



THE ROLE OF EAP IN PLAGIARISM EDUCATION AT POSTGRADUATE LEVEL

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PLAGIARISM EDUCATION

- Calls to ‘pluralise’ plagiarism to discuss and debate openly (Howard, 2008)
- Practical approaches to deter, detect and deal with plagiarism, not ‘catch-and-punish’(Carroll, 2007)
- Need to teach students about plagiarism during the formative process of drafting (Davis, 2007; Davis and Carroll, 2009)



DATA FROM THIS STUDY

- Interview data from
 - 10 international students (Chinese, Japanese, Sri Lankan and Algerian) who took Pre-Master's programme and Master's programme at Brookes (S1)
 - 9 postgraduate tutors (T1)
 - 2 EAP tutors (EAP1)
 - 4 plagiarism experts (Named)



TUTOR EXPECTATIONS OF STUDENTS AT PG LEVEL

- our overall expectation at Master's level obviously is that students are using the sources effectively, not copying and pasting these sources in, but using them to develop and build arguments (T5)
- we expect them to use the Harvard referencing system pretty much perfectly, so we pretty much expect that the moment they submit their first proper assessed bit of coursework that they can use the referencing system correctly, that means the whole shebang so if they have made quotes, that they are in quotation marks with page numbers, that references at the end are properly formatted (T3)



TUTOR EXPECTATIONS OF STUDENTS AT PG LEVEL

- We want them to critically evaluate the information they find. To debate issues, and as they progress through the programme, to increase that ability to debate so that when they get to something like the dissertation, they are comfortable with the issue of debating, especially in the literature review, so within that debating, we will be comparing, contrasting different perspectives that writers will have in relation to a theory, a model, about how an organisation has been successful or perhaps why an organisation has failed. Not everyone may agree on those things. So linked also into that is the ability to synthesise information from that pool of resources that they've looked at (T7)



REALISTIC EXPECTATIONS?

Rebecca Howard

- first of all, what we are asking international students to do is ridiculous, it's not possible.
- unless there is some way to sort of inject vocabulary into international students, you know, it is not a question of them just knowing the rules, but it is a question of them acquiring the facility with English to allow them to do anything but cut and paste and patchwrite.



PLAGIARISM EDUCATION PROVIDED AT PG LEVEL

- that's partly done in our induction and partly done in our early Personal Development Planning module as well, and reference guide, Harvard reference guide (T5)
- they get a little bit on induction but then we have the research methods module whose sole purpose is to support them through the dissertation process, through the research process. They also take Personal Development and Leadership, in semester 1. That's really focusing on academic literacies and academic inquiry skills (T6)
- so we do work during the induction, we do work with the Academic Conduct Officer in the first week of the course, and on one of the modules we do a formative assessment where they get to practise and we correct that (T3)



STUDENT PERCEPTIONS OF PLAGIARISM EDUCATION ON PG COURSES

- I want to (ask about my source use) but it doesn't seem like necessary because I feel like, the first year, I mean, I was studying here, I was very cautious about this problem, but now this year, **nobody mention about this problem...** I wanted some feedback that would make me know I shouldn't do that, or I can't do it, but now, I'm lost, like.. I don't know" (S5)
- To be honest, everything I've learnt was in my Pre-Master's. When you start your Master's degree, **nobody tell you anything about plagiarism.** Well we've got one session about this, but it's in the main theatre, and nobody really care about this, so some people are sleeping (S6)



TUTOR PERCEPTIONS OF PLAGIARISM EDUCATION ON PG COURSES

- “It is not part of the normal module leader’s role to say we are now going to tell you about sourcing and referencing, you know, because we’ve got stuff to teach” (T9)
- how much there is on sourcing and so on, I wouldn’t like to say, nor when it appears in the syllabus. (T9)
- some students will try, and get completely lost in trying to paraphrase ...because they then run into grammatical structure issues and then you’ll, as a marker, you are trying to read through this, and ...I just don’t understand what this paragraph indicates and ...recently, I’ve said ‘I think you need to go to Brookes International’ (T7)



SEND IT AWAY TO BE FIXED?

Jude Carroll

- I think that that it's very easy to ghettoise plagiarism as an issue, so it's very easy to send it to student support, it's very easy to send it to English language support people, it's very easy to send it to first year any sort of study skills type god forbid type of people, it's very easy to ghettoise it and there's a very strong temptation amongst academics who are just bombarded to say could I just send this student away to be fixed, and when this student is what I used to call 'oven ready',... send them back to me and then I'll teach them. That attitude has not gone away, it really hasn't. The oven ready student is every academic's dream



PLAGIARISM AND INTERNATIONAL STUDENTS

- with an overseas student, well not all of them but almost all of them, you would spot plagiarism in their initial work a mile off, because it is grammatically correct and this is kamikaze on their part quite honestly... (T4)
- it would be more with our international students, cases of plagiarism which are referred (T5)
- all the most serious examples of plagiarism that I personally have come across have been from international students (T6)
- it's just looked completely and utterly wrong, because they're doing this combination of doing blooming googling, I mean because they are putting it in in google translation, then putting it, cut and pasting it across and it ends up quite gobbledegooked (T5)



TUTOR PERCEPTIONS OF WHY PLAGIARISM OCCURS

- it is the background of whatever institution they have come from, copying, well ‘no one ever told me about that, referencing, what are you talking about?’ And I think that’s probably quite a strong reason (T9)
- more due to the ignorance rather than the deliberate cheating (T5)
- they have not been through the UK higher education system and there are mixed abilities in terms of independent research and inquiry... typically students from South East Asia, Africa, they are used to the tutor being able to provide the answers (T6)



PLAGIARISM EDUCATION IN WIDER CONTEXT OF LEARNING

Diane Pecorari

- I think educating about plagiarism only gives half the picture if you limit yourself to what students can't do or aren't allowed to do, so I think the other really important part of education around issues related to plagiarism is also to talk about ...why do we write with sources, how can we incorporate sources into work successfully, what things aren't plagiarism but aren't good examples of use of sources... So **I can only see plagiarism education within that larger context**



PLAGIARISM EDUCATION NEEDS TO BE ABOUT LEARNING

Wendy Sutherland-Smith

- one of the biggest challenges is the need to reclaim the area of plagiarism education in terms of teaching and learning, ...and take back that turf in the area of learning and teaching, so to move it out of punitive, punishing wrongdoers, that whole sort of find and catch, detect and punish, carrot and stick kind of thing and take it back to - so what are the students going to learn from this?



THE CONTRIBUTION OF EAP

- at the beginning of the Pre-Master's, I am firstly very pleased that they are using sources. In other words, I would prefer them to use a source even if they plagiarise from it, than not use sources, because I think it's very important to establish the fact that at Master's level, you are using sources, not just hearsay or what you've been taught before... I very much try to get a student to position themselves away from the source and to look at what they've found in the source and to try and start talking about what they've read and differentiating it from what they know themselves (EAP1)



STRATEGIES FROM EAP TUTORS

- to deal with it, I think it's first of all as much exposure as possible and saying things like 'you've copied this' and saying things like 'this is from a source, it's not what you think', **saying things like 'who said this?'** a lot, and in fact, challenging them in a non-confrontational way,... So it's that wall (to get over) which students just don't know how to pitch it and how to understand it. So first of all I think it's exposure, and then it's giving them devices to avoid that and quite obviously the most useful device in my opinion is an ability to **isolate a useful point in sources** and then start saying Jones says,... I mean anybody, this thing here says ... then you're building a way of helping them to make that differentiation (EAP1)



STRATEGIES FROM EAP TUTORS

- I think there has to be (a lot of clear formative feedback), otherwise they don't know. I mean it's, depending where they have come from,... they have different concepts of what is, and isn't plagiarism, so I think you have to be completely direct and say 'if you do that again, that's plagiarism, you're gonna fail, you're gonna lose marks' you know, whatever, like that, I think, sort of slight threats work in that regard, ... I think there's nothing wrong with sort of direct 'that's not your language', 'that's not your idea', 'where's your reference?' (EAP2)
- Paraphrasing - I have taught them various ways of doing this, whether it's lexically, changing the lexical items, changing the word order, changing the structure, or closing the book, thinking about it, writing what you can remember (EAP2)



STUDENT VIEWS ABOUT PLAGIARISM EDUCATION ON EAP COURSE

- during this semester I mean and last semester I learnt a lot of skills in using source and organising the source (S11)
- now I know last semester I did many bad paraphrasing, now I know we should not do it, try to make good paraphrasing (S5)
- I think I've got er to some extent an ability to er, evaluate the sources and to know which is a good source and which is not (S8)
- I think starting a Master next year is going to be really easy for me, well not easy, I need to do a lot of work, but compared to students who didn't follow the pre-Master's course, I have an advantage – I know about using sources (S6)



CONCLUSION

- Plagiarism education is essential for students at Master's level
- On PG courses, there may be high expectations of student source use, but limited time for teaching
- Students and tutors value the role of EAP in plagiarism education
- EAP tutors are highly engaged in plagiarism education and teach important strategies
- EAP can be part of the current movement towards greater debate and focus on learning in plagiarism education



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