

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE
(GRADUATE PROGRAMME)**

**A PRELIMINARY INVESTIGATION INTO THE PRACTICE
OF INTEGRITY IN ACADEMIC WRITING: FIRST YEAR
TEFL MA STUDENTS IN FOCUS**



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ADDIS ABABA UNIVERSITY

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**A Thesis Submitted to the School of Graduate Studies
In Partial Fulfillment of the Requirements for the
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May, 2011

Addis Ababa University

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**A Preliminary Investigation into the Practice of Integrity in
Academic Writing: First Year TEFL MA Students in Focus**

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Dedication

This thesis is dedicated to my wife, Chaltu Diriba, and my son, Canaan Dejen.

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LIST OF ACRONYMS

AMA	American Management Association
AMS	American Mathematical Society
ANS	American National Standards Institute
APA	American Psychological Association Style
CMS	Chicago Manual of Style
CSE	Council of Science Editors
EFL	English as Foreign Language
ESL	English as Second Language
ICT	Information and Communication Technology
II ¹ , II ² , II ³ and II ⁴	- instructor-interviewee (II) number 1, 2, 3, and 4
IQ	Instructors' Questionnaire
MLA	Modern Language Association Style
NASW	National Association of Social Workers Press
N	Number (statistical count)
NNS	Nonnative Speaker
OPAC	Electronic Open Public Access to Catalogue
SI ¹ , SI ² , SI ³ , SI ⁴ , SI ⁵ , SI ⁶ , SI ⁷ , SI ⁸ and SI ⁹	- student- interviewee 1, 2, 3, 4, 5, 6, 7, 8 and 9
SLA	Second Language Acquisition
SPSS	Software Package for Social Sciences
SQ	Students' Questionnaire
TEFL	Teaching English as Foreign Language
URL	Uniform Resource Locator
WWW	World Wide Web

ABSTRACT

Key words: academic dishonesty, academic integrity, academic writing and plagiarism.

The main concern of this study was to investigate the practice of academic integrity at Addis Ababa University. To achieve this, questionnaires were designed and administered to the 2010/11 TEFL graduate entrants and their respective instructors. Interviews were also held with some voluntary instructors and randomly selected students. Then, the data gathered via questionnaires and interviews were interpreted and discussed.

In this study, SPSS Software was used to process the data gathered through closed-ended questions. Accordingly, frequencies and percentages of the responses of informants were computed, and then quantitatively described and interpreted. In some cases, mean scores of the data were also performed. On the other hand, data collected through open-ended items and interview were qualitatively described and narrated. Therefore, both quantitative and qualitative data analyzing methods were employed in this thesis.

Thus, the findings of the study indicated that the students' English language proficiency shows gap in measuring up to the instructors' expectations. This is to mean that the ability of the students in writing clearly, precisely, and objectively is found to be a bit lower than what is expected. With regard to the prevalence of acts of plagiarism in the target students' academic writings, the study revealed that it is serious though students' understanding of the concepts of plagiarism and its consequences seems to be good. The shortage of resource materials at the University to do further reading, time constraint, difficulty in expressing ideas clearly in English, lack of awareness of plagiarism and its consequences, some personal traits and incapability of doing one's own works independently were among the major reasons for the students' temptations to plagiarise. Moreover, it seems that there is a gap in the policy to tackle the acts of academic dishonesty at the University.

Based on the findings of this study, it was recommended that to overcome the problems of the acts of academic dishonesty, students should practice the target language persistently. Besides, students should acknowledge all sorts of sources they might refer to or else the University should penalize those who fail to do so. In connection with this notion, it was also suggested that the University should conduct continuous awareness rising trainings and workshops on the concepts of plagiarism and its consequences vigorously and teach the value of academic integrity so that the students would develop concerns for it. Yet again, frequent and timely feedbacks on the students' academic writings are called on as that would greatly contribute towards the promotion of academic integrity. Furthermore, it is recommended that the University should reassess its educational policy particularly its honour code. Finally, it is believed that the preliminary investigation conducted in this study might not be adequate and comprehensive. Therefore, further in-depth study should be conducted on how to detect plagiarism and hence promote academic integrity at the University.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Students of higher educational institutions need to develop their English language proficiency particularly their writing skills in order to cope with their university coursework. This is important because academic writings could be among the major means of assessment in almost all university courses particularly in that of postgraduate programme. Additionally, developing writing skills gives students ability and confidence in doing their academic writings. Thus, this in turn contributes a lot towards the promotion of academic integrity. This is to mean that when students feel confident and they are able to write or do their coursework relying on their own capacities, considering other factors as well, then they may refrain from any academic fraud acts like copying materials from different source and pass that off as their own works (Taylor, 2009 & Sutherland-Smith, 2008).

Hence, in order to help college or university students develop their basic academic writing skills in particular and their English language proficiency in general, thereof, College English and Sophomore English courses have been designed and commonly given to students of various disciplines at higher educational institutions in Ethiopia. Moreover, a preparatory course called Academic Skills which focuses on reading, writing, and study skills has recently been commenced to postgraduates at Addis Ababa University, which is believed to foster their academic writing.

Of course, many scholars agree that writing is a difficult task and hence writing skill cannot easily be mastered. Research works also indicate that students face problems in writing particularly in coping up with their college or university literacy expectations. With regard to this point, (Bacha, 2002) claims that writing in English challenges college or university students for whom English is not their mother tongues. In such a condition, it is quite likely that students are highly reliant on the language of their source materials. In other words, in such a situation, learners are apt to depend on the text they read and hence they might exhibit lack of transparency in their source use.

Again, as compared to oral communication, effective writing is rather cumbersome and requires high degree of organization of ideas and processing information which include a careful choice and use of vocabulary (Hedge, 2005). Herein, this author argues that a writer unlike an oral communicator is unable to exploit the communicative devices such as gesture, pitch, tone, stress, hesitation and the like to express his/her ideas. So, in the absence of these enhanceive means of communication in writing where the writers are obliged to express their thoughts merely through words, there might be challenges particularly to non-native novice-student-writers (Hartley, 2008). In other words, L₂ writers are challenged in learning to use appropriate linguistic forms and to convey meanings accurately. Therefore, L₂ writers exert double effort hereupon: a careful choice of correct linguistic forms and critical thinking to express thought.

The purpose of students' academic writing at universities or colleges is to demonstrate what have been learned. This is to mean, the aim of the academic writing is mainly to show the mastery of the comprehensive skills gained during the study. Regarding this notion, Richards and Miller (2005:39) argue that "academic writing is generally held to be writing that conforms to specific expectations of language, structure, and purpose."

The question here is that to what extent the learners' pieces of writing meet the expectation of their respective instructors. In one way or another, the researcher has noticed some sort of intimidation against academic integrity – plagiarism here and there. In relation to this point, it is evident to observe roadside notices on poles, walls or hoardings that call for anyone who wants to get his/her thesis or any academic writings done successfully. Here, it seems that academic writings are being commercialized. Nevertheless, a mere notice might not always be true knowledge. Thus, this has to be systematically investigated and proved that it is true.

With this intention, the writer of this research paper wants to look into the practice of the academic integrity in higher educational institutions. This is to investigate that to what extent the acts of plagiarism become a threat to academic integrity at higher education institutions like Addis Ababa University (AAU). Hence, the writer had begun searching for

related research works ever conducted in relation to this issue in all library shelves and catalogues available at AAU including the electronic open public access to catalogue (OPAC): <http://www.libcat.aau.edu.et/dspace/>.

The result of the search for related local research works has not been satisfactory. In fact, Geremew (1999) discusses the requirements in writing for academic purposes and Kefelegn (2003) also sees academic writing in response to instructors' expectation at undergraduate students of four selected departments following Geremew's footsteps. Moreover, Abebe (2003) and Anteneh (2004) write about developing writing skills. Again, Yonas (1996) has dealt with the evaluation of teaching writing skills with reference to College English at AAU. Furthermore, Italo (1999) has studied the provision of feedback in writing. However, none of these researchers have touched upon the central theme of this research. Therefore, the writer of this thesis had decided to conduct a preliminary investigation of the existing practice of academic integrity at AAU with a specially reference to the 2010/11 MA TEFL students.

The word integrity in this thesis is chosen as key term just to invoke a desired ideal scholastic behaviour among academic community, particularly students of higher educational institutions. Herein, as Macfarlane (2009:33) argues, "there is a tendency to concentrate on what is meant by a lack of integrity or, in other words, misconduct such as the falsification of data or plagiarism." Yet, the concern of this study is dealing with developing positive insight into academic integrity. It seems that it is advantageous to develop the spirit of academic integrity in the University to enhance its academic missions. Moreover, it would be significant to promote the reputation and public confidence in higher educational institutions and individual students' as well (Whitley and Keith-Spiegel, 2002). This inspiration, therefore, is the pillar of this study.

1.2. Statement of the Problem

In an academic world, students usually undertake various studies and hence they develop a number of academic skills which they might need to meet certain requirements in their

scholastic life. In the course of time, they have to also demonstrate the acquired skills successfully and honestly so as to accomplish their academic journey. Taking these points into account, at postgraduate programme level, for instance, students are required to produce writings such as essays, critical reviews or summaries, report of events or projects, master theses or doctoral dissertations. In such a scholarship context, there are great concerns and expectations for the authenticity and novelty of the themes of the academic writing.

As far as the mission of research and academic excellence of a higher educational institution is concerned, academic writings play a major role in meeting expectations of academic community. Perhaps there are hurdles in mastering the skills that are required to meet the expectations. The hurdles may ground in the very nature of academic writing itself. As numerous studies reveal, academic writing challenges particularly NNS writers who write in English as foreign language, for instance, (Hinkel, 2004). This, of course, implies that there might be gaps between the academic writing performances and the expectations of the academia.

Evidently, both novice and experienced writers would face challenges in writing though the degree of confront may vary (Fulwiler, 2002). This writer provides an in-depth analysis of the convention of academic writing in relation to the understanding of themes like belief, persuasion, evidence, documentation, objectivity, relativity and balance without which the academic writing cannot be successful. The author also argues that writers have to have interest in what they write, and then they must persuade readers. Fulwiler further argues that writers must substantiate any claim or assertion made through careful argumentation and then provide a complete list of reference. Besides, the use of hedging and impersonality in academic writing can help a writer to achieve objectivity, relativity and balance of his/her assertions. It is this process that ensures the integrity of the academic writing (Richards & Miller, 2005).

Therefore, this study attempts to answer the questions: To what extent do students' academic writings measure up the expectations of instructors in relation to academic

integrity? How prevalent is the act of plagiarism at Addis Ababa University? What are the causes of the acts of plagiarism? And what are the solutions to this academic dishonesty and the mechanisms to improve the academic integrity in the University?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study is to investigate the practice of academic integrity at Addis Ababa University.

1.3.2. Specific Objectives

The specific objectives of the study are to:

- assess the extent to which students' academic writings measure up the expectations of their respective instructors,
- look into the practice of academic integrity at the University, in other words, to investigate the prevalence of academic dishonesty, particularly plagiarism,
- search for the causes of the acts of plagiarism, and
- find out some ways to improve academic integrity at the University.

1.4. Significance of the Study

As stated in the preceding sub-sections of this paper, academic integrity is being challenged by disruptive acts like plagiarism specifically in the digital era than ever. In light with this, the study is significantly importance to give insight into the demand and promotion of academic integrity. As far as the related research work at AAU concerned, this study might be the first of its kind and hence it would raise the awareness of the academic community and stakeholders. In this sense, the study establishes a number of key points in overcoming the problems of plagiarism.

As a result, the study would notably draw the attention of educators and researchers in general and academic superintendents, instructors and students of higher educational

institutions in particular. It is also believed that this research lays a fertile ground for further study in this area. Therefore, the study would be an essential further reading for policy makers, researchers, lecturers and students of higher educational institutions.

1.5. Limitation of the Study

The study would have been more comprehensive and rigorous if it had drawn its sample population from all faculties and departments of universities and colleges in the nation. However, this would be very expensive and it requires very long time. Therefore, due to financial and time shortage, this study has been limited to some sample participants drawn from students and instructors population from Department of Foreign Languages and Literature of Addis Ababa University.

1.6. Delimitation of the Study

This thesis aims at investigating into the practice of academic integrity in AAU. The study draws its sample population from TEFL postgraduate 2010/2011 entrants and their respective instructors. Hence, the paper pays attention to the students' written English language proficiency and academic dishonesty specifically to the acts of plagiarism at the University. Therefore, the thesis mainly deals with the investigation of the prevalence of plagiarism and its causes. It also focuses on finding out some ways of avoiding the fraud and improving academic integrity.

CHAPTER TWO

LITERATURE REVIEW

2.1. Academic Writing

Academic writing is a term that is often invoked at academic institutions particularly at colleges and universities regardless of any discipline. Hewings (2001: 10) writes that “There is a growing consensus that the generally held view of academic writing as an information-transmitting, objective and impersonal form of text.” According to Monippally and Pawar (2010), again, academic writing is used “for communicating scientific knowledge” and it is “generally addressed to scholars and other knowledgeable readers who are familiar with that branch of knowledge” (p. 78). Murray and Moore (2006) also describe academic writing as “the fulcrum on which many other aspects of scholarship depends” (p. ix).

In other related literatures, it is also noted that the term academic writing is used to mean that the students’ writings in response to academic assignments or courses fulfillments. Moreover, academic writing perhaps refers to the professional writing to be produced for publications, conferences, workshops and/or panel discussions purposes. In the first sense, as to Monippally and Pawar (2010), academic writing may be related to a term paper, senior essay, MA thesis or PhD dissertation. But in the second case, it means that other kinds of scholarly works that educators and researchers do at their workplace (Thaiss and Zawacki, 2006 and Cioffi, 2005). Furthermore, academic writing might be a form of evaluation that inquires students to demonstrate their knowledge and proficiency with certain disciplinary skills of thinking, interpreting, and presenting (Lowe and Zemliansky, 2010; Richards and Miller, 2005 and Fulwiler, 2002).

As to Gocsik (2005), the definition and classification of academic writing may vary and yet, at least, there is consensus among writers that academic writing is produced by scholars to scholars based on issues that commonly interest the academic community. In connection

with heretofore points, academic writing should present the audiences with a well-versed and attractive argument. Academic writing, as Cioffi (2005: 1) suggests, is “the central and most important kind of nonfiction writing” that students “should master.” It seems that academic writing is crucial for students’ further academic progresses and critical thinking. Further, Cioffi (2005) argues that mastering the academic argument helps “not just students who want to become professional writers or professors but also those ... who work in any position that requires honest, sustained appraisal or scrutiny of issues, ideas, ... texts” (p. 1).

In summing up the points raised hereinabove, there is no single precise definition of academic writing. In this regard, Murray and Moore (2006) reckon that although views of academic writing differ among various disciplines, their central themes are connected to the practice of writing in academia. Moreover, there is a consensus among scholars perhaps that academic writing is non-fictitious. Here, in process of producing academic work, student-writers, as any professional writers do, are supposed to collect evidences, rely on trustworthy data, and consider their audiences in presenting informed argument. On top of this, student-writers should be careful and systematic inquirers, honest and courageous in order to generate the thought they want to communicate. Generally, academic writing is a demanding scholastic work and yet the skill to be mastered for an overall academic achievement at higher education or for one’s afterschool professional career.

2.2. Expectations of Academic Writing

Academic community in particular and the society in general anticipate that students pursue their studies with integrity for that the cornerstone of any scholarship in all academic disciplines is academic integrity (Davis et al., 2009). Davis and others supplement that academic institutions expect that all students at all level approach everything they do honestly whether writing a research, term paper or doing an examination. So , students need to consider the various expectations, requirements and culture of an academia while doing their academic writings. These things guide them in their academic or professional writing endeavours (Paltridge and Starfield, 2007).

Regardless of the differences among the various disciplines and individual university instructors or professors, there are exceptions in academic writing which can be identified as the characteristics of scholastic piece of works. Thaiss, and Zawacki (2006: 5), for example, identify that “clear evidence in writing that the writer(s) have been persistent, open-minded, and disciplined in study and ... the dominance of reason over emotion ...” as expected identities of a writer in an academic settings. Furthermore, an academic writer is expected to imagine that “the reader looking for possible flaws in logic or interpretation, for possible gaps in research and observation, and so tries to anticipate the cool reader's objections and address them” (p. 6). In relation to this, Irvin in Lowe and Zemliansky, (2010) also suggests that academic writing at college or university “is a fairly specialized writing situation, and it has developed its own codes and conventions” that a student-writer needs to be awareness of and follows that in order to be successful writer in academia (p. 7).

Therefore, academic writing does not simply require someone to jot down thought. Rather, it is a form of evaluation that demand the university students to show their knowledge, proficiency and skills of thinking, interpreting, and presenting their academic arguments in accordance with the scholastic codes and conventions. So as to be successful in their university writings, th us, students h ave to be aware of what their respective university instructors/professors expect them to do (Lowe & Zemliansky, 2010). Furthermore, Harvey (2003:57) discloses that “academic readers have certain basic expectations about sources”: quality sources, accuracy, paying careful credit to the sources and weaving the sources into the writing elegantly. Harvey (2003), in his book entitled *the Nuts & Bolts of College Writing*, takes these basic expectations as parameters of winning audiences’ trust. In such a case, students are supposed to understand their instructors’ expectations, academic requirements and conventions. Then, they have to count on these academic nuts and bolts, research adequately, and write the argument demonstrating their abilities applying and using important concepts they have studied. In line with this point, Monippally and Pawar (2010) also underlines that:

Writing ... facilitates success in academics. It is not enough to be smart and knowledgeable; we have to demonstrate our knowledge and insights through writing

whether we are students or scholars. Otherwise we would be like wild flowers—perhaps the most beautiful on earth with exquisite scent, but unseen, unsmelt [sic] and unsung.
(P. xiii)

As it is noted above, academic writing is a skill that insightful writers employ to demonstrate their knowledge. It is also contended here is that good academic writers anticipate the readers' expectations. To put this in another way, students have to know the academic expectations and then they have to be guided by those expectations in order to be successful. Briefly, student-writers need to identify the interest of their audiences and then adjust their writings to that specific context.

2.3. Universal Conventions of Academic Writing

The views and natures of academic writing are of various types as discussed in the proceeding pages of this chapter. Various scholarly works normally base on certain distinct rules and conventions. Presumably, the various institutes, faculties or departments within a university at times set different convections by which the academic works are obeyed and accordingly tend to follow that (Björk et al., 2003). However, there are some universal rules and conventions that “a piece of writing should conform to in order to be deemed acceptable, ranked for quality and accorded any value” (Davies, Swinburne and Williams, 2006: 1). Unarguably, an academic writing is accepted, accredited or rejected not only in accordance with the rules and conventions encoded by an academic institution but also “because of the logic or evidence presented there” in the text, but “not because of who proposes them” (Monippally & Pawar 2010: 78).

Furthermore, scholarly works have to be conducted and presented in accordance with the conventions and requirements of an academic institution. Thus, students need to learn these conventions and requirements before they begin writing in order to be successful (Coffin et al., 2003). The conventions are of language use, layout, headings and sub-headings, quotations, notes and references (Taylor, 2009 and Bailey, 2006).

Conventionally, formal language styles are required for academic writing and hence contracted speech forms such as don't, doesn't, mustn't, can't, he's, we've, b/c, b/n and so

forth that can be used in conversational discourses are not welcome in academic writing by and large (Hirai et al., 2010; Monippally & Pawar, 2010; Taylor, 2009). Similarly, informal expressions like *wanna* (want to) and *gonna* (going to) are unwelcome in academic writing context. Moreover, the use of pronoun 'you' by student-writers is not common. And again, it is advisable that students should avoid the use of first person 'I' in their writings just to maximize the objectivity of the text though there is no such fixed rule of thumb as to whether to employ it or not. Street, in Carter, Lillis and Parkin (2009), for example, favours the use of first person pronoun 'I' especially in case of authorial experience and identity claims. However, there other authors who advise their readers not to use the pronoun 'I' in an academic writing. So, there is no consensus among scholars concerning the use pronoun 'I' in an academic writing.

As some scholars claims that words like 'many,' 'quite a few' and 'shortly,' also do not sound in academic argumentations for their elastic nature but rather hedgy expressions are preferable. Hedging as expression of tentativeness and possibility, it allows writers to predict "possible opposition to claims by expressing statements with precision caution, and diplomatic views ... and it is central to academic writing ... to present unproven propositions with caution and precision is essential" (Hyland, 1996: 433). Similarly, Hinkel (2004: 314) explains that "the uses of hedges are highly conventionalized in academic writing and practically requisite in expressions of personal positions or points of view."

Looking into academic conventions in language-use-wise, Hinkel (2004), moreover, notes the importance of writing in simple present tense regardless of "references to time-specific events such as case studies, historical analyses, or biographical sketches, the flexibility" (p. 147). The conventionality of the simple present tense in academic writing, as Hinkel suggests, simplify the problem of grammar that L2 writers normally face. Therefore, non-native speakers of English, as it might hold true to Addis Ababa University students, are encouraged to maintain the simple present tense as much as possible in their writing. Hinkel (2004) also favours the use of passive voice in an academic writing for the reasons she calls "to project an academic indirectness, detachment, and objectivity" (p. 161). As it is

presented in dozens of literatures, the use of third person, passive voice and various citing and referencing systems in academic writings are favoured.

As Björk et al. (2003) and other educators suggest, academic conventions are highly vary depending on factors like nature of disciplines, socio-economic, educational and cultural backgrounds of the writers. What is so common within the various academic writing contexts is that the writer's personal feelings have no role in the presentation of ideas or insights. Similarly, the most universally perceived convention in an academic writing is that the careful citing of the sources of statistics, facts, figures, charts, graphics or languages borrowed from other materials. With this regard, though there are various conventions of citation, the need for indicating the borrowed sources accurately is alike among the different disciplines (Harvey, 2003). Generally speaking, conventions in academic setting like formality, objectivity, hedging, rigour and clarity are universally essential.

In academic settings, the use of academic language which is “central to teaching any discipline content” is very much regarded (Hirai et al., 2010: 3). Hirai and her collaborators further explain that as “a competent architect must understand the rules of physics and the properties of the materials to produce a well-constructed building, so must a competent writer understand the rules of language and the properties of words” in order to produce a piece of writing effectively (p. 97). Thus, appropriate use of language enables students to demonstrate their knowledge through written discourse. In such a context, students need to be able to distinguish the difference between formal and informal language styles and use them appropriately.

2.4. Academic Writing and the Challenges of EFL Learners

Academic writing challenges particularly those writers who write in their second languages perhaps because they may face problem in using the language proficiently. Needless to mention, skillful language use is highly demanded for successful scholastic writing which requires referring to some works done by others and yet creating something noble. So, in

such a circumstance, student-writers who write in English as foreign or second language could be challenged by and large.

Studies conducted in this area indicate that foreign language learners at higher educational institutions, even graduate students, tend to write in a way that is similar to their speeches whereas they are expected to distinguish academic language registers that can properly be put into written discourses. In line with this view, Hinkel (2004) argues that non-native English language graduate and undergraduate student-writers “often fail to recognize and appropriately use the conventions and features of academic written prose” no matter how long the years of ESL trainings are (p. 4). She also writes that:

... to produce an essay, writers need to organize information, often in a chronological order, according to a form appropriate within the structure of composition and in accordance with a few prescribed conventions for discourse organization.... In the case of L2 students, such writing tasks can be produced even within the constraints of limited vocabulary and grammar. (Hinkel, 2004:11)

The writer goes on arguing that dozens of investigations of non-native speakers’ (NNS) academic writings reveal that their works show a number of shortcomings. Briefly, shortcomings in tenses and aspects of English language practices are among “the most grievous in L2 writing” (Hinkel, 2004: 168). As research findings in second language acquisition (SLA) indicate, L2 writers are also likely to ignore punctuation rules.

In the same way, Monippally and Pawar (2010), in their research findings, have found out that the most detected graduate students’ problems in academic writing may fall into categories like difficulty in “knowledge generation, documenting the process and results of research properly ... acknowledging the use of others’ ideas appropriately” (P. xix). An inability to acknowledge sources properly, inadequate vocabulary, poor paraphrasing, incompetent use of syntax and punctuation rules herein have inevitably great impact on students’ scholastic works.

Obviously, students in higher education institutions need sufficient command of English language that enables them to convey meaning in any academic context (Davies, Swinburne

& Williams, 2006; Hirai et al., 2010). Of course, good writing is demanding. In mentioning things that help NNS student-writers overcome their persistent problems, Hartley (2008) lists some guidelines such as keeping the interests of audiences in mind, using simple expressions, avoiding contraction, varying sentence structures and lengths, revising and editing drafts, and inviting other people to read drafts.

Generally, higher level of achievement in writing is particularly expected of graduate students. Nonetheless, some local studies reveal that, in fact, students writing abilities are much lower than the expectation (Geremew, 1999 & Kefelegn, 2003). As it is indicated in few preceding pages, NNS students, both at undergraduate and postgraduate level, have difficulty in English language proficiency. However, postgraduates are expected to develop the ability to organize an essay properly, use the appropriate conventions and concrete evidence, and vary sentence structures. Briefly, at this level, students are required to write competently. This is to say that they need to use proper academic language, organize their texts well, and reference the detailed evidence to reinforce the topic (Davies, Swinburne & Williams, 2006).

2.5. Academic Integrity

2.5.1. Definition of Academic Integrity

It seems that scholars are challenged to give a single comprehensive definition of the term academic integrity. For this reason, some scholars define academic integrity in terms of moral behaviours, principles, values and their codes. Academic integrity is often defined as the principle that governs the way in which a research is conducted. Auckland University of Technology (AUT), for instance, states that academic integrity is “found on the principles of respect for knowledge, truth, scholarship and acting with honesty” (the Web page). Accordingly, academic integrity in this context is considered as the basic principle and value for the foundation of academia. Mauch and Park (2003), again, view academic integrity as attribute that is meant to restore “consciously failing to give credit to someone else ... concept or idea”(p . 60). The Center for Academic Integrity (CAI), one of the prominent institutions, which stands to promote academic integrity in higher education, also defines

academic integrity in terms of academic values and norms. In defining the concept of academic integrity, thus, CAI illustrates both desired and prohibited behaviours in an academy. Herein, CAI (1999) lists five basic values of academic integrity: honesty, trust, fairness, respect and responsibility.

Curators of the University of Missouri (2004), furthermore, express “academic integrity as core set of values and principles that underwrites the very mission of the University...: integrity, honesty, hard work, and the determination to translate personal and professional principles into behaviour” (the Web page). The University, here on its Website, calls upon academic communities particularly students to live up to a high standard of academic integrity. Therefore, it is underlined here that academic integrity is principle that demands hard work, determination and respect for genuine knowledge which eventually lead to the promotion of equity among academic community and a better reputation for academic institutions and individual writers as well.

2.5.2. Principles of Academic Integrity

Academic integrity, unlike academic dishonesty, is a good quality of personal character that is needed to be nurtured and be developed. Regarding to this point, Lathrop and Foss (2005) mention that today’s practice “will lay a solid foundation for practice tomorrow ... so that through daily practice, integrity will come to be woven throughout the fabric of our lives, and thus through at least a part of the fabric of society” (p. 41). This implies that the practice and promotion of academic integrity is universally essential.

According to Brennecke (2010), the foundation of good academic work is honesty. In line with this point, Lipson (2008) mentions three principles of academic integrity: (a) claiming for originality if someone did himself/herself, (b) citing or quoting when somebody relies on someone else’s work, and (c) presenting the research findings fairly and honestly. These principles underline that when a student-writer (or any other professional writer) takes the work of others, s/he has to acknowledge that work so as to maintain the academic integrity. Thus, in this view, academic integrity could be a primary concern of academic community.

Lathrop and Foss, (2005: 47) also argue that “reports, term papers, projects, homework, or other student work that we grade must be the students' own work, honestly completed” and hence that works should “reflect students' true academic ability rather than their skill in cheating and plagiarizing”. As it might be viewed from excerpt hereunder, Lathrop and Foss further reflect their views about academic integrity:

Students have an obligation to their school, teachers, peers, parents, and the community to act with integrity in scholarship and in general academic work. Expression of original, well-formulated ideas is a fundamental skill for academic and career success. Staff, parents, and the community must be able to trust that the work of students is the product of their own learning and academic effort. (P. 87)

2.5.3. The Importance of Academic Integrity to Educational Environment

Studies reflect that academic integrity is a basic value of all scholarships regardless of any academic level and discipline. All communities in an academy are expected to be honest. Honesty is deemed as desired ethical behaviour in academic setting in particular and at any career in general. Turner and Beemsterboer (2003) in the Journal of Dental Education, claims that “ethical behavior supports the greatest good for the greatest number of people under the most common theory of ethics” (p. 1112). In this issue, these writers further argue that though it seems that dishonest students obtain unfair advantage through their fraud acts, they are also harmed because their future endeavours are challenged. In the same way, this fraudulence harms the reputation of a university or college. Moreover, the society does not expect quality services from such groups of people. Essentially, deceitful students themselves, the educational institutions and society in this context are all losers. Thus, academic integrity demands honesty for endeavors of the academic environment regardless of any discipline in an institution.

Scholars further indicate that the multifaceted educational environment, which includes the teaching and learning of existing knowledge, skills and values that are deemed to be assisted by discovery and dissemination of new knowledge is expected to be reliable and trustworthy (Davis, Drinan, & Gallan, 2009; Lipson, 2006; Marsh, 2007; Sutherland-Smith, 2008). What is more is that the missions of education institutions are to nurture the desired behaviour and

hence the academic communities are supposed to carry out their duties with honesty and great responsibility. The most commonly cited examples of breaches of academic integrity among higher institutions, as reviewed in several related literatures, are plagiarism, falsification, fabrication of data and cheating on examination (Marsh, 2007; Potter, 2006; Smith, 2006). Such fraudulent actions harm not only the reputation of the academic institution but also the society who expects quality service after all. Therefore, these acts should be avoided at any cost.

Furthermore, Monippally and Pawar (2010) underline that acknowledging an academic borrowing honestly and accurately is found to be inevitable. As to these authors' views, "complying with the ethical demands of scholarly work," gives a moral satisfaction to those who perform an academic piece of writing ethically at first place (Monippally and Pawar (2010: 176). Abided by academic conventions, student-writers are supposed to write in acknowledgeable and ethical manner so that they do not feel guilty of plagiarism, for example. On top of that, they might not be scared of any serious academic offence which may lead to penalties like disqualification or dismissal from academic world.

Secondly, argument supported by reference duly acknowledged enhances the credibility of the academicians – student-writers in this context. Thirdly, readers are possibly benefited from accurate and responsible acknowledgement that might help them to trace the original source for comprehensive and in-depth understanding of the subject matter that piece of writing deals with (Monippally & Pawar, 2010). As a result, university or college staff, audiences and the student-writers themselves are highly gainful from educational environment in which academic integrity is maintained.

2.5.4. Promoting Academic Integrity

Lathrop and Foss (2005: 36) suppose that "Academic Integrity Policy is a major step toward successful implementation" and promotion of academic integrity. This reflects that formulation of academic integrity policy or honour code and implementing that is considered to be one of the essential measures to be taken by academic superintendents.

Additionally, raising the awareness of students, faculty staff and administrators about the significance of academic integrity and familiarizing them with the academic integrity policy is perhaps equally important. Principally, students and academic community in general have great roles to play in order to boost academic integrity.

2.5.5. Role of the Academic Community in Promoting Academic Integrity

2.5.5.1. Role of the Instructors

Nowadays, thanks to the inventions of educational technology like personal computers and the World Wide Web (simply the Web), students can write their papers using automated spelling and grammar checkers, and citation format that are readily available in computer application programmes. Again, the Web provides the students with online vast electronic resources. Thus, an instructor's role in this context could be guiding, inspiring and supporting his/her students to master the required skills (Lathrop and Foss, 2005). What is more likely important in this situation is that, as McGowan (2005) writes, "Learning how to 'avoid plagiarism' is an issue that affects many students in their transition to tertiary study. It is particular significance for ... students for whom English is a second ... language" (p. 49).

One of the significant challenges at present time is that students misuse the Internet. In such a case, much is expected from teachers in helping their "students understand the potential of the Internet and how that potential can be lost if online resources are used for fraud, theft, and deception" (McCabe and Pavela, 2004: 12). Teachers as potential readers of students' writings should read, judge and give continuous feedback to their students. Sutherland-Smith (2008: 17) writes that "it is the teacher who decides that the work is plagiarized, based upon their [sic] individual reading and interpretation of the text." Subsequently, instructors should encourage their students to take responsibility for academic integrity and hence discourage plagiarism.

Of course, Lathrop and Foss (2005) and Henning, Gravett and Rensburg (2005) emphasize that one way in which instructors makes their assistance avail to their students might be in helping them to locate and evaluate the information the students need for their scholastic

pieces of works. On top of this, instructors are supposed to exert their efforts in giving continuous constructive feedback on the students' writings fairly and vigorously. Hence, continuous follow up and feedback is crucial because among the various reasons for ESL students unintentionally lapse into plagiarism, one is the inability of using conventional language proficiently in their written discourses (McGowan, 2005). Thus, with the persistent support they presumably obtain from their instructors, students are more likely to perform their academic writing with integrity. Herein, instructors are expected to see that students master the skills required for successful academic writing. Therefore, it is believed that this approach promotes educational benefits and can contribute a lot to minimize the threat of plagiarism.

Moreover, as Lathrop and Foss (2005) argue, instructors should understand scope of the problem of academic dishonesty at their respective institutions. Actually, they should identify what constitutes and causes academic dishonesty, in the first place. Secondly, the instructors together with the academic superintendents should outline the definition and the consequences for incidence of academic dishonesty. Thirdly, as Lathrop and Foss suggests, there should be continuous follow up and monitoring endeavours of the prevalence of the problems. In connection with this, as Delisio (2008) claims, teachers and students are morally responsible to work together to address the problem of academic dishonesty. This writer also believes that educating students about the meaning and importance of academic integrity would help to entrust them with considerable responsibility for adhering to and enforcing academic policies and reduce dishonesty. Instructors, therefore, are supposed to help their students to learn the process of academic writing and then perform that piece of works correctly and honesty in accordance with honour codes of the institution they work in.

2.5.5.2. Role of the Students

Students need to develop academic language skills and use their own wordings in paraphrasing or summarising others' words. First of all, they should learn how to introduce quotations using standard expressions like "...'according to Jones et al,' or 'Smith claims

that..." in their writing (McGowan, 2005: 54). Students as academic writers also need to be sure that they communicate through appropriate language styles and tone (Swales and Feak, 1994). From this point of view, Lipson (2008) points out that students should listen to their teachers/professors and learn the rules and rubrics for the assignments they are given and ask for clarifications if there would be any confusion. On the top of this, as Professor Charles Lipson mentions, student-writers should follow the principles of academic integrity.

Secondly, as Lathrop and Foss (2005) claims, students should realize that they are naturally not expected to create something entirely new and astonishing rather "they are likely to offer new insights into scientific theories or other fields of learning" (p. 164). What is determinedly expected of students regardless of any field of study herein is that they "need to learn to read, analyze what they have read, and explain it clearly" (Lathrop and Foss, 2005: 164). This is to mean that depending on their area of studies or research problems, students are supposed to identify and locate the information needed, evaluate critically and organize the relevant information, and then report their findings honestly (Henning, Gravett, and Rensburg, 2005).

Thirdly, students should learn to manage their time. In order to manage their time and avoid the last minute hotchpotch, students should plan ahead and then they should try to keep it (Harvey, 2003; Lathrop and Foss, 2005; and Murray and Moore, 2006). Hereupon, students are expected to use their times wisely. Accordingly, they need to set it for reading, note-taking and writing up the papers.

It is also noticed that bad note-taking practices contribute a lot to the occurrence of plagiarism (Brennecke, 2010). As to some research findings, writers sometimes take notes from different sources without indicating a beginning and an end of a source. As a result, when they transfer these notes into their own text, they may be confused and then they assume that are their own and put them down as the sources are (Bailey, 2006 & Brennecke, 2010). Besides what noted above, Bailey (2006: 25) states that "Effective note-making is a key writing skill ... Good note-making techniques lead to accurate essays." So, it apparent

that students need to develop note-taking skill and make use of this skill effectively when they take note from other sources.

Students should feel comfort to ask their instructors or academic advisor for help whenever the need for consult on their academic works (Brennecke, 2010). In such a case, they should see their instructors as per the office hours schedule posted or send the instructors an email requesting for consultation. In addition to that, collaborative writing practice is fundamental in helping students to learn from one another (Robyn and Ashman, 2003). This strategy is what McGowan (2005) calls 'active learning' which helps students, with limited intervention and assistance from their instructors, learn the principles and values of academic writing and develop their language skills which eventually enable them to write appropriately within their various disciplines. Therefore, students are encouraged to collaborate with one another on academic writings. The amount of collaboration, however, may vary depending on the extent that an instructor or the nature of the work allows.

2.5.5.3. Role of the Academic Institutions

Lathrop and Foss (2005) note that students may reluctant to take their time and effort to uphold academic integrity when "they may know of peers who have plagiarized successfully" with zero counteractive measure from concerned body (p. 141). Hence, this misconduct could discourage those students who remain honest. Consequently, honest students may be corrupted by the fraudulence. Therefore, academic institutions herein may fight against scholastic fraudulence through helping their students understand the importance of integrity and the consequences of failure to maintain it (Whitley & Keith-Spiegel, 2002; Lathrop & Foss, 2005). Besides, many writers agree that educational institutions should have comprehensive and defined academic integrity policy in the first place and then should raise awareness of their academic communities.

With regard to act of plagiarism, Hofman (2009: 52) states that "most academic institutions have strict penalties for those who plagiarize." In relation to this view, Lathrop and Foss (2005) also notes that the academic superintendents are responsible for developing an

effective academic integrity policy and implementing it. In doing so, the administrative and legislative bodies of a university should involve teachers, students, and stakeholders in all stages of policy development. The participation of these groups is believed to significantly strengthen the promotion of academic integrity of an academia. It is in such a way that an academic institution play a major role in nurturing good culture of academic integrity and stepping towards successful implementation of academic integrity policy. Moreover, Brennecke (2010) sees that office of student affairs and advocacy need to play decisive role particularly in facilitating the preparation and provision of academic integrity policy handbook and hence counseling.

Actually, academic integrity policy varies from institutions to institutions and, of course, it is not deemed to be similar since the socio-economic, nature of disciplines, and academic environment among institutions are most likely to vary at large. With regard to this point, Addis Ababa University, on which this study bases, formulates its ethical code which is applicable across its campuses though it is not comprehensive enough. Concerning an incidence of plagiarism, for instance, it is mentioned in the provision of Article 2.6 of the 1999 issue of Handbook of Students' Ethics that anyone who is found of guilty of submitting others' piece of writing as if that is his/her own work, s/he shall be send off for one year without any prior notice. This code is, of course, being revised and undergone certain amendments when this study had been underway.

After all, academic superintendents and teachers should not only be law enforcement officers but also they should give students opportunity to discuss and understand the ethical dimensions of the academic dishonesty. It is noted that this helps them to learn the academic culture and values which enhance them to become productive and responsible adults (Delisio, 2008). McCabe and Pavela (2004) also believe that colleges and universities have to use their academic integrity policies to foster academic integrity and then encourage their students to academic integrity. Lathrop and Foss (2005), for instance, draw the attention of faculty staff and academic superintendents towards academic misconduct and its consequences as follows:

The implementation of an Honour Code does not mean there will be no mistakes made by students. ... Student will still make bad choices and, for some, there is real pressure from parents or other sources to "make the grade." It is important to stress it is the behavior of the student, not the student, that is being addressed. Making a bad decision does not make you a bad person. When a severe violation of the Honour Code occurs, students must appear before the Honour Council. (p. 77)

As noted above, students are required to say no to academic fraud despite the pressure they experience. And again, it is emphasized here that academic community should be aware that the formulation and implementation of an academic integrity policy alone is not sufficient. Thus, the academic superintendents should work on as to how good academic culture is developed and hence academic fraudulence is avoided. Here, it is also underlined that academic superintendents and teachers should raise the awareness of students. They should let their students discuss and understand the academic dishonesty and its consequence so that the students might be acquainted with their responsibilities. Eventually, students are required to "sign a statement of promise to uphold academic integrity" (Lathrop and Foss, 2005: 87)

More importantly, to ensure that all college or university students understand the high academic standards and policies, the academic administration should prepare handbook to guide the students on their research and written assignments. The handbook should contain important outline of information that students actually need to know in acknowledging sources. It should also provide guidelines for collaboration on assignments.

2.6. The Influence of Information Technology on Academic Writing

The advancement of information technology and communication (ICT) play decisive roles in all spheres of life. Hartley, (2008), for example, remarks that Internet becomes an attractive medium for accessing and obtaining information twenty-four hours a day quickly and conveniently. In fact, this access is packed with opportunities of choosing "between saving, printing or reading the information from the computer screen" and saving time tremendously (Hartley, 2008: 131). It is true that ICT helps users to manage their precious times. Equally significant, sources on the Web are often more up to date than sources in

print format. Moreover, subjecting to access to the Internet, student-writers need not necessarily visit a library. Brennecke (2010) mentions that the Internet has made academic writing much easier than it used to be. She believes that databases on the Internet “have been created that compile much of the published material relevant to a certain field, saving you [sic] valuable time” (p. 8).

Despite of the numerous advantages of the telematics, there might be facilitations for theft of idea which Hofman (2009) calls plagiarism, for instance. Hofman worries that the facilitation for copy and paste tools in the computer technology open door to plagiarism. Many researchers and academic writers share this writer’s fear. Carter, Lillis, and Parkin (2009: 47), particularly, suggest that “the facility to copy, cut and paste is undermining the notion of research texts making original contributions to knowledge.” On top of that, Brennecke (2010) also adds that the Internet poses threats to academic integrity. As extracted hereunder, she explains about the problems that Internet is likely to pose.

Because it is relatively new and because so much of what appears on the Internet does not indicate the author’s name, people tend to think the information they find there is “free” and open for the taking.” Everything on the Internet has been written by someone. The author may be an organization or an individual, but there is an author – or at least, a traceable source. This source may usually be found in the heading at the top of the web page or its sponsoring organization... If no traceable source exists – i.e., you cannot identify an author or a sponsoring organization whose reliability you can check – then you must be careful. ... Thus, much of it may not be reliable. (p. 8)

It is advisable here that one should treat the electronic information in the same way as s/he cares for printed sources. The reliability of information on the Web should also be checked out for everything appears on the Web pages might not be trustworthy.

2.7. Evaluating and Presenting Web-Based Information

Today, at the digital era, people can get access to upload or download information from the Internet easily with basic telematics facilities. ICT has made life simple. People all over the world can communicate digitally unlimitedly. They do not waste their time to fetch

information and hence one can reach to tremendous sources of information with fractions of a minute.

However, the credibility of the Web-based resources has to be questioned because anybody can post whatever s/he likes to upload subjected to access to do so. Thus, this resource has to be evaluated (Dochterman & Stamp, 2010). Lipson (2008) also argues that there is no guarantee for that accuracy and trustworthiness of Web-based information. He notes that there is no one who globally edits this information. Hence, it is supposed that readers or users have to evaluate the Internet resources before using them.

Tate (2010: 1) also questions the trustworthiness of the Internet information. In line with this point, she gives us five criteria for the evaluation of the contents of the Internet sources: "accuracy, authority, objectivity, currency [acceptance and up-to-datedness], and coverage" (Tate, 2010: 2). Besides, she claims that these five criteria play vital roles in evaluating sources of any kind regardless of how they are conveyed.

2.8. Academic Dishonesty

It seems that incidences of academic dishonesty and integrity are total exclusive of one another. As one cannot see the two sides of a coin at once, integrity and dishonesty likewise cannot mutually occur in trait of an individual. This is to say that a person cannot be loyal or dishonest at a time within a single context for a certain subject. Thus, the occurrence of these two features may not co-exist and yet they happen and mean to different groups differently at different time. For instance, a student might choose to involve in an act of dishonesty targeting at certain advantages, most probably for getting good mark (Davis, Drinan & Gallan, 2009; Whitley & Keith-Spiegel, 2002). In such a circumstance, other academic community like instructors and honest students themselves are normally expected to stand against this undesired behaviour for that they know this would harm not only the reputation of that institution but also the futures of the students who engage in such academic fraud in various ways.

Before proceeding to detailed discussion on academic dishonesty, it is good to look at what academic dishonesty is, after all. Whitley and Keith-Spiegel (2002: 16) consider that “academic dishonesty is a pervasive problem that can have invidious effects on higher education and, therefore, should be of concern to all college and university students, teachers, and administrator.” Correspondingly, reviews of literatures related to the theme being discussed here indicate that there is no any generally definition of academic dishonesty.

With this regard, attempts have been made particularly to examine what behaviours are and are not dishonest in defining academic writing. From this point of view, academic dishonesty can broadly be categorized into cheating and plagiarism which is sometimes extended to inclusion of further typology like fabrication, facilitating academic dishonesty and misrepresentation (Goodstein, 2010; Pavela, 1997; Whitley & Keith-Spiegel, 2002). As to Smith (2006), for example, dishonesty might refer to act of fooling people to get what somebody does not actually deserve though “it cannot fool reality” (p. 81). There are eight concerns of academic dishonesty at an academia as to Whitley and Keith-Spiegel (2002):

1. *Equity*. Students who cheat may be getting higher grades than they deserve.
2. *Character development*. Moral and ethical development of students is an important mission of higher education.
3. *The mission to transfer knowledge*. The central missions of every institution of higher education are preservation and search for knowledge, transmission of that knowledge to a new generation.
4. *Student morale*. When honest students see some of their peers cheat and get away with it, they become frustrated and angry.
5. *Faculty morale*. Faculty members who learn that students have cheated in their classes often feel personally violated and mistreated by their students, reacting with feelings of anger and disgust.
6. *Students' future behaviour*. Students who cheat in college frequently go on to cheating graduate and professional school and to engage in unethical business practices.
7. *Reputation of the institution*. Incidents of academic dishonesty, especially when they involve the collaboration of many students, are of interest to the media.
8. *Public confidence in higher education*. The effects of failing to address academic dishonesty contribute to a broader problem: the public's growing lack of confidence in the academy

Silently adapted from Whitley and Keith-Spiegel, 2002, pp. 4-6

As it can be realized from the aforementioned eight points, academic fraudulence might be seen from different angles and its impacts are also multifaceted. Additionally, Whitley and Keith-Spiegel argue that the lack of information about academic dishonesty causes stresses inherent in the teaching and learning process of the higher education institutions.

2.9. Plagiarism

It appears that academic writings could be among the major means of assessment in almost all courses of postgraduate programme. These written assignments perhaps require students to review related literature. This, of course, demands the student-writers to read as many related literatures as possible, analyze, evaluate, synthesize and organize the relevant information, and then report the findings. In doing so, they are highly expected to duly acknowledge the borrowings.

Monippally and Pawar (2010) classify the levels of borrowing into taking the original text through direct quotation or taking ideas but rewriting them in one's own wordings. Subsequently, items such as words, charts, graphics, figures or drawings taken from other sources might be incorporated into one's own piece of writing only through proper quoting, paraphrasing or summarising that indicates the source of the original work or otherwise the writer will possibly be accused of guilty of plagiarism.

These days, plagiarism becomes multifaceted and ethically complex problem which is manifested in different ways. Hacker (2009: 410), for example, describes plagiarism in such a way that when someone uses "another author's intellectual property - language, visuals, or ideas ... without giving proper credit," s/he commits academic theft. Hofman (2009: 53) also supplements that "plagiarism is a form of academic fraud, passing off the work of another as one's own." It is referred as theft in various literatures.

Therefore, as to Brennecke (2010: 6), if someone borrows "another's work and present it" as his/her own work intentionally or unintentionally that act is known plagiarism. As Monippally and Pawar (2010) claim, there is nothing wrong with borrowing other people's

works and hence "... synthesize ideas from different sources and create new knowledge. That is how science grows" (P. 178). Nevertheless, the argument here is that the borrowed sources must be acknowledged and the fraud here is the failure to acknowledge the borrowings.

2.9.1. Perception of Plagiarism

Plagiarism, described enough in this paper, is act of passing off someone else works' as one's own without proper acknowledgement (Brennecke, 2010; Hofman, 2009). As various literatures indicate, the issue of plagiarism applies not only to academic writings but also to any type of work including computer programs, art, music, photography, video and many others. If so, the question at this point in time is that how students and teachers do perceive plagiarism. Of course, as Sutherland-Smith (2008) argues, perception of plagiarism has never been constant. It changes over time and space.

... there will be changes and movements in understanding plagiarism as a phenomenon. The concerns about plagiarism that existed in the fifteenth century are not necessarily the same concerns that emerge in the "technoliterate" world of hyperspace in the twenty-first century. Plagiarism also changes as writing evolves—from the fifteenth-century legal protection of quill and ink text as property, to current wrangling over hypertext and Internet intellectual property. (p. 4)

One can understand from the above extract that the perceptions of plagiarism evolve over time and space. Moreover, there is likely for various groups of population of the same time and space to perceive plagiarism differently. For example, despite the fact that students recognize their responsibilities to communicate honestly, they may feel that their English language ability might be insufficient to cope up with the requirements. In the light of this, they sense that they would fail to score passing mark, then they might plagiarise calculating that they would score good grades. This is where they are actually challenged and so they lose faith to act honourably as it is depicted in several study findings.

On the other hand, some teachers might perceive plagiarism as "an action of intentional and calculated theft", on the other hand, there are others who are "hesitant to make this claim" just because they are laissez-faire (Sutherland-Smith, 2008: 21). The former group of

teachers might see the acts of fraudulence of plagiarism as failure to standards in educational integrity, ethical and moral.

2.9.2. Prevalence of Plagiarism

Plagiarism is growing globally particularly with the boost to digitalized information (Park, 2003). In line with this notion, a research finding conducted by Sutherland-Smith (2008) indicates that some students cut and paste directly from the Web sources into their writings. As these scholars point out, the online Web resources open up the problem of intentional plagiarism. Hence, the act of intentional plagiarism is seemingly prevalent at particularly higher education institutions (Bryan & Clegg, 2006; Lathrop & Foss, 2005).

Furthermore, as study conducted in some European universities indicate, at all level of education, the incidence of copying and repeating others' texts is ever rising ranging from undergraduate to PhD students. For example, Mr. Karl-Theodor zu Guttenberg, German's Ex-Defense Minister, whose PhD status was smashed by his University, is a typical case to be cited in the history of scandal of plagiarism. Moreover, as it was reported in 7th Pacific Rim First Year in Higher Education Conference Proceedings, it seems that university lecturers and professors have indulged "in understanding, avoiding or dealing with plagiarism" (McGowan, 2003:1). Similarly, McCabe, Treviño and Butterfield (2001), having reviewed a decade research works, they have come to observe that the act of academic dishonesty increases overtime. In addition, McCabe and Treviño (1993) have conducted survey on 6,000 sampled populations of students at 31 higher institutions over two years' time and found out that the trend of academic dishonesty is significantly rising.

Sutherland (2008) further notes that one of the key factors of the prevalence of plagiarism in higher educational institutions is the level of students' desperation to succeed. This is to mean that ESL students might feel that their abilities are insufficient to communicate adequately in English. As a result, they choose to cut and paste directly from the Web sources into their academic writing. Others may perhaps choose to buy readily available papers online. In relation to the latter action, Lathrop and Foss (2005) suggest that the most

desperate students may commit more sophisticated academic fraud that they “send the parameters for the paper to a paper mill, provide a credit card, and receive a completed paper ready to be downloaded, printed, and turned in” (p. 51).

As Hart and Friesner (2004) claim, plagiarism may still happen “either intentionally or unintentionally” and “... the prevalence of plagiarism may, therefore, to some extent, be contingent upon the definitions employed” (p. 89). Students may commit unintentional plagiarism due to inability to use proper language, as McGowan (2005) states, or because of the lack of sufficient vocabulary as Hinklel (2004) notes.

2.9.3. Causes of Plagiarism

Students at tertiary level particularly those of postgraduate programme have to produce several written assignments including thesis in order to accomplish their academic courses. Hereupon, there might be shortage of time. Consequently, pressures and tensions might arise due to some work overlaps. As a result, they might choose to copy and paste directly from the Web sources or to buy a completed paper.

In such a case, scholars like Brennecke (2010) and Lathrop and Foss (2005) remind student-writers that they should plan and prioritize their assignments and hence manage their time in accordance with time schedule of their universities. In such a circumstance, Brennecke (2010) argue that “no matter what the level of stress” students might find themselves in, they “must not commit acts of academic dishonesty” (p. 4). Furthermore, as described in the preceding sections of this paper, students may commit unintentional plagiarism due to inability to use the lack of language proficiency. And yet, failure to acknowledge borrowed sources is certainly committing plagiarism.

2.9.4. Avoiding Plagiarism

In fact, an academic writing is one of major assessment components of scholastic activities at postgraduate programme levels. Such an academic activity may require students “to review literature in a particular area and arrive at some summary and/or conclusions”

(Monippally & Pawar 2010: 29). Moreover, Brennecke (2010), in a Handbook for Student on Academic Integrity, explains that while working on an academic writing like thesis or term papers, students are most likely to draw supporting ideas or data from various sources for their analysis and then they are supposed to synthesise and produce their own original works. Thus, in this context, “charts, graphs, data or numerical information obtained from another person or from published material,” must be acknowledged through proper citation (Brennecke, 2010: 6). Further, Monippally and Pawar (2010) emphasize that other’s words, charts, graphs or data are sacred and hence the originator should be given credit for the work s/he has done.

When the borrowed sources are cited, a writer is subsequently able to give credit to others’ work. In doing so, the writer is able to allow his/her readers to check the sources if there might be a need to do so. In the same way, the writer is able to show the audiences that s/he has done the right thing hereby. As regards this fact, Brennecke (2010) also lists down things that might be used as sources as follows:

Print sources: books, journal articles, magazine articles, newspapers – any material published on paper.

Electronic sources: web pages, articles from online newspapers and journals, articles retrieved from databases,... newsgroup postings, graphics, e-mail messages.

Recorded material: television or radio programs, films, filmed discussions, panels, seminars, interviews, or public speeches.

Spoken material: personal conversations, interviews, information obtained in lectures, poster sessions, or scholarly presentations of any kind.

Images: charts, graphs, tables, data, illustrations, architectural plans, and photographs.

Slightly adapted from Brennecke, 2010: 7

As discussed in the preceding pages, citing sources properly is the principal means of avoiding plagiarism. In this regard, there are several styles of citing like Council of Science Editors (CSE), American Management Association (AMA), American Mathematical Society (AMS), American National Standards Institute (ANS), National Association of Social Workers Press (NASW) and many others. Of these, Modern Language Association Style (MLA), American Psychological Association Style (APA), and Chicago Manual of Style (CMS) are

among the widely used citing styles (Brennecke 2010 and Hacker, 2009). Of course, it is noticed that different disciplines tend to prefer to some unique style of citing of their own.

According to Robillard (2006), the principal function of citing resources is to avoid plagiarism by giving “credit where credit is due” (p. 259). Beyond this, as Robillard suggests, citation might function to tell the readers where the sources come from, provide evidence for the writers’ claims, draw the readers’ attention, indicate the scholarship of the writer. Further, citation reflects that, as Robillard notes, the writers’ respect for particular people and aligns the author with particular schools of thought.

Obviously, the Web resources are unarguably produced and posted by somebody. So, these sources should duly be acknowledged when they are borrowed. In doing so, the citation should include the name of author or sponsoring organization (if any), date of electronic publication or update, title of publication, date it is downloaded or accessed, the site and Uniform Resource Locator (URL) (Brennecke, 2010). Thus, the procedures of taking sources from others works and incorporating into one’s own writings might follow direct quoting, paraphrasing or summarizing (Hacker, 2009).

2.9.4.1. Quoting

One means of avoiding plagiarism is quoting the sources in accordance with a proper citing convention. Quotation refers to the action of taking the exact phrases or sentences from a given source. As Hacker (2009) suggests, in the light of quoting sources, a writer should “put all quoted material in quotation marks” (p. 409). Besides, Hacker comments that a writer should quote the borrowed sources exactly as they are, including punctuation marks and capitalization. Here, the Web sources also need to be treated in the same way that the print media are treated. Thus, through careful citation, an intentional academic theft on the Web can also be avoided.

However, unintentional plagiarism might not be circumvented only through watchful citation. Rather, the writer should take an extraordinary care while paraphrasing and summarizing borrowed sources. Furthermore, as Hacker (2009) claims, student-writers

should keep track sources to prevent unintentional plagiarism. Again, students could uphold honesty through refraining themselves from submitting purchased papers.

2.9.4.2. Paraphrasing

Another way of avoiding plagiarism is paraphrasing. Paraphrasing is a means of taking words of another source and restating them, using one's own expression. Bailey (2006: 29), for example, explicates that "paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning." Student-writers need to take care when using paraphrasing for that unintentional plagiarism sometimes happens when they try to rewrite information from other sources into their own wordings. In this case, plagiarism takes place not because students try to cheat but because they may lack skills to paraphrase accurately as good paraphrasing requires skill and practice (Brennecke, 2010 & Bailey, 2006). Paraphrasing skill seems very prominent in writing scholastic papers because writers are most likely to paraphrase more than they quote.

Therefore, developing paraphrasing skill looks important to produce quality academic papers and it largely helpful in avoiding plagiarism and hence promotes academic writing. It is in this way that students manage to keep the meaning of the original text without copying the exact wordings of the original document. Accordingly, using synonyms, changing the structure of the sentences, the voices, and parts of speeches, in this case, might make the students beneficial in maintaining the original meaning of the sources (Bailey, 2006; Haccker, 2009; Monippally & Pawar, 2010).

2.9.4.3. Summarising

Thirdly, a careful and skillful summarising equally helps writers to prevent plagiarism while writing their academic piece of work. Summarising is a bit different from paraphrasing. A paraphrase might be about the same length as the original source, while a summary is much shorter (Brennecke, 2010). Briefly, a student-writer should take care not to copy the original source while attempting summarising.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section describes research design and methodology adopted for the purpose of the present study. Thus, to begin with, descriptive and inferential survey methods have been used to conduct this study. With regard to methodology, it had been planned in such a way that the study employed both quantitative and qualitative research methods. Based on this plan, questionnaires and interviews were designed and administered to the target population to gather data that enable the researcher to carry out an analysis on the practice of academic integrity vis-à-vis plagiarism at Addis Ababa University. Further explanation about the target population, sampling techniques and methods of data analysis is detailed in subsequent sub-sections.

3.1. Target Population of the Study

The setting of the study was Addis Ababa University (AAU). With regard to study participants, the 2010/2011 TEFL entrants, all the three sections with the total number of 61 students, were purposively selected. Besides, 15 instructors who taught at this level were included into study participants. So, the total number of the target population was 76.

Firstly, this specific group of students was selected because of the researcher's proximity to the field of study. Secondly, postgraduates were chosen as a target population because it was supposed that they would have better understanding of the subject of this research and hence, it is believed that this contributes towards success of the study. Here, the 2009/2010 MA programme entrants and the whole PhD TEFL students were excluded just for their unavailability to make contact with them.

3.2. Sampling Techniques and Respondents

The study informants were primarily selected through purposively sampling techniques. Thus, as indicated in the immediately preceding section, the total number of the target population was 76. Later on, a visually impaired student was disqualified for that it was difficult for that person to fill in the questionnaire independently. Moreover, out 61 target study participants, those who were approached during piloting the questionnaire were left out. Lastly, the questionnaire was distributed to 54 students and eventually, the researcher was able to collect completed questionnaire from 51 students. Likewise, 11 voluntary instructors filled in the questionnaire meant for them.

With regard to data gathered through interview, however, nine randomly sampled students from the target population were approached. On the other hand, four voluntary instructors were interviewed. Generally, the instructors were considered and selected primarily on their willingness to participate in the study project.

3.3. Instruments of Data Collection

Questionnaires and interviews were used to gather data for the purpose of the study. Both open and closed-ended questionnaires were developed and administered to the study population. In the same way, interviews were held with both students and instructors of AAU.

3.3.1. Questionnaires

Questionnaires were prepared and administered to both students and instructors. Both the instructors' and students' questionnaires entailed personal milieus and detail statistics of the practice of integrity in students' academic writing in Addis Ababa University. The instructors' background information part consisted of questions of sex, years of service and workloads whereas students' personal milieu section comprised further details of part-timing and sponsorship (see *appendix C*).

The questions were of closed-ended and open-ended formats. The closed-ended questions were developed based on the four and five-point Likert scales to rate the informants' expectations, perceptions and practice of academic integrity at AAU. Two open-ended questions were prepared for each group of respondents (instructors and students) to elicit data on as to how to promote academic integrity. In designing the questionnaires particularly those questions that were meant to assess the writing skills of students were adapted from Geremew (1999) and Richard (2001).

The main part of instructors' questionnaire comprised 39 questions which were aimed at collecting detailed data about instructors' expectations and their students' English language proficiency, supports and resources made available to the postgraduates at the University, students' abilities in incorporating and documenting information from other sources and the seriousness of incidences of plagiarism in the students' academic writings. Moreover, the students' questionnaire was designed in such a way that it incorporated questions for students' self-evaluation on their ability in academic writing; their perception and practice of academic integrity vis-à-vis plagiarism. Initially, the number of students' closed-ended questions was 70. But, after the questionnaire was tried out on some target informants to see clarity, and validity of the items, some changes were made like deleting (avoiding some redundant items), adding and adjusting some questions. Finally, the number of the students' questions, both closed and open-ended items, became 61.

3.3.2. Interviews

Semi-structured interviews were conducted with a fairly open framework which allowed for focused, conversational, two-way communication for both instructor and student-interviewees (*see appendix D*). Hence, interviews were mainly held to intensify and justify the responses obtained through questionnaires. Moreover, the interviews were designed and administered to elicit detailed information which was not covered by the questionnaires. It was also used for the purpose of triangulation to some extent. The interviews were recorded, transcribed and qualitatively analyzed. Some sample transcriptions have been presented in appendix E.

3.4. Methods of Data Analysis

In this study, a special Statistical Package for the Social Sciences, simply called SPSS Software was used to analyze the data gathered through closed-ended questionnaires. In doing so, quantitative data were entered into SPSS for Windows 13.0 (SPSS Inc. 1989 -2 004, 13.0, 1 September 2004 release) for descriptive and inferential analyses. Then, the descriptive and inferential analyses were conducted.

Accordingly, frequencies (counts and percentages) were generated for the sample as a whole. In some cases, means, modes and standard deviations were processed. Moreover, Chi-Square Test analyses were performed to see differences between subgroups, that is, males and females, age, years of services and nature of sponsorship variations for students' scholarship. On the other hand, data collected through open-ended items and interview were qualitatively described and narrated.

Therefore, both quantitative and qualitative data analyses methods were employed in this thesis. Hence, the study has attempted to answer how big the challenge of plagiarism was or how prevalent it was at AAU. The perception and awareness of AAU students and instructors as regards academic integrity vis-à-vis plagiarism were also assessed. Furthermore, it has been looked into causes of acts of plagiarism and some suggestions have also been given as to how to overcome the problems.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

The main purpose of this study is to investigate the practice of integrity in students' academic writing at Addis Ababa University. This chapter, therefore, attempts to answer the questions raised while starting off writing the research problems. To this end, data gathered from both students and instructors through questionnaires and interviews are presented and discussed here. Hence, the episodes in this chapter are essentially boiled down into analysis of questionnaires and interviews of instructors and students.

4.1. The Analysis of Instructors' Questionnaire

The instructors' questionnaire consists of two major parts: questions of background information and detailed statistics of the students' practice as regards academic integrity at Addis Ababa University with special focus on postgraduate students. Hence, the background information part entails questions of sex, years of services and workloads. The second part of the questionnaire comprises 39 questions which are aimed at collecting detailed data about the current practices of academic integrity in the University.

With regard to the respondents' background, of the 11 instructors approached, 10 (91%) were males whereas 1 (9%) was female. All the informants were matured and well-experienced instructors whose years of services range from 17 to 37. Concerning the teaching workload, it seems that all the instructors are engaged in the maximum credit hour to be taken up per week (see *appendix A; tables 1 and 2*). Besides, the numbers their advisees per term vary from ten to fifteen as presented in tables 3A and 3B of appendix A.

As indicated a bit earlier, the second part of the questionnaire deals with the instructors' expectations of their students' understanding with respect to the components and requirements of the written assignments, the students' language proficiency, the supports

and resources made available to the students. This part further consists of questions which were meant to elicit some data from instructors as regards their students' knowledge of using information from other sources and the seriousness of problem of plagiarism in their academic writings. So, the first few pages of this chapter are devoted to the presentation and discussion of the aforementioned points.

4.1.1. Students' Academic Writings vis-à-vis Instructors' Expectations

This section mainly deals with the understanding of students on how to do their assignments. In this regard, many academic works may ask students to answer a how or why question. Such a question cannot be answered using only facts rather it may require students to take a position. So, as it is also discussed in the review of related literature section, students are expected to clearly understand what their instructors want them to do. At large, this refers to a clear understanding of the instructions, components and requirements for how to deal with the assignments. In this context, the requirements may include issues of language skills and academic conventions (Geremew, 1999). As to Clark et al. (2003), the components of an academic writing may entail content, organization, vocabulary and grammar use and conventions, too.

To this end, the first item of instructors' questionnaire was designed mainly to find out to what extent the postgraduate TEFL students at AAU meet the expectations of their instructors. The responses of the instructors for the item are tabulated as follows.

Table 1: Instructors' Expectations

IQ ¹ Item 1	Poor		Good		Very good		Total	
	N ²	% ³	N	%	N	%	N	%
Understanding of expectation	1	9	5	45.5	5	45.5	11	100

¹ IQ – Instructors' Questionnaire

² N- (number) – Frequency Count

³ % - percentage

According to the data generated from this item, good and very good alternatives equally got the lion's share. This is to say that 5 (45.5%) instructors indicated that their students are good in understanding of what they are expected to do. Yet, other 5 instructors responded that their students are very good as regards this feature. The remaining 1 (9%) said that it is poor as it is shown in table 1 above. Hence, this shows that the students' understanding ability of what they are expected to do with regard to the group or individual written assignments ranges between good and very good.

4.1.2. English Language Proficiency

Three sorts of instructors' questionnaire items were designed and administered to assess the written English language proficiency of the students. These items particularly aimed at collecting data for the analysis of the students' language style and tone, analytical and thinking skills, and their knowledge of grammar and vocabulary.

4.1.2.1. Students' Written English Language Style and Tone

As Hewings (2001), and Monippally and Pawar (2010) note, academic writing by and large is used to communicate scientific knowledge. As to these authors, scholarly works need to be written precisely, objectively and contently. Equally, Hyland (1996) and Hinkel (2004) believe that academic writers should express their thoughts through formal language. The latter two scholars also encourage academic writers and researchers to employ hedgy expressions to communicate their scholarly works.

From these points of view, five questions, items 2.1 to 2.5 as presented in table 2 below, were prepared and hence instructors were requested to rate the ability of their students as regards writing clearly, precisely, objectively, contently and expressing their thought in formal language.

Table 2: English Language Proficiency

IQ Items 2.1 - 2.5	Very poor		Poor		Good		Very good		Total	
	N	%	N	%	N	%	N	%	N	%
Writing clearly			2	18.2	6	54.5	3	27.3	11	100
Writing precisely			3	27.3	8	72.7			11	100
Writing objectively			2	18.2	8	72.7	1	9.1	11	100
Writing contently	1	9.1	4	36.4	4	36.4	2	18.2	11	100
Expressing thoughts in formal and hedging language	1	9.1	3	27.3	5	45.5	2	18.2	11	100

As a result, of the total 11 instructors who completed the questionnaire, 6 (54.5%) indicated that students' clarity in writing is good while 3 (27.3%) of them said that it is very good. As regards writing precisely, 8 (72.7%) respondents said that students are good whereas 3 (27.3%) answered that the students are poor. Yet again, 8 (72.7%) instructors responded that students are good in writing objectively while 2 said that it is poor. On the other hand, a respondent answered that the students' ability is very good with respect to writing objectively. In relation to writing contently, 4 (36.4%) instructors rated the students' ability as good whereas the same number of instructors indicated that their students are poor in writing contently. Moreover, the majority of the informants (45.5%) replied that students are good in expressing their thoughts in formal and hedging language. So, the findings shows that students are good in writing clearly, precisely, objectively, contently and expressing their thoughts in formal and hedging language on average.

4.1.2.2. Students' Language Use and Analytic Skills

Student-writers as any academic writers are expected to employ their own wordings whilst paraphrasing or summarising someone else's discourses. Besides, they need to analyse and evaluate the sources materials, synthesise and then come up with their own original pieces of works. Obviously, this is how scientific knowledge grows and hence human knowledge is accumulated and disseminated. From this point of view, items listed in table 3 were developed and administered to instructors to investigate their students' skills of reasoning and writing.

Table 3: Students' Reasoning and Writing Skills

IQ Items 3.1 – 3.5	Very poor		Poor		Good		Very good		Total	
	N	%	N	%	N	%	N	%	N	%
Summarising			4	36.4	6	54.5	1	9.1	11	100
Paraphrasing	1	9.1	2	18.2	7	63.6	1	9.1	11	100
Analyzing	1	9.1	4	36.4	5	45.5	1	9.1	11	100
Synthesizing			5	45.5	6	54.5			11	100
Evaluating	1	9.1	3	27.3	6	54.5	1	9.1	11	100

Accordingly, 7 (63.6%) informants responded that the students are good as regards their paraphrasing skill whereas 2 (18.2%) instructors marked down that it is poor. There was also insignificant number of respondents who rated the students' paraphrasing skills as very poor and very good. Regarding to analyzing skill, it appears that 5 (45.5%) instructors said that their students are good whereas 4 (36.4%) pointed out that it is poor. In connection with students' skills of summarising, synthesizing and evaluating, the majority of the respondents, that is, 6 (54.5%) instructors said that their students are good at each skill in this regard. Therefore, it looks that the students are good in reasoning and writing skills particularly in summarising, paraphrasing, synthesizing, analyzing and evaluating.

4.1.2.3. Students' Syntax and Lexical Knowledge of English language

It is noticeable that the ability of writing syntactically correct sentences and using appropriate language form are perhaps among the features of scholarly works that challenge writers who write in their second languages. As the reviews of the related literature indicate, the use of appropriate and wide range of vocabulary in academic writings is also demanding for non-native speakers' (NNS) writers (Hinkel, 2004). Thus, in order to assess the students' skills in this regard, the following data were gathered.

Table 4: Students' Grammatical and Lexical Knowledge of English Language

IQ Items 4.1 – 4.4	Poor		Good		Very good		Total	
	N	%	N	%	N	%	N	%
Writing grammatically correct sentences	1	9.1	7	63.6	3	27.3	11	100
Using punctuation and capitalization correctly	2	18.2	6	54.5	3	27.3	11	100
Using appropriate vocabulary in a given context	2	18.2	7	63.6	2	18.2	11	100
Using a wide range of vocabulary	4	36.4	6	54.5	1	9.1	11	100

In this study, the majority of instructors, 7 (63.6%) respondents, reflected that the ability of their students is good in writing grammatically corrected sentences whereas three respondents (27.3%) indicated that students are very good with respect to this skills. On contrary, there was a respondent who believed that students are poor at constructing grammatically correct sentences. Again, more than half of the total number of instructor-respondents (54.5%) said that their students are good at English as regards the knowledge of the target language forms.

Similarly, six respondents (54.5%) replied that those postgraduate students are good in using a wide range of vocabulary in their academic writings while 4 respondents answered that the students poorly vary their vocabularies when they write. Furthermore, as it is shown in table 4 above, most of the respondents (63.6%) indicated that the skill of students is good in using appropriate vocabulary in a given context. Therefore, it seems that the students are good in all the skills being discussed under this sub-section.

4.1.3. Supports and Resources

As regards supports to be given to students, Lathrop and Foss (2005) and Henning, Gravett and Rensburg (2005) emphasize that continuous constructive feedback should be given to students on their writings for that this might be helpful to them to locate and evaluate the information they need for their scholastic pieces of works. McGowan (2005) also stresses that giving continuous and timely feedback is very decisive for ESL students to help them not to tumble unintentionally into plagiarism for that their knowledge of the target language's vocabulary is likely to be limited.

It is also believed that various supporting sources such as reference materials both on shelf and online access, computer laboratories and other necessary items should be made available to students to help them foster their mastery of academic skills. So, in this sense, instructors and academic superintendents' role may be guiding, inspiring and supporting their students to master the required skills. In other words, these groups of academic communities are expected to see the students' mastery of the skills required for their

successful academic works. In the light of this fact, items 5, 6 and 8.1-2 presented in instructors' questionnaire were designed to seek information on the extent to which the supports and resources that might be helping hands for the quality of students' scholarly works are available at AAU.

Table 5: Supports and Resources

IQ Items 5, 6, 8.1 -2	V. poor		Poor		Good		V. good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Availability of resource materials for students at the University	1	9.1	3	27.3	3	27.3	3	27.3	1	9.1	11	100
The advice given to students on how to avoid plagiarism	1	9.1			6	54.5	3	27.3	1	9.1	11	100
Frequency of feedback			1	9.1	5	45.5	3	27.3	2	18.2	11	100
Timeliness of feedback			1	9.1	6	54.5	2	18.2	2	18.2	11	100

Hence, in their responses related to the availability of resources at the University, three different groups of instructors with 3 (27.3%) respondents in each group indicated that the availability of materials are poor, good and very good as it can be seen from the table above. There were also other two respondents, one (9.1%) who said that it is very poor and another who believed that the availabilities of the materials are excellent. This perhaps reflects that the rate of availability of the resource materials for students in the University apparently gives different senses for different people. Graphically, this finding can also be sketched as shown in figure 1 below.

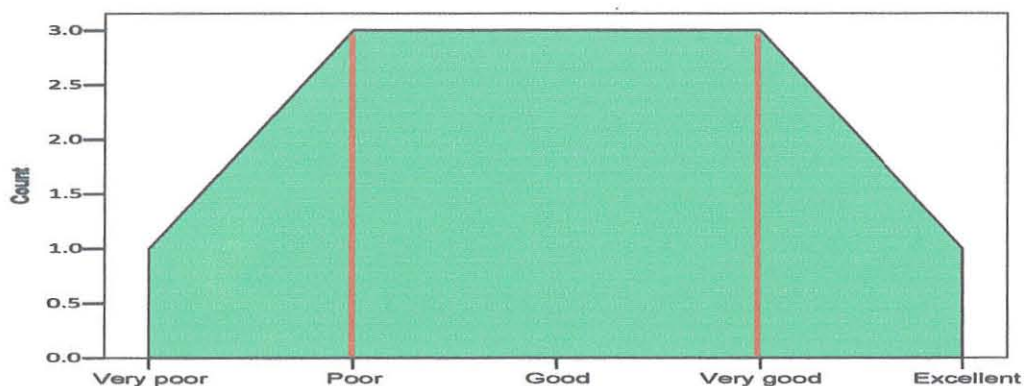


Fig. 1 The level of availability of resources materials for students' academic writings as reflected by instructors

In this figure, the plain top edge depicts the unrelated views of equal rates held by different groups of respondents. This is to say that the poor, good and very good scale rates got equal frequency counts. The two sides, which are drawn beyond the red lines, represent the insignificant number of respondents who think that the availability of items being discussed here is very poor or excellent.

The second item in the table above deals with eliciting information as regards the instructors' efforts in helping their students avoid plagiarism. Accordingly, as the self-evaluations of most of the informants' (54.5%) indicated, the instructors are good in giving piece of advice to their students to help them avoid plagiarism. Thus, it appears that the instructors mostly advise their students on how to avoid plagiarism.

The last two items in table 5 target at seeking information as regards the frequency and timeliness of the feedback given to students on their academic works. Accordingly, 5 (45.5%) instructors judged themselves that they are good in relation to giving feedback on their students' written works whereas 3 (27.3%) indicated that they are very good. Besides, the majority of the respondents (54.5%) said that they are good in providing timely feedback. To sum up, instructors who teach TEFL postgraduates appear to be good in providing their students with frequently and timely feedbacks.

Table 6: Instructors' Commitment to Fight against Acts of Plagiarism

IQ Items 7	Poor		Good		V. good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%
Instructors' commitment in fighting against plagiarism	1	9.1	5	45.5	3	27.3	2	18.2	11	100

As it is illustrated in the table above, of instructors that were requested to evaluate their commitment in fighting against plagiarism, 5 (45.5%) indicated that they are good while 3 (27.3%) instructors replied that they are very good. In addition, 2 (18.2%) believed that they are excellent in fighting against plagiarism. Again, the remaining one (9.1%) admitted that s/he is poor as regards fighting against the dishonest acts in academic writing. In summary, most of the instructors are good regarding their commitment to help their students avoid plagiarism and hence promote academic integrity at the University.

4.1.4. Students' Ability in Using Borrowed Sources Appropriately

Student-writers are supposed to indicate borrowed texts with conventional marks or else they plagiarise. So, it is highly expected that writers need to mark off the borrowed sources accurately using the various academic writings' conventions (Harvey, 2003). In this regard, items 9-15 presented in table 7 below were developed and distributed to instructors to obtain information on the ability of the students in using borrowed sources.

Table 7: Students Ability in Using Borrowed Resources Appropriately

IQ Items 9-15	V. poor		Poor		Good		V. good		Total	
	N	%	N	%	N	%	N	%	N	%
Accuracy in using quotation marks for direct quotations			3	27.3	6	54.5	2	18.2	11	100
Accuracy in acknowledging borrowed sources	1	9.1	4	36.4	3	27.3	3	27.3	11	100
The correspondence of the reference entries with in-text citation			6	54.5	4	36.4	1	9.1	11	100
Accuracy of referencing			4	36.4	6	54.5	1	9.1	11	100
Attempts of indicating pages, numbers, dates or URL addresses of citations within the text			2	18.2	8	72.7	1	9.1	11	100
Accuracy in using recognized referencing style			2	18.2	7	63.6	2	18.2	11	100
Accuracy and completeness in describing any data or evidence collected			3	27.3	7	63.6	1	9.1	11	100

Thus, as it can be clearly seen from the statistical data given in the table above, the majority of the respondents (54.5%) said that the students' ability in quoting sources accurately is good whereas 3 (27.3%) answered that the ability of the students in this regard is poor. As regards acknowledging sources precisely, the larger number of instructors (36.4%) replied that students are poor. Looking at responses given to the item related to the correspondence of the reference entries with in-text citations, 6 (54.5%) of the informants found that it is poorly matching but 4 (36.4%) indicated that the students are good in this aspect. Moreover, in relation to question of referencing, 6 (54.5%) respondents said that the students are good as regards presenting references accurately while 36.4% of the informants judged that it is poor.

Besides, the majority of the respondents (72.7%) indicated that students are good in using recognized referencing style accurately. In responses to students' attempts of indicating

pages, numbers, dates or web page addresses or URL of citations within the text, most of the informants, (that is about 73%), rated the students' abilities as good. Still, there were others 2 (18.2%) who rated these attempts as poor and one more respondent who judged that is very good. Lastly, 7 (72.7%) instructors said that students are good in describing data or evidences while 3 (27.3%) indicated that they are poor. Also, there was an informant that accounts for 9.1% who felt that students are very good in describing the data they normally gather for their study purposes.

In summary, it appears that students are poor in acknowledging sources precisely and crosschecking the reference entries with in-text citations. Nonetheless, their skills in quoting and using recognized referencing style accurately are said to be good. Likewise, the students' attempt of indicating pages, numbers, dates and ULR of citations within the text is found to good. It also seems that students are good in describing data precisely.

4.1.5. The Prevalence and Seriousness of the Problem of Plagiarism

Prevalence of acts of plagiarism is ever growing issue globally and specifically becoming the concerns of higher educational institutions as various related research works reveal. As a study conducted in some European universities indicate, for instance, at all level of education, the incidences of copying and repeating others' texts is ever rising ranging from undergraduate to PhD students. It seems that, nowadays, the Internet has aggravated the problem through facilitating the electronic plagiarism.

The prevalence of acts of plagiarism in the developed nations has been reported over and over probably because they have developed strong systems that can detect the acts. On top of that, there might be commitment to control the frauds. However, in developing country's universities like AAU, there might be neither strong detecting systems nor awareness to tackle the acts of plagiarism. So, as the objectives of this study per se goes, items in table 8 were designed and administered to find out the prevalence and seriousness of the problem of plagiarism in scholarly works of the students at the University.

But, it appears to be good to look into the overall understanding of an academic community as regards plagiarism and its consequences before discussing the existing practices. Accordingly, 6 (54.4%) instructors responded that their students are good in this regard while 2 (18.2%) felt that students are poor in understanding of the concepts of plagiarism and its consequences. In contrast, other two respondents indicated that students' understanding of the concept being discussed here is very good. Therefore, what one can understand from this analysis is that students' understanding of the concepts of plagiarism and its consequences tends to be good.

Table 8: Students' an Overall Understanding of Plagiarism and Its Consequences as Reflected by Instructors

IQ Item 16	V. poor		Poor		Good		V. good		Total	
	N	%	N	%	N	%	N	%	N	%
The overall understanding of plagiarism and its consequences	1	9.1	2	18.2	6	54.5	2	18.2	11	100

If it is so, next, it is good to see how prevalent acts of plagiarism are and the degree of seriousness of the problem at AAU. With this aim in mind, a four-point Likert scale which ranges from 1 for 'not a problem' to 4 for 'very serious' were used to gather data from sample instructors as portrayed in table 10 on next page. Herein, the mean scores are used interpreting the data.

As a result, the mean scores generated from the data range from the lowest mean value 2.36 which was calculated for the item number 24 to the highest mean score 3.45 which is held by items 17, 18 and 20. The second lowest mean score is 2.73 which was calculated for item 21. The mean scores for the remaining items, 19, 22 and 23, range between 3.00 and 3.45. As can be clearly seen from the table, an overall mean score of the items was appeared to be 3.05. So, this shows that the incidence of plagiarism in the students' academic writings is serious. Therefore, it is possible to draw a logically conclusion from this finding that though students' understanding of the concepts of plagiarism and its consequences seems to be good, the prevalence of acts of plagiarism in students' scholarly is found to be serious.

Table 9: Acts of Incidences of Plagiarism in Students' Academic Writings

No	IQ Items - Incidences of plagiarism	N	Min	Max	Sum	Mean
17	Cutting and pasting materials from various sources without citing and referencing	11	3	4	38	3.45
18	Copying with substantive length from original without using quotation marks	11	3	4	38	3.45
19	Rewriting/paraphrasing without indicating the original sources	11	2	4	35	3.18
20	Submitting other works by deleting or adding one or more words	11	2	4	38	3.45
21	Copying two or more simple sentences and changing into complex without acknowledgment	11	2	4	30	2.73
22	Copying a peer student's assignment and reference	11	2	4	34	3.09
23	Copying a senior student's assignment in partial or whole and reference	11	2	4	35	3.18
24	Citing work that was not used in the paper	11	1	4	26	2.36
Total N (count) and an overall mean score		11				3.05

Key: 4= *Very serious*, 3 = *Serious*, 2 = *Minor*, and 1 = *Not a problem*

4.1.6. General Instructors' Reflections on How to Avoid Plagiarism

As stated in chapter-one of this thesis, one of the objectives of the study is to find out some possible ways of improving academic integrity at AAU. For this reason, instructors were requested to suggest as to how to avoid plagiarism and hence promote and maintain academic integrity at the University. Broadly, the suggestions forwarded by the instructors dealt with the awareness of the students, honour code or academic integrity policy formulation, an overall educational policy, provision of supports and resources and learning practices. Thus, these suggestions are summarized and presented hereunder.

4.1.6.1. Rising Awareness

The majority of instructors felt that students lack awareness of conventions of academic integrity, and concepts of plagiarism and its consequences. To this end, they suggested that students should be well aware of the facts about these issues. As to the opinions of the instructors, again, students need to observe the rules and regulations of the University. Furthermore, informants emphasized that the University needs to help the students to get

the necessary awareness of relevant principles and teach them the value of academic integrity.

The respondents further stressed that it is important that students themselves have interest in issues related to academic integrity. This is because it seems that many students have shown no concern for academic integrity, as to the instructors' suggestions. As the instructors suggested here, therefore, raising the awareness of the students on issues such as regulations and conventions of scholarly works and teaching them the value of academic integrity would contribute towards the promotion of academic integrity in higher educational institutions.

4.1.6.2. Academic Honour Code and Corrective Measures

The other concerns of the respondents were about the academic honour code and corrective measures supposed to be taken on someone who breaches the principles of academic integrity. Accordingly, it was said here that the University should formulate strict rules and control the academic malpractices seriously. As suggested, the rules and regulations to be laid down by the University should comprise the articles that govern the use of information from different sources. Concerning the corrective actions, giving warning, penalizing students who do not observe the rules, and publicizing or posting the measures for the purpose of teaching others are among the suggestions given by the informants.

4.1.6.3. Educational Policy

The respondents, then again, urge the University to genuinely work for quality of education. When this is taken up seriously, as the opinions of the instructors, other related problem could easily be tackled. In line with this notion, there are respondents who reckoned that no matter how a teacher or university or college tries hard to make the students competent, it would remain an unachievable goal. This is because, as the informants believe, that the job should be begun from the change of educational policy. This is true because logically a

foundation has to be laid first, that is the policy in this case, and so that other things may be placed on that.

The other related issue raised by the informants is that students do not seem to worry about their abilities in the specialization areas they are in these days. It was said that the students are rather interested in the certificates and diplomas. This may be because, as to the outlooks of the instructors, the education policy that the country currently pursues does not demand them to be proficient in their fields of study.

4.1.6.4. Provisions of Supports and Resources

The fourth category of responses of the instructors has something to deal with provisions of supports and resources to students. In this view, some instructors raised that academic superintendents in general and advisors in particular should seriously attend to the overall process of scholarly works step by step. In most cases, as accentuated by an instructor, the advisors *“read the finalized draft. If the draft reads well, then the tendency is to approve it.”* However, this is not enough as the opinion goes. Rather the students should be provided with sufficient supports and resources as lack of information they need for their works might lead to plagiarism.

In summarizing the points raised herein, advising and teaching students remarkably help them to develop ethical professionalism. It is also stressed that teachers have to be very critical in checking sources cited. Moreover, the respondents suggested that the academic superintendents as well as teachers should give necessary supports to their students.

4.1.6.5. Learning Practices

Finally, the target instructors suggested that learning practices matter a lot in tackling the problem of plagiarism as to the opinions of the instructors. Teaching students to develop appropriate academic reading and writing skills including how to critically read and cite, paraphrase or quote correctly are some points that were given emphasis in instructors' responses to the open-ended questions. Particularly on this subject, it was said that in order

to avoid plagiarism, students should develop the habit of reading and know their subject very well, otherwise students would tend to copy materials from here and there most likely without giving any credit to the original sources.

Moreover, as respondents suggested, learners should be convicted that they are not contributing to human knowledge if they are indulged in copying the works of others. It was suggested that, therefore, students should have deep knowledge in their subject areas. This is to mean that students should read a lot and learn ways of avoiding plagiarism like acknowledging, rephrasing, paraphrasing, summarising and so forth. In line with this point, it was pointed out that students need to be trained in how to use information from other sources, more than everything else. Advising and teaching students specifically on this point and help them to develop ethical professionalism is thought to be the fundamental concern as to respondents' views. It was also mentioned that plagiarism had to be taught as a topic or a course even beginning from high school level.

The other related critical remark raised by the instructors was that there are some students who cook up data and do statistical analysis based on that invented facts. According to these informants, there are also others individuals that assist students in doing the crime. This perhaps refers to the hired academic writers or online scholarly subscriptions. With respect to this point, it is commented that students should stand for academic excellence.

Furthermore, it was said that most of the academic supervisors, the comment in this case refers to TEFL instructors, are supposed to be poor at statistics and hence they tend to accept just what students bring to them. Consequently, to overcome this problem, it was suggested that statistical analysis should be approved by a statistician in the University or by some other hired professionals.

Additionally, as some informants mentioned, the University does not commit itself to quality education and academic excellence. Yet again, as far as the instructors' remarks concerned, students themselves should come to the University to pursue their studies and gain knowledge but not just to get a degree. As to the opinions of the informants, students

should commit themselves to discovering and disseminating knowledge, and then the University should also foster that. Furthermore, it is remarked that students who want to join postgraduate programmes should prepare themselves ahead of time.

4.2. Analysis of Students' Questionnaire

As it is well discussed in the preceding pages of this paper, underpinning objectives of this study are assessing to the extent that the students' academic writing measures up the instructors' expectation, investigating the predominant causes for the breaches of the principles of academic integrity, and eventually finding out some ways of improving it. To this end, a two-part-questionnaire: part one which deals with respondents' personal milieu and the other one which consists of 61 closed-ended as well as 2 open-ended questions that aim at gathering detail information for the study purpose were administered to the purposively selected groups of students. Hence, this section deals with the results of students' questionnaire.

Thus, looking at the students' personal milieu, to begin with, the numbers of male and female informants were 44 and 4 respectively while there were 3 missing respondents' background details. Again, of all the target population, 7 informants had some part-time jobs. There were also four self-sponsored students (*see appendix B, table 1*). Yet, the analysis of data generated from the second part of the questionnaire is presented in detail as follows.

4.2.1. Requirements and Expectations for Students' Academic Writing

As mentioned earlier, one of the intentions of this thesis is to see to what extent postgraduates think that they fulfill the expectations of their instructors as regards their scholarly works. Accordingly, the students were asked to rate their ability in understanding of the requirements, components and rubrics of written assignments such as book reviews, reports, term paper, project and others.

Table 10: General Requirements and Expectations

SQ ⁴ Items 1 – 3	V. poor		Poor		Good		V. good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Students' level of understanding of academic writing requirements			3	5.9	10	19.6	30	58.8	8	15.7	51	100
Students' level of understanding of components of the written assignments			1	2.0	9	17.6	24	47.1	17	33.3	51	100
The level of students' satisfaction with orientation they gained from instructors on the requirements of their academic writings	3	5.9	1	2.0	14	27.5	21	41.2	12	23.5	51	100

As it can be understood from the table, 30 (58.8%) students rated their skills as very good as regards their level of understanding of the requirements while 10 (19.6%) said that they are good in respect to this aspect. There were also 8 (16.7%) students who believed that their ability in understanding of the requirements is excellent. On the other hand, 3 (5.9%) students felt that they are poor in understanding that. Generally, as it can be seen from the table 10, the majority of the students believe that they are very good at the understanding of the requirements of their assignments.

The second item in the table above deals with the students' level of understanding of components of the written assignments. Again, the larger number of students, 24 that accounts 47.1 percent, thought that they are very good in understanding of the components of the assignments whereas 9 (17.6%) indicated that they are good. But 17 students (33.3%) felt that they are excellent in dealing with the components of their written assignments. In conclusion, it seems that students are very good in understanding of the components of their written assignments on average.

The last item in table 10 focuses on the level of students' satisfaction with the guidelines they had been given on the academic writings by the respective instructors. As a result, most

⁴ SQ - students' questionnaire

repliers (41.2%) answered that they are very much satisfied with orientations they have been given on how to do their assignments while 12 (23.5%) rated that as excellent deed. Still, there were 14 (27.5%) informants who indicated that consultation on how to deal with the tasks of the assignment is good. The remaining 2% said that it is poor. To sum up, it looks that the majority of the students are very much satisfied with the help that they have obtained from their instructors on how to deal with their written assignments.

4.2.2. Students' Knowledge of Citing Sources

In attempts of appraising their ability in using different sources in their scholarly works and documenting, students were provided with a range of questions to evaluate their own experiences. Thus, the responses to the feature of using quotation marks for those parts that they directly copy from an original source, for example, show that 24 (47.1%) students judged themselves that their ability is very good. On the other hand 14 (27.5%) felt that they are good in marking off the directly taken piece of notes from other sources whereas 11 (21.6%) rated their skills of this feature as good. Generally, looking into the students' effort in citing, 23 (45.1%) students said that they are very good. Yet, 14 students indicated that they are excellent in acknowledging others' works while 13 (25.5%) considered themselves as poor in this regard.

It is believed that note-taking practices matter a lot in academic writing. Whenever someone takes notes from various sources, s/he has to mark off that. In other words, the beginning and ending of a source should be clearly indicated. For this reason, students need to develop note-taking skill and make use of this skill effectively when they take note from other sources. Regarding skills of note-taking, 21 (41.2%) students replied that they are very good. Other 16 (31.4%) said that they are good in taking notes accurately. Still, there were 13 students who believed that they are excellent as regards this feature. Therefore, it appears here that students are generally very good in making notes from various resources.

Table 11: Incorporating and Documenting Information from Borrowed Sources

SQ Items		V. poor		Poor		Good		V. good		Excellent		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
4	Accuracy in using quotation marks for direct quotations	1	2	1	2.0	14	27.5	24	47.1	11	21.6	51	100
5	Efforts on acknowledging others' work			1	2.0	13	25.5	23	45.1	14	27.5	51	100
6	crosschecking the correspondence of reference entries with borrowed works			1	2.0	11	21.6	20	39.2	19	37.3	51	100
7	Note-making skills			1	2.0	16	31.4	21	41.2	13	25.5	51	100
8	crosschecking the compiled work against notes taken for accuracy of referencing	1	2	1	2.0	18	35.3	19	37.3	12	23.5	51	100
9	The ability of using recognized referencing style			1	2.0	13	25.5	22	43.1	15	29.4	51	100
10	Knowledge of citing sources particularly the web (electronic) ones			22	44	21	42.0	6	12.0	1	2.0	50	100
11	Accuracy and completeness in describing any data or evidence					17	33.3	30	58.8	4	7.8	51	100

In reactions to item 8 in table above, quite large number of students (37.3%) indicated that they are very good in crosschecking their compiled works against notes taken from different sources while 18 (35.3%) students believed that they are excellent as regards this aspect. Besides, majority of the students (39.2%) answered that they are very good concerning their effort of crosschecking the correspondence of reference entries with the in-text citations of their works. Most of the respondents, 22 (43.1%), also indicated that they are very good in connection with their general ability in using recognized referencing style such as APA, MLA and CMS.

In responses to item 10, however, 22 (44%) students judged themselves that they are poor in citing the web (electronic) sources whereas 21 (42%) indicated that their level of knowledge in this regard is good. Lastly, about 30 (59%) informants believed that they are very good in describing data or evidences completely and accurately. In summary, it seems that students are very good in all aspects discussed here except in item 10 which shows that they are poor in citing electronic sources.

4.2.3. Upholding Academic Integrity

Several literatures show that academic integrity is believed to be a cornerstone of any discipline. For this reason, item 12 was developed to assess the commitment of students to maintain academic integrity.

Accordingly, in responses to this item, 20 (39.2%) informants indicated that their stand in struggling against acts of academic dishonesty is very good while 17 students said that they are excellent in this regard as it is illustrated here in figure 2. Therefore, it

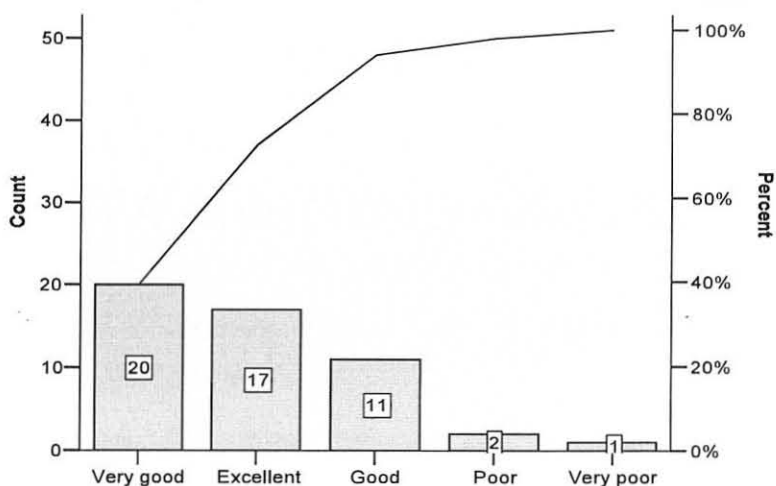


Fig. 2 Commitment of students in standing out against the academic fraud

seems that students are very good as regards their commitment in standing against the academic fraud as whole.

Concerning their level of understanding of the concepts of plagiarism and its consequences, most of the students (54.9%) felt that they excellent while 14 (27.5%) believed that they are very good regarding this aspect as it is indicated in table 14 below. Thus, it looks that the majority of the students have fully understood the concepts of plagiarism and its consequences.

Table 12: Students' Concerns for Academic Integrity

SQ Items 13	Poor		Good		Very good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%
Level of understanding of plagiarism and its consequences	1	2.0	8	15.7	14	27.5	28	54.9	51	100

4.2.4. Availability of Resources

The availability of resources like reference books and other manuals are unarguably essential for the students' academic achievement. To this end, students were asked to rate the availability such related resources at AAU. Accordingly, 19 (37.3%) informants rated that as good but 15 (29.4%) replied that it is very good. As regards students' ability in using the resources like computer and Internet for the purpose of academic works, the larger number of the respondents, 25 (49%), indicated that it is good as tabulated below. In connection with frequency of browsing the Internet, 23 (45.1%) students said that they are good while 12 (23.5%) students responded that their frequency of making use of such educational technologies, that is to say, the computer and Internet, is very good. Briefly, the availability of resources like reference books and others at AAU seems to be good. Also, the students' skills and frequency in making use of these resources particularly computer and Internet look good.

Table 13: Availability of Resources and their Usage

SQ Items 14-16	V. poor		Poor		Good		V. good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Availability of resources (reference books, manuals or honor code handbook etc) at AAU	1	2.0	11	21.6	19	37.3	15	29.4	5	9.8	51	100
Skills in using computer	1	2.0	4	7.8	25	49.0	14	27.5	7	13.7	51	100
Frequency of your access to the Internet and browsing	2	3.9	9	17.6	23	45.1	12	23.5	5	9.8	51	100

4.2.5. Students' Writing Skills

Items 17.1 to 19.4, as indicated in appendix B, in students' questionnaire were developed and administered mainly to evaluate students written English language ability. The same items being discussed here were distributed to the target instructors to triangulate the findings of the study. Accordingly, 26 (51%) students' judged their clarity in writing is very good while 13 (25.5%) said that it is good. It was also found out that about 24% of the

respondents indicated that their skill in this regards is excellent. Correspondingly, about 53% of the informants felt that their ability in writing contently is very good. Also, the majority of the respondents (58%) said that their skill as regards writing precisely is very good. In the same way, about 57% of the students believed that their ability is very good in writing objectively. The larger number of students, 22 out of the total 51 respondents, also thought that they properly use hedging and formal expression while writing their assessments.

Generally, looking at the results of students' questionnaire, the skills of students as regards writing clearly, precisely, objectively, contently and expressing their thought in formal language as whole are very good. This reveals that students rate their skills in this regard as very good but instructors feel that their students' English language skill is good in relation to style and tone. This shows that students place themselves at better condition as this result is compared to the results of instructors' responses.

Writing capability in general and analytic skill in particular is notably important for academic achievement as it is vividly indicated in the review of related literatures. In this sense, students were asked to rate their skills and accordingly, 30 students (about 59%) indicated that their ability in summarising is very good. With respect to paraphrasing, too, the majority of the students replied that their skill is very good. Similarly, most of the respondents, 23 (45.1%) and 25 (49%), indicated that their skills are very good in respect to synthesizing and evaluating in that order. In summary, students' s kills of summarising, paraphrasing, synthesizing and evaluating are said to be very good. Nevertheless, according to the instructors' reactions, the students' ability as regards this aspect appears to be good. Regarding analyzing skills, 21 out 51 students believed that their ability in aspect is good. On the other hand, the same number of students thought that they are very good in the art of analysis. It is found out that the result of the instructors' responses is consistent with the result of this feature.

Moreover, as it is noticed that the ability of using the correct forms of a language (grammar, punctuation and capitalization) in scholarly writings is found to be very rewarding for academic success. In this regard, postgraduates are normally expected to use correct forms

of the target language, English. As it is presented in table 2 of appendix B, the majority of the students, about 57%, indicated that their skills of using correct form (punctuation and capitalization) of the target language are very good. Similarly, about half of the total respondents, 24 (47.1%), believed that they are very good in writing grammatically correct sentences and 25 (49%) indicated that they are also very good in using appropriate vocabulary in a given context. With respect to students' knowledge of vocabulary, 21 (41.2%) students said that they are very good while 19 (37.3%) indicated that they are good as regards this aspect. As a summary, it seems that the students are very good in the skills being discussed herein.

4.2.6. Orientations and Feedbacks

Students need to be oriented as to how to use resource and be aware of academic integrity policy at the University. Taking this fact into account, item 21 tabulated below is developed to elicit the required information in this regard. As a result, 19 (37.3%) respondents saw that it is good whereas 16 (31.4%) students rated that the orientation they have got on this issue as very good. So, it can be said that the orientation that has been given to students on how to use library resource and observe the academic integrity policy of the University is somehow reasonable.

Table 14: Level of Orientation Given to Students on Library Resource Use and Academic Integrity Policy

SQ Item 20	V. poor		Poor		Good		V. good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Orientation obtained on library resource use and academic integrity policy	6	11.8	5	9.8	19	37.3	16	31.4	5	9.8	51	100

Furthermore, the result of students' responses in respect to the frequency, timeliness and relevance of feedbacks they had obtained on their academic writings show different statistical values as shown below in table 15. Accordingly, the mean scores of the students' responses for the frequency and timeliness of feedback became 3.20 and 3.12 respectively whereas the mean score for relevance of feedback showed 3.55. Therefore, it is possible to

say here that frequency and timeliness of feedback on this issue tend to be good while the relevancy of the feedback is nearly very good.

Table 15: Frequency, Timeliness and Relevance of Feedback Given to Students on their Academic Writings

SQ Item 21.1 – 21.3		Frequency	Timeliness	Relevance
N	Valid	51	51	51
	Missing	0	0	0
Mean		3.20	3.12	3.55
Percentiles	25	Poor (2.00)	Poor (2.00)	Poor (2.00)
	50	Good (3.00)	Good (3.00)	Good (3.00)
	75	Very good (4.00)	Very good (4.00)	Very good (4.00)
	100	Excellent (5.00)	Excellent (5.00)	Excellent (5.00)

4.2.7. The Incidences of Plagiarism in Students' Academic Writings and the Degree of Seriousness of the Problem

As the central objective of this study is to see the prevalence of acts of plagiarism in students' academic writing, items 22 to 29 presented in students' questionnaire, as illustrated in table 16b below, were designed and administered to the target group of students. Accordingly, 22 respondents (43.1%) admitted that they always cut and paste texts others' works without indicating where they get that from while about 24 % (12 respondents) indicated that they sometimes do the same. Regarding the direct quotation, 15 (29.4%) confessed that they always copy substantive length of texts from different sources and include that into their discourses without marking off the directly quoted materials. Correspondingly, other 15 student said that they sometimes commit that trickery. Likewise, quite large number of students, 17 (33.3%), indicated that they sometimes copy two or more simple sentences from different sources and change them into complex or compound sentences without giving any credit to the authors who contribute that works.

Moreover, the majority of the students, 18 (35.3%), disclosed that they always rewrite or paraphrase others' works without any acknowledgement. Yet again, 16 (31.4%) students revealed they sometimes submit other works by deleting or adding few words while 14 (27.5%) accepted that they do this always. In similar fashion, it is evident in the students'

responses that copying a peer or senior student's assignment are found to be prevalent. To illustrate this, 14 (27.5%) respondents said that they copy sometimes their classmates' works and other 14 students also disclosed that they sometimes involve in such fraud acts. Regarding, the students' tendency of submitting works done by senior students, 16 (31.4%) informants reported that they sometimes copy and submit senior students' works in partial or whole and references but other 16 students indicated that they never commit that at all.

It is also appeared that 15 students (29.4%) admitted that they always list works that were not cited in their papers under reference section and 12 (23.5%) indicated that they sometimes do that. Alarming, it is revealed in this study that 17 (33.3%) students replied that they always get someone done their assessments.

Table 16: The Frequency of Incidences of Plagiarism in Students' Written Assignments

SQ Items 23-30	I'm not									
	Not at all		sure		Sometimes		Always		Total	
	N	%	N	%	N	%	N	%	N	%
Cutting & pasting sources without referencing	6	11.8	11	21.6	12	23.5	22	43.1	51	100
Copying substantive length of original without using quotation marks	9	17.6	12	23.5	15	29.4	15	29.4	51	100
Rewriting or paraphrasing without indicating the original sources	9	17.6	12	23.5	12	23.5	18	35.3	51	100
Submitting other works by deleting or adding few words	11	21.6	10	19.6	16	31.4	14	27.5	51	100
Copying two or more simple sentences and changing into complex without acknowledgment	10	19.6	13	25.5	17	33.3	11	21.6	51	100
Copying a peer student's assignment and reference	13	25.5	10	19.6	14	27.5	14	27.5	51	100
Copying a senior students' assignment in partial or whole and reference	16	31.4	12	23.5	16	31.4	7	13.7	51	100
Citing or referencing work that was not cited in the paper	15	29.4	9	17.6	12	23.5	15	29.4	51	100
Buying a paper off the Internet or from local experts	20	39.2	7	13.7	7	13.7	17	33.3	51	100

In summarising, it looks that the target groups of students always cut and paste others' works directly or paraphrase that pieces of works without any acknowledgement. It also seems that the students sometimes make a little modification like rewriting materials into complex or compound sentences and submit that without giving any credit to the works or ideas they have borrowed. Moreover, they sometimes rely on the peer or senior students' works with giving no credits to their contributions. Besides, it is found out that there are students who get professional writers done their academic writings.

4.2.8. Causes of Incidences of Plagiarism

As it is noted in the review of related literatures, different reasons can be cited for incidences of intentional and unintentional plagiarism. In respects to the unintentional act, for instance, its cause is apt to go with a writer's language proficiency level. This is to say that if a writer is proficient enough, s/he might particularly overcome any problem that is related to language use. But, if the writer is likely to have language deficiency, then s/he might be exposed to such a problem.

Table 17: Reasons for Incidences of Plagiarism

List of reasons for incidences of plagiarism in the students' scholarly works as self-reported by students	Frequency
Lack of sufficient source materials	22
Lack of plagiarism concept	16
Shortage of time	15
Teaching staff do not care about plagiarism	15
Difficulty in expressing thoughts clearly in English	13
Too many assignments	13
Difficult assignments	11
Impressing peers/teachers by scoring high mark	11
Lack of knowledge of academic writing conventions and requirements	8
Plagiarism is being commonly practised	7
Just to pass the course and obtain degree	7
To meet family's expectations	6
Carelessness	1
Lack of skills in taking information from other sources	1
I have never thought that plagiarism as a crime	1
I do not know whether it is individual's or free (online sources)	1

As indicated in the reviews of related literatures, unintentional plagiarism is likely to be a common problem to NNS writers. Taking Ethiopians' case, for example, as English is spoken as foreign language, it can be one of the reasons for student-writers to commit plagiarism due to the shortage of language in expressing their ideas. The other reasons could be lack of awareness, personal attitude and the likes.

Following these premises, study participants were provided with presumed reasons for incidences of plagiarism, as indicated above, and requested to mark on the ones which reflect their practices. Accordingly, 22 students indicated that one of the reasons why they are tempted to commit plagiarism is the lack of sufficient resource materials. This constitutes the highest frequency among the various reason mentioned herein. The shortage of the source materials may tempt students to commit intentional plagiarism like copying senior students' works or relying on other professional works.

Considering the perception of plagiarism, 16 respondents indicated that lack of concept of plagiarism could be among the reason why they commit plagiarism. This is the second most prevalent reasons for students' acts of plagiarism as indicated in table 17. Next frequent acts are found to be shortage of time and the staff's laissez-fairness. 15 students reflected that they are tempted to commit plagiarism because of time constraint they work in. They also indicated that the staff carelessness about the acts of plagiarism contributes to the temptation. Furthermore, difficulty in expressing thoughts clearly in English, too many and difficult assignments, and impressing peers/teachers by scoring high marks are among the top reasons why students plagiarise. The frequency counts for these items ranges from 13 to 11 in descending order.

Closely following the aforementioned cases, 6 to 8 students indicated that factors like lack of knowledge of academic writing conventions and requirements, tendency to follow others footsteps, the need for only certificate and meeting family's expectations are some of the common reasons why the commit academic frauds. Carelessness of the students, lack of skills in taking notes, and awareness of online sources' authorship are taken as least frequent acts of plagiarism as can be observed from tabulation presented hereinabove.

4.2.9. Analysis of the Students' Responses for Open-ended Questions

In the open-ended questions, students were asked to suggest what should be done in order to overcome the problem of plagiarism and hence promote academic integrity at the University. As a result, a number of suggestions have been given. It was suggested that the student-writers should learn as to how to summarise or paraphrase texts contributed by others. In this regard, as a respondent indicated that it is very important to be voracious readers *"because such readers are always winners."* Some students also believed that a writer may not avoid plagiarism unless s/he develops the habit of reading. The respondents regarded here that reading variety of materials and developing knowledge is a key factor that promotes confidence in the topics or tasks that the students might be supposed to do. Hence, reading and getting better sources on a specific task was found to be maximum for some students. In this regard, it seems that learning more about academic writing and practising that consistently and insistently attracted the interests of the respondents.

Additionally, as to the suggestions of these respondents, a lot of awareness raising works should also be conducted by academic staff. Again, it was underlined that the awareness of plagiarism and its consequences is crucial in upholding academic integrity. Moreover, the students wanted their instructors to give emphasis to the seriousness of both intentional and unintentional plagiarism. In connection with acts of plagiarism, it was commented that all the sources, ideas, words or thoughts of others should be cited appropriately so that the acts of plagiarism is minimized if not avoided. In addition, it was said that a writer should follow the rules and regulations of borrowing scholarly information from any sources. This is to mean that a student-writer needs to know how to borrow information from different sources. As a result, as the informants further noted, a writer could safeguard himself/herself from plagiarising fraud by accrediting the works of others.

It was emphasized herein that plagiarism should be taught in depth and such a programme should be arranged at a beginning of a study so that new entrants would be benefitted from the programme and perhaps there is likely for them to be successful in their later academic journeys. This is because the activities of teaching to avoid plagiarism entail helping the

students build their vocabulary capacity and develop their written as well as spoken language proficiency. If their language proficiency in general and their vocabulary capacity in particular is improved, then they are apt to produce and reproduce ideas in their own wordings. That is what teaching plagiarism in depth mean in this context. In connection with this idea, it sounds that the following suggestion is worthwhile to mention here.

Giving training on how to improve writing skills to avoid plagiarism Moreover, practicing academic writing is vital to avoid plagiarism. As you practice more, you may improve the problem related to plagiarism. Writing needs practice. So, I have to practice on and on [now and then] to improve ... my writing skills. (A respondent's view)

As to the students' opinions, there are people who want just to pass and obtain only the certification, the degree. So, these people may lack responsibilities and hence copy others' works. In such an instance, as to respondents' views, instructors should take the issues into account and crosscheck what their students submit. Furthermore, the students urges on the University to make resources (books, journals, articles and e-resources as well) available in each and every course. In the same way, they also wanted the instructors to give and guide their students as to how to find the sources towards the course they teach.

4.3. Analysis of Instructors' Interview

Four voluntary English language lecturers at AAU were approached and interviewed based on semi-structured interview strategy. Of the interview questions, one was about the incidences of plagiarism at the University. Accordingly, all the interviewees spoke that breaches of principles of academic integrity are common everywhere, but they viewed this issue from different angles. Some saw that plagiarism occurs only due to lack of language proficiency. Nevertheless, some others looked at it not only from language proficiency, but also from lack of awareness, time constraint, capacity to do things independently and some personal traits' points of views.

A respondent (II⁴), for example, believes that acts of plagiarism have to be seen from the perspective of language proficiency. II⁴ does not assume plagiarism as a crime in Ethiopian context, for instance. On contrary, the instructor sees the scandal of plagiarism committed

by Germany's ex-Defense Minister, Mr. Karl-Theodor zu Guttenberg, as a crime because the man was supposed to write in his mother-tongue and hence there might not be any problem of language proficiency as far as the comments of this interviewee is concerned. Rather, as to this interviewee (II⁴), Ethiopian writers who write in English, for example, plagiarise because they have shortage of vocabulary, grammar and idiomatic expressions to communicate their thoughts in their own wordings. For II⁴, helping students develop their language proficiency means enabling them promote academic integrity and avoiding plagiarism.

... , I try to help my students to develop their language proficiency. building spoken as well as written proficiency. If their language proficiency is improved; if their vocabulary is improved, then they can say [write]... x x x... ideas in their own wordings, in their own grammatical structures and so on. That is all.... (II⁴)

For others, II¹ , II² and II³, on the other hand, the issue of plagiarism has really become the concern of the University not only because of lack of English language proficiency but also there are other things to be considered as well. Despite the prevalence of acts of plagiarism, II² viewed that detecting plagiarism is very difficult for the reason that theses or term papers submitted to one college, university or department within an institution might be copied and submitted to another college, university or department. So, for this instructor, thinking about detection of acts of plagiarism, at that point in time, might not be easy. However, it was said that "quite a lot of our post-students ... both PhD and master candidates are becoming the target – [target of acts of plagiarism]" (II³). Furthermore, II³ suggested that students may plagiarise because:

One of the reasons, I think lack of awareness what plagiarism is. They plagiarise without knowing that they have plagiarised ... unintentionally. They think that they haven't plagiarised. This is the fact that they don't know that what plagiarising means or what a plagiarism was. ... The other reason why students plagiarise is that the time constraint that they work in. ... The impact of the insufficient time to do reading ... they tend to plagiarise. So, they take a piece of information from here and ... take another...xxx.. from another source and ... put these pieces together. At the

⁵ Key = II¹, II², II³ and II⁴ = Instructor-Interviewee 1, 2, 3 and 4

end of the day this is also plagiarism.... But, of course, there are people who are dishonest. They think they are clever enough and they think they can cheat other people, so they are cheating. This relates to some personal behaviour or character. ... Finally, one, of course, is capacity or ability. Sometimes, some people may not have the capacity to do their own work or independently work. The option they have is to take somebody's work.

Having asked as to how to help learners avoid plagiarism, II⁴ replied that students should be taught the language and hence they should develop their English proficiency. This teacher believes that teaching in the classroom alone is not enough rather students themselves should develop their English proficiency by reading more and more. II³ also had similar view that students have to be taught particularly the concept of plagiarism and what it involves, and of course, this is the main concerns of the research methodology courses as the informant indicated. In this course, the research methodology, it was said, students are given lesson on how to use resources effectively and cite them properly. What is more, on the top of providing the students with course outlines, handouts and criteria of course requirements, it was pointed out that instructors briefs their students the whereabouts of the resource materials as much as possible and also help their students to evaluate (particularly the Web-based/electronic information) and use the sources wisely.

Moreover, as the information obtained from II³ indicates, instructors usually advise, give comments and check whether the works submitted by the students are their own or not. It was also explained that, in such as case, instructors often signalize that:

Are you sure that this is your own idea? Or make sure that you acknowledge the sources! We give such kinds of mark just to signal them know. ..., 'please indicate the site, or please paraphrase this!' even in the paraphrases 'acknowledge sources, indicate sources!' (II³)

With regard to the corrective measures usually taken in Addis Ababa University to acts of plagiarism, an interviewee articulated that when such acts are found, the cases are taken to various academic administrative structures such as departments, academic committee and the like. Then, decisions are made according to the regulations of the University. Conversely, there were instructors who do not have an idea about the honour code of the University. These instructors pointed out that they usually advise their students not to repeat that act

again when they catch someone, and eventually reduce marks. They normally tolerate acts of plagiarism because they think that the problem might mainly arise due to the deficiency in the target language proficiency.

4.4. Analysis of Students' Interview

A semi-structure interview strategy was also used in interviewing students. The contents of students' interview questions consist of the students' ability in citing and evaluating sources, the importance of writing honestly, the level of understanding of concepts of plagiarism and its consequences, supports and feedback given on students' written assignments.

4.4.1. Students' Ability in Citing and Evaluating Electronic Sources

As the analysis of the students' interviews indicated, all postgraduates have access to the Internet service and computer use though their abilities and frequencies of making use of these resources vary. The interviewees spoke out that almost all of them browse Internet for their academic uses. The main concern of the interview in this context was, however, not to find out for what purposes they use the sources most but it is intended to see how students evaluate the reliability and authorship of the Web sources. In addition to this, it is also meant to discover the prevalence of electronic plagiarism and the students' ability of citing the electronic sources as well.

As Tate (2010) believes, it is very fundamental to assess the reliability of any information before process it. To this end, students were asked whether they check the credibility and quality of the information they usually come across specifically the Web one before they use it. Therefore, SI¹, for example, shared the researcher his experiences in checking the quality of information he derives from the Web-based sources. Thus, it was explained that the interviewee examines the data, relates that to other sources and crosschecks before using

Key = SI¹, SI², SI³, SI⁴, SI⁵, SI⁶, SI⁷, SI⁸ and SI⁹ = Student- Interviewee 1, 2, 3, 4, 5, 6, 7, 8 and 9

any information that might be searched out from the Internet and any other sources. This is because the interviewee suspects that some people, students like him may post information with less quality. So, he has to crosscheck the credibility of the sources using links, objectives and background information made available on the sites. Similarly, SI⁴ said:

I do not believe all the information posted on Internet. I suspect especially Wiki Web pages. It allows anybody to edit. So, anybody can write what he or she wants. If no source is given [reference is not given], I really suspect the credibility of that information. I do not take it. My criteria to check the credibility of a source are: I crosscheck the name of the organization or persons [authors], I read some background information and ...then I take the sources, otherwise, I never take ...

Moreover, some students like SI⁹ actually look at the sponsors and authority of the websites and favour to websites with ULR addresses like .edu, .gov and .org because the respondent thinks that these are reliable ones. With regard to students' capacity of citing the borrowed sources, it is found out that those preparatory courses like Language Skills provided at the University helps the students much in developing their skills of citing sources. Most of the interviewees mentioned that they feel that they have learnt how to acknowledge sources, paraphrase and summarize others' ideas in their own wordings especially after they have taken the courses Research Methodology and Developing Academic Reading and Writing Skills.

4.4.2. The Importance of Integrity for Academic Success

Having interviewed about importance of writing honestly for academic success, all the respondents agreed that it is certainly important for various reasons. Firstly, as most of the interviewees believe, there would be a genuine contribution to the advancement and accumulation of knowledge in doing honestly. For SI¹, for example, copying and submitting someone's work, is "just ... like adding water from one bottle to another ..." and so in such a case he would feel that he does nothing.

Secondly, in the light of the earnestness, the students could safeguard themselves against any academic fraud that they might be accused of. Thirdly, because of the sincere piece of works, the student-writers as well as the institution would be reputed for quality. Fourthly,

looking at importance of being honest, as SI², SI³ and SI⁷ see, there would be moral and/or psychological benefit for the writer himself/herself. As the informants said, maintaining the academic integrity in turn helps the student-writers to develop confidence in doing their own academic works independently.

4.4.3. Roles Played by Academic Community in Developing Academic Integrity

As to some reviews of related literatures, a lot is expected from an academic community (teachers, students and supporting staff) in promoting academic integrity. Lathrop and Foss (2005) and Henning, Gravett and Rensburg (2005), for example, give emphasis to the roles of instructors in supporting their students to locate and evaluate the information they need for their scholastic pieces of works. Whitley and Keith-Spiegel (2002) and Hofman (2009) further believe that educational institutions should, firstly, raise awareness of their academic communities with regard to the promotion of academic integrity and secondly, institutions should have well-defined honour codes.

In connection with the role instructors need to play, the students said that almost all instructors who taught them had discussed plagiarism in one or more courses during input sessions. SI⁹, to mention one, noted that the instructors always brief their students on what the papers/written assignments entail. As to this informant, some instructors also teach in detail as to how to cite different sources and hence avoid plagiarism. However, it was said that, the intensity of the discussion held on the issue under investigation varies depending on the nature of courses.

With reference to the University's honour code, almost all interviewees replied that they have no awareness of the existence of such a code. Hence, absence of strong and well-defined regulations at the University or lack of awareness about it is the concern of all the interviewed students. Though the students think that the existence of the code per se would not be solution to the problem of plagiarism, rather they believe that the prevalent malpractices would be controlled and the mal-practitioners would also be punished.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

It has been indicated that the main purpose of this study is to investigate the practice of integrity in academic writing with special focus on the 2010/11 TEFL MA entrants at Addis Ababa University. By doing so, an attempt has been made to assess to the extent that the students' academic writing measures up the instructors' expectations in relation to academic integrity. Moreover, the prevalence of acts those that are apt to breach the principles of academic integrity have been identified. An attempt has also been made to seek for some possible solution to overcome the problems of academic dishonesty, particularly plagiarism. In line with the attempts made to achieve the objectives of the study, the following conclusions are drawn.

5.1.1. Expectation for Students' Academic Writing Skills

In this thesis, an attempt has been made to find out the English language ability of the 2010/11 TEFL postgraduates at Addis Ababa University. Generally, it seems that students are good in understanding requirements and components of their assignments. Nevertheless, it appears that there are palpable gaps in measuring up to their respective instructors' expectations. Herein, the ability of the students in writing clearly, precisely, and impersonally is a bit lower than what is expected. Moreover, the appraisal of students' ability in citing sources is resulted in moderately efficacious.

5.1.2. The Prevalence of Acts of Academic Dishonesty

5.1.2.1. Incidences of the Plagiarism

It has been discussed in this thesis that the prevalence of acts of plagiarism is ever growing issue and it becomes the concerns of higher educational institutions nowadays. In fact, the

present study has also revealed that the incidence of plagiarism in the students' academic writings is found to be serious. As far as the findings of this thesis are concerned, submitting others' works by deleting or adding one or more words are relatively prevalent acts of plagiarism in the 2010/11 TEFL MA students' academic writings.

As findings of the study reveal, the acts of plagiarism appear to be serious in the students' academic writings mainly because of the shortage of resource materials at the University to do further reading, time constraint they work in, difficulty in expressing ideas clearly in English, lack of awareness of plagiarism and its consequences, some personal traits and incapability of doing one's own works independently. Furthermore, the staff's laissez faire as regards monitoring and managing acts of academic dishonesty seems to be among the major reasons for the students' temptations to plagiarise.

5.1.2.2. Academic Honour Code

Higher educational institutions need to formulate strong academic honour code and raise the awareness of their communities on plagiarism and its consequences. However, the findings of this study shows that Addis Ababa University neither has both strong detecting systems and academic integrity policy nor has developed awareness of its community to tackle the act of plagiarism. For this reason, it appears that almost all target students and some instructors are not aware of even the existence of any regulation that governs the practice of academic integrity standards at the University.

The students' Code of Ethics published in 1999 focuses of common disciplinary actions except the provision of sub-articles 2.6.6 and 2.9.2 of Students' Ethical Code that deals with acts of plagiarism. It can also be said that these articles are not adequate to regulate the acts of plagiarism at the University.

5.1.3. Material and Moral Provision to Enhance Academic Integrity

Corrective measures alone are not supposed to be good enough to overcome the problems of the academic dishonesty. The availability of supports and resources is believed to equally

contribute to the quality of students' scholarly works. Nevertheless, it is found out that there is shortage of resource materials like books, journals, computer's laboratory centers and other related items for students at the University.

With regards to the provisions of supports to students, it is found out that the target students have been received satisfactory feedbacks on their academic writings from their respective instructors though frequency and timeliness of the feedback does not measure up the students' expectation. It appears that instructors are burdened with much workload and in the light of this students think that the instructors do not give frequent feedback in time.

5.2. Recommendations

Based on the findings of this study, the following ideas are suggested.

1. The result of the findings shows that there are palpable gaps in students' language competency in writing. Thus, it is recommended that students who want to join postgraduate programmes should prepare themselves ahead of time and then they should practice the target language consistently and persistently.
2. The findings of this study also reveal that the prevalence of acts of plagiarism is found to be serious in the target students' academic writings. Hence, it is suggested students should acknowledge all sorts of sources they incorporate in their pieces of scholarly works. Moreover, the University should work hard on plagiarism and its consequences awareness rising vigorously.
3. It has been discovered in the study that AAU neither has both strong detecting systems and academic integrity policy nor has developed awareness of its students to tackle the acts of plagiarism. Therefore, the University should formulate a well-defined academic integrity policy and manage the scholarly works seriously.
4. Finally, this study is a preliminary attempt to investigate the practice of integrity in students' academic writing. However, it is believed that this attempt per se might not be adequate and comprehensive. Therefore, additional comprehensive and thorough investigation should be conducted principally on how to detect acts of plagiarism and promote academic integrity at the University.

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APPENDICES

APPENDIX A: STATISTICS OF INSTRUCTORS' QUESTIONNAIRE

Table 1: Instructors' Background Information (Gender)

Item A	female		Male		Total	
	N	%	N	%	N	%
Gender	1	9.1	10	90.9	11	100

Table 2: Instructors' Background Information (Years of Service at AUU and other place)

Item B	12/16*	13/8*	17	18/9*	20	22	22/7*	26	30	34	37	Total
Number of Informants	1	1	1	1	1	1	1	1	1	1	1	11

* Years of service in other places

Table 3A: Statistics of Instructors' Workload (Credit Hours)

Item C1 (Instructors' Workload)	Credit hours taken up per week		
	12	Missing	Total
Number of Informants	10	1	11

Table 3B: Statistics of Instructors' Workload (Numbers of Advisees)

Item C2 (Instructors' Workload)	Numbers of advisees per term						
	15	10	12	14	15	Missing	Total
Number of Informants	1	4	1	2	1	2	11

Table 4: Supports and Resources

Items 5 - 8.2.	V. poor		Poor		Good		V. good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Availability of reference or resource materials for students at the Institute/Department	1	9.1	3	27.3	3	27.3	3	27.3	1	9.1	11	100
The advice given to students on how to avoid plagiarism	1	9.1			6	54.5	3	27.3	1	9.1	11	100
Instructors' commitment in fighting against academic dishonest, particularly plagiarism			1	9.1	5	45.5	3	27.3	2	18.2	11	100
Frequency of the feedback given to your students on their academic works			1	9.1	5	45.5	3	27.3	2	18.2	11	100
Timeliness of the feedback given to your students on their academic works			1	9.1	6	54.5	2	18.2	2	18.2	11	100

Table 5: Students' Ability in Incorporating and Documenting Information from Other Sources

Items 9-16	V. poor		Poor		Good		V. good		Total	
	N	%	N	%	N	%	N	%	N	%
Accuracy in using quotation marks for direct quotations			3	27.3	6	54.5	2	18.2	11	100
Accuracy in acknowledging borrowed sources.	1	9.1	4	36.4	3	27.3	3	27.3	11	100
The correspondence of the reference entries with borrowed sources			6	54.5	4	36.4	1	9.1	11	100
Accuracy of referencing in their academic writing			4	36.4	6	54.5	1	9.1	11	100
Ability of using one's own wordings except for that is a direct quotation	1	9.1	3	27.3	6	54.5	1	9.1	11	100
Ability of paraphrasing borrowed sources completely in one's own wording	1	9.1	3	27.3	6	54.5	1	9.1	11	100
Attempts of indicating and checking sources within the text			2	18.2	8	72.7	1	9.1	11	100
Accuracy and completeness in describing any data or evidence collected.			3	27.3	7	63.6	1	9.1	11	100
Accuracy in using recognized referencing style.			2	18.2	7	63.6	2	18.2	11	100
The overall understanding of plagiarism and its consequences	1	9.1	2	18.2	6	54.5	2	18.2	11	100

Table 6: Acts of Incidences of Plagiarism

Items 17-24	Not a problem		Minor		Serious		Very serious		Total	
	N	%	N	%	N	%	N	%	N	%
Cutting and pasting sources without referencing					6	54.5	5	45.5	11	100
Copying with substantive length from original without using quotation marks					6	54.5	5	45.5	11	100
Rewriting/paraphrasing without indicating the original sources			2	18.2	5	45.5	4	36.4	11	100
Submitting other works by deleting or adding one or more words			1	9.1	4	36.4	6	54.5	11	100
Copying two or more simple sentences and changing into complex without acknowledgment			4	36.4	6	54.5	1	9.1	11	100
Copying a peer student's assignment and reference			1	9.1	8	72.7	2	18.2	11	100
Copying a senior student's assignment in partial or whole and reference			1	9.1	7	63.6	3	27.3	11	100
Producing similar report	1	9.1	3	27.3	6	54.5	1	9.1	11	100
Citing or referencing work that was not cited in the paper	1	9.1	6	54.5	3	27.3	1	9.1	11	100
Buying a paper off the Internet or from local experts	2	18.2	2	18.2	1	9.1	6	54.5	11	100

APPENDIX B: STATISTICS OF STUDENTS' QUESTIONNAIRE

Table 1: Students' Background Information

SQ Item A	Female		male		Missing		Total	
	N	%	N	%	N	%	N	%
Gender	4	7.8	44	86.3	3	5.9	51	100
SQ Item D - E	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Part-time service	7	13.7	41	80.4	3	5.9	51	100
Self-sponsorship	4	7.8	44	86.3	3	5.9	51	100

Table 2: Students Language Proficiency

SQ Items 17.1 to 19.4	Poor		Good		Very good		Excellent		Total	
	N	%	N	%	N	%	N	%	N	%
Writing clearly			13	25.5	26	51.0	12	23.5	51	100
Writing precisely			12	23.5	30	58.8	9	17.6	51	100
Writing impersonally			13	25.5	29	56.9	9	17.6	51	100
Writing views and ideas logically	1	2.0	12	23.5	27	52.9	11	21.6	51	100
Using formal language and hedging			17	33.3	22	43.1	12	23.5	51	100
Summarising			11	21.6	30	58.8	10	19.6	51	100
Paraphrasing			13	25.5	28	54.9	10	19.6	51	100
Analyzing	1	2.0	21	41.2	21	41.2	8	15.7	51	100
Synthesizing	2	3.9	18	35.3	23	45.1	8	15.7	51	100
Evaluating	2	3.9	14	27.5	25	49.0	10	19.6	51	100
Writing grammatically correct sentences			9	17.6	24	47.1	18	35.3	51	100
Using punctuation and capitalization correctly	2	3.9	6	11.8	29	56.9	14	27.5	51	100
Using appropriate vocabulary in a context	1	2.0	14	27.5	25	49.0	11	21.6	51	100
Using a wide range of vocabulary	1	2.0	19	37.3	21	41.2	10	19.6	51	100

APPENDIX C: QUESTIONNAIRES

I. Instructors' Questionnaire (IQ)

Dear Instructor,

This questionnaire is designed to gather information about academic integrity. The main aim of this study is to investigate the academic integrity of scholarly works of postgraduate students at Addis Ababa University. It is certainly true that the success of the study depends on your genuine responses to these questions. So, please read carefully and respond to the questions presented hereunder honestly and frankly. Your invaluable help will be greatly acknowledged in the thesis.

Herein, you are kindly requested not to indicate your good name so that you will fully be guaranteed anonymity and hence all the information you would provide will be treated confidentially in the thesis.

Thank you very much indeed for your valuable cooperation.

Dejen Chaka

AAU, TEFL Postgraduate Student

Department of English

PART ONE: BACKGROUND INFORMATION

Please, complete the following items with your personal information.

- A. Sex: _____.
- B. Years of services at AAU as instructor: _____ and at other institution(s), if any: _____.
- C. Workload:
- 1) Total credit hours per week: _____.
 - 2) Average numbers of your academic advisees per term: _____.

PART TWO: DETAIL INFORMATION

- I. Please, indicate your choices for the items given below using checkmark (✓) beside each statement as appropriate to you.

Note: - Numbers 1-5 given in table below, under alternative column are used to mean:
5 = Excellent, 4 = Very good, 3 = Good, 2 = Poor and 1 = Very poor.

S.N	Items	Alternatives				
		5	4	3	2	1
A. General Requirements and Expectations						
	Please, rate:					
1.	the level of your postgraduate TEFL students' understanding of what you expect them to do with regard to their group and/or individual written assignments (book reviews, reports, term paper or project etc)?					
B. English Language Proficiency						
2.	How do you rate the proficiency of your students' English particularly in written language skills i.e.					
	2.1. writing clearly					
	2.2. writing precisely					
	2.3. writing objectively					
	2.4. writing contently					
	2.5. expressing thoughts in formal and hedging language					
3.	How do you rate their skills of:					
	3.1. summarising?					
	3.2. paraphrasing?					
	3.3. analyzing?					
	3.4. synthesizing?					
	3.5. evaluating?					
4.	How do you rate their syntax and lexical knowledge in English language, particularly:					
	4.1. writing grammatically correct sentences?					
	4.2. using punctuation and capitalization correctly?					
	4.3. using appropriate vocabulary for a context?					
	4.4. using a wide range of vocabulary?					

C. Supports and resources					
How do you rate:					
5.	the availability of resource materials for your students at your Institute?				
6.	the advice you have given to your students on how to avoid plagiarism?				
7.	your own commitment in fighting against academic dishonest, particularly plagiarism?				
8.	the frequency and timeliness of the feedback you have given to your students on their academic works?				
	8.1. Frequency				
	8.2. timeliness				
D. Incorporating and documenting information from other sources					
Please, rate the academic works of your students in terms of:					
9.	the accuracy in employing quotation marks for direct quotations (both opening and closing).				
10.	the accuracy of acknowledging others' ideas, words, chart, graphics, table etc. they have borrowed from other sources.				
11.	the correspondence of the reference entries in their bibliography or reference list with every idea or quote they have used in their academic writings.				
12.	the accuracy of their referencing in their academic writing.				
13.	their attempts of indicating pages, numbers, dates or web page addresses of citations within the text				
14.	their efforts and accuracy in using a recognized referencing style (i.e. APA, MLA, Chicago etc.) consistently throughout their papers.				
15.	the accuracy of describing any data or evidence they have collected				
16.	their overall understanding of plagiarism and its consequences.				

II. Please indicate the degree of seriousness of the following incidences of plagiarism in your students' academic writings by ticking (✓) as appropriate to you.

Key: 4= Very serious, 3 = Serious, 2 = Minor, and 1 = Not a problem

S.N	Items	Alternatives			
		4	3	2	1
17.	Cutting and pasting materials from various sources and included in their papers without citing and referencing.				
18.	Copying materials with substantive length from the original source without the use of quotation marks.				
19.	Rewriting or paraphrasing sources without saying where the original sources come from.				
20.	Submitting works that are copied word by word from other sources by deleting or adding one or more words or reordering the sentences or changing the words or numbers.				
21.	Copying two or more simple sentences from the original source and changing into a complex or combined sentence without any acknowledgement.				
22.	Copying a peer student's assignment and reference				
23.	Copying a senior student's assignment in partial or whole and reference				
24.	Citing or referencing in the reference section any work that they have not cited in their works.				

II. STUDENTS' QUESTIONNAIRE (SQ)

Dear Student,

This questionnaire is designed to gather information about academic Integrity. The main aim of this study is to investigate how academic integrity in higher educational institutions is promoted and upheld. It is certainly true that the success of the study highly depends on your genuine responses to these questions. So, please read carefully and respond to the questions presented hereunder honestly and frankly. Your invaluable help will be greatly acknowledged in the thesis.

Herein, you are kindly requested not to indicate your good name so that you will fully be guaranteed anonymity and hence all the information you would provide will be treated confidentially in the thesis.

Thank you very much indeed for your valuable cooperation.

Dejen Chaka

AAU, TEFL Postgraduate Student

Department of English

PART ONE: BACKGROUND INFORMATION

Please, complete the following items with your personal information.

- A. Sex: _____.
- B. Age: _____.
- C. Years of service _____.
- D. Do work as part-timer? _____.
- E. Are you self-sponsored student? _____.

PART TWO: DETAIL INFORMATION

Please, indicate your choices for the items given below using checkmark (✓) beside each statement.

Note: - Numbers 1-5 given in table below, under alternative column are used to mean:
5 = Excellent, 4 = Very good, 3 = Good, 2 = Poor and 1 = Very poor.

S.N	Items	Alternatives				
		5	4	3	2	1
A.	<u>Students' General Understanding of Requirements</u>					
	How do you rate:					
1.	your understanding of the requirements for a group and/or individual written assignments (book reviews, reports, term paper or project etc) you have ever done?					
2.	your understanding of the components of your written assignments?					
3.	the orientation or briefing you have received from your instructors on the requirements of the academic wirings you have been given on courses you have taken?					
✓						
B.	<u>Incorporating and documenting information from other sources</u>					
	How do you rate:					
4.	the accuracy of your direct quotations using quotation marks (both opening and closing) in your academic papers?					
5.	your efforts of acknowledging others' ideas, words, chart, graphics, table etc. you have borrowed from other sources?					
6.	the correspondence of your reference entries in your bibliography or reference list with every idea or quote you have used in your academic writings?					
7.	your note-making skills while referring to various sources for the purposes of your written assignments?					
8.	your attempts of checking your work against your notes to be sure that you have correctly referenced all direct quotes or borrowed ideas (i.e. all citations for accuracy of pages, numbers, dates, web page addresses)?					
9.	the accuracy and completeness of your academic writings in describing any data or evidence you have collected?					
10.	your efforts in using a recognized referencing style (i.e. APA, MLA, Chicago etc.) consistently throughout your paper?					
11.	How do rate your knowledge of citing other works particularly the web (electronic) sources in your academic writings					

C. Importance of Maintaining Academic Integrity					
12.	your efforts of keeping your works to yourself and do not share answers/content with others, unless otherwise directed by your instructors?				
13.	your understanding of plagiarism and its consequences?				
D. Access and Resources					
14.	your skills in using computer?				
15.	frequency of your access to the Internet and browsing?				
16.	availability of and access to resources (reference books, manuals, academic integrity policy or honor code handbook etc) at AAU?				
E. English Language Proficiency: Style and tone					
17.	How do you rate your own English proficiency particularly in written language skills i.e.				
	17.1. writing clearly?				
	17.2. writing precisely?				
	17.3. writing impersonally?				
	17.4. writing contently?				
	17.5. using formal language (avoiding contracted speech) and hedging?				
F. Rhetorical and thinking skills					
18.	How do you rate your skills of:				
	18.1. summarising?				
	18.2. paraphrasing?				
	18.3. analyzing?				
	18.4. synthesizing?				
	18.5. evaluating?				
G. Grammar and Vocabulary					
19.	How do you rate your English syntax and lexical knowledge, particularly:				
	19.1. writing grammatically correct sentences?				
	19.2. using punctuation and capitalization correctly?				
	19.3. using appropriate vocabulary in a context?				
	19.4. using a wide range of vocabulary?				
H. Supports and cooperative works					
	How do you rate:				
20.	library resources use and academic policy orientation you have ever attended at AAU?				
21.	the frequency, timeliness and relevance of feedback you obtain from your instructors on your academic writings like term papers (i.e. on how to avoid incidence of plagiarism from your academic writing)?				
	21.1. Frequency				
	21.2. timeliness				
	21.3. relevance				

Please read items 23-30 given below and indicate the frequency of incidences in your written assignments (academic writings) by ticking (✓) as appropriate to you.

S.N	Items	Alternatives			
		Always	Sometimes	I'm not sure	Not at all
22.	Cutting and pasting materials from various sources and included in the written report without indicating where that come from.				
23.	Copying material with substantive length from the original source, without use of quotation marks.				
24.	Rewriting or paraphrasing the material from any source without saying where the original material comes from.				
25.	Submitted works that are almost copied word by word from other sources by deleting or adding one or few words or reordering the sentence or changing the words or numbers.				
26.	Copying two or more simple sentences from the original source and changing into a complex or combined sentence without any acknowledgement.				
27.	Copying a senior student's assignment in partial or whole and reference.				
28.	Citing or referencing in the reference section any paper that you have not cited in your report.				
29.	buying a paper off the Internet or from local experts				

Indicate the reasons for your plagiarism incidences by ticking (✓). You can tick for more than one alternative as per what holds true to you.

S.N.	Items	Checkmark (✓)
30.	I did not know that what I have done is plagiarism.	
31.	I found it difficult to express in clear English.	
32.	Too many written assignments.	
33.	I run out of time.	
34.	I could not get reference or source materials	
35.	The assignment was too difficult	
36.	I and/or my classmate did it before and got away with it	
37.	I needed to get a high mark to impress my peers and teachers	
38.	I needed to get a high mark to meet family expectations	
39.	I did not think the teaching staff care if I plagiarise or not	
40.	I only needed to pass that course and get the degree	
41.	I did it to get a better idea.	
42.	Not familiar with my department's academic writing (term, report, review etc papers) conventions and requirements	
43.	Additional reasons, (if any) 1. 2. 3.	

APPENDIX D: INTERVIEWS

I. Instructors' Interview Questions

1. How do you rate the frequency of the incidences of plagiarism in your students' written assignments or academic papers per course? In your opinion, how prevalent is the act of plagiarism particularly at postgraduate level at AAU?
2. Why do you think students cheat or plagiarize?
3. What were (are) your measures on those who plagiarise? What does the honour code (academic integrity policy) of the University say about plagiarism? What is your comment(s) concerning the honour code?
4. How often do you make your students aware of the acts of plagiarism and its consequences?
5. How do you help your students locate appropriate reading materials and evaluate the trustworthiness the sources particularly that of the Web/electronic sources that they might need for their specific written assignments?
6. How often do you give feedback on your students' written assignments and comment on how to avoid plagiarism and finally return the papers to your students?
7. Please, any comments or suggestions you would like to add.

II. Students' Interview Questions

1. How do comment on your access to Internet service and computer use?
2. Please, can you mention how frequently you browse Internet? A) Several times per day B) Once per day C) 3 or 4 per week D) Once per week E) Once every 2 weeks F) Once every few month G) Once every few months H) Never
3. For what purposes do you use computer and the Internet most?
4. Have you ever had any doubt as to how to properly cite? How do rate your knowledge of citing the web (electronic) sources in your academic writings? a. Excellent b) Very good c) Good d) poor e) Very poor
5. How do you evaluate the reliability and authorship of the Web sources and electronic plagiarism? How do you know whether a Web source is reliable or not?
6. Have you ever commented for incidences of plagiarism on the papers you have submitted by your instructor(s)? **Yes** [] **no** [] What was/were the comment(s)?
7. Do you know anyone (may be your classmate or anybody else) who plagiarized and caught?
Yes [] **no** [] If yes, what was the measure taken?
8. Do you think the ability to write is important for academic success? Why?
9. When you feel confused about your academic written assignments, what do you usually do?
10. Do your instructors discuss plagiarism in one or more of your classes this year? How often?
11. Do you think you fully understand what the term plagiarism and its consequences? Do you think that you are responsible to know what acts constitute plagiarism? **yes** [] **no** [] **not sure** []
12. How much are you tolerant to act of plagiarism?
13. Have you read your students' handbook on academic integrity policy? Do you know what it says about cheating and plagiarism? **A. yes, I've read it** **B. no idea,** **C. never read it**

APPENDIX E: SAMPLE TRANSCRIPTION OF INTERVIEWS

I. Sample Transcription of the Instructors' Interview

II³

Interviewer: How do rate the frequency of the incidences of plagiarism in your students' written assignments or academic papers per course? And in your opinion, how prevalent is the act of plagiarism particularly at postgraduate?

Respondent: Yea, the issues of plagiarism now become our concern. In fact, quite a lot of our post-students, ... I mean many works of our post-students both PhD and master candidates become the target.

Interviewer: Why do you think students cheat or plagiarize?

Respondent: Well, why do students plagiarise – yea, the students plagiarise for many reasons. One of the reasons, I think lack of awareness what plagiarism is. Many students plagiarise without knowing that they have plagiarise xxx that is unintentional. They think that they haven't plagiarised. This is because the fact that they don't know that what plagiarising mean or what a plagiarism was. So, that is what I think the main reason. The other reason why students plagiarise ... could be the time constraint that they are working in. Many students or most of the time pressurized to finish their works or assignments in a given time. And we know that many of the students work xxx and they do not have sufficient time to do reading and well the pressure of time ... they tend to plagiarise. They copied. ... just like cut and paste. So, they take a piece of information from here and just like cut and they take information from another source and they just put these pieces together. At the end of the day these are also plagiarism. These are acts of plagiarism. They do not acknowledge the sources. They do not paraphrase the idea, they simply take pieces and put together. And this is plagiarism. This arises due to the time constraint that the pressure they work in. But, of course, there are people who are dishonest. Xxx They think they are clever enough and they think they can cheat other people, so they are cheating. This relates to some personal behaviour or character. There are people who like to cheat. Finally, one of course is capacity or ability. Sometimes, some people may not have the capacity to do their own work or independently work. The option, they have is to take somebody's work.

Interviewer: What were (are) your measures on those who plagiarise?

Respondent: When such acts are found, departments I mean it can be seen at various levels: at department level, at academic committee level, texts are taken and assessment are made, then decision are made various academic levels. Yea, really, we tell our students to guard themselves from plagiarism all the time.

Interviewer: What does the honor code (academic integrity policy) of the University say about plagiarism? What is your comment(s) concerning the honor code?

Respondent: Well, they really consider plagiarism in that code of conduct. In the regulation of the University it plagiarism is not accepted. It is not acceptable. All academic issues, a theft, being academic dishonest, plagiarism – anyone who

has plagiarised, involved in this act, is brought to academic discipline, the case is investigated. The candidate would be fired. I think according to (but I don't remember exactly the article) if it is found somebody has plagiarised or cheated, he/she would be given an 'F'.

Interviewer: How often do you make your students aware of the acts of plagiarism and its consequences?

Respondent: Well, we involve in at various stages. Number one is the courses that we teach, research methodology courses, plagiarism is one of the main issues, topics, we teach. We have taught that plagiarism is unacceptable. This is the courses in which students are taught about plagiarism. Secondly, they may be given assignments. Here, we may sure that students cited sources. We always give them feedback and we always really try to help them so that they can guard such acts of plagiarism.

Interviewer: How do you help your students locate appropriate reading materials and evaluate the trustworthiness the sources particularly that of the Web/electronic sources that they might need for their specific written assignments?

Respondent: Yes, there is a problem. They may use computer or Internet as a source of information. This is much easier for them, they copy from the Internet. Anyway, whatever, the source it is, it is people's, it is somebody's. If it is somebody's idea, it has to be acknowledged. People can take others' idea, there is no problem, taking ideas from any source, but they should show or indicate where they got it from.

Interviewer: How often do you give feedback on your students' written assignments and comment on how to avoid plagiarism and finally return the papers to your students?

Respondent: This is where all of us advise; check whether information in the written assignments is the writer's own. Sometimes, it is difficult to see whether the idea is the writer's own idea. So, anyway, when we are not sure of this, just as a signal, we write '*Are you sure that this is your own idea?*' or '*make sure that you acknowledge the sources!*' We give such kinds of mark just to signal them know. Otherwise, the only focus is that we always mark, '*please indicate the site, or please paraphrase this!*' even in the paraphrases '*acknowledge sources, indicate sources!*' These are comments we usually make.

Interviewer: Please, any comments or suggestion you would like to add.

Respondent: Other thing that I would like to add is that insufficient knowledge about plagiarism – that is what people think about plagiarism – people think plagiarism is an easy thing. This is a question of attitude; this is a question of ignorance, ignorance in the sense that they lack a very well aware of the consequences of plagiarism – what it is, what it was. Very importantly, we need to teach what plagiarism is what it involves. That is attitudinal changes. This is the main core concern of our research methodology courses. Yea, we deal with this issue in this course.

Thank you very much indeed for your valuable cooperation.

II. Sample Transcription of Students' Interview

SI⁹

Interviewer: How do comment on your access to the Internet service and computer use?

Respondent: ahm ... I think there is scarcity of access to the Internet at the University. That is ... you have to make long line and wait for turns to get access to the computers. So, I occasionally use Internet...for the scarcity.

Interviewer: Please, can you mention how frequently you browse the Internet? For what purposes do you use computer and the Internet most?

Respondent: I can say three times ... a week ... for about an hour. [For what purposes do you use computer or the Internet information most?] ahh ... to search for issues ... whenever I want to know in detail about certain topics, ehh... just to look for you know some information.

Interviewer: How do you evaluate the reliability of the Web-based sources and electronic plagiarism? Do you evaluate authorship of the Web-based sources? How do you know whether a Web source is reliable or not?

Respondent: Absolutely, because I do not find all information from Internet reliable ahh... because xxx education sources from commercial websites, okay, cannot be reliable. I think there is a chance of getting valuable information because they are reliable. The first ... governmental website and educational websites okay, for reliable resources.

Interviewer: What criteria do you usually use to evaluate these materials?

Respondent: First I look at website. ... If it is com, ... I shift to may be website with gov or edu because they are reliable ones. Other criteria I use are I usually try to evaluate the material itself from my experience; I mean this is not enough. I check it further from other source before I decide it to use it. I crosscheck it from other sources. I never take one source for granted. I always try to relate that kind of information for other sources.

Interviewer: How do you evaluate yourself on as to how to properly cite, particularly the Internet or electronic sources?

Respondent: xxx I cannot say I'm excellent but for sure I can say I'm very good.

Interviewer: Have you ever commented for incidences of plagiarism on the papers you have submitted by your instructor(s)?

Respondent: Actually, not.

Interviewer: Do you know anyone (may be your classmate or anybody else) who plagiarized and caught? If yes, what was the measure taken?

Respondent: Yes, in my experience of college instructor, I always found students works copied from, you know, different sources without quoting or citing. ...full of act of plagiarism. One reason is, you know, they do not know about academic writing they think that plagiarism is a serious crime, okay.

Interviewer: When you feel confused about your academic written assignments, what do you usually do?

Respondent: At the first place, I have to go to my instructors whenever I feel doubt.....That is sometimes of course. I also use other information center like Internet sources, books and friends, also.

Interviewer: Do your instructors discuss plagiarism in one or more of your classes this year? How often?

Respondent: I can say almost all instructors. Particularly, whenever they give us assignments, they always remind us how to write our paper. I do not think there is any instructor, you know, overlooks this issue because this is a very important issue to any paper. Some instructors tell you in detail how to cite different sources. Others simply tell you that plagiarism is not good. So, it depends. It depends on the nature of courses.

Interviewer: Do you think you fully understand what the term plagiarism is and its consequences? How much are you tolerant to act of plagiarism?

Respondent: Yes, I do.

Interviewer: Have you read your students' handbook on academic integrity policy? Do you know what it says about cheating and plagiarism?

Respondent: Yes, I came to know this by chance. You know had some related work on this issue. That is how I came to know. They call it students' regulation. According to this regulation, this kind of malpractice will be punished. If students plagiarise, they will be penalized. If they are found copying from other sources without quoting or properly citing, they might be excluded from taking the course or maybe they might be forced to repeat the course.

Interviewer: Where did you get that handbook? Is that AAU students' Integrity policy?

Respondent: Yes, but I do not remember where I got it from.

Interviewer: Please, would you like to add something more.


Additional comments: Well, I would like to make a point here because I think people should be told xxx about the different types of plagiarism. There are different types of plagiarism. I think most people do not know that taking a source from their own previous work is plagiarising. This is a kind of plagiarism, we should be aware of.

Thank you very much indeed for your valuable cooperation.

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: © Dejen Chaka Belayneh

Signature:  _____

Date: 30 May, 2011

Addis Ababa University