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## **STRATEGIES IN TEACHING STUDENTS HOW TO AVOID PLAGIARISM**

**Tatyana Shilyaeva**

Izmail State University of Humanities (Ukraine)

Academic integrity and culture are new concepts for the Ukrainian system of education. In the world this term has already been known for more than a century. Academic integrity is central to higher educational reform. For Ukraine, reforming a system of higher education represents a unique challenge, given its history and present state of affairs. It will take a lot of efforts to create and maintain the culture of integrity in our country's educational establishments. Ukrainian teachers agree that rates of cheating among our school and college students are high and increasing. The cases include misdemeanours such as bringing mobile phones into exams, using concealed notes, paying teachers or external firms to write term papers, plagiarism from internet sources and copying coursework from peers. Students think cheating is commonplace and is not a serious transgression. New technologies have also made it easier to cheat. While grading the students' works teachers come across incorrectly paraphrased or copied sections of text from books or the internet. The factors that may influence students' cheating and plagiarism are time and grade pressure, negative personal attitude to a subject or teacher, lack of knowledge and preparation and others. Raising the level of student academic integrity should be among our highest priorities.

The International Center for Academic Integrity (ICAI) identifies six values and characteristics composing the core of academic integrity: honesty, trust, fairness, respect, responsibility, and the courage to act in the face of adversity [5, p. 16].

In the project of the new Ukrainian law «On education» such a definition of academic integrity is given: «Academic integrity is a body of ethic principles and legal rules that the participants of educational process must follow during studies, teaching and realization of scientific (creative) activity with the aim of providing of trust to the results of studies and/or scientific (creative) achievements» [1].

We cannot but agree that when a society's educational institutions are infused with integrity, they help create stronger civic culture for society as a whole [5, p. 17].

Since 2000, discussions on the subjects of student plagiarism have increased, and we are to concentrate on the issue of how best students can be helped to understand and avoid plagiarism. Izmail State University of Humanities joined SAIUP (Strengthening Academic Integrity In Ukraine Project) in 2016. SAIUP will play an essential role in transforming Ukraine's educational system. This project will give teachers and students tools and strategies to discourage academic dishonesty on campuses across Ukraine. That is why we think that the problem discussed in the article is topical and very important. The aim of the investigation is to study the works and recommendations of foreign scholars and teachers and single out some strategies of successful implementing of principles of academic integrity in Ukrainian universities.

The tasks that are set before teachers of the university are to develop the basic principles and values of academic integrity, to uphold these principles during the course, to define what is considered plagiarism and to teach students to avoid plagiarism in their academic work. Teachers are to develop scholarly writing as a skill in their students, which is not done overnight and must be practised and refined as students progress through a course.

Plagiarism is generally recognized as «copying and pasting information without providing attribution, but it also takes on other forms such as submitting work done as a group without expressed instruction (unauthorized collaboration) or submitting the same work for different classes or assignments without notifying your instructor (multiple submissions), which are also serious offences» [2]. Plagiarism can also be defined as presenting another person's ideas, words, artwork or inventions as your own, as well as using or modifying the work of others without acknowledgement.

One major problem for many learners of English is that they do not have the confidence or the range of vocabulary to put something they have read into their own words. They may have plenty of ideas, but do not have the words to adequately express these ideas, or to make a summary or a paraphrase of another author's ideas. So, instead, they copy some of the original author's words or phrases into their assignments, and hope

that this will be acceptable. There are four main ways to avoid plagiarism: by paraphrasing the information and providing a reference, by summarising the information and providing a reference, by quoting directly somebody's words and providing a reference [3, p. 6].

One of the ways to avoid copying somebody else's words and ideas is summarizing. It is not easy to teach English learners summarizing techniques as English is not their native tongue, consequently their vocabulary is sometimes too poor to have a choice of synonyms to reprocess information and express it in their own words. Teachers should introduce summarizing by discussing first how it can be used outside the classroom. Nowadays it is very important to be able to get to the point, to express the main idea of a film, book, or report. In «Summarizing and Paraphrasing» manual for teachers it is mentioned that «business people want to know the «bottom line», doctors must summarize a condition and course of treatment, attorneys can win cases with good summaries, and newscasters summarize the day's events» [4, p. 63], which underlines the importance of summarizing skills.

As summaries omit the detail, and focus on the core, most important points in a longer piece of information, a student must first identify the main ideas. Then the student turns these main idea phrases into sentences to write a summary.

Teachers can practice summarizing techniques when reviewing material in class, asking questions that require students to summarize information, giving students prepared summaries as models of what was covered in class during the week, summarizing the chapters from home reading, etc.

The second way to teach students to express ideas in their own words is paraphrasing. If a summary condenses a long text into a much shorter space paraphrases are generally about the same length (or even longer) than the original text. Paraphrasing is the process of restating information in different words. Paraphrasing makes it easier to incorporate the ideas of another writer into your paper. When we paraphrase, we maintain the original meaning, but we say it in our own words. Limited vocabulary and the fact that they are not able to construct complex sentences make it difficult for students to paraphrase in the course of academic writing.

Paraphrasing correctly means you change the words, the phrases, the sentence order and the grammar of the original. So, we suggest using such exercises in teaching paraphrase as:

- read the text carefully and underline any important subject-specific words,
- list the main ideas or concepts,

- find synonyms for the underlined words (*equivalence – similarity*),
- try to find different ways of expressing the information in the groups of words (*new information – up-to-date data*),
  - rewrite each sentence. Try to simplify the sentence structure and the vocabulary without changing the meaning,
    - substitute the syntactical structures by the synonymous ones, for example change from a clause to a phrase (*The school that is across the street is new. – The school across the street is new*), change from active voice to passive voice (*An interviewer will ask you questions. – You will be asked questions by an interviewer*),
    - change all instances of direct speech into indirect (*He said: «It is a great invention». – He said it was a great invention*),
    - change word forms (*He is a good dancer – He dances well*),
    - change transition markers (*Although it was raining, he went jogging. – It was raining, however, he went jogging*),
    - express the idea of the passage in your own words,
    - close the book and write your paraphrase from memory,
    - read and criticize the paraphrased variants of your fellow-students, etc.

It is also essential that students learn to use linking words and phrases such as *accordingly, as a result, in conclusion, therefore, in other words, nevertheless, in addition, moreover, etc.*

Both summary and paraphrase mean that students are supposed to work with dictionaries and thesauruses and it is surely one of the tasks of the teachers to explain to them how to use these manuals. In other words, they should be taught intralingual translation. Intralingual translation is translation within the same language, which can involve rewording or paraphrase. They should learn to change the original word choice using synonyms, for example *to stare* instead of *to look*, *to quit a job* instead of *to resign*, *diversity* instead of *variety*, etc. Creating your own syntax for the paraphrased paragraph is also helpful, for example: *Having finished their dinner, the guests went out for a walk. – Dinner over, the guests had a stroll. – After dinner the guests went for a walk. – When dinner was over, the guests walked outside.*

To sum up, we can single out the following strategies in teaching students to avoid plagiarism:

1. Inform students about types of academic dishonesty on a regular basis.
2. Why do students cheat? Study the reasons.
3. Help students to write the honour code.

4. Instill good information-gathering, note-taking and citation habits in your students.

5. Do a lot of exercises on academic writing in class.

6. Motivate students not to plagiarize.

7. Include paraphrasing and summarizing techniques in the homework.

8. Coach students through each step of the research process.

9. Teach students to treat their fellow-students in an ethical manner, to respect the integrity of other people.

10. Adhere to ethical principles and the code of the profession for which the student is preparing.

We, educators, are obliged to demonstrate by word or action the importance of academic integrity and to give full support to students. Teachers and students can learn from and teach one another and develop a culture of honesty and respect. Teachers can use four strategic mechanisms identified by S. Williams: a culture of honesty; continuous observation of student work; review of intermediate drafts; and ongoing discussions with students, which were thereafter referred to as CORD [6, p. 230].

We see the prospects of further investigation in working out a series of plagiarism-proof assignments and training exercises in the course of English or developing the syllabus of Academic Writing to cultivate writing skills of our students.

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