TITLE: Investigating attitudes toward plagiarism among post-graduate ELT students

AUTHORS: Esin Çiftçi Birincibubar

RESEARCH ARTICLE

Investigating attitudes toward plagiarism among post-graduate ELT students

Esin Çiftçi Birincibubar

Trakya University, Türkiye / Contact: esinciftci@trakya.edu.tr

Abstract

The students' awareness level and attitudes toward plagiarism, which is using others' words, thoughts and work without giving reference to the original author, are a matter of study at the higher education level and have implications in English Language Teaching (ELT). However, upon researching the literature, it has turned out that there has been a limited number of studies on attitudes toward plagiarism among post-graduate ELT students. To this end, this study aimed to investigate their attitudes toward plagiarism in a descriptive survey design extending to the existing literature. Data were collected by utilizing a questionnaire. The study's participants were post-graduate ELT students from universities in Türkiye (N = 30). According to the results, they seemed to oppose supporting or justifying plagiarism. The results also revealed that the participants approached plagiarism quite negatively. They considered it an unacceptable issue to be taken seriously. However, their attitudes toward self-plagiarism tend to be moderate rather than negative. The current investigation uncovered that the participants did not fully understand plagiarism. Based on the findings, there was a need to raise post-graduate ELT students' awareness levels Furthermore, necessary recommendations were made to broaden the post-graduate ELT students' knowledge and awareness levels about plagiarism.

Introduction

With the technological innovations in our era, people can access information ever-increasingly. However, there have been some malpractices how people convey information, an important issue for academic misconduct. Plagiarism is regarded as one of the most prevalent types of academic misconduct. Bretag (2013) defined plagiarism as using words, thoughts, or work without referencing the original owner, and it does not necessarily mean that it will be done on purpose. Based on this definition, it is possible to identify different types depending on whether they are committed intentionally or not. Intentional plagiarism is committed deliberately, and unintentional

one is conducted as a result of some deficiency in contexts of academic literacy or linguistic knowledge (Grigg, 2010).

Although there are abundant studies investigating students' attitudes toward plagiarism in various fields (Enamudu & Akonedo, 2021; Hosny & Fatima, 2014; Idiegbeyan-ose et al., 2016; Kirthi et al., 2015; Nagi & John, 2021; Orluwene & Magnus-Arewa, 2020; Sankar, 2020) including English as second language (ESL) and English as foreign language (EFL) contexts (Adam, 2016; Eret & Gokmenoglu, 2010; Kaçar & Işık-Güler, 2021; Morris, 2016; Mustafa, 2019; Pecarori, 2016), the number of studies on plagiarism specifically in English Language Teaching (ELT) is limited (Amin & Mohammadkarimi, 2019; Amiri & Razmjoo, 2016; Erarslan & Topkaya, 2021; Rets & Ilya, 2018; Vassileva & Chankova, 2019; Yıldırım & Razı, 2018; Zafarghandi et al., 2012). This situation constitutes an impediment to having a comprehensive idea about post-graduate ELT students' perceptions of plagiarism.

Like in other disciplines, post-graduate English Language Teaching (ELT) students engage in academic writing, which obliges them to follow the rules against plagiarism and uphold academic integrity (Howard, 2016; Pecorari, 2003). However, research demonstrates some uncertainties about the scope of the plagiarism concept (Howard, 2016; Pecorari, 2003) and the attitudes toward it (Howard, 2016; Nushi & Firoozkohi, 2017; Pecorari, 2016). Post-graduate students, as the future members of the academic discourse communities, shoulder additional responsibilities to build an academic honesty culture and advance intellectually. That is because they are expected to possess satisfactory academic writing skills and raise their awareness to create academic texts appropriate to academic conventions, paying attention to the rules of giving citations and references. They are expected to have proficiency in academic writing, and a heightened awareness of producing eligible scholarly work is expected of them to serve as a model for their students.

Based on these standpoints, this study explored post-graduate ELT students' attitudes toward plagiarism, considering both positive and negative perspectives and their subjective norms that may support or justify plagiarism. By eliciting the students' self-report perceptions of plagiarism, this study proffered an overall understanding of post-graduate ELT students' attitudes toward plagiarism. Delving into post-graduate ELT students' perspectives on plagiarism has a crucial importance in order to promote

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academic integrity and provide insight for the field. Accordingly, the present study aimed to unveil the perspectives of post-graduate ELT students about plagiarism and contribute to the existing literature, addressing a specific niche.

Plagiarism

Obtaining knowledge from different sources when researching or writing an academic paper is a legitimate part of academic research. Researchers review the literature by searching for related studies and utilize the information they retrieved from different sources in their studies. However, their preference for using that knowledge fairly or unfairly reveals the writer's attitude and awareness about plagiarism. Plagiarism is regarded as unfair use of the knowledge acquired from other sources. Fishman (2009) offers a comprehensive definition of plagiarism as follows:

> Plagiarism occurs when someone uses words, ideas, or work products, attributable to another identifiable person or source, without attributing the work to the source from which it was obtained, in a situation in, which there is a legitimate expectation of original authorship, in order to obtain some benefit, credit, or gain which need not be monetary. (p. 5)

Different Types of Plagiarism

Addressing different forms of plagiarism has the same importance as grasping its definition to establish a shared comprehension of its scope. Cheema et al. (2011) conducted research with 60 PhD students on their conceptual awareness about plagiarism, and the results revealed that although the participants shared a general perception of plagiarism, they were not aware of its different kinds. Thus, highlighting the types of plagiarism briefly may reduce confusions over its scope. Rets and Ilya (2018) listed several different types of plagiarism in their study, which aimed at presenting the ELT students' perceptions of plagiarism in academic writing. According to their investigation, using a large or some part of other's work without changing any words and without acknowledging the source, paraphrasing improperly, referencing incorrectly, plagiarizing deliberately or unintendedly, incorporating a third party in plagiarism within or without their knowledge and using anonymous internet sources as

one's own were among the most propounded ways of plagiarizing (Rets & Ilya, 2018). Zafargahandi et al. (2012) deduced the most prevailing types of plagiarism in their study as writing without acknowledging the original source of the material, ghost writing—writing on behalf of another one and purloining—staking another one's claims or ideas as his or hers. Another type of plagiarism is addressed as self-plagiarism. Spinak (2013 as cited in Lopera, 2018), expounded it as reusing some part of one's own study in another study and offering it to be published as something brand-new.

Reasons for Plagiarism

Comprehending the reasons for plagiarism is essential to developing effective and sustainable strategies to address and prevent its occurrence since it lays the foundation of academic integrity. The intentional and unintentional causes of plagiarism at post-graduate level were investigated in Selemani et al.'s (2019) empirical study. The results indicated that the main reasons were the ambition to get good grades, laziness, management problems due to time restrictions, and poor academic writing skills. Pupovac et al. (2010) also presented the reasons for plagiarism as panic, inadequate knowledge, lack of confidence, easy access to information, efficiency gain, time management issues, lack of academic planning abilities and inadequate sanctions for plagiarizers. Idiegbeyan-ose et al. (2016), in their study on awareness and perception of plagiarism among post-graduate students in Nigeria, reported that the level of training on plagiarism affected the participants' awareness level. In the same study, feeling under pressure because of the assignment deadlines, inadequate writing skills and insufficient knowledge were among post-graduate students' reasons for committing plagiarism. Along with these studies, Amiri and Razmjoo (2015) scrutinized EFL undergraduate students' perceptions on plagiarism in Iran and their findings contended that instructors' reluctant manner toward plagiarism, students' poor academic writing and research skills, peer pressure, demand for proper papers and easiness of plagiarism were the reasons for plagiarism.

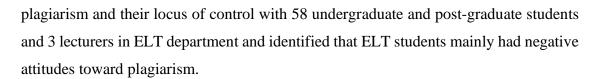There are divergent factors affecting plagiarism. In this vein, Yıldırım and Razı (2018) mentioned contextual and individual factors in their study. As they elucidated, both contextual/external factors and individual/personal factors influence attitudes toward plagiarism (Yıldırım & Razı, 2018). According to Vassileva and Chankova's (2019) study, there were two main reasons for plagiarism among Bulgarian academics.

The first one was the inability to conduct research, which could be regarded as an individual factor, and the other was the lack of punishment for plagiarism, which could be regarded as a contextual factor. They also unraveled that the detection of plagiarism was scarce and often by coincidence. What is worse is that the institutions were reluctant to take action to avoid or deal with plagiarism (Vassileva & Chankova, 2019).

Attitudes toward Plagiarism

The presence or absence of intentional deception in plagiarism necessitates distinguishing different types of plagiarism in academic texts (Pecorari, 2008). Pecorari (2008) used the term prototypical plagiarism to mean plagiarize with the purpose of deception. Lack of skills or experience in academic writing may also result in committing plagiarism. In this sense, Howard (1995) coined the term of "patchwriting" instead of plagiarism for the plagiarism cases where inexperienced writers' lack of academic literacy causes them to plagiarize without the intention of deception (p.788). The 34 ELT student participants of Mustafa's (2019) study did not regard patchwriting or paraphrasing without citation as kinds of plagiarism although they agreed that plagiarism was committed by not citing the original owner of a work. The findings of Eret and Gokmenoglu's (2010) study, conducted with 150 research assistants working in a faculty of education including the ELT department, aligned with Mustafa's (2019) study in that although the participants who were prospective academics had negative attitudes toward plagiarism, they could commit it due to their foreign language-related problems, time limitations, and lack of knowledge.

In another study, Orluwene and Magnus-Arewa (2020) focused on post-graduates' ($N = 200$) attitudes toward plagiarism in a university in Nigeria and the results indicated that most of the participants had positive attitudes toward plagiarism although the university had strict measurements against it. Kirthi et al. (2015) conducted a study on post graduate students' and faculty members' attitudes toward plagiarism, and it revealed that students had moderate positive and negative attitudes and subjective norms toward plagiarism. Their moderate attitudes stemmed from their lack of awareness (Kirthi et al., 2015). Moreover, they were inconclusive about the sanctions for plagiarism, and they did not consider plagiarism cases punishable (Kirthi et al., 2015). On the contrary, Yıldırım and Razı (2018) probed into ELT students' attitudes toward

plagiarism and their locus of control with 58 undergraduate and post-graduate students and 3 lecturers in ELT department and identified that ELT students mainly had negative attitudes toward plagiarism.

Coping with Plagiarism

Grasping the potential consequences of plagiarism is a crucial aspect of preventing its occurrence. The consequences may be severe since it is a serious academic offense. In the long term, since it is accepted as a breach of trust and integrity, the students who plagiarize risk both their current academic life and their future careers and personal development. Institutions should employ proactive strategies to cope with plagiarism. Amin and Mohammedkarimi (2019) conducted a study with 42 undergraduate and post-graduate ELT students in North Cyprus, and the results demonstrated that the participants knew what plagiarism was, but 61% of them turned out to have inadequate knowledge to avoid it. Also, 39% remarked that they had not got training on plagiarism before. Evasive actions should be taken to avoid plagiarism (Devlin, 2006). Nushi and Firoozkohi (2017) analyzed TEFL teachers' syllabuses from 207 Iranian universities regarding their inclusion of any plagiarism policies and reported nearly 84% did not have any policies to deal with plagiarism. They maintained that even the ones with a plagiarism policy were not satisfactory, informatory, and detailed enough to deal with plagiarism thoroughly. In this regard, defining what plagiarism is and determining its scope is crucial. Giving credence to create an academic integrity culture in higher education should be the first step to eliminating plagiarism. Orluwene and Magnus-Arewa (2020) offered some strategies to avoid plagiarism, including orientation programs, courses in academic or good writing skills, determining dissuasive sanctions for plagiarism, supporting originality in students' works, using some text-matching or plagiarism detection tools, and above all determining an institutional policy for plagiarism. In the same vein, Yıldırım and Razı (2018) outlined the precautions for plagiarism suggested by the interviewees in their study as using text-matching software, training, easing the time burden of students when reviewing the related literature, developing good academic writing skills, motivating the students, promoting collaboration between the lecturer and students, having more proficiency in foreign language, and ensuring accessibility to academic sources.

Morris (2016) emphasized the importance of institutional policies to enhance academic integrity. Erarslan and Topkaya's (2016) study also stressed the importance of being well-informed and determining both individual and departmental policies to foster awareness on plagiarism. Thus, raising awareness and establishing a culture of academic integrity among all stakeholders will help to avoid plagiarism.

Method

This study emphasizes highlighting the attitudes toward plagiarism among post-graduate ELT students. According to the findings of the study, it was aimed to gain insight about post-graduate ELT students' attitudes and subjective norms toward plagiarism. The following research questions were formulated based on the standpoints outlined above and expected to be answered with the help of this study:

1. What are the attitudes toward plagiarism among post-graduate ELT students?

2. What are the subjective norms toward plagiarism among post-graduate ELT students?

Research Design

In this study, the quantitative research method was used. Descriptive survey design was adopted in an attempt to examine the post-graduate ELT students' attitudes toward plagiarism. Accordingly, Attitudes Toward Plagiarism (ATP) Questionnaire, developed by Mavrinac et al. (2010) was implemented via Google Forms to the participants. Collected data were analyzed using Statistical Package for Social Sciences (SPSS) 27.0.

Participants

Post-graduates from ELT departments of diverse universities in Türkiye participated in the study. One criterion required participants to be a post-graduate ELT student, either master's or PhD. In this regard, the convenience sampling method was adopted since it was quicker and more economical to obtain a sufficient sample within the limited period of time to conduct the study. A total of 30 post-graduate students ($N = 30$), either at MA or PhD level in ELT, took part in the present study. The participants responded to the questionnaire anonymously and on voluntary basis.

Data Collection Instrument

The researcher employed Attitudes Toward Plagiarism (ATP) Questionnaire, developed by Mavrinac et al. (2010) as the data collection instrument (see Appendix A). The necessary consent was taken from the questionnaire's developer via email (see Appendix B). The principal intention was to measure the post-graduate ELT students' attitudes toward plagiarism in the present study.

The ATP Questionnaire consists of 29 statements questioning the respondents' attitudes toward plagiarism and three factors. These factors are independent from each other and describe different aspects of plagiarism. The number of statements in each factor was identified by the Scree-test and interpretability criteria (Mavrinac et al., 2010). 12 items are in Factor I, identifying positive attitudes toward plagiarism. Factor II is composed of 7 statements measuring the negative attitudes toward plagiarism. Lastly, Factor III consists of 10 statements related to subjective norms toward plagiarism. The statements in Factor I do not regard plagiarism as misconduct, while the statements in Factor II regard it as a certain way of academic misconduct. On the other hand, the statements in Factor III indicate the participants' normative beliefs and their perceptions of its presence in academia (Mavrinac et al., 2010).

The questionnaire was validated using principal component analysis (PCA) (Mavrinac et al., 2010). Responses to ATP questionnaire statements are recorded on a 5-point Likert scale, with 1 indicating strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree.

Data Collection Procedure

Before the survey was administered to the participants, the researcher applied to the ethics committee of the university where the study was conducted to get the necessary permission to do the research. After receiving the approval letter from the ethics committee (see Appendix C), the researcher implemented ATP Questionnaire post-graduate ELT students via Google Forms (see Appendix D).

Data Analysis

After implementing the questionnaire, the researcher transferred the collected responses on Google Forms to the SPSS 27.0 program for analysis. Items *9, 12,* and *28* were

subjected to reverse coding. To ensure whether the responses displayed a normal distribution or not, the researcher computed normality tests (Kolmogorov-Smirnov & Shapiro-Wilk) for each factor. The results confirmed that the data distributed normally ($p > .05$). Cronbach's Alpha calculations of three factors of the scale yielded that the reliability coefficient for Factor I was .81, for Factor II .46, and for Factor III .77. The overall Cronbach's Alpha was found to be .81, which proved that the scale was highly reliable. Lastly, the data was analyzed with descriptive statistics such as mean and standard deviation for each factor.

Findings

The analysis of the responses given to the questionnaire was examined according to the factors. Items 1-12 which were about positive attitudes toward plagiarism (PAP) were analysed under Factor I, items 13-19 which were about negative attitudes toward plagiarism (NAP) were analysed under Factor II, and items 20-29 which were about the subjective norms toward plagiarism (SNP) were analysed under Factor III.

As it was evident from the analysis of the overall mean scores for the factors (I, II and III) of the scale, the participants disagreed with the positive statements towards plagiarism in Factor I ($M = 2.18$; $SD = 0,64$); agreed with the negative statements towards plagiarism in Factor II ($M = 4.13$; $SD = 0.62$) and disagreed with subjective norms supporting or justifying plagiarism in Factor III ($M = 2.06$; $SD = 0.55$). The mean scores of the items included in each factor were also examined separately. The findings obtained from the analysis were presented in line with the research questions of the current study.

Post-graduate ELT Students' Attitudes toward Plagiarism

The mean scores related to items in PAP revealed that ELT post-graduate students neither agreed nor disagreed with *Self-plagiarism should not be punishable in the same way as plagiarism is* ($M = 3.37$, $SD = 1.43$). Moreover, the second statements they were indecisive about were *Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself)* ($M = 3.03$, $SD = 1.27$) and *It is justified to use previous descriptions of a method, because the method itself remains the same* ($M = 3.03$, $SD =$

1.07). On the other hand, according to Table 1, the participants disagreed with *I could not write a scientific paper without plagiarizing (M = 1.23, SD = 0.63)* the most (see Table 1).

Table 1

Post-graduate ELT students' positive attitudes toward plagiarism

Item		*M*	*SD*
1	Sometimes one cannot avoid using other people's words without citing the source, because there are only so many ways to describe something.	2.50	1.43
2	It is justified to use previous descriptions of a method, because the method itself remains the same.	3.03	1.07
3	Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).	3.03	1.27
4	Plagiarized parts of a paper may be ignored if the paper is of great scientific value.	1.47	0.78
5	Self-plagiarism should not be punishable in the same way as plagiarism is.	3.37	1.43
6	Young researchers who are just learning the ropes should receive milder punishment for plagiarism.	2.63	1.33
7	The names of the authors who plagiarize should be disclosed to the scientific community.	1.37	0.85
8	I could not write a scientific paper without plagiarizing.	1.23	0.63
9	Short deadlines give me the right to plagiarize a bit.	1.60	1.00
10	When I do not know what to write, I translate a part of a paper from a foreign language.	1.73	1.11
11	It is justified to use one's own previously published work without providing citation in order to complete the current work.	2.33	1.18
12	If a colleague of mine allows me to copy from her/his paper, I'm NOT doing anything bad, because I have his/her permission.	1.90	1.19

The mean values regarding participants' responses for the items in NAP were indicated in Table 2 (see Table 2). Whereas the mostly agreed item was *Plagiarizing is as bad as stealing an exam* among the participants (*M = 4.40, SD = 1.10*); the mostly disagreed one was *A plagiarized paper does no harm to science (M = 1.47, SD = 1.04)*. The mean scores also demonstrated that post-graduate ELT students also disagreed with *Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offence* almost at the same rate (*M = 1.57, SD = 1.04*).

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Table 2

Post-graduate ELT students' negative attitudes toward plagiarism

Item		M	SD
13	Plagiarists do not belong in the scientific community.	4.03	1.32
14	The names of the authors who plagiarize should be disclosed to the scientific community.	3.77	1.28
15	In times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism.	4.17	1.34
16	Plagiarizing is as bad as stealing an exam.	4.40	1.10
17	Plagiarism impoverishes the investigative spirit.	3.60	1.63
18	A plagiarized paper does no harm to science.	1.47	1.04
19	Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offence.	1.57	1.04

Post-graduate ELT Students' Subjective Norms toward Plagiarism

When Table 3 was investigated in detail, it was clear that post-graduate ELT students had an agreement on the statement *Authors say they do NOT plagiarize, when in fact they do* the most ($M = 3.27$, $SD = 0.94$) (see Table 3). What they were most against was *I keep plagiarizing because I haven't been caught yet* ($M = 1.13$, $SD = 0.35$). However, they were also against *Plagiarism is not a big deal* at almost the same level ($M = 1.20$, $SD = 0.48$).

Table 3

Post-graduate ELT students' subjective norms toward plagiarism

Item		*M*	*SD*
20	Authors say they do NOT plagiarize, when in fact they do.	3.27	0.94
21	Those who say they never plagiarized are lying.	2.93	1.08
22	Sometimes I'm tempted to plagiarize, because everyone else is doing it (students, researchers, physicians).	1.47	0.90
23	I keep plagiarizing because I haven't been caught yet.	1.13	0.35
24	I work (study) in a plagiarism-free environment.	2.87	1.28
25	Plagiarism is not a big deal.	1.20	0.48
26	Sometimes I copy a sentence or two just to become inspired for further writing.	1.83	1.21
27	I don't feel guilty for copying verbatim a sentence or two from my previous papers.	2.77	1.31
28	Plagiarism is justified if I currently have more important obligations or tasks to do.	1.43	0.94
29	Sometimes, it is necessary to plagiarize.	1.47	0.82

Discussion

This present study examined the positive and negative attitudes and subjective norms of students who received post-graduate education in ELT. When the descriptive analyses were investigated in detail, it turned out that the post-graduate ELT students participating in the research generally disagreed with the statements supporting or favouring plagiarism. The fact that the participants did not agree with the positive opinions toward plagiarism proved that they did not support plagiarism and did not agree with the statements justifying it. That elucidated that the respondents of the current study had negative attitudes toward plagiarism. The explanation for their negative attitudes may stem from the training they have already taken in academic writing. In this regard, the current study was in line with the study of Idiegbeyan-ose et al. (2016). Since the respondents of this study were post-graduate ELT students, they had already had some training on the issue and as a consequence, they developed a certain level of awareness toward plagiarism. However, their indecisiveness about their attitudes toward self-plagiarism may be due to the fact that they did not fully understand the meaning of this concept. From a different viewpoint, it can be interpreted that the participants generally had a superficial knowledge of plagiarism rather than a detailed one. In that regard, the study was in line with the studies of Cheema et al. (2011) and Howard (2016), in which the participants turned out to have a perception on plagiarism but not enough knowledge of its general types.

Contrary to the results obtained in the current study, Orluwene and Magnus-Arewa (2020) stated that 200 post-graduate students who participated in their study had positive attitudes toward plagiarism despite the strict rules and regulations adopted and implemented by the university administration. The reasons for this may derive from being unknowledgeable about plagiarism, being unaware of the penalties that may be encountered, or ignoring the issue at all despite everything. Similarly, in their study, Kirthi et al. (2015) underlined that graduate students had moderate attitudes toward plagiarism on account of a lack of clear information about the sanctions for plagiarism.

On the other hand, ELT post-graduate students' negative attitudes toward plagiarism were evidenced by their agreement with the statements against plagiarism in the survey, which was in line with Eret and Gokmenoglu (2010). The results of the current study confirmed that the participants agreed that plagiarism was wrong and they

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considered it unacceptable. Additionally, the participants were neither uninformed nor ignorant of plagiarism, as it was understood from their responses disapproving of plagiarism. On the contrary, they were against plagiarism enough to think it was equivalent to stealing an exam.

Lastly, examining the SNP, which demonstrated the subjective extent of plagiarism and to what extent the participants approved or disapproved it, it came forward that the participants were reluctant about the honesty of academics about plagiarism. On this basis, it can be inferred that while the participants personally took a negative attitude toward plagiarism, they had doubts about whether the others were taking the same stand or not. On the other hand, their answers against the view that *plagiarism is not a big issue* revealed that the participants did not underestimate the issue of plagiarism and viewed it as an important matter to be paid a great deal of attention. In this regard, the findings of the present study were parallel to the results of the study conducted by Yıldırım and Razı (2018). The results of their study with both undergraduate and graduate ELT students found evidence that post-graduate students had more negative attitudes toward plagiarism than undergraduate students and they alleged fewer justifications for their positive attitudes toward plagiarism.

Although further studies are required, the current study contributes to a better identification of the attitudes toward plagiarism among post graduate ELT students. However, the study still suffers from certain limitations. One of those limitations was the number of participants. The limited time to complete the research and the fact that only 30 participants were reached by convenience sampling affected the reliability issue to some extent (Cronbach's Alpha of Factor II $\alpha = .46$). Another concern was the impossibility of generalizing the results of the study. Lastly, the participants were assumed to be sincere and truthful in their responses to the survey since it was a tool to measure their subjective perceptions. They may, however, have tended to give answers that were widely accepted by others.

As a subject for further study, the attitudes of undergraduate ELT students toward plagiarism and post-graduate students can be measured, and the relationship between the two can be examined. To obtain more detailed information, additional qualitative data collection tools such as interviews or examination of students' written

assignments can be included in the study. Moreover, the scope of the study can be extended with higher numbers of participants.

Conclusion

Plagiarism is probably the first thing that comes to mind when most people think of academic misconduct. In the broadest terms, plagiarism is the attempt to claim what is not one's own in academic writing as theirs. When the literature on the issue was examined, it appeared that there were a number of reasons for plagiarism. The present study analyzed the positive and negative attitudes and subjective norms of post-graduate ELT students, who were supposed to have a certain level of awareness about plagiarism. The results of the research revealed that the participants generally developed a negative attitude toward plagiarism. They did not regard it as something acceptable, and they maintained that plagiarism was not an issue to be underestimated. However, examining their attitudes toward self-plagiarism, it also emerged that they had relatively moderate attitudes toward self-plagiarising.

It can be inferred from the results that although the post-graduate ELT students, who were the participants of the research, generally had negative attitudes toward plagiarism, their indecisiveness about self-plagiarism, which is also another type of plagiarism, implied that they did not have comprehensive knowledge about the issue. Moreover, it indicated that they did not fully develop the required awareness of what plagiarism covered.

To conclude, strategies should be developed to ensure a clear understanding of plagiarism and to increase post-graduate students' awareness about plagiarism, its types and possible consequences of committing it. In this vein, Bretag (2013) also stated that research showed that both undergraduate and post-graduate students needed training to prevent plagiarism, and this training could only be possible with a holistic understanding and if all stakeholders approached the issue with the same awareness and sensitivity in higher education institutions. Another suggestion would be to promote responsible writing practices and to use text-matching softwares effectively. This would help them develop good writing habits. As the primary contributors to their own academic integrity, the students should develop ethical behaviors when producing academic work

and they should promote ethical conduct in this way. For this, institutions should have clear guidelines to promote academic integrity and guide students in that manner by emphasizing the production of original work.

Ethics Committee Permission Information

This research study was conducted with the Research Ethics Committee approval of Trakya University, dated 26.11.2021 and numbered 162370.

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Appendices

Appendix A

ATP Questionnaire

Please answer the questions honestly, as the questionnaire is completely anonymous.

If you are not completely certain about the meaning of the terms "plagiarism" and "self-plagiarism", please read the following definitions:

Plagiarism is an unauthorized use of copyright (ownership), other people's ideas, materials, processes, results or words, and presentation of someone else's work as one's own.
Self-plagiarism is when authors reuse their own previously published work without indicating that the previously published material is being reused, but rather presenting it as original and new.

The following statements refer to plagiarism (copying without citing the source) and self-plagiarism (copying one's own previous work without citing the source) among scientists and general scientific community. Please indicate to what extent you agree with each of the following statements and indicate your answer.

The numbers indicate the following:

1   Strongly disagree
2   Disagree
3   Neither agree nor disagree
4   Agree

Strongly agree

1.	Sometimes I'm tempted to plagiarize, because everyone else is doing it (students, researchers, physicians).	1	2	3	4	5
2.	Plagiarism impoverishes the investigative spirit.	1	2	3	4	5
3.	Short deadlines give me the right to plagiarize a bit.	1	2	3	4	5
4.	Self-plagiarism should not be punishable in the same way as plagiarism is.	1	2	3	4	5
5.	Sometimes one cannot avoid using other people's words without citing the source, because there are only so many ways to describe something.	1	2	3	4	5
6.	Plagiarized parts of a paper may be ignored if the paper is of great scientific value.	1	2	3	4	5
7.	The names of the authors who plagiarize should be disclosed to the scientific community.	1	2	3	4	5
8.	Young researchers who are just learning the ropes should receive milder punishment for plagiarism.	1	2	3	4	5
9.	I work (study) in a plagiarism-free environment.	1	2	3	4	5
10.	Those who say they never plagiarized are lying.	1	2	3	4	5
11.	It is justified to use one's own previously published work without providing citation in order to complete the current work.	1	2	3	4	5
12.	Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offence.	1	2	3	4	5
13.	Sometimes I copy a sentence or two just to become inspired for further writing.	1	2	3	4	5
14.	Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).	1	2	3	4	5
15.	When I do not know what to write, I translate a part of a paper from a foreign language.	1	2	3	4	5
16.	Plagiarism is not a big deal.	1	2	3	4	5
17.	I don't feel guilty for copying verbatim a sentence or two from my previous papers.	1	2	3	4	5
18.	Plagiarism is justified if I currently have more important obligations or tasks to do.	1	2	3	4	5
19.	I keep plagiarizing because I haven't been caught yet.	1	2	3	4	5
20.	In times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism.	1	2	3	4	5
21.	It is justified to use previous descriptions of a method, because the method itself remains the same.	1	2	3	4	5
22.	Authors say they do NOT plagiarize, when in fact they do.	1	2	3	4	5
23.	Plagiarizing is as bad as stealing an exam.	1	2	3	4	5
24.	If a colleague of mine allows me to copy from her/his paper, I'm NOT doing anything bad, because I have his/her permission.	1	2	3	4	5

25	Sometimes, it is necessary to plagiarize.	1	2	3	4	5
26	Plagiarists do not belong in the scientific community.	1	2	3	4	5
27	I could not write a scientific paper without plagiarizing.	1	2	3	4	5
28	A plagiarized paper does no harm to science.	1	2	3	4	5
29	If one cannot write well in a foreign language (e.g., English), it is justified to copy parts of a similar paper already published in that language.	1	2	3	4	5

Thank you for your cooperation.