sexy and helpless objects on the racy pulp covers**. More recently, **several scholars have traced the history of early science fiction pulps** and now suggest that women were present.”

¹ All Media Oakland, California (May 9, 2012)

² Elicit Reproduction: Clare Winger Harris’s ‘The Fate of the Poseidonia’ in *Daughters of Earth*, edited by Justine Larbalestier (Middletown, CT: Wesleyan University Press, 2006), p. 20))

Correct use: “Earlier analysis of women’s participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives (Donawerth 20).”

Finally *incorrect use of “Idea Plagiarism”*: “Earlier analysis of women’s participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives”.

Correct use: “Earlier analysis of women’s participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives (Donawerth 20).”

However, one of the limitations of such online tools is that they detect plagiarism after it had been done.

Echoing above said, Conference on College Composition and Communication are also against the plagiarism detecting tools, explaining it in a way, that detecting tools after finding plagiarism in a writing, it becomes one of the articles in database, which will be used for future cases to detect plagiarism (pp. 47-53).

Following chapter three will be based on the methodology employed in the current study.

CHAPTER THREE

METHODOLOGY

This chapter describes in details the methodology, including participants, methods of analysis and data collection. Following are the research questions which will guide the study:

- Why do students in Armenian institutions of higher education plagiarize?
- What characterizes student and teacher knowledge, awareness and attitudes about plagiarism?
- What are student and teacher practices related to plagiarism?

3.1 Instrumentation

The research is based on mixed methods, which has both qualitative and quantitative parts.

The quantitative part includes a survey with 14 questions, viewing into students' psychological and philosophical understanding about plagiarism.

For qualitative method, textual borrowing task was provided to students, which looked at how students paraphrase and use in-text citation properly. At the end of the task a question was provided, which asked students, "What do you think did you plagiarize while paraphrasing the passage?"

Five teachers from the five universities were interviewed, during which the researcher found out teachers understanding of plagiarism and their suggestions for future prevention of plagiarism in Armenian institutions of higher education.

Here are the questions which were asked to teachers during the interview:

1. Do you know what plagiarism is?
2. Imagine you assigned students to write a short paper about second language acquisition. After they turn in the papers, how will you check your students plagiarized or not?
3. How would you deal with the students who plagiarized his/her paper?

4. Do you aware about academic policies in your university that deals with plagiarism?
5. Does your university conduct introductory courses for raising awareness about plagiarism among students?
6. Do you believe, is it important (necessary) to integrate plagiarism as a mandatory introductory (preparatory) course for teachers before they teach at university? Why or why not?

3.2 Setting of the study

As the topic of the thesis is textual borrowing practices and Academic Integrity in institutions of higher education in Armenia, the research was conducted at five Armenian Universities including the American University of Armenia, Yerevan State University, Yerevan State Linguistic University, Armenia State University of Economics, and Yerevan State Pedagogical University where English is taught as foreign language (Figure 2). The main reason for choosing these five universities are because these universities are prominent in the country and will provide a good sample for investigation.

3.3 Participants of the study

As the research will be based on mixed methods, for quantitative research 98 students from the five universities took part (Figure 1).

For qualitative research 12 students took part in the study from five universities. As mentioned earlier, five teachers took part for the interview from five universities. The students are mainly chosen based on the following criteria:

- Students are learning English as foreign language
- Students have overall understanding of what means plagiarism

All five teachers who took part in the study are females ranging from 25 to 70. They are teaching English from different angles- English grammar and Academic Writing.

3.4 Procedure of the study

Data collection

In order to investigate the phenomenon in Armenian universities, the research relies on multiple data sources such as textual borrowing tasks produced by Armenian students, online survey and semi-structured interview. Additionally, feedback from a two-hour workshop on the topic of plagiarism conducted by a PhD professor and her assistant from AUA was collected. The methodological triangulation of the data gave vivid description of the study. The following section describes in details various data sources used in the study.

Textual borrowing tasks produced by the students from five universities

In order to collect the textual borrowing tasks from the university students, I directly talked with the chair of the program to have permission to conduct my research with the students of their department. Then, I had the permission from the teacher who was teaching at that moment in the classroom where I should conduct my study. I explained the research nature to the students and asked the students who willing can participate in the study. Next, I distributed the tasks and left the classroom. Later on, I collected the tasks from the teacher and analyzed them.

The main focus of the analysis was on the following: appropriate paraphrasing, attribution of the source, using the idea of the text sufficiently.

Individual interviews with teachers

Interview perhaps one of the important tools in the study because it “allow[s] us to enter into the other person’s perspective” (Patton, 2002, p. 341).

In order to create an atmosphere, where teachers could feel relaxed, semi-structured interview questions were used to create flexibility during the discussions with participants (Appendix 1). Semi-structured interview questions are broad, open-ended and gives the

interviewer flexibility to reorder the questions, sometimes leaving out some questions during the interview which will appear to be more informal and will allow the participant feel relaxed. (Thomas, 2011). The questions are all open-ended, so that I could have sufficient data for my analysis. I used sufficient technology for recording the answers, in this case iPhone recording application. Interview data was transcribed for later analysis.

Online survey for the students

The online survey consisted of 14 questions (Appendix 2), which are mainly asking students about their attitude, knowledge and awareness about plagiarism. The online survey was send via email, Facebook and 15 examples were printed out and were delivered to students. It was supposed to have 100 responses from online survey but only 98 students completed the online survey.

Ethical consideration

Since the research topic is one of sensitive ones, I ensured all participants that all the data received from them will be kept confidential and anonymous.

CHAPTER FOUR

RESULTS

In this chapter the main findings of the study are presented. The study explored the findings from an online survey, students' textual borrowing tasks and teachers' answers to interview questions. The study results are divided into the following categories:

- Awareness- It was mainly focused on students' and teachers' awareness of plagiarism. The research tried to find if students knew any other students who have ever plagiarized, or if they ever in some point been accused of plagiarism. If they knew about written policy or code of ethics that their institutions provided. If they (mainly teachers) knew how to increase students' awareness of plagiarism, or whether there were any introductory courses for preventing plagiarism among university students.
- Knowledge- was to find out what were some possible ways for teachers and for students to prevent plagiarism in universities, and the interview questions for teachers tried to find out the best options to prevent plagiarism. Also, the category will look on some psychological factors that pushed students to plagiarize.
- Attitude- was to see the philosophy of plagiarists i.e. what is students' and teachers' attitude toward plagiarism.

4.1 Awareness of students about plagiarism

One of the questions in the online survey was aimed at finding out whether the students had ever plagiarized. Figure 1 shows that 43 students out of 98 gave the option "Yes", which means that 44% of students from five universities reported they had plagiarized. Also in the online survey there was a space for additional comments to be made by students. One student mentioned that; "I think that if students find the way to plagiarize they will not do anything but plagiarize". It can be noticed that 9% of students did not answer to the questions whether or not they have plagiarized.

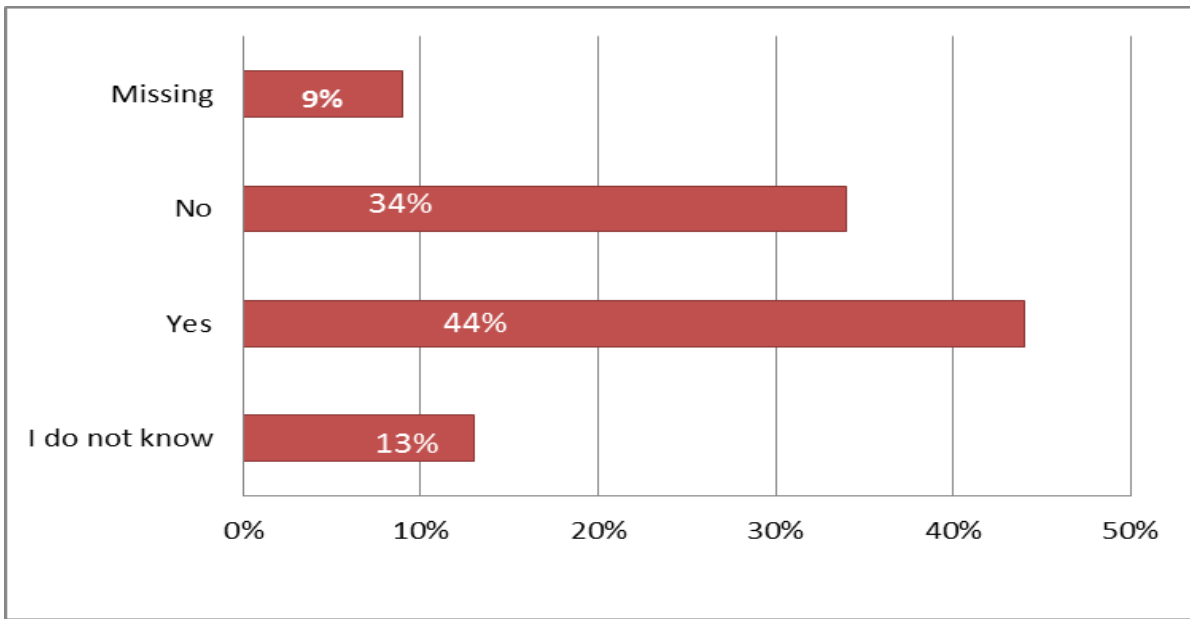


Figure 1. Percentage of students who might have plagiarized.

One of the essential parts of the study was to identify whether participants know their university provides policy or not. For that reason, an option was delivered in the survey which was aimed at finding out whether students were aware about their university policy. Figure 2 shows that 38% of students' answers inclined on the option "No", which mean that these students believe that they do not have any written policy provided by the university. It is worth mentioning that less than half (35%) of the majority of students "do not know" whether or not their university provides written policy, which they in fact should follow (Figure 2).

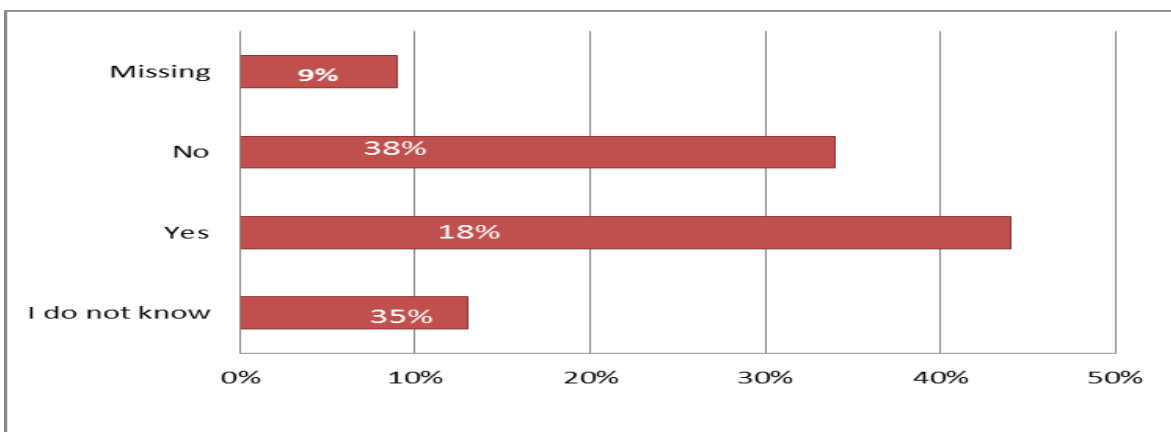


Figure 2. Distribution of answers in precentages for the existence of written policy in the universities, where students study.

One of the students commented that “It would be better if teachers/lecturers devote one lecture for explaining what is considered plagiarism and what is not”.

The following Table 2 briefly shows and describes some statistics among students about how the knowledge of plagiarism and awareness of plagiarism can be increased in their department. This question allows students to pick as many options as possible. Consequently, the answers analyzed according to the answer, and not on students number. To have better understanding about the results, Figure 3 gives clear explanation of the question.

Options	Students' choice	Answer percentage (%)	Students number (N)
1	Introducing tool that can detect plagiarism	60%	59
2	Addressing plagiarism in a mandatory introduction course for the teachers before they are allowed to teach at university	56%	55
3	Addressing plagiarism in a mandatory academic skills course for students designed to prepare them to be successful university students.	52%	51
4	Discussing plagiarism at a pedagogical seminar.	44%	43
5	Discussing plagiarism at a different level, from undergraduate to graduate.	48%	47
6	Informing students that plagiarism exists to raise students' awareness.	47%	46
7	Other	10%	10

Table 2. Represents percentage of answers about what are the best options to increase knowledge and awareness about plagiarism among students.

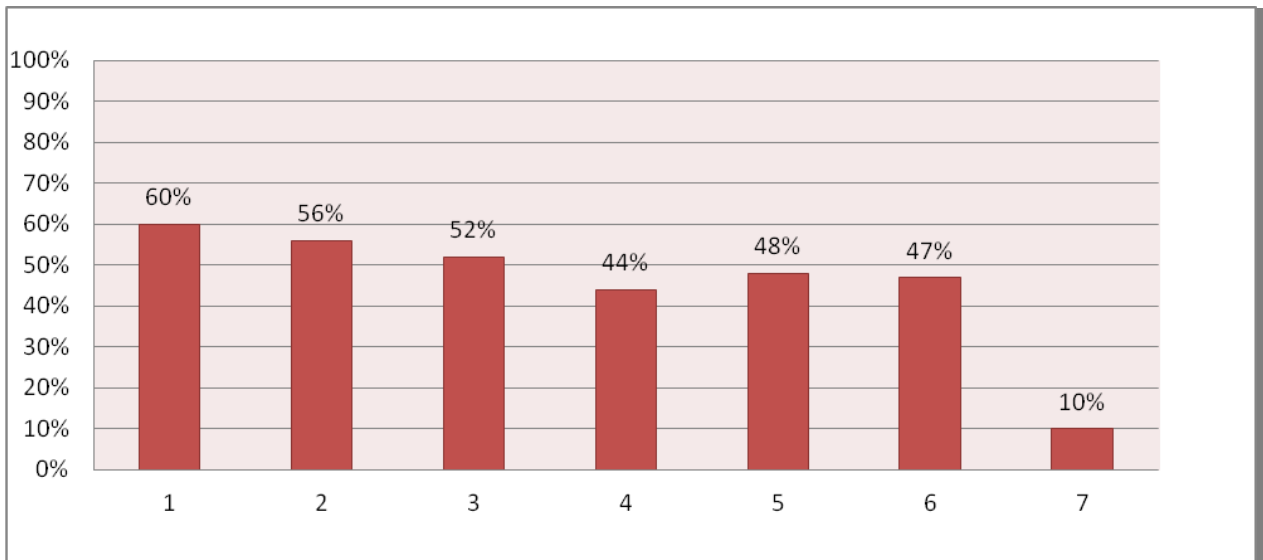


Figure 3. Student-Generated Options to Increase Knowledge and Awareness about Plagiarism

It is notable, that the option “Introducing a tool that can detect plagiarism” gained the most percentage (60%) compared with other options. Hence, linking previous question (*Figure 1*) with the latter one (*Figure 3*), it can be assumed, that the reason why students want to be introduced to a tool that detects plagiarism is to increase the knowledge about plagiarism and awareness of plagiarism in their department. Besides, detection tools as it can be seen from *Figure 3* can help students to avoid plagiarism before they hand in their papers.

Interestingly enough, it is obvious from *Figure 4* that the majority (58%) of the students answered that they know “More than 3 people” who have plagiarized. There is apparent relationship between the second (Yes, 1-3 people) and the third (Yes, more than 3 people) options, which in any sense show that students knew other students who have plagiarized. However, 20% of students mentioned that they know “1-3 people” who have plagiarized. Also, the rest of the respondents (13%) chose the answer “No, none”, which means they either were not aware of any student who have plagiarized or there was no one they knew that have plagiarized.

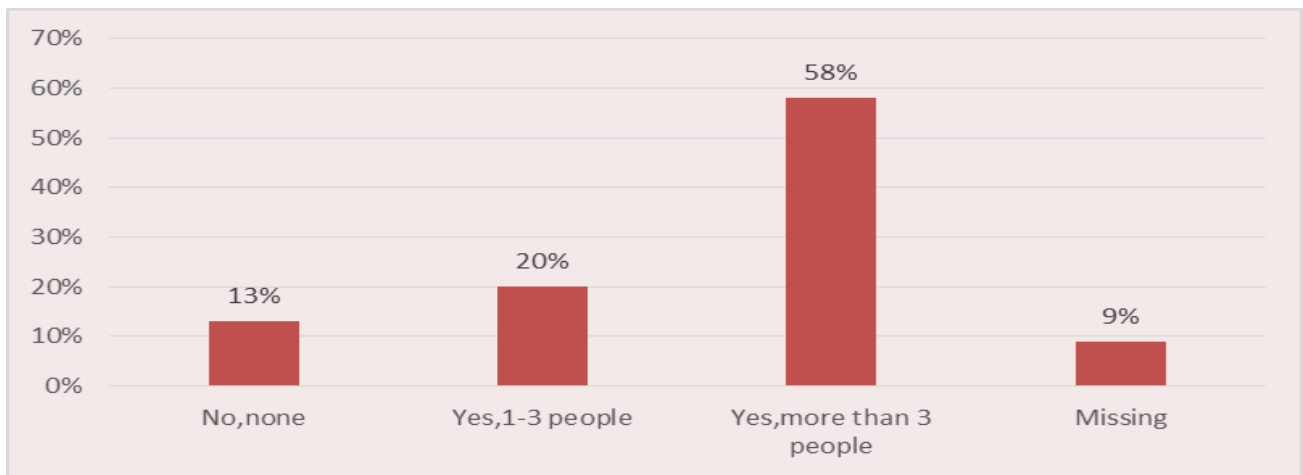


Figure 4. Percentage of students aware of any one who has plagiarized.

4.2 Perception of students about plagiarism

In order to have better overview of students perception and understanding about plagiarism, online survey on plagiarism provided a question, which asked students to choose the best options which can be used to prevent plagiarism among students. Table 3, represents options that can be used to prevent plagiarism among students as selected by the participants.

Option	Students' choice	Percentage of answers (%)	Number of answers (N)
1	In every course the students should be informed about the rules concerning plagiarism (e.g. there should be a policy in the syllabus).	57%	56
2	The students should be informed and taught what is allowed and what is not through discussions, workshops, or/and education	56%	55
3	Teachers should spend more time on formulating exams in a way that will require students to use their critical thinking rather than only testing their factual knowledge.	49%	48
4	Students should have a better understanding of academic writing, by attending for instance, an academic writing course.	45%	21

5	The students' course workload should be reduced.	21%	38
6	Teachers should openly discuss about the plagiarism with students.	39%	22
7	The penalty for those who committed plagiarism should be more severe.	22%	27
8	Electronic tools for detecting plagiarism should be used.	38%	37

Table 3. Student-Generated Options to prevent plagiarism.

In the online survey a place was provided for additional comments, and many students commented on some options which can be used to prevent plagiarism among students. One of the students stated that; “Mostly students plagiarize because they don't know it is regarded as academic dishonesty as well as cheating. So the steps that the University and professors should take to prevent this are following: inform students that plagiarism is academic dishonesty, discuss the consequences of it, and explain properly its concept. I do believe that students who plagiarize are unaware of the seriousness of the issue”. Another student considered that; “The academic dishonesty can be prevented by workshops and plagiarism detector systems not only for professors, but also for students”.

The third student believed that, “Critical thinking should be evaluated more, than factual knowledge. Oral exams are better choice, if teachers are of high academic level and unbiased”.

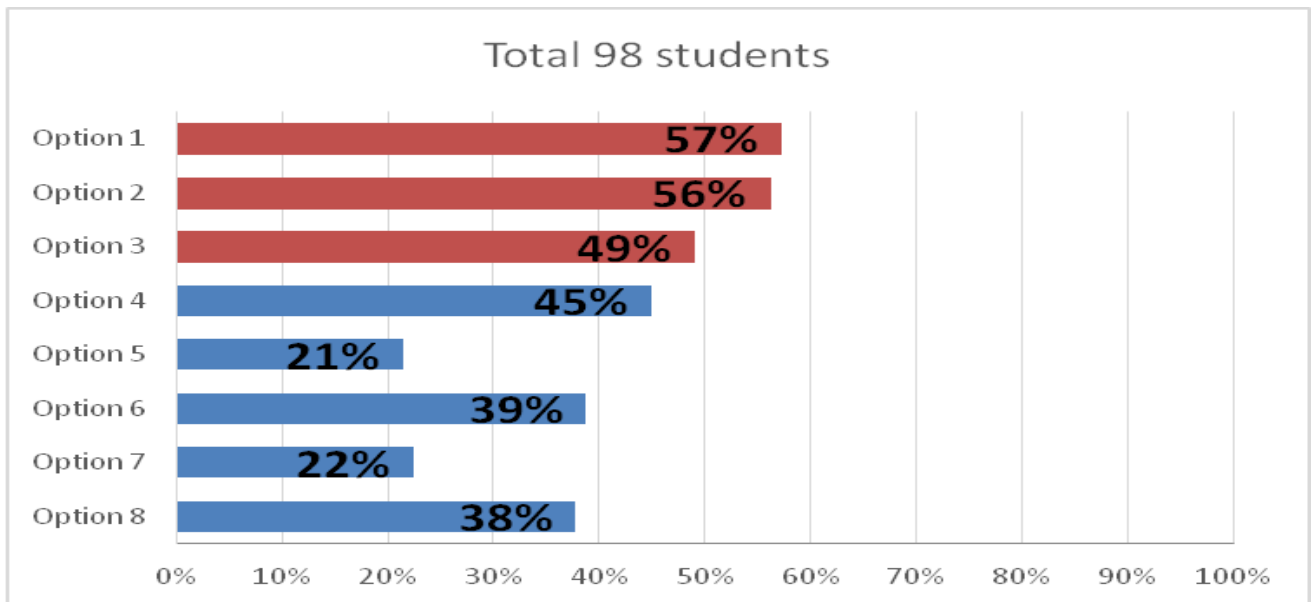


Figure 5. Represents number of answers for the best options to prevent plagiarism among university students.

As presented in Table 3 57% of participants (56 students) believed that one of the best options to prevent plagiarism among university students is to inform students about the rules concerning plagiarism (e.g. there should be a policy in the syllabus)". From the answers for option 1 it can be concluded that students are ready to follow the policy and regulation of Academic Integrity.

For the option 2, which is "The students should be informed and taught what is allowed and what is not through discussions, workshops, or/and education" the percentage of answers constituted almost the same (56%) as for option 1.

To the question "Which are the most common reasons someone to plagiarize?" the percentage of answers (Figure 6) shows that vast majority (59%) of the students inclined to the option that "The student is lazy" (Table 4). The data in Table 4 shows that more than half (56%) of the answers by students show that: "The student does not know how to write academically".

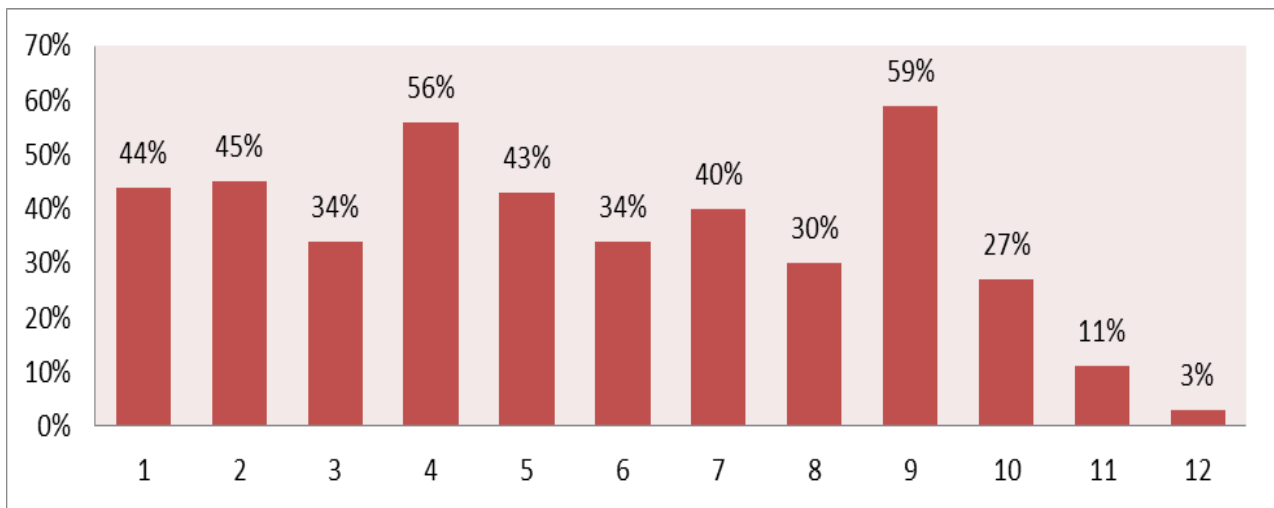


Figure 6. Percentage of answers for the most common reasons for students to plagiarize

Option	Students' choice	Percentage (%)
1	The student feels uncomfortable using his/her own vocabulary to express the idea.	44%
2	The student underestimates his/her own abilities	45%
3	The student is unaware about what is allowed and what is not.	34%
4	The student does not know how to write academically	56%
5	The student shows lack of interest about the topic	43%
6	The student lacks motivation	34%
7	The student lacks time	40%
8	The student lacks proficiency	30%
9	The student is lazy	59%

10	The student believes that plagiarism results in better grades	27%
11	The course demands are too high	11%
12	Other	3%

Table 4. Students' choice about the most common reasons someone to plagiarize.

Also, one of the interesting comments by the students under the option “other” was: “The teacher is not trained very well to notice that students are copy-pasting most of the assignments”. Accordingly, it is obvious from the answers, that students believe, most common reasons someone to plagiarize is that they do not know how to write academically and they are lazy. The rest of the options as well as options 4 and 9 are shown on Figure 6 and Table 4.

In the space provided in the online survey for students to leave comments, one of the students made suggestion to instructors, “not to set a certain number of pages for our papers. In that case we will not try to fill the space with everything we find. Instead we can express pure ideas in "short and sweet" papers!”

In addition another student emphasized that, “the main power against the academic dishonesty must be some penalties, as well as use of some electronic tools for plagiarism detection”.

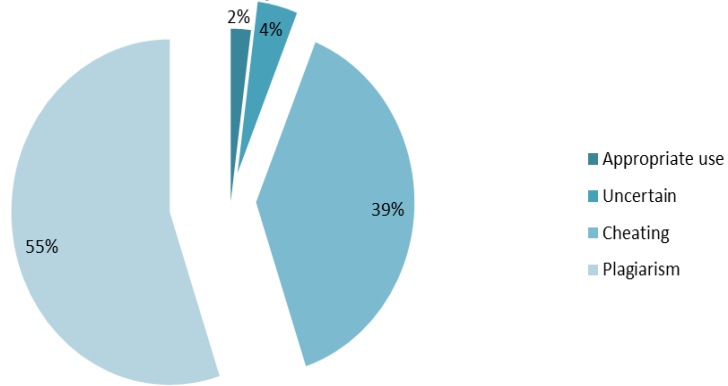
4.3 Attitude of students towards plagiarism

The visual representation of each issue is shown in Figure 7. From issues 1 and 2 it is obvious that both are about submitting an assignment or paper. Majority of students (55%) mentioned for issue 1 that it is plagiarism, however less than half (42%) of students believe that issue 2 is cheating.

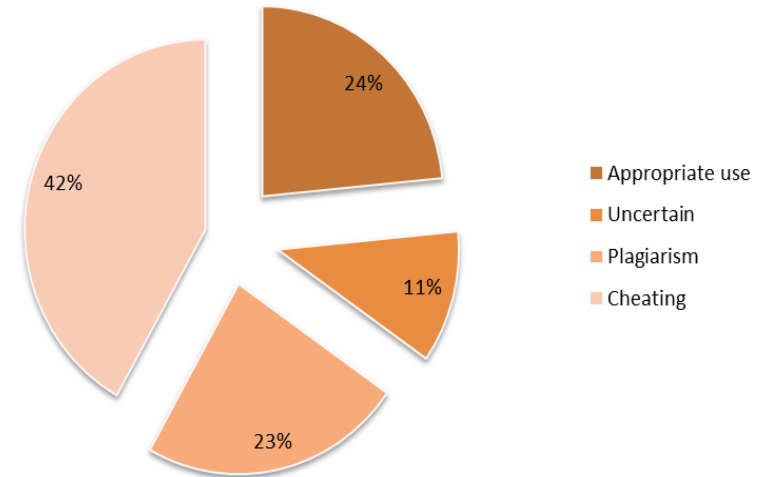
From Figures representing issue 3 and 4 it can be concluded that which definition is appropriate use; vast majority (72%) of students considered issue 3 as an appropriate use, great

number (77%) of students believed issue 4 is an appropriate use as well. However, most (56%) of students believed that issue 6 is plagiarism.

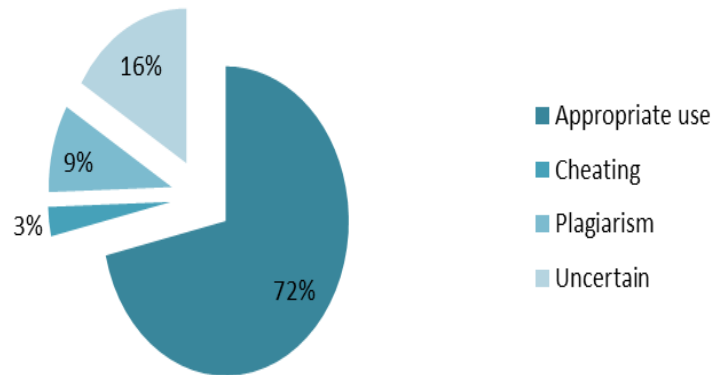
Issue 1: If you take your friend's assignment and submit it as your own without permission of your friend.



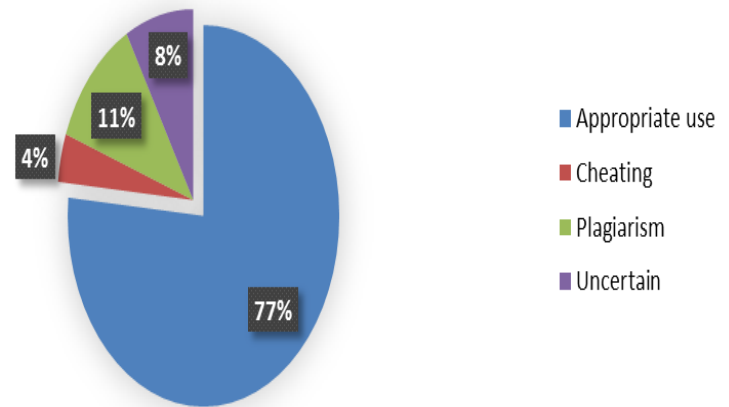
Issue 2: Your friend being so kind that he/she agreed to share his/her assignment with you to submit it as your own.



Issue 3: To quote a paragraph as well as to italicize it and cite the source with a PAGE REFERENCE in the text, in a footnote and in the bibliography.



Issue 4: To use the necessary part from the book needed for your assignment, but to write it in your own words and in your own way using different examples. At the same time you used the reference (e.g. Carroll, 2004).



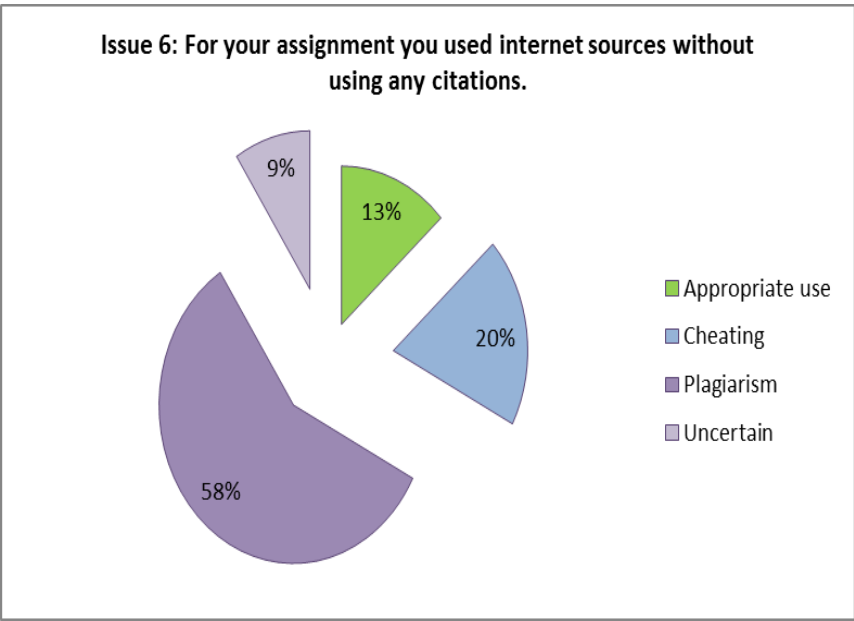
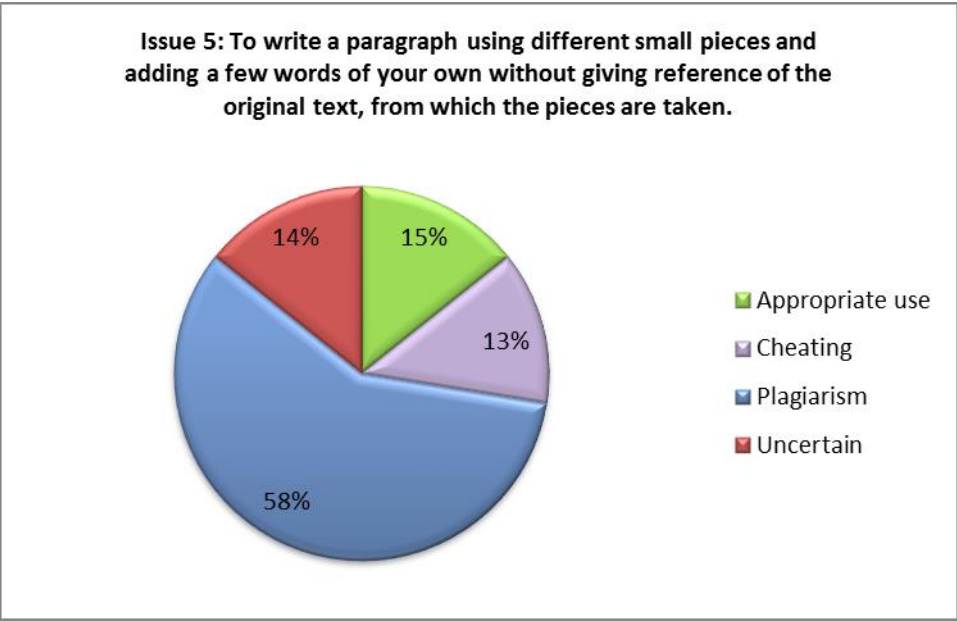


Figure 7. Categorization of each issue into plagiarism, cheating, appropriate use and uncertain.

4.4 Attitude of students toward plagiarism in textual borrowing task

From previous results it can easily be concluded that students can categorize various issues into plagiarism, cheating, appropriate use, and uncertainty. However, during the textual borrowing task, students showed opposite results. Table 5 represents the original text, while Table 6 represents most significant results in textual borrowing tasks reproduced by 12 students', as well as their comments on whether they plagiarized in their writing or not.

Original Text
<p>“An example of the nonwestern culture that contrasts the Western practice of limited and controlled access to intellectual property is the Asian tradition of Confucianism that advocates open and broad access to knowledge as common heritage.” From Shi (2006, p. 265).</p>

Table 5. Represents the original text of textual borrowing task.

The majority of students (9 out of 12) did not use attribution of the source at all in textual borrowing task. Others (3 out of 12 students) acknowledge the author, but they did not use the citation properly; that is they only use the name of the author without date and page number for direct quotation. However, from the students' answers it is obvious that using improper citation and non-attribution of the source, believed that they did not plagiarized from the original text. Interestingly, several students give the honest answers, which is “50/50”, “I am afraid of calling it plagiarism”, “to some extent, yes”.

It is noticeable that aside from improper citation, they also made mosaic type of plagiarism and Idea plagiarism. Idea plagiarism happened in students' textual borrowing task, because they used other's words and do not acknowledge that is not their own words.

Mosaic plagiarism occurred in students' textual borrowing task, as they paraphrased the text insufficiently.

Codes	Student	What do you think did you plagiarize while paraphrasing the text?
<i>Non-attribution of the source.</i>	<p>Student 1</p> <p>The Asian tradition of Confucianism <u>advocating widely open access to knowledge as common heritage</u> is an example of nonwestern culture, in contrast to Western culture, where <u>access to intellectual property is limited and controlled.</u></p>	I think yes.
<i>Improper citation</i>	<p>Student 2</p> <p>According <u>to Shi</u>, one of the Asian Traditions, that is different from the Western finite intellectual knowledge, is Confucianism, which promotes wide access to knowledge as social inheritance.</p>	No.
<i>Non-attribution of the source.</i> <i>Improper Paraphrasing</i>	<p>Student 3</p> <p>The main example <u>which shows the Western practice of limited and controlled access to intellect</u> is the Asian way of Confucianism, which is free in knowledge.</p>	No, I just tried to paraphrase the passage.
<i>Improper attribution of the source</i> <i>Improper Paraphrasing</i>	<p>Student 4</p> <p><u>Shi</u> said that Asian tradition of Confucianism is advocates open broad access of knowledge as common heritage.</p>	50/50
<i>Inappropriate use of quotation marks.</i>	<p>Student 5</p> <p>“The element of nonwestern culture is considered as an Asian tradition of Confucianism which provides open and free access to knowledge as common inheritance”. <u>From Shi</u></p>	I haven't plagiarized while paraphrasing this passage. I wrote what I understood.

<p><i>Mosaic Plagiarism/insufficient paraphrasing.</i></p> <p><i>Non-attribution of the source.</i></p>	<p>Student 6</p> <p>The way of nonwestern culture <u>which shows the</u> western practice of intellectual property is Confucianism, which was a great heritage of knowledge.</p>	<p>Yes, I think it is plagiarism.</p>
<p><i>Mosaic Plagiarism/insufficient paraphrasing.</i></p> <p>Student 7 didn't understand the idea of the passage.</p> <p><i>Non-attribution of the source.</i></p>	<p>Student 7</p> <p>Nonwestern culture contrasts the Western <u>and the Asian tradition of Confucianism</u>, which is an access to knowledge, is an example of the nonwestern culture.</p>	<p>To some extent yes.</p>
<p><i>Idea Plagiarism-representation of another idea, without proper citation.</i></p>	<p>Student 8</p> <p>The Asian tradition of Confucianism is an example of <u>the nonwestern culture</u> which contrasts the western practice of modified approach to intellectual <u>possessions</u>, as it gives open access to knowledge as <u>common inheritance</u>.</p>	<p>I think no, as I tried to use and explain it by my own words.</p>
<p><i>Find and replace- tries to replace words with his/her own but the actual content stays the same.</i></p> <p><i>Non-attribution of the source.</i></p>	<p>Student 9</p> <p>The Asian tradition of Confucianism that supports open and wide admission to knowledge as common inheritance is an <u>exemplar</u> of the nonwestern culture that inverts the Western practice of <u>restricted</u> and controlled entrée to intellectual property.</p>	<p>No.</p>
<p><i>Inappropriate paraphrasing</i></p> <p><i>Non-attribution of the source.</i></p>	<p>Student 10</p> <p>The Western practice which access to intellectual property is Asian tradition of Confucianism, which is considered to be a heritage of knowledge.</p>	<p>I am afraid of calling it plagiarism.</p>

<i>Non-attribution of the source.</i>	<p>Student 11</p> <p>The Asian tradition of Confucianism is an example of the nonwestern culture supporting open contact with the common knowledge, in contrast to the western method of using checked and narrow access to the mental ownership.</p>	<p>I think no, because I have used only my own words while paraphrasing the passage.</p>
<i>Patch writing Non-attribution of the source.</i>	<p>Student 12</p> <p>The Asian tradition of Confucianism advocates broad access to knowledge as overall heritage is an example of nonwestern culture which is in a <u>contrast with the Western practice of having limited and controlled access</u> to noetic property.</p>	<p>I did not plagiarize.</p>

Table 6. Textual borrowing task produced by students.

4.4.1 Teachers attitude toward plagiarism

The third part of the research was based on teachers' interviews who teach at different universities. Overall five teachers took part in the interview; I assigned each teacher pseudonyms Anahit, Bella, Christina, Diana, Gayane. To begin with, 4 out of 5 teachers gave satisfying answers to the question whether or not it is necessary to integrate plagiarism as a mandatory introductory (preparatory) course for teachers before they teach at university. Anahit was quite positive and mentioned: "Yes it is important, in order to become more professional and further to share our experience with our students".

Bella believed that teachers aside from taking the preparatory course for raising their awareness about plagiarism, should also earn certificates for teaching before teaching at university.

Christina having strong principles noted that plagiarism issue is very sensitive, teachers should be academically more prepared and if teachers did not have any idea and awareness about plagiarism they had no right to teach in the university. At the end she mentioned, that plagiarism is the basics that all teachers should be aware of and be prepared to teach their students and raise their awareness about plagiarism. Supplementing, one of the students who took part in an online survey mentioned that; "It will be the best solution if before

giving the classes to the instructor to teach verify whether he/she is a specialist of that or not”.

Diana agreed and mentioned that specifically academic writing teachers should know and be aware of plagiarism, because they should teach their students and raise their awareness about plagiarism.

All five teachers mentioned that one of the most important content that they would explore with their students about plagiarism within the class which they would conduct if they would have chance, would be academic writing techniques; also Anahit mentioned that she would review policy about Academic Integrity with her students.

Bella noted that except from techniques she would also explain to her students that avoiding plagiarism is not as hard as it seems to. Christina for instance said that she would teach her students to be honest, as honesty is the first precondition to avoid plagiarism.

Gayane chiefly noted out that she would give them reworded text to teach her students on the practice rather than on theory how to avoid plagiarism.

4.4.2 Teachers' awareness about plagiarism

Anahit and Diana gave precise answers whether they are aware of academic policy in their universities or not. For instance, Anahit mentioned that in the policy that mainly talks about plagiarism there was a line that mentioned “all the students should avoid plagiarism otherwise they will be penalized with a low grade”. Diana ensured she is aware of electronic and printed code of honesty; “It should be taken seriously. It is stealing and it is serious crime. It is the violation of law and authorship.”

It is worth mentioning that Gayane when she started to teach at the university asked for the university policy where she was teaching, but she did not get any formal and concrete answer. As she mentioned further, some teachers in her university do not discourage the plagiarism. She said: “the students are surprised when I read thoroughly their papers; other teachers instead give the grade without sometimes even reading the paper”.

To the question whether they would explain in details how to write academic paper, Anahit mentioned that first of all she would ask her students to get familiar with the topic before writing the paper. She added also, that she would kindly ask her students to express everything in their words.

Bella noted that in each course syllabus they have rules to follow, and if needed teachers provide extra information on how to write academic paper.

Diana pointed out that she gives more detailed explanation for undergraduates when they write papers. But for those who are writing thesis they already have some understanding. Besides Diana mentioned that, if students submit their papers electronically, it would be easier for teachers to find plagiarism in students' papers.

Gayane encourages her students to make reference to the author, and she even praises them with high grades. At the end of the question she added that as it is a learning process she would ask her students to redo the assignment instead of giving zero.

Regarding how they would treat the students who plagiarized their papers, teachers' responses varied. Anahit said: "If the students plagiarized for the first time, I will tell them not to do it anymore, I will ask them to rewrite the paper; but if they plagiarized not for the first time, I will mark their papers zero".

Bella in her turn noted that having to work for many years with students, she knew very well the writing style of each student, and if she found plagiarized work she would ask the student to rewrite the paper.

At the end she added that they do not have software to check the originality of the paper. Finally, Christina explained that she would give a low grade, and then she would talk with that student to explain that it is not good to plagiarize.

4.4.3 Teachers' Perception about plagiarism

On this subsection teachers' answers on the following questions are presented:

1. Do you know what plagiarism is? How would you define the plagiarism?
2. In your understanding, when students plagiarize, the action is intentional or unintentional?
3. What are the best strategies, or in general what strategies do you use to avoid plagiarism when you write?

For the question one Bella defined the plagiarism as an illegal usage of other's ideas. Christina defined plagiarism as illegal usage of others thoughts and ideas. Gayane defined plagiarism as anything that is made without proper citation, either direct or indirect citation, or paraphrase.

For the question two, Anahit considered the act of citing all sources but forgetting to cite even one paraphrased part in the paper is considered as unintentional plagiarism. Bella in her turn considered the act of plagiarism intentional, if the student has some idea what plagiarism is. Christina mentioned that today's youth realizes that they cannot use others' words, but they still do it, that is why the act of plagiarism is mainly intentional.

One of the important parts in the interview was to find out the strategies which teachers use to avoid plagiarism in their writing. Anahit used paraphrasing and note-taking as the best strategies in her writing. Bella also used paraphrasing as the best strategy to avoid plagiarism in her writing. However, for Christina and Gayane, one of the essentials to avoid plagiarism in their writing is first to get acquainted with the topic. As a conclusion Diana noted that Armenian universities do not have the culture.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

One of the students noted, that teachers are not trained and cannot notice that students plagiarized the paper, or they think it is not worth penalties. In contrast, teachers mentioned that they pay much attention to plagiarism, and even mark zero if the student plagiarized more than once. Surprisingly, findings from the online survey showed, that students are aware about plagiarism and even more than half (58%) of the students mentioned that they knew more than three people who had plagiarized. At the same time, the majority (60%) of students freely mentioned that they plagiarized in their writings.

Most of the studies based on students' perception and attitude toward plagiarism showed that they in fact have a lack of awareness about what constitutes plagiarism. However, students studying in Armenian universities had relatively good knowledge about plagiarism in theory. Yet, in examining students' textual borrowing task, it became obvious that they made the most occurring plagiarisms which are non-attribution to the source, idea plagiarism and improper paraphrasing. This means, they could not use their theoretical knowledge in practice. On one hand, teachers during the interview added that they provide explanation of how the paper should be written. On the other hand, the students who attended two-hour workshop on plagiarism, wrote in the evaluation lists that explaining the rules and techniques for the particular paper is not beneficial, they would rather have ongoing discussions on plagiarism; because only in that way they could acquire all the academic writing rules and techniques.

Another observation from the results was the possible reasons for students not being aware of a policy include: failure of teachers to include in syllabus, failure of institutions to provide online, or failure of students to read the syllabus.

One of the common reason someone to plagiarize cited in the results was laziness.

It can be concluded that students who study in Armenian universities have relatively good knowledge about plagiarism and in some way have set of values about the severity of plagiarism. However, it can also be concluded that teachers need to be trained to share their experience with their students, and raise their practical awareness about plagiarism. Meanwhile, there are some limitations concerning the study, which are presented below.

5.1 Limitations of the research

After analyzing and discussing the findings of the research it became obvious that the current research had many limitations, which are presented in bullet points:

- The sample size for the online survey and textual borrowing task were not satisfactory to have relatively valid results.
- Additional textual borrowing tasks that involve students in a range of task types, including paraphrasing, summarizing, citing, and identifying plagiarism by others.
- Teachers' number could be 15 from all Armenian universities for clear overview of teachers' perception, attitude and awareness about the current issue.
- Students should be chosen from the classes where the teachers who participated in the interview were teaching. This could give more overview and verify students and teachers comments
- The researcher didn't check base level knowledge of students about plagiarism before asking them to say if they had done it, if they knew someone else who had.
- The researcher didn't give the option of 'second language proficiency' as a factor leading to plagiarism.

5.2 Pedagogical implications

It became obvious from the findings that teachers and students would like to have introductory course to raise awareness about plagiarism. I would suggest conducting a course for teachers on how to raise student awareness about plagiarism and provide students will practical skills. Finally, I would suggest conducting a course on academic writing for students to help them avoid plagiarism.

5.3 Suggestions for the future research

Finally, this type of research needs longitudinal study, and the suggestion would be to conduct a research based on stratified sampling that is conducting a research on teacher and students who work together, rather than randomly choosing participants from different universities and faculties.

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APPENDICES

Appendix 1. Interview Questions for Teachers

At present, one of the hot issues at Universities is the plagiarism among students. But, for many individuals is still confusing the meaning of plagiarism. So, I would like to know about your understanding of plagiarism as a teacher.

1. Do you know what plagiarism is? How would you define the plagiarism?
2. What about the types of plagiarism? Do you know any types of plagiarism? In your understanding, when students plagiarize, the action is intentional or unintentional?
3. What are the best strategies, or in general what strategies do you use to avoid plagiarism when you write?

When you work with student, you should be vigilant as a teacher to always lead students to be academically integrated. Let's talk a bit about your experience with students.

1. Imagine you assigned your students to write a short paper about second language acquisition.
 - i. How would you explain to your students the task which they need to complete?
 - ii. What instruction would you give them in terms of style and the format of writing? (mini-workshop, PPT, oral explanation of a task)
2. After they turn in the papers, how will you check your students plagiarized or not?
 - I. What technology or software would you use to check the originality of the paper?
 - II. How would you deal with the student who plagiarized his/her paper?

In all Armenian universities there are policies, for the academic individuals to follow. Let's talk about the policy at your university.

1. Are you aware of the academic policy in your university, specifically about plagiarism? If so, what are they?
2. Does your university conduct introductory courses for raising awareness about academic integrity among students?

As we talked about Academic Integrity, have you ever conducted a short lesson about Academic Integrity? (If no:)

1. If you were to teach such a course, what would be the most important content to explore with your students related to plagiarism?
2. Do you believe it is important (necessary) to integrate plagiarism as a mandatory introductory (preparatory) course for teachers before they teach at university? Why or why not?

Appendix 2. Online Survey on Plagiarism

Survey on Plagiarism

1. Where do you study?
 - AUA (American University of Armenia)
 - YSLU (Yerevan State Linguistic University)
 - YSU (Yerevan State University)
 - YSPU (Yerevan State Pedagogical University)

2. What is your current status?
 - An undergraduate
 - A graduate

3. Please read the following definitions in Column 1. For each one, mark if you believe it is: plagiarism, cheating, or appropriate use. If you do not know, check the uncertain box.

Column 1	Plagiarism	Cheating	Appropriate use	Uncertain
If you take your friend's assignment and submit it as your own without permission of your friend.				
Your friend being so kind that he/she agreed to share his/her assignment with you to submit it as your own.				
To quote a paragraph as well as to italicize it and cite the source with a PAGE REFERENCE in the text, in a footnote and in the bibliography.				
To use the necessary part from the book needed for your assignment, but to write it in your own words and in your own way using different examples. At the same time you used the reference (e.g. Carroll, 2004).				
To write a paragraph using				

different small pieces and adding a few words of your own without giving reference of the original text, from which the pieces are taken.				
For your assignment you used internet sources without using any citations.				

4. Do you know of any student or a friend who might have plagiarized at any time during his/her study years?
 - Yes, 1-3 people
 - Yes, more than 3 people
 - No, none
5. Have you ever plagiarized?
 - Yes
 - No
 - I do not know
6. Do most course syllabi contain information about plagiarism at your university, such as a definition or a policy? If so, is it clear to you?
 - Yes, the descriptions are mostly clear.
 - Yes, but it's not clear what is allowed and what is not.
 - No, only a few provide information about plagiarism.
 - No, none of the syllabi provide information about plagiarism
 - I do not know
 - Other
7. Is there a policy for dealing with the plagiarism at your university?
 - Yes, written policy
 - No
 - I do not know
8. What do you think what are the most common reasons for someone to plagiarize? Please, select all the options that apply:
 - The student feels uncomfortable using his/her own vocabulary to express the idea.
 - The student underestimates his/her own abilities
 - The student is unaware about what is allowed and what is not.
 - The student does not know how to write academically
 - The student shows lack of interest about the topic
 - The student lacks motivation
 - The student lacks time
 - The student lacks proficiency

- The student is lazy
- The student believes that plagiarism results in better grades
- The course demands are too high
- Other _____

9. Which of the following options do you consider most effective to prevent plagiarism? Select all that apply:

- In every course the students should be informed about the rules concerning plagiarism (e.g. there should be a policy in the syllabus).
- The students should be informed and taught what is allowed and what is not through discussions, workshops, or/and education
- Teachers should spend more time on formulating exams in a way that will require students to use their critical thinking rather than only testing their factual knowledge.
- Students should have a better understanding of academic writing, by attending for instance, an academic writing course.
- The students' course workload should be reduced.
- Teachers should openly discuss about the plagiarism with students.
- The penalty for those who committed plagiarism should be more severe.
- Electronic tools for detecting plagiarism should be used.
- Other _____.

10. Does your university subscribe to a plagiarism detection service as Turnitin??

- Yes
- No
- I do not know

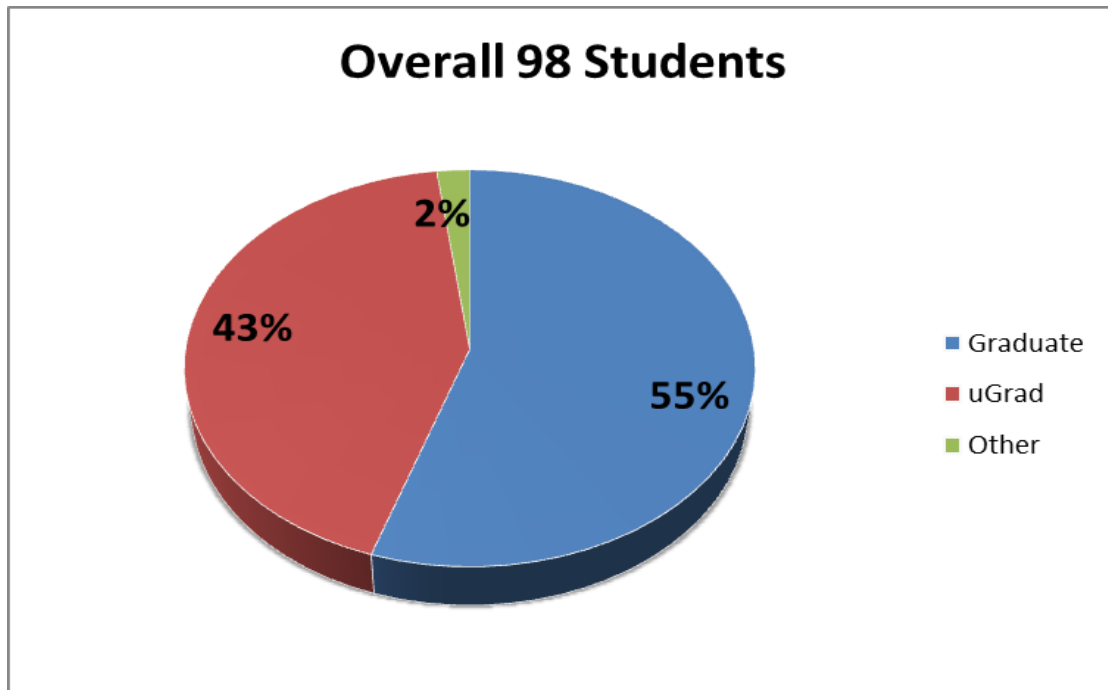
11. Do you think that students should be aware of plagiarism? If yes, how can the knowledge about the plagiarism and the awareness of plagiarism increased in your department? Select as many options as needed:

- Introducing tool that can detect plagiarism
- Addressing plagiarism in a mandatory introduction course for the teachers before they are allowed to teach at university
- Addressing plagiarism in a mandatory academic skills course for students designed to prepare them to be successful university students.
- Discussing plagiarism at a pedagogical seminar.
- Discussing plagiarism at a different level, from undergraduate to graduate.
- Informing students that plagiarism exists to raise students' awareness.
- Other _____.

12. We will be very grateful if you suggest ideas concerning academic dishonesty. You can write your email to be informed about the results of the survey.

FIGURES

Caption from Figure 1. Summary of students' statuses who completed the online survey.



Caption from Figure 2. Summary of distribution of 98 students into five universities.

