CAMBRIDGE English

PLAGIARISM - A GUIDE FOR DELTA MODULES TWO AND THREE

FOR TUTORS AND CANDIDATES

V2 April 2022

Cambridge English Teaching

This document is intended as a revision guide or summary aid on plagiarism for Delta Modules Two and Three tutors and candidates. **It is recommended that centres and tutors provide candidates with initial instruction on correct citation methods and how to avoid plagiarism before this summary is used.** Cambridge University provides an online tutorial which covers study skills promoting good academic practice, which can be found here: https://libguides.cam.ac.uk/plagiarism/home

The Cambridge University website definition of plagiarism is as follows:

> using someone else's ideas, words, data, or other material produced by them without acknowledgement.

University statement on plagiarism (2019), retrieved 28.02.22 from: http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html

This means that whether or not a candidate intends to cheat, the following are examples of what will be regarded as plagiarism:

- copying part or all of another student's essay
- copying language or ideas from a published or unpublished source without proper reference
- using other people's work to structure your own work, create an argument or present data without proper reference
- unauthorised collusion
- quoting directly without making it clear by standard referencing and the use of quotation marks and/or layout (indented paragraphs, for example) that you are doing so
- using text downloaded from the internet without referencing the source conventionally
- closely paraphrasing a text
- submitting work which has been undertaken wholly or in part by someone else.

Plagiarism may take different forms, some of which are not direct copying. This document, therefore, contains 8 examples of the most common forms of plagiarism and poor scholarship occurring on Delta Modules Two and Three.

Candidates are expected to know that all are **unacceptable**. Please familiarise yourself with the content.

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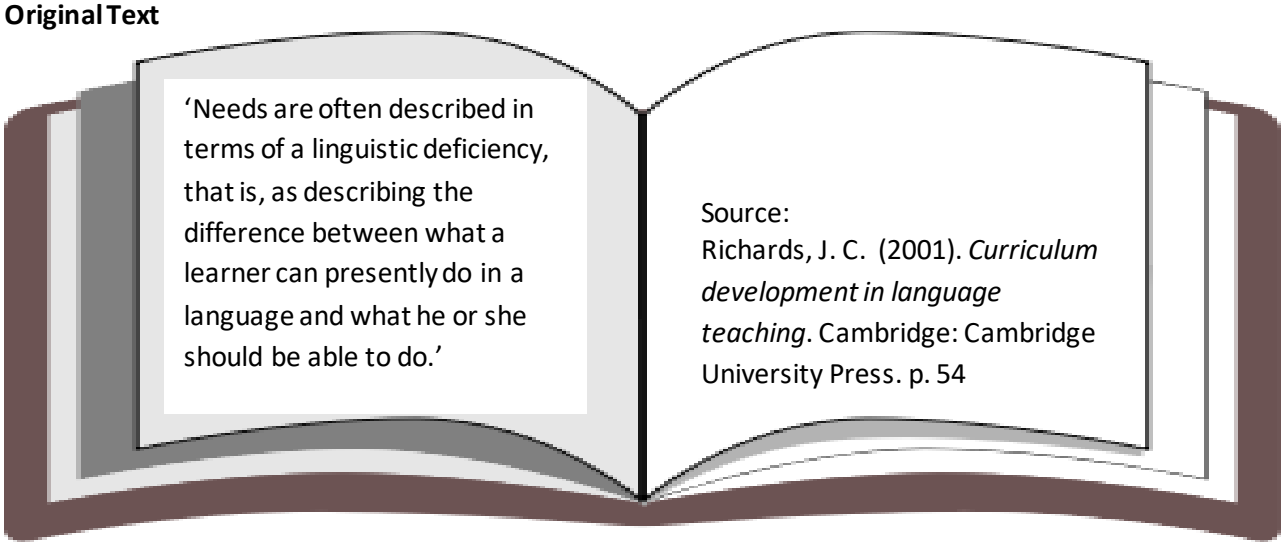
Section 1 - Plagiarism

Example 1 – Verbatim – Copy/paste from published material

Original Text



Candidate Text

Before considering what form the NA needs to take, it would be useful to consider *which* needs should be measured and to ensure this decision is underpinned soundly. Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do.
However, it is clear that linguistic level is not the only parameter which may be of relevance to the course design.

Exact words used – no citation
=
Plagiarism

Every time you use someone's words – use citation conventions!

Example 2 – Verbatim – Copy/paste from other candidates

Candidate A

As Long (2005) explains, '[t]riangulation of methods can involve use of different data-collection procedures' (p.29), which he goes on to enumerate (e.g. logs, interviews etc.). I have therefore interviewed my learners while sending questionnaires to their employers.

Bibliography
Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

Candidate B

As Long (2005) explains, 'triangulation of methods can involve use of different data-collection procedures' (p.29), which he goes on to list (e.g. logs, interviews etc.). My learners were therefore interviewed while questionnaires were sent to their employers. Additionally, I interviewed their previous teacher.

Candidate B has:

- ✓ used the same quote as Candidate A
- × introduced the quote in exactly the same words
- × used the same example.

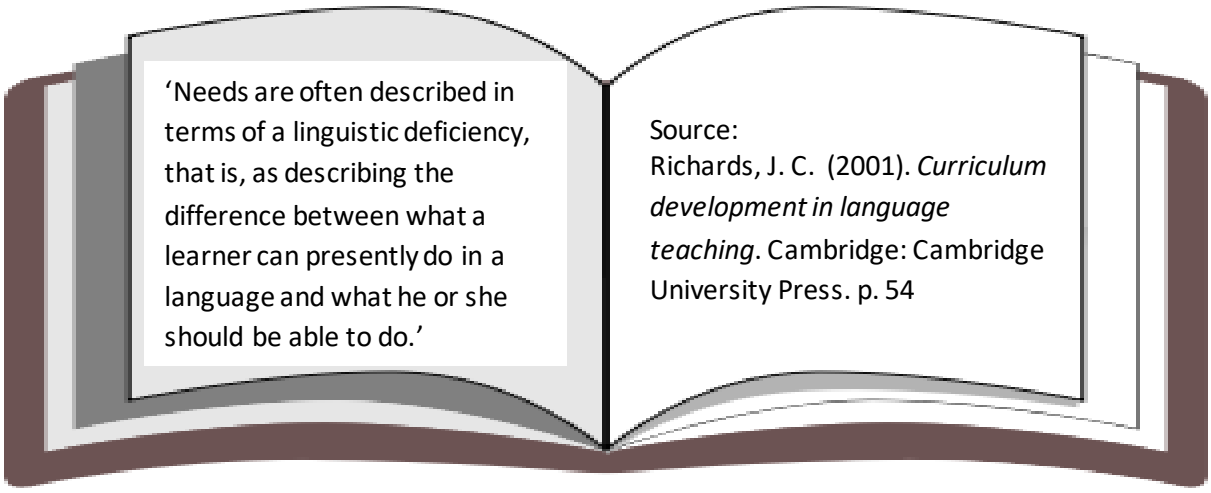
=

Plagiarism

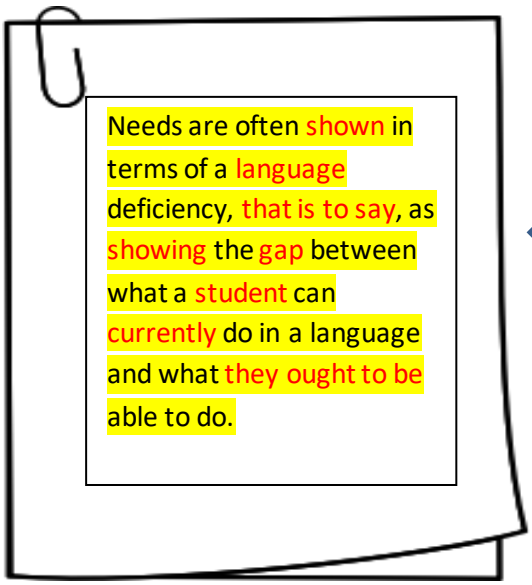
Do **not** use parts of other assignments in your work.

Example 3 – Poor paraphrasing

Original Text



Candidate Text



The idea comes from Richards (2001) with no mention that it is his work.

=

Plagiarism

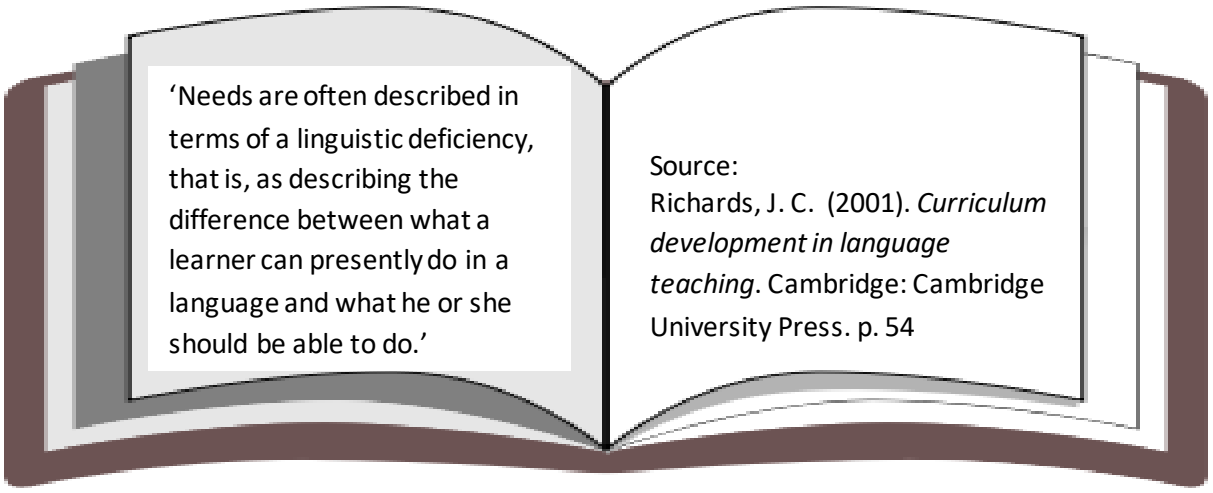
Additionally, only a few words have been changed – this is poor paraphrasing.

Every time you use someone's ideas – provide a citation.

A good paraphrase expresses the original idea in your **own** words **and** structure while still acknowledging any source referred to.

Example 4 – Poor referencing

Original Text



Candidate Text

Before considering what form the NA needs to take, it would be useful to consider *which* needs should be measured and to ensure this decision is underpinned soundly. Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do (Richards, 2001).
However, it is clear that linguistic level is not the only parameter which may be of relevance to the course design.

Richards (2001) is mentioned and we know the idea came from him.

However – there are no quotation marks or page number - so we do not know the *words* are his.

=

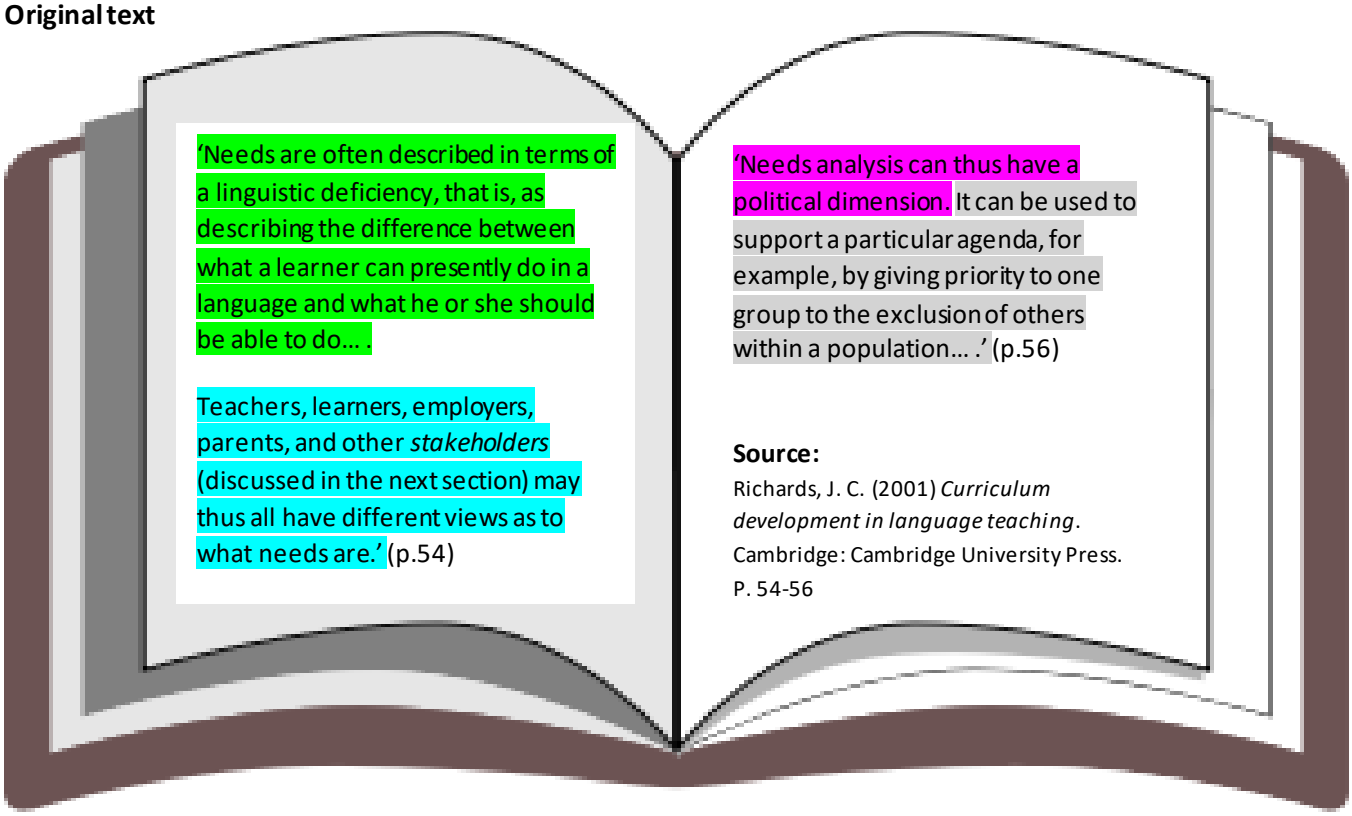
Plagiarism

When you use someone's words, make sure that **all** the citation conventions are used.

Section 2 – Poor scholarship

Example 5 – Patchwriting

Original text



Candidate Text

Before outlining which NA instruments have been selected for this study, it will be useful to consider the activity of analysing needs. 'Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do' (Richards, 2001, p. 54). However, it should be evident that '[t]eachers, learners, employers, parents, and other *stakeholders* […] may thus all have different views as to what needs are' (op cit). 'Needs analysis can thus have a political dimension' (Richards, 2001, p. 56) and as Richards (op cit) explains, can be managed to meet certain pre-decided objectives.

✓ Correctly cited quotations
✓ one well paraphrased idea
but
✗ only one sentence of candidate's own work
= poor academic writing.

Beware of excessive citation with no personal interpretation or reaction.
In some instances, this could be interpreted as plagiarism. It is **always** poor practice.

Use quotes and paraphrases to support **your** argument. Do not simply re-create someone else's argument. React to sources, don't just repeat them.

Example 6 – Copying structure and argument from other candidates

Candidate A

It is now important to consider the term *Needs Analysis* in order to make an informed decision on choice of NA instrument. 'Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do' (Richards, 2001, p. 54) but this is not the only type of 'need' that may be useful for course design. There are other needs which can be seen as relevant, including learner motivation and the number of hours available for instruction. Richards (2001) highlights that many different stakeholders will have different priorities to be considered.

Candidate B

In this section, I will discuss the meaning of *Needs Analysis* to justify my choice of NA instrument. 'Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do' (Richards, 2001, p. 54). While this is true, it may be a simplistic view of NA as other types of need can be equally pertinent (e.g. learner motivation). Indeed, Richards (2001) highlights that many different stakeholders will have different priorities to be considered.

Candidate B has:

- ✓ presented the same quote as Candidate A
- × introduced the quote in the same way as Candidate A
- × used the same counter-argument as Candidate A
- × used Candidate A's paraphrase

Candidate B has used
Candidate A's argument, structure and paraphrase

=

Poor scholarship **and** plagiarism

Do **not** use other assignments to **structure** your arguments.

Do **not** use other people's paraphrasing; find the source and paraphrase the original **yourself**.

Example 7 – Copying essay structure

Candidate A – Contents Page

Contents

1. Introduction
1.1 CLIL – a personal journey
1.2.1 Theories and Principles – Joining up classroom and books
1.2.2 Theories and Principles – Where next?
1.3 Course design: getting it together

2 . Needs Analysis
2.1 Real life
2.2 NA instrument choice
2.3 Which DA?
2.4 Reading the DA
2.5 Back to real life

Candidate B – Contents Page

Contents

1. Introduction

1.1 EAP– a personal journey
1.2.1 Theories and Principles – Joining up classes and books
1.2.2 Theories and Principles – Where next?
1.3 Course design: getting it together

2. Needs Analysis
2.1 Real life
2.2 NA instrument choice
2.3 Which DA?
2.4 Reading the DA
2.5 Back to real life

Candidate B has

- × used the same micro-structure as Candidate A
- × used the same words wherever possible

Candidate B has used Candidate A's ideas on how to organise

=

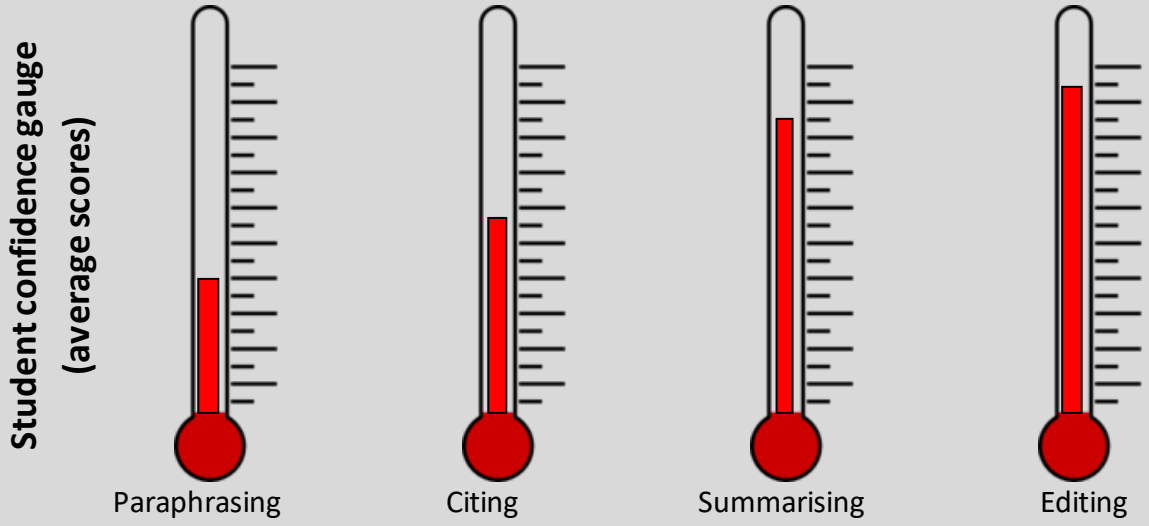
Poor scholarship

Within the constraints of the requirements outlined in the Handbook, organise **your** essay to suit **your** content.

Example 8 – Copying visuals

Candidate A – visuals

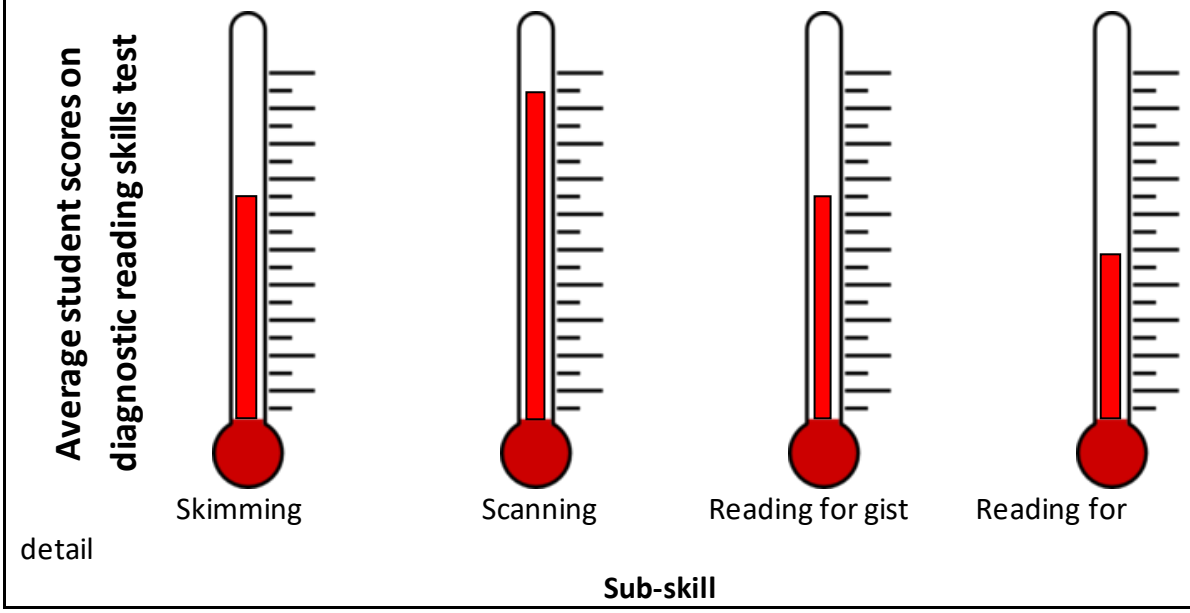
Figure 2.1 **Needs Analysis Results – EAP Writing skills**



For detailed breakdown of results by student see Appendix 4.

Candidate B – visuals

Figure 2.4 **Diagnostic Testing Results – Exam Classes**
IELTS Reading



✓ Different content presented by Candidate B **but**

✘ Candidate A's original presentation copied

= Poor scholarship

Design **your own** visuals to best present **your** content or use generic graphs.

Summary

Please remember…

Every time you use someone's **words** – use **all** the proper citation conventions.

Every time you use someone's **ideas** – provide a citation.

Do **not** use parts of other assignments in your work and do **not** use other assignments to **structure** your arguments.

Do **not** use other people's paraphrasing; find the source and paraphrase the original **yourself**.

A good paraphrase expresses the original idea in your **own** words **and** structure.

Within the constraints of the requirements outlined in the Handbook, organise **your** essay to suit **your** content.

Design **your own** visuals to best present **your** content or use generic graphs.

If you need help with any of the above, ask your tutor, consult the Cambridge University plagiarism site (see next page) or do an internet search. There is plenty of advice on the web.

On Delta Modules Two and Three, all assignments are automatically saved in a plagiarism-detection package which:

- ✓ highlights **all** matches in the text between the submitted work and published works
- ✓ highlights matches with **any** submitted Delta Module Two or Three assignment.

If plagiarism is found to have occurred, your result may be permanently withheld.

You can find out more about the possible outcomes at https://www.cambridgeenglish.org/help/malpractice/teaching-qualifications/

Further help and information

For more information on what constitutes plagiarism and how to avoid it, see:

the Delta Handbook

http://www.cambridgeenglish.org/images/181161-delta-handbook-for-tutors-and-candidates-document.pdf

the University of Cambridge website

http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html

List of references

Cambridge University. *Good academic practice and avoiding plagiarism.* Retrieved 28 February 2022, from: https://libguides.cam.ac.uk/plagiarism/home

Cambridge University. (2019). *University Statement on plagiarism.* Retrieved 28 February 2022, from: http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html

Long, M. H. (2005). *Second Language Needs Analysis.* Cambridge: Cambridge University Press.

Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.