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# Exploring NNEs' use of technology to improve their paraphrasing skills and avoid plagiarism

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China, since the cohabitation is extremely popular, people frequently change their partners.

People tend to choose cohabitation because they want the marriage form without the

commitment. Most people think that they will respect each other and be loyal during this period.

Actually, according to Waite, 16 percent of cohabiting women reported that argument with their

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#### LIVING BEFORE MARRIAGE

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partners became physical, while only 5 percent of married women had the similar experience

(Harms, 2000). Isn't this show a sign that we need to consider about? The couple may hope that

their cohabitation can be faithful, but the survey shows that 20 percent of cohabiting women

reported they had secondary sex partners, while only 4 percent of married women reported they


did, base on Waite (Harms, 2000). Without the commitment, some people will frequently change



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to choose cohabitation because they want the marriage form without the commitment. Most people think that they will respect each other and be loyal during this period. Actually, according to Waite, 16 percent of cohabiting women reported that argument with their partners became physical, while only 5 percent of married women had the similar experience (Harms, 2000). Isn't this show a sign that we need to consider about? The couple may hope that their cohabitation can be faithful, but the survey shows that 20

1 <http://chronicle.uchicago.edu/000302/cohabit.shtml>

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## Research looks at cohabitation's negative effects

By William Harms  
News Office

Couples with no intention of marrying who decide to cohabit are forming unstable living arrangements that can have negative effects on financial and sometimes physical well-being, according to University researcher Linda Waite, Professor in Sociology.

Waite also found that these social arrangements may cause serious problems for children raised in households headed by cohabiting couples.

Waite, an expert on family life, studied census reports, the National Survey of Families and Households, the National Health and Social Life Survey and other data to appraise the costs and benefits of cohabitation. She found that men and women who cohabit are more likely than married people to experience partner abuse and infidelity and less likely to receive assistance from family members than married couples.

"These tentative and uncommitted relationships are bound together by the 'cohabitation deal' rather than the 'marriage bargain.' But that deal has costs," said Waite, author of "The Negative Effects of Cohabitation," published in the current issue of the journal *The Responsive Community*. The "cohabitation deal," she added, will have especially disappointing outcomes for people who expect it to deliver the same benefits the "marriage bargain" delivers. "People who cohabit often contend that marriage is just about a piece of paper. We've found, however, that there is quite a bit of difference between being married and living together," she said.

Her research showed that 16 percent of cohabiting women reported that arguments with their partners became physical during the past year, while 10 percent of married women had similar experiences. Although surveys showed cohabiting couples expect their relationships to be faithful, 20 percent of cohabiting women reported they had secondary sex partners, while only 4 percent of married women reported so, Waite.

Cohabiting couples are disadvantaged financially with the lowest level of wealth among household types, comparable to families headed by single parents. Intact, two-parent families and stepfamilies have the highest level of wealth.



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# Need for Research

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- High stakes of plagiarism accusations
- Complexities of plagiarism and paraphrasing
- Technology making plagiarism detection easier
- Students' fears about unintentional plagiarism & concern about being labeled a plagiarizer
- NNEs using patchwriting as they paraphrase
- Call for research to help NNEs integrate sources into their texts (Wette, 2010)



# Background

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- Underlying issues in plagiarism
  - Culture and source use (Pennycook, 1996; Wheeler, 2009)
  - Intentionality
  - Rule following vs. conveying meaning (Valentine, 2006)
  - Identity (Lyon, 2005)
  - Power (Howard, 2000)
  - Policing vs. educating (O'Rourke, 2007)
  - Declarative knowledge vs. practice (Wette, 2010)
  - Student autonomy and motivation (Lo & Highland, 2007)
  - Electronic literacy—online resources (Warschauer, 2002 )



# Technology and Plagiarism

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- Opportunities for education
  - “opportunity to address this issue head on in the classroom” (Warshauer, 2007)
  - Teaching of writing will evolve as technology evolves
  - Increase autonomy (Shetzer & Warschauer, 2000)
- Opportunities to catch cheaters
  - “cyberplagiarism” (Barnes, 2003; Lathrop & Foss)
- Research
  - Effectiveness of checkers (Scaife, 2007; Heather, 2010)





# Plagiarism Checking Tools

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- Search engines
- Online plagiarism checkers
- Proprietary plagiarism checkers (Turnitin)
- Offline searches (Spotlight on Macs)



# Research Questions

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- 1.) How often and in what contexts do NNES students use technology to check their own writing for plagiarism?
- 2.) How satisfied are they?
- 3.) What do they think these tools have to offer, or not offer, them in terms of their writing experience?



# Methodology

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- Surveys:
  - 141 undergraduate (121) and graduate (20)
  - 14 L1s, mostly Chinese L1
  - 11 Majors/Fields, mostly Business & Engineering
  - At least moderately comfortable with technology (92% rated selves as at least 5 out of 10)
- Interviews:
  - 9 students: 8 undergraduate, Business, Math, Eng.
  - Semi-structured on plagiarism, paraphrasing, tools

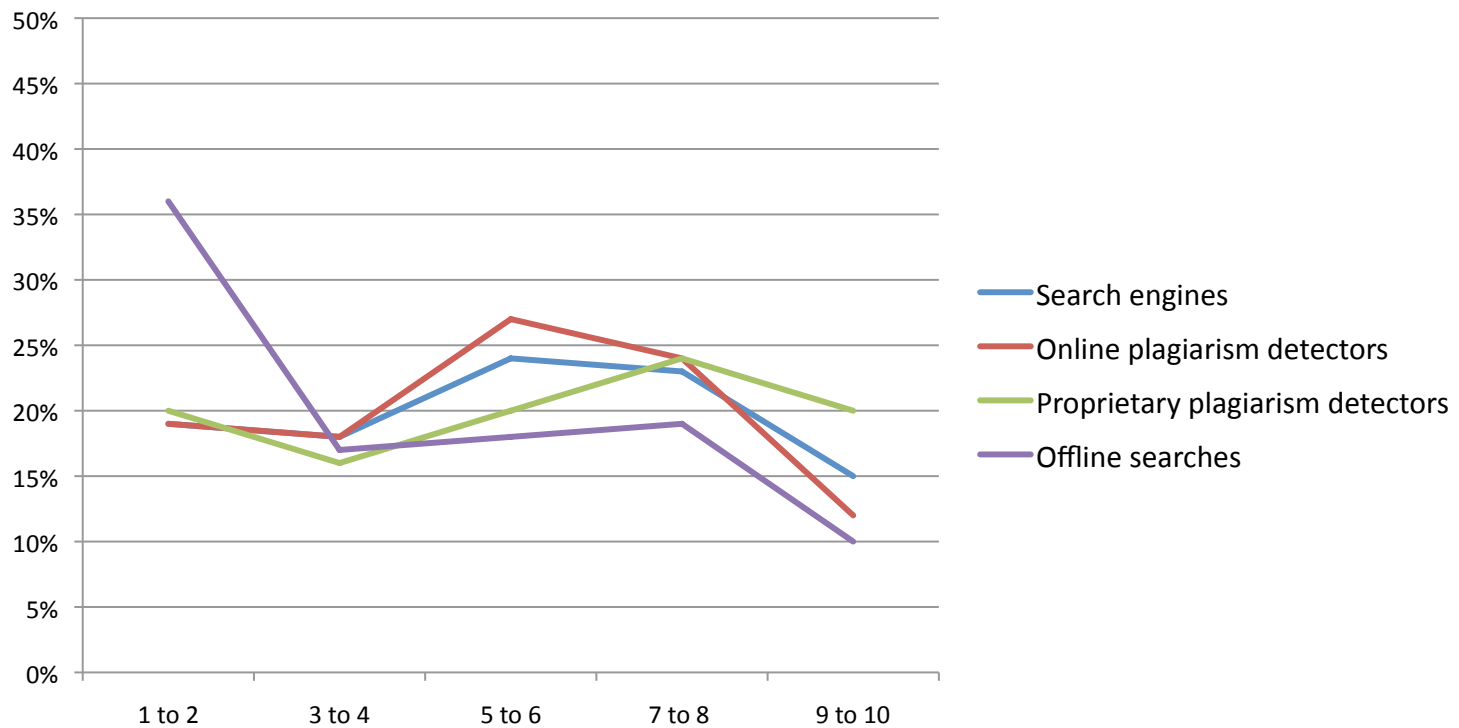


# Results: Use

Type of Checking	Rating 1-2 (Do not use)	Rating 3-4	Rating 5-6	Rating 7-8	Rating 9-10 (Use frequently)
General Technology	18%	22%	25%	20%	15%
Search engines	19%	18%	24%	23%	15%
Online plagiarism detectors	19%	18%	27%	24%	12%
Proprietary plagiarism detectors	20%	16%	20%	24%	20%
Offline searches	36%	17%	18%	19%	10%



# Results RQ 1: Use



# Results Use

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- Why used (survey):
  - Fear/concern of plagiarism (67)
    - Interviewee—no fear because doesn't plagiarize
  - Professor Encouragement (67)
  - Curious about writing (44)
  - Professor requirements (29)
  - Like to “play with technology” (26)
  - Increased confidence with writing (20)
  - Habit of checking for plagiarism (18)



# Results Use

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- Types of assignments (survey)
  - Very important (100)
  - Rather important (63)
  - Not very important (19)
  - Less important (17)
- Reasons why value checkers (survey open-ended)
  - Increased confidence (11)
  - Identify and correct errors (10)
  - Increased awareness (9)
  - Improved paraphrasing (5)
  - Improved quotation (2)



# When they Don't use Tools

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- Why students don't use technology
  - Didn't think about using them for own writing (46)
  - Didn't know about the tools (40)
  - Don't think tools work well (40)
  - Not worried about plagiarizing (25)
  - Write few papers (22)
  - Don't want to pay (19)
  - Insufficient time (17)
  - Tools difficult to use (14)
  - Plagiarism not a concern for professors (4)
  - Tools are cheating (3)



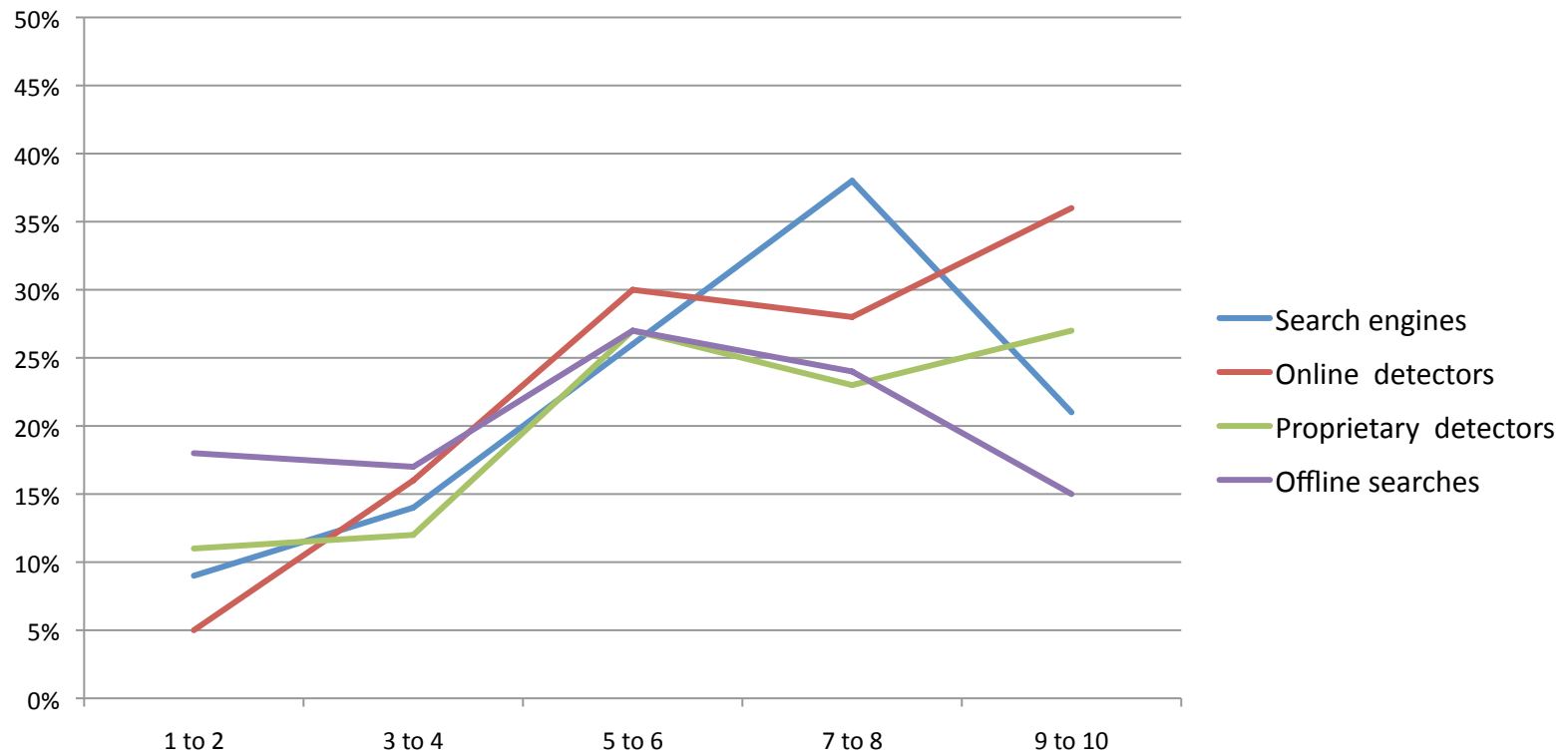


# Results RQ 2: Satisfaction

Type of Checking	Rating 1-2 (Not satisfied)	Rating 3-4	Rating 5-6	Rating 7-8	Rating 9-10 (Very Satisfied)
Search engines	9%	14%	26%	38%	21%
Online plagiarism detectors	5%	16%	30%	28%	36%
Proprietary plagiarism detectors	11%	12%	27%	23%	27%
Offline searches	18%	217%	27%	24%	15%



# Satisfaction



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# Student Frustrations

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- Checkers can reduce writing quality (interviews)
  - Require changing the “beautiful words”
  - Suggest synonyms that would be incorrect
- Generally unwilling to pay for service
- Want services that can check against own sources
- Want services that can find paraphrases too close to the original



# Results RQ 3: Tools Offer

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1. Help figure out what plagiarism is and how to correct any paraphrases
2. Help gain a feeling of power and ownership in their writing



# 1. Knowledge, Severity, and Fixing

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- Awareness of academic world severity
- Not copying without quotation marks
- Quotation marks more than “formatting”
- Quote and cite even previously read/memorized sources



## 2. Increase in Power and Ownership

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- Access to a powerful resource
  - Students see technology as deciding plagiarism more than professors, writer, or peers
- Increase fairness: Teachers have these tools
  - Intentionally keeping tools from students is “mean” and goes against teaching/learning
  - Teachers required to have more proof of plagiarism
- Ability to fix mistakes before turning in



# Should Teachers Teach these Tools?

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- Survey

– Yes	87
– No	7
– Unsure	5
– Professor's Decision	1

- Interviews

– Yes	8
– No	1



# When and How to Teach

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- Beginning ESL in US 7
  - Increase learning
  - Avoid plagiarism and failing grades
  - Decrease anxiety/fear
- Intermediate ESL in US 1
  - Will get less frustrated/confused
  - Will be more motivated
- Teachers should help with interpretation and teach revision techniques





# Observations from Students

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- Students with the least concern over plagiarism:
  - Use the tools less
  - Seem to have less understanding of plagiarism
- Potential cheaters should not influence tool use and education



# Observations

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- Lack of awareness biggest reason students don't use the technology
- Plagiarism as moral issue more than writing issue to students
  - Writing teachers: Writing issue as well as ethics
- Some students choose not to cite because of complicated citation rules



# Are Technology & Plagiarism Co-Evolving?

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- Technology can't catch everything
  - Plagiarism is becoming more about copying words than unattributed ideas
  - Is the definition of *paraphrasing* going to evolve to allow for more patchwriting?
  - Some see material translated without citation as *not* plagiarism



# Discussion

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- Teaching paraphrasing
  - Policing and educating: Use checkers yourself & teach students how to use them (over-reliance on an imperfect technology? Ramifications?)
  - Show tools early to increase awareness early
  - Train students when can use without frustration
  - Show students how to interpret reports & how to revise writing if matches
  - Integrate tools into course & curriculum
  - Couch plagiarism within Writing Quality discourse
  - Encourage electronic literacy & autonomy



# Future Research

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- Teachers' perceptions of students using these tools—awareness? policies?
- Teachers perceptions of educating students about these tools
- How best to teach students to use these tools
- Longitudinal: Will concepts of plagiarism change as technology changes?



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## Possible Online Plagiarism Checkers

### Free Ones

1. SafeAssign in Blackboard (free if a student with a Blackboard course set up for this)  
This comes in Blackboard. The teacher must set up special assignment areas where the students can submit their papers and have them checked for plagiarism.
2. The Plagiarism Checker (<http://www.dustball.com/cs/plagiarism.checker/>)  
This is free for a limited number of words, but you can pay for stronger checking possibilities. The free one seems to do a pretty good job. You can paste text in or upload.
3. Dupli Checker (<http://www.duplichecker.com/>)  
This is free for a limited number of words and it uses Google, Yahoo, or MSN for the search engine. You can paste text in or upload. You can also identify if you have quotes or not.
4. Doc Cop (<http://www.doccop.com/index.html?nc=0.18362667>)  
This is a powerful checker but requires some training time. But it's worth learning how to use it! You can either do a web search or do a file check. The web search seems to be able to get inside some databases. The file check analyzes sources you upload against each other. You need to register and keep your Guest ID for each time you use it.
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