

**The Dynamics of Derivative Writing: Explanatory Variables for
Plagiarism and Derivative Language in ESL Texts**

by

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Thesis Abstract

The current work represents an attempt to provide an account of the dynamics and explanatory variables in cases of apparent plagiarism and derivation involving ESL students. Through an extension of the Dynamic Model of L2 Writing, the explanatory variables and dynamic interactions involved in derivative writing contexts are analysed. An analysis is also undertaken of the distinct nature of appropriation by ESL students as opposed to general appropriation within the broader, postmodern-influenced academy, and within the popular communications genres of music video production, journalism, the news media, literature, and popular fiction. A brief history of referencing and citation is outlined, and following this history and description of currently widespread appropriation activity, the theoretical Dynamic Model-influenced framework is presented.

This framework relies on, and is integrated with, fieldwork data results obtained from conducting a student questionnaire among 135 ESL students enrolled in pre-sessional EAP courses (followed by informal interviews and discussion sessions), by conducting questionnaires among 53 MSc course co-ordinators and 27 EAP specialists from language centres across the UK, and by analysing particular cases of derivation/plagiarism and the texts involved in those cases. These cross-referenced questionnaire and case study results are presented in separate appendices.

The study results, in line with the immediate influence hypothesis, suggest that the immediate influences and variables of an L2 writing context, such as L2 proficiency, time constraints, lack of confidence, writing anxiety and a desperate "survival mentality" mindset, contribute to a decision-making-process which leads to the use of derivation/plagiarism as a composing strategy. In such L2 contexts of derivation, the text-mediated reader-writer interaction, occurring within a discourse community (the space surrounding a text), is disrupted by the importation of a text (and author) which should have remained exterior to the interaction, into what should have been a genuine interchange and discourse community contribution.

After discussing possible motivation and opportunity considerations behind the use of derivative writing strategies, and giving suggestions for preventing, detecting, and investigating apparent plagiarism in ESL contexts, recommendations are made for institutional policy and procedure, the limitations of the current study are discussed, ideas for further research are presented, and the relationship of postmodern ideology to academe in the Information Age is discussed, culminating in some thought-provoking implications and questions for the Foucault-Barthes assertion that the death of the *Author* has occurred.

Declaration

I, John Philip Lesko, declare that I myself have composed this dissertation and that the work and research are my own.

John Philip Lesko

Signed: John P. Lesko

Date: 28 October 2000

Acknowledgements

Grateful acknowledgement is made first of all to Shirley Ostler, MA in TESOL co-ordinator at Bowling Green State University, Ohio, who first encouraged me along this line of research. Also, acknowledgement is due to my research supervisors at Edinburgh. Tony Howatt prompted and encouraged me to continue investigations related to plagiarism. Both he and Eric Glendinning shared their valuable insights and experience gained over their many years in working with overseas students in the Department of Applied Linguistics and the Institute for Applied Language Studies.

I am also a great debtor to my mother-in-law, Sandra Salomon (and to her husband who let us borrow her), who unselfishly gave 5 weeks of her life as a live-in 'nanny' with us in Gean Tree Cottage after the birth of our second child. She devoted much time to her Scottish-born grandchildren, Solomon and Olivia, and gave us all a boost during the critical time of writing up and analysing questionnaire results throughout our last year of residence in Scotland. And of course my parents, and sister--Philip, Wilda and Christine Lesko--also gave us all a boost during their overseas trips to visit us. Thanks also to brothers Jim and Joe--younger brother Jim for providing a sort of sibling-rivalry-motivation by obtaining his doctorate first, and younger brother Joe, for taking ownership of my (beloved, but too demanding) research assistant upon our family's return to America.

And I should also mention here our 'land-laird' Andrew Murray-Threipland (who is actually a Kerr if one traces back the family history), who not only provided me with an office in Fingask Castle, but after buying the estate from his brother (minus the 'inexhaustible' collection of Jacobite relics after the Christie's auction) allowed our family to continue as tenants at Fingask: first in the Garden Cottage, then in Sycamore Cottage, and after that in Gean Tree Cottage, and finally, last and least as far as living space is concerned, in the bedsitter Kennels Cottage. With our growing family we would have rather been in a castle than in a bedsitter, or at least just in one place for more than a year. The modestly renovated Kennels Cottage was more suitably designed for the deerhounds of the Victorian era. But we consoled ourselves with the hopeful thought that someday we might have a castle or home of our own, so we were quite happy to leave Mr. Kerr to his. To my own curr Conan (after Sir Arthur Conan Doyle), who could be seen as a research assistant of sorts, I am indebted for keeping my feet warm in the chilly castle office during the writing up of the early drafts of this thesis.

Without the funding of the Overseas Research Students Awards Scheme (ORS award) and a University of Edinburgh Postgraduate Studentship, I would have had to return to America leaving my fieldwork uncompleted. Sincere thanks is due to these funding bodies who make it possible for students without landed wealth to undertake research.

Especially to Danuta--my best friend--my deepest love, gratitude and thanks are due. We will remember our Scottish experiences and friends for a lifetime. We are grateful to our Lord and God, the *Author* of our faith and lives, Who abundantly provided for our every need, and Who reserved one last Scottish surprise for us, as well as two Arabian arrivals--Danuta Kay--born in America, but conceived *en Ecosse*, and Cyrus John, born in Abu Dhabi after our move to the United Arab Emirates to take up a new teaching post. And now we await the arrival of *another*

gift of life from God! Solomon, Olivia, Kay, Cyrus and ???, given to us during the 6 year period of my PhD work, were a very welcome addition. They and my wife transformed a lonely graduate student into a happy family man with more purpose to life than mere completion of an academic goal. How alone would I have been without them, and how enriched have I been from their presence! Perhaps my work would have been completed more quickly without the added responsibilities of family life, but that work would have come from quite a different mind than one satisfied and fulfilled in having the love of a family.

To the merciless, clockwatching bobbies of Buccleuch Place, those ticket-pandering carpark stalkers, no thanks! Come on guys! Give us poor students a break! Couldn't you at least have had mercy on a postgraduate student constrained to defend his thesis in overtime? *See yon bobby with a pen, Wha struts and stares and a' that. When he comes folks dinna ken, He's but a coof for a' that. For a' that, and a' that . . . A man's a man for a' that. For a' that and a' that . . .*

But thanks *is* in order to staff, lecturers, and students who assisted and participated in this study, lending their generous support. There were periods of discouragement when some staff refused to participate in the study surveys for fear of bringing out the departmental 'dirty laundry', or when questionnaire return rates were low, but these instances were far outweighed in the end by those who enthusiastically participated in the study. Thanks is due to Harry Dickenson for his letter of support for my survey of MSc staff at Edinburgh University. Special mention should be made of those who rendered assistance as I was conducting the student questionnaires in this study: Magda Montgomery of the University of Strathclyde's English Language Teaching Division; Kathleen McMillan of the University of Dundee's Centre for Applied Language Studies; Alison Malcolm-Smith of the University of St. Andrew's English Language Teaching Unit; Esther Dunbar of the University of Glasgow's EFL Unit; Ken Anderson and Tony Lynch of the University of Edinburgh's Institute for Applied Language Studies. Their assistance was invaluable and helped me in obtaining some of the most important perspectives on the issues of plagiarism and derivation--the student perspectives. Also, an immense debt of gratitude is owed to the MSc course co-ordinators and members of the British Association of Lecturers in EAP who participated in the study. And also deserving of mention are Gibson Ferguson and Martha Pennington, respectively the internal and external examiners who provided a valuable critique and suggestions for revision. Many people along the way have contributed to this current work as friends, family, authors (ancient and modern), colleagues, and study participants, although the final responsibility for the current work belongs, of course, to the current author.

Or does it really? Now near the completion of this six year study of plagiarism, authorship and related issues, it is with a sense of victory, both intellectual and spiritual, that I can look back and contemplate the periods of searching, questioning, reappraising, and assessing of personal theological convictions and beliefs. For the theological implications relative to the issue of authorship are inescapable, as the leading critics of (anti-) authorialism have had to admit, some of them hoping to liberate *anti*-theological activities through promoting *Death-of-the-Author* ideology, others heralding the *Author's* return and resurrection. This study has been for me, in the end at least, a sort of personal attainment, a coming to realise that in relation to

the *Ultimate Intersection* of God and Man/Woman (the *Cross*), nothing else really matters that much.

Everything else seems trivial when the question of one's eternal destiny hangs in the balance, dependent on whether an individual, through his free-will-in-decision-making (*agency*), will acknowledge the blatant and hidden *anti*-theological activities of his/her own self. Admitting guilt, both collective and individual, for the *anti*-theological activities of humanity, is an acknowledgement which is not an easy one to make, and humanity tries to escape by denying (not acknowledging) that there is an *Author-Creator* who has written into the very text of human history, a plan for humanity's salvation (individual and collective) from the rubbish bin of eternity: "*In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. All things were made by him; and without Him was not anything made that was made. In Him was life; and the life was the light of men . . . He [the Word, the Author] was in the world, and the world was made by Him . . . the Word was made flesh, and dwelt among us . . . the Lamb of God, which taketh away the sin of the World.*" *

The *Author's* plan, sealed at the *Ultimate Intersection* of humanity and divinity, the Cross upon which the Son of God/Son of Man (the *Word* made flesh) was crucified to pay for the individual and collective sins of humanity, was the fulfilment of the *Promised Seed* of the Woman (Genesis 3:15), Who would crush the head of the *Serpent*.

Proper acknowledgement of one's debt to the *Author-Creator*, and to the *Word-made-flesh*, and a personal appropriation of the divine plan, enables a new textual creation, a transformation of a *Plagiaration* into a *New Creation*, a revision from textual rubbish to textual worthiness, made possible through the same life-giving, authorial power by which the *Son of God/Word-made-flesh* was raised/resurrected three days after the *Ultimate Juncture* of God and Man/Woman, the participative interaction of the *Author-Creator* within the pages of human history, in a successful revision of creation's self-destructive course toward an infinitely expanding, life-enjoying creative continuation. That is if individuals decide (*agency*, or free-will) to acknowledge and appropriate for themselves this plan.

Lest these observations seem too *religious*, perhaps inappropriate, let it be said again that the theological ramifications relative to the question of *Authorship* are inescapable. Let it also be said that these words are but one final acknowledgement of the revising hand of the *Author-Creator* in my own life, which has itself been transformed from a God-denying *plagiarative* existence unrecognising of the acknowledgements due to the *Author-Creator*, into an existence enriched immeasurably through, first of all, an acknowledgement of my own *anti*-theological activities (*sins*), and second, an individual appropriation for myself of God's plan of salvation.

Without this plan I would have remained a high school dropout, a drug addict, a sorry specimen of humanity, never having known the joys of my family and the adventures we have had together. In short, the *Author-Creator* took the scribbled

* *The Book of John, Chapter 1, in The Divine Letter to Humanity (The Bible).*

mess which I had made early on of my own life, taking the crumpled up text from out of the rubbish bin, and helped me learn how to write, so that what I am doing here is acknowledging my debt for the text of my life which I did not write, and for what I could never have written, had it not been for my own participative *Interaction* with the *Creator-Author-Reader-Redeemer*, at my own personal background juncture of God and Man.

So if the current author's beliefs, convictions, and past experiences have found their way into the current work, it is because that work is the creation of an author, a real person whose creation is a product inseparable from who he really is, a text which represents his response to the many questions involved in investigating over the past six years, the issues related to plagiarism and authorship. Thus, as the work of a Christian author, this work bears the imprint of one who believes in the doctrines of the Christian faith as recorded in God's *Divine Letter* to humanity, the *Bible*. But there has also been an individual response effected through *agency* (free-will-in-decision-making), a response which individuals must make for themselves in deciding how to respond to the *Inevitable Interaction* with divinity:

Ignore?

Deny?

Wait-and-see? Accept? Inquire?

Observe?

Plagiarate?

Appropriate?

Acknowledge?

For the current author, this research has forced a re-examination and re-appraisal of beliefs, not without times of intense questionings and doubts. But in the end, convictions have been solidified so that he can say, "There is such a person as an *Author*, and the text of one's life which one chooses [agency] to write, will eventually be read by an *Author* who is also a *Reader* of the thoughts, actions, intentions, and ambitions of humanity, both individual and collective."

Vita

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Volume II

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3 Appendix C: Case Study Results
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² This is an abbreviated table of contents to Volume II. See Volume II for the complete table of contents to the fieldwork appendices.

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Chapter 1: Introduction

1.1 Statement of the Problem

Our modern age is one of plunder and appropriation (Cosgrove 1989). Plunder and appropriation are not new to art, and theft enjoys a prominent position in the history of the written word. Leaving aside for the moment such *cul-de-sac* questions as “Can words be owned? Can words be authored? Is it possible for a text to be stolen?” deriving from social-construction of knowledge theory,¹ it seems that when it comes to the appropriation of language, a long history, or even long histories could be written. From Fidentinus’ appropriation of Martial’s poetry in the first century A.D. to the modern day lifting of newspaper editorials (Jones 1997), borrowing another’s phraseology has been a means of profiting from the effort and ability of another. Plagiarism is an often used strategy enabling harried journalists to produce “filler” newspaper and journal text, and textual appropriation is a common student solution to overcoming writer’s block. The borrowing of ideas, images, apt expressions, complete essays, articles, books, and editorials--whether the borrowing consists of several paragraphs or several hundred pages--is a complex ingredient in the recipe for today’s modern brew of purloined prose. Like ingredients in a recipe, pilfering occurs in different forms, various sizes and shapes, and different textures and tastes. As a recipe ingredient, appropriation permeates--like sifted flour worked into a mass of bread dough--the mass of modern communication. Just as a particular ingredient may not be recognizable in a baked delicacy, theft or borrowing may not be readily detectable or recognisable from other ingredients in the purloined prose recipe, especially in minute amounts.

Another analogy for the complexities of plagiarism might be a spectrum. The range of wavelengths in the electromagnetic radiation spectrum could be likened to the range of appropriation activity encountered across modern “bands” of communication. But are acts of appropriation so easily categorised? Perhaps not. Acts of plagiarism are not easily compartmentalised into a certain frequency or

¹ See Roland Barthes' (1977) "The Death of the Author" for an in depth discussion of authorship. Also see Foucault's (1986) "What is an Author?"

wavelength band. Plagiaristic similarities are more than just an ingredient in a complex recipe, and more than an exact wavelength of a spectrum. The three dimensional topography of a terrain comprising plateaus, valleys, peaks, and mountain ranges might be a better analogy.

Some types of appropriation are like mountains--obvious plagiarism on a massive scale. Other types of appropriation are like gentle slopes, derivative perhaps, but not so strikingly obvious. Topographical features of a region might comprise numerous plateaus, mountain ranges, cliffs, peaks and so on. Socially sanctioned, legitimate borrowing would be in an entirely different range or plateau than more questionable types of appropriation. Consider for example the cross-channel interlingual textual appropriation which has been an annoying problem to both French and English authors in years past. There is a distant relation between journalistic borrowing and interlingual theft. Lifting a few lines from the *Times* for radio broadcast is in a completely different category of appropriation than cross-channel translation and stealing of an English author's book by a French writer.²

Other types of appropriation have a less distant relationship. Plagiarism by an academic in a scholarly journal has much in common with other forms of illegitimate, socially *unsanctioned* appropriation in academia. Such a less distant relationship resembles that of lowland hills, mountain peaks, and escarpments formed in a single geological event resulting in shared features of composition. Take as an example the volcanic rock of which Arthur's Seat and the hills and ridges of Edinburgh's Old Town are composed: Edinburgh's hills and ridges have in common a long history of volcanic upheaval and glacial deformation. Likewise, referencing in academic writing has undergone a formation process throughout a long history of development; source acknowledgment conventions, from ancient times up to the modern era, have gradually developed into the forms of referencing used today, and

² See Duranti (1993). His work was stolen and translated by a French author with no acknowledgement. Duranti's case, since he is an American, is one of trans-Atlantic plagiarism rather than cross-channel theft.

these conventions underlie the various forms of modern language-based communication; violation of these conventions will result in similar consequences across communication genres.

Within the modern recipe, spectrum, or panorama of plagiarism, however one chooses to view the issue, a particular form of appropriation has gained a degree of notoriety among educators--plagiarism and derivative language in the academic writing of ESL students.³ ESL students, and also NNS professionals, seem to have acquired a reputation for being persistent plagiarists (Xiguang Li and Xiong Lei 1996; St. John 1987; Deckert 1992, 1993, and 1994; Scollon 1994, 1995; Pennycook 1994; Sherman 1992; Fanning 1992).⁴ A perusal of the literature available on the subject suggests that ESL students have been frequently known to lift text from published works to use in their own academic writing, often without proper acknowledgment of such derivation and language borrowing. This notoreity is not limited to ESL students, but also extends to professionals for whom English is not the native tongue (St John 1987; Xiguang Li and Xiong Lei 1996).⁵

Of course native speakers of English have also been diagnosed with the plagiarism “disease that plagues college instructors everywhere” (Drum 1986: 241). Some see the issue as “the most serious problem in the teaching of writing” (Martin 1971: 621) giving the problem such epithets as the “10-letter, four letter word” (Brownlee 1987: 25). Among native speaking students, occurrence of plagiaristic activity is frequently attributed to the “general decline of education” since often students do not even know what plagiarism is (Carroll 1982: 93).⁶ But when

³ Throughout this work, non-native speakers of English (NNSs) will frequently be referred to as ESL students (instead of EFL), although in many cases English is not a second language for such students, but actually a third or fourth language.

⁴ However, for a statement to the contrary, see Silva (1998: 349) who wrote "I do not see plagiarism (however one may define this controversial notion) as a 'constant threat.' In my experience with ESL writers, plagiarism is a [sic] not a very common occurrence."

⁵ See for example Xiguang Li and Xiong Lei's (1996) article dealing with plagiarism by Chinese scientists in a recent “rash” of plagiarism cases; see also St. John's (1987) report on instances of lifting and fitting together “chunks” of source texts by Spanish scientists who adopted a jigsaw approach to writing English articles for publication.

⁶ But according to the terminology used in the current work, to be explained shortly, appropriation without knowledge does not constitute plagiarism.

appropriation of text occurs among ESL students, it is usually attributed to differing cultural background or poor English language proficiency. A naive teacher might render too hasty of a judgment in describing ESL students as persistent plagiarists. Clearly, NES students are just as deserving of the title as ESL students. In many cases, naivete on the part of educators leads to quick labelling; but in cases of apparent plagiarism, experience and insight lead to an understanding that there is probably more to derivative use of language by ESL students than mere deceit, dishonesty, or cultural proclivity toward wrongdoing.

For NNS students writing in English, there seems to be a language proficiency related temptation to copy or slightly alter and recycle chunks of text from a published source, especially when a writing task has time constraints or when there are multiple assignments to be completed by a certain deadline. Yao (1991) observed this temptation to copy and lift text in her study of the writing processes of Taiwanese postgraduates: "As most of them [ESL students] lacked confidence in their own L2 proficiency, the temptation of using the other author's words was often irresistible, particularly when they were criticizing and/or summarizing the other's text" (162-63). Writing from an EAP perspective, Fanning's (1992) observation is that "[w]ith some students plagiarism proves to be remarkably persistent, so that it quickly becomes familiar to most teachers of English for Academic Purposes" (168).

Along the same lines of seeing plagiarism as a "persistent" problem in ESL student writing, Deckert writes

English as a Second Language (ESL) students in settings of higher education are frequently viewed by [*naive!*] Western instructors as persistent plagiarizers. This view arises from the fact that in the writing of these students one often encounters strings of words without documentation taken directly from sources, sentences superficially altered from their original form, overall textual structure closely resembling that of a source, and ongoing ambiguity as to what originated with the student writer and what originated somewhere else. (Deckert 1993: 131)

It was non-native speaking "students' habitual use of strings of words from sources without attribution" which led Deckert to pursue his investigation of

perspectives on plagiarism among tertiary level college students in Hong Kong (Deckert 1994: 286). Deckert had related in a previous work how “the Head of a local tertiary-level English Department” felt that students' use of unacknowledged source text wording was a fairly common occurrence, with no indication by students that such use had been made of the wording (Deckert 1992: 94).

Also writing from a Hong Kong academic context are Li (1985), Scollon (1994, 1995), and Pennycook (1994). Li (1985), in supervising Hong Kong senior English majors in their thesis writing, found that 140 out of 150 of her students “plagiarised extensively”, not documenting sources and resisting exhortation to write with more authority. Scollon, with more of an orientation toward the theoretical and ideological issues involved, writes that “one of the most troubling aspects of non-native writing in English is the attribution (or non-attribution) of authorship. Quotation, indirect quotation, paraphrase, and reference to the general gist of a passage are mixed in a tapestry that is all but impossible to untangle” (Scollon 1994: 35). In his most recent article on the subject, Scollon expresses his view that “attribution of authorship in academic writing remains a perennial problem in writing, and crosses lines of cultural identity” (Scollon 1995: 1). Pennycook, with much the same orientation as Scollon, critiques the more practically and descriptively oriented work of Deckert, and gives his own suggestions as to why “students may return chunks of the language more or less as they found them” (Pennycook 1994: 281; 1996).

Writing about the same problem in a European academic context, Jane Sherman relates in a brief article her experience with Italian university students. Her students had problems relating to copying and appropriation of text. In class exercises and tests the students “lifted their answers verbatim from the text, instead of adapting, reducing or rewording them” and in exams, both oral and written, “students occasionally learned some text by heart and wheeled it out (almost unstoppably) without regard to appropriateness of context or subject.” Additionally, Sherman notes that in their academic writing, “students not only failed to name their

sources but quoted from the sources extensively without acknowledgement” (Sherman 1992: 190).

The problem then, which has been touched on in the literature, which has been observed firsthand in classroom situations by many acquainted with L2 writing, and which has been bandied about in numerous discussions by professionals, is the dilemma of ESL students being seen as persistent plagiarists. This is indeed a naive perception, but one which exists nonetheless. Put in another way, the problem might be described as a second language writing difficulty which has similarities to plagiarism (and which, in certain cases, might indeed be plagiarism). Derivative second language writing would in some cases be a better term for the problem than persistent plagiarism. The dilemma of ESL students being seen as persistent plagiarists, and the derivative second language writing which led to this dilemma, are established components in an L2 writing problem for which, it is hypothesized, there are explanatory variables, just as there are explanatory variables to explain other types of L2 writing difficulties. This L2 writing problem has only been touched on in the literature, so a further part of this dilemma is a lack of sufficient resources and references for educators to consult. To date, the main contributors to the literature as far as the current author is aware, are Deckert (1992, 1993, 1994), who approached the issue with a descriptive inquiry orientation, Fanning (1992), who approached the issue from both a cultural knowledge and pedagogical-solution orientation, Sherman (1992), who also addressed the issue from both a cultural and a pedagogical orientation, and finally Scollon (1994, 1995), and Pennycook (1993, 1994, 1996), who see the problem as being essentially ideological in nature. Other minor contributors to the debate include authors such as Yao (1991) who encountered plagiarism problems in her case studies of ESL student writing processes, Thompson and Williams (1995) who discuss textual appropriation in the ESL classroom, as well as other authors who relate experiences similar to Yao’s discovery of derivative writing (St John 1987; Xiguang Li and Xiong Lei 1996).⁷ Finally, from a

⁷ Yao found plagiarism-related problems among the Chinese ESL students in her study. St. John

contrastive rhetoric perspective, authors such as Matalene (1985), Mohan and Lo (1985), Jones and Tetroe (1987), Gregg (1986), and Carson (1992) offer insights on plagiarism-related writing problems and the influence of transfer and developmental factors in L2 writing. A problem as serious as derivative second language writing, which might (in some, or perhaps many, cases) be incorrectly interpreted as plagiarism, and which in turn has led to the problem of the commonly circulated *ESL-student-as-persistent-plagiarist* perception, is only compounded by a sparseness of research addressing the issue and giving the possible explanations for, causes of, and solutions to the problem that educators need.

found appropriation patterns in the writing of Spanish scientists in her study, and Xiguang Li and Xiong Lei write about plagiarism among Chinese scientists.

1.2 Key Concepts and Terminology

Before moving on to discuss the project aims and purpose, a number of concepts and terms need to be defined and clarified. The word *plagiarism* itself is a term often applied to describe more than one type of behavior pattern in the modern panorama of plunder. Even within academic institutions the distinction between an instance of incorrect source citation and a case of deliberate, deceitful copying can be blurred by use of inappropriate terminology. There are differing schools of thought with regard to how the term *plagiarism* is defined and interpreted.⁸ Contradictions are apparent in many existing institutional plagiarism policy statements, as Wikoff (1992) illustrates, especially when plagiarism is defined as an intentional act of deceit, while at the same time being classified as an offence which can be unintentionally committed. "How can a person unintentionally commit an intentional act?" one might ask. It quickly becomes clear that a definition of terms and concepts is necessary to set the stage for a meaningful discussion and presentation of research results on the topic of plagiarism-related L2 writing problems.

In this work the term *plagiarism* will be used to refer specifically to several types of writing behavior.⁹ First, verbatim copying will be discussed.¹⁰ Word-for-word copying (without acknowledgement) by a student who knows that such copying is unacceptable, but who nevertheless chooses to present the copied material as if it were his/her own, is an all-too-frequent means of deceitfully obtaining academic benefit. Second, and more open to varying interpretation, are the copying or

⁸ See Wikoff's (1992) study of university plagiarism statements and policies in the US, in which she demonstrates that many of the institutional statements themselves were plagiarised from other institutions!

⁹ Occasionally, and especially in the Introduction and Literature Review in chapters 1 and 2, *plagiarism* will be used to refer to activity and behavior outside of writing, as in plagiarism of images and music. However, the main emphasis in this thesis will be on plagiarism as specifically representing the verbatim copying and insertion of source texts into a student text without acknowledgment in an attempt by the student to pass off the wording as being of his/her own construction.

¹⁰ Copying is defined here as the lifting of more than three words in a row with no quotation marks or acknowledgment to identify such copying, assuming that the words/phrases are not terms which cannot be paraphrased without creating ridiculous sounding English. Deckert's (1993) "strings of words without documentation" is a good phrase to define what is meant here by copying. Generally, it is a pattern of lifting more-than-three-word combinations which becomes suspicious, rather than one instance of lifting more than three words. Obviously, judgement is called for in each individual case.

borrowing of ideas and concepts, or the unacknowledged use of a text's general structure and outline. Both unacknowledged copying/borrowing of the actual language, and copying/borrowing of ideas/concepts/text structure are forms of plagiarism when such behavior is accompanied by the knowledge that such derivation is academically unethical and unacceptable. However, as Fanning (1992) has explained in an article on plagiarism by ESL students, what he calls *language plagiarism*¹¹ is the main feature of L2 derivative writing, and not generally the borrowing of the ideas in a text. Such borrowing of *ideas* from texts undoubtedly occurs as will be illustrated later in cases of students' textual appropriation, but it is the lifting of *words* or *language* which characterises most L2 derivative writing. In such cases of appropriation, *derivative writing* or *derivation* would be good generic terms to use in simply indicating that some form of appropriation has occurred.

Fanning used the term *plagiarism* "to mean copying sections of a published text verbatim into a piece of academic writing, and then presenting them as if the language (not primarily the ideas) were one's own" (167). For the purposes of this research report, the definition of plagiarism is much the same as what Fanning proposed--the use of another's language without acknowledgement, with knowledge that such use is unacceptable and unethical in academia. However, it is recognised that ideas, concepts, and a text structure can also be plagiarised, but this form of plagiarism seems to be less common among ESL students. On the other hand, since ideas and concepts are expressed with words, the argument could be made that the stealing of words is at the same time the stealing of the ideas and concepts which those words represent. Furthermore, extensive synonym substitution and textual appropriation could result in an L2 text's structure becoming very similar to the original source text's structure with the L2 text's "overall texture closely resembling that of a source" (Deckert 1993: 131).

¹¹ Fanning's *language plagiarism* is not always *genuine* plagiarism since a student may not realise that his/her appropriation is unacceptable.

In the current work, the terminology used will be kept to a minimum in order to facilitate ease of discussion, and to hopefully simplify rather than further confuse what is already a very complex issue. The term *plagiarism* will not be used to refer to any case or instance of language lifting, unless there is good reason to believe that deceitful use of a source text might have been involved, and that the writer knew that unacknowledged derivation was unacceptable.

To generally refer to *possible* plagiarism (but not very strong evidence for such), in discussion of language lifting and appropriation the term *derivative* will frequently be employed as an adjectival descriptor, or the noun form *derivation* will be used, along with the semantically similar phrase *apparent plagiarism*. Other useful terms are Fanning's (1992) *synonym substitution*, *radical paraphrase*, and *recontextualisation*.

Synonym substitution is a main feature of much L2 (and L1) writing. Close to copying, but with synonyms interspersingly interchanged for words in the source text, synonym substitution is often used by students to minimally alter the original source material and falls short of the radical paraphrase, or major reformulation of source text, called for to demonstrate mastery and understanding of course reading material. The idea of synonym substitution is a parallel to what Deckert (1993) describes as "sentences superficially altered from their original form" (131) and Scollon (1994:35) summarises these interwoven categories of appropriation as an "all but impossible to untangle" tapestry of source (mis) use. However, synonym substitution, while not considered to be an acceptable reformulation of source material, falls short of being classified as plagiarism. Synonym substitution is a more specific term to describe generally derivative writing which is one step removed from verbatim copying.

Radical paraphrase represents an acceptable reformulation of source material, so long as such reformulation is acknowledged, a demonstration that a student has an understanding of what he/she read, and that he/she is able to state it in his/her own phraseology. Recontextualisation refers to how source material has been used, or contextualised, in a student paper. It is often poor recontextualisation which gives

away student plagiarism or misuse of source texts. There are glaring differences between student wording in the text and copied source material which has not been acknowledged, but has instead been presented as the student's own wording. Often, poor recontextualisation is more easily identified when an ESL student is not able to produce the native-like English academic prose which would disguise or blend more smoothly with copied material. Of course L1 students may face the same difficulty in disguising copied, recontextualised source wording.

Several other terms which are specific to the current study are the names (and abbreviations) of the study questionnaires. The *BALEAP Questionnaire* is the survey instrument which was used to obtain data from members of the British Association of Lecturers in English for Academic Purposes. The *MScCC Questionnaire* refers to the survey instrument which was used to obtain data from the course co-ordinators of taught master's programme courses in a number of UK universities. The student questionnaires will be referred to as the *P1 Questionnaire* (Pilot Study 1), the *P2 Questionnaire* (P2 questionnaire), and the *Student Questionnaire* which was conducted after the first two pilot questionnaires.

Finally, a number of terms used in the current work have been adapted from Matsuda's (1997) Dynamic Model of L2 Writing for use in describing the specific dynamics involved in derivative L2 writing contexts. These terms include *Agency*, *the Shared Discourse Community*, *the Immediate Influences Hypothesis*, *Reader-Writer Interaction*, *the Static Model*, *Text-Mediated*, and *Writing-Process-Decision-Making*.

The following list is a summary of the key terminology used in the current work:

List of Terminology Used in the Current Work

Agency

This term denotes the writer's free will in decision-making. Writers are not "writing machines" which are mechanistically pre-programmed by their linguistic, educational, and cultural backgrounds to write in a certain way, but free agents who are capable of deviating from their backgrounds in new, dynamic writing contexts.

BALEAP Questionnaire

The current study questionnaire conducted among current members of the British Association of Lecturers in EAP (See Appendix B, 2.2.4, p.150).

Derivative Writing/Derivation

Derivative writing, or derivation, is text composed by a writer which has been imported from a source text into the current writing context. The term describes an importation of an exterior text (and an exterior author) into what should have been a genuine interaction between the reader-writer.

Discourse Community (Shared)

The discourse community according to the Dynamic Model is the space surrounding the text, the space within which the reader-writer interaction occurs. This space is shared by both the reader and writer, and it is the juncture at which the reader-writer backgrounds intersect.

Dynamic Model

Matsuda's (1997) Dynamic Model was proposed as a replacement for the long-dominant Static Model theory of L2 writing. "Writing in this model is considered to take place in its own dynamic context, which is created as a result of the encounter of the writer and the reader--an encounter mediated through the text. The context of writing, then, is defined as the dynamic environment that surrounds the meeting of the writer and reader through the text in a particular writing situation" (Matsuda 1997: 52-53).

Immediate Influences Hypothesis

Derived from the Dynamic Model, this hypothesis suggests that "there are other, perhaps more immediate, sources of influence" (Matsuda 1997: 53) in a writing context than the linguistic, cultural, and educational background explanatory variables of a writer.

MScCCQ

The current study questionnaire conducted among co-ordinators of taught master's programme courses (See Appendix B, 2.2.3, p.119).

P1 Questionnaire

The first pilot study questionnaire conducted among student participants (See App. 2.2.1.2, p9).

P2 Questionnaire

The second pilot study questionnaire conducted among student participants (See App. 2.2.1.3, p.30).

Plagiarism (ideas)

The deceitful unacknowledged appropriation of concepts or ideas without acknowledgment, with the intention of presenting them as one's own work. This form of plagiarism might include the appropriation of a text's structure, appropriation of visual images, music etc. This type of appropriation is less common among ESL students.

Plagiarism (words)

The deceitful verbatim copying of words from another source without acknowledgment, placing such words into one's own work with the intention of presenting them as having been composed by oneself with the knowledge that such unacknowledged copying is unacceptable and dishonest. Appropriation of the words or actual language is the most common form of appropriation among ESL students, but often such derivation or derivative writing may not be *genuine* plagiarism.

Radical Paraphrase (RP)

This term refers to the opposite activity of *Synonym Substitution* and involves a significant altering of the structure and wording of the source text while at the same time preserving the meaning of the text. Such paraphrase is good evidence that a student has mastered the source material, comprehending and understanding it well enough to put it into his own words.¹²

Reader-Writer Interaction

This term represents the "meeting of the writer and the reader through the text in a particular writing situation" (Matsuda 1997: 53). It is the reader-writer encounter, the interchange which occurs in negotiating through the medium of a text throughout the process of that text's composition.

¹² See Fanning (1992).

Recontextualisation

This term refers to how source text language or ideas are taken and used within a student's own writing. Frequently, it is poor recontextualisation which gives derivative writing by an ESL student away. The student's own non-native like prose contrasts sharply with the source text wording. There may be ungrammatical links, copying mistakes, and other errors which make the appropriation obvious.¹³

Static Model

The Static Model of L2 writing is identified and critiqued by Matsuda (1997) as the long-dominant theory underpinned by assumptions which highlight the role of a writer's cultural, educational, and linguistic background in explaining features of L2 writing. These assumptions have resulted in an overly mechanistic view of the writer, obscuring the dynamic nature of writing contexts in which immediate influences and variables may be of more importance than background variables in influencing how a writer will respond within a given reader-writer interaction.

Synonym Substitution (SS)

This term is used to describe a common activity among developing L2 (and L1) writers which involves the replacing of source text words with words of similar meaning. This activity is very close to copying, and unquestionably derivative in nature, but it is not *genuine* plagiarism since it is not direct verbatim copying. ESL students often write with a dictionary or thesaurus in hand, employing synonym substitution to change every other word, or every other third or fourth word of a source text. Such substitution avoids plagiarism, but it is not an accurate demonstration that a student has comprehended and understood the source material.¹⁴

Text-Mediated

This phrase describes the role that a text plays in facilitating the reader-writer interaction in writing context. The text facilitates such an interaction, and is not merely a result of such an interaction.

Writing-Process-Decision-Making

This phrase describes the decisions or choices made while composing a text. It represents the series of choices in which a writer determines how to respond to the constraints, demands, and requirements of a writing task and context.

¹³ See Fanning (1992).

¹⁴ See Fanning (1992).

1.3 Aim and Purpose of the Research

This current investigation and the interest of the current author in this topic can be traced back to a case of ESL student plagiarism in 1993 (Lesko 1993).¹⁵ At that time, not much had been written about apparent plagiarism and derivative writing by ESL students, although since 1993, the topic has received more attention in the literature. The aim and purpose of this inquiry is to contribute to the existing knowledge relating to explanations for, causes of, and solutions to plagiarism and derivative writing by ESL students. By investigating explanatory variables related to plagiarism and cases of derivative writing, by studying actual cases of derivation through analysis of ESL texts, and by conducting student/teacher surveys, progress was made over the course of the inquiry toward the project aim of broadening the existing knowledge base with regard to plagiarism and derivative writing in ESL texts.

A main focus of this work was the relatively unresearched *terra incognita* of ESL student perceptions and conceptualisations of plagiarism, and a relation of these to current appropriation activity by ESL students in higher education. The idea for investigation of perceptions and conceptualisations of plagiarism came from an L1 study conducted by Barry Kroll (1988) at Indiana University, while the relation of these student perceptions and conceptualisations to actual case studies of derivative ESL texts is a unique feature of the current work, an original contribution which, it is hoped, will provide a greater depth of insight than would a sole survey of student perceptions and conceptualisations. A small number of researchers have presented very brief excerpts of derivative L2 writing in their articles (See Scollon 1994; Deckert 1992; Currie 1998), but none have presented detailed results of specific case studies of plagiarism and derivative writing by ESL students. Of these researchers,

¹⁵ After an ESL student case of plagiarism at Bowling Green State University, a small research project was conducted which was similar to the current project, although the research was conducted on a much smaller scale. Kroll's (1988) L1 study seemed at the time to be the only relevant work suggesting how the issue of plagiarism might be investigated among L2 students.

Scollon was more interested in constructing ideologically-based theory than in investigating and relating student perceptions to student practices, and these researchers' works, while providing many insights, leave many questions unanswered when it comes to understanding the relation between what students think (perceptions and conceptualisations) and what they actually do (observed L2 writing behavior).

Scollon, Deckert, and Currie, with their brief samples of derivative ESL texts, make very important contributions to the dialogue on the plagiarism-related problems of ESL students, but their articles do not give a complete interpretation of the explanatory variables involved in plagiarism-related L2 writing difficulties. Scollon's work, being ideologically oriented, gives interesting, yet at times naive,¹⁶ ideas as to why plagiarism might be a Western cultural intrusion and an unwanted imperialistic influence. His work might be seen as *excessively* ideological, and while contributing to theoretical issues, it lacks the practical interpretation of student behavior, the practical application of existing L2 writing knowledge, and the practical illustration of students' L2 writing difficulties which are all quite necessary in order to have any pragmatic value whatsoever to ESL educators. Deckert on the other hand, comes from an orientation more congenial to ESL professionals. He conducted a survey among college ESL students in Hong Kong, and his work makes an important contribution to an understanding of how ESL students can be initiated into successful academic writing in English (1993).¹⁷ Yet if Scollon's work was excessively ideological, Deckert's might be seen as adequately descriptive and practical for the purposes of his specific inquiry. Deckert's concluding recommendation was that "Undoubtedly, more can be learned about effective strategies from L2 students who have successfully made the transition and have

¹⁶ His reaction to the plagiarism of his own work by a Hong Kong scholar seems especially naive, especially when contrasted with reactions of university officials to plagiarism in mainland China (See Xiguang Li and Xiong Lei 1996). Scollon states what he would do if his work were plagiarised: "I would assume that the scholars in question have done so from within a conceptual frame which I do not yet fully understand" (1995: 26).

¹⁷ Interestingly, Deckert's work, similar to the current investigative report, was influenced by the L1 study of Kroll (1988). As Deckert stated, "Kroll's undertaking suggests a useful avenue of inquiry into the views of ESL students" (133).

established themselves in Western academic communities” (1993: 142). Currie, heavily influenced by Scollon (1994; 1995) and Pennycook (1994; 1996), provides an account of an ESL student who evidently used plagiarism as a "survival strategy" in coping with academic writing tasks.¹⁸ Currie's student received feedback from a teaching assistant who never spotted the student's apparent use of plagiarism as a writing strategy, but instead believed that the student's writing had dramatically improved when in fact, extensive copying was being employed as a composing strategy. For the student, "copying meant saving time."

Unfortunately, Currie falls into the same track as Scollon and Pennycook in over-problematising the issue through ambiguous, ideologically-oriented discussion. Another weakness of Currie's study derives from the fact that only one student's derivation was analysed. It was an insightful analysis, but it meant that Currie was unable to look for patterns of derivation, or similarities in derivative writing strategies used by more than one L2 writer.

As it turns out, the derivation observed in Currie's study is remarkably similar to the derivative writing patterns of ESL students from diverse backgrounds, a fact which suggests that there are similar reasons to explain the use of such derivative writing strategies by students from very different backgrounds. In the theoretical framework to be presented in this work, a hypothesis will be proposed to suggest that the immediate influences which L2 writers face are similar in L2 writing contexts, and that these immediate, local influences might outweigh whatever linguistic, cultural, or educational background variables that can affect students' writing-process-decision-making. Despite the weaknesses of Currie's study in being heavily influenced by (excessively) ideologically-oriented authors, and in representing the derivation of only one student, Currie's observations comprise a valuable case study

¹⁸ Interestingly, Currie uses the term *survival strategy* to describe her case study participant's use of derivation in composing. This term was used by teacher survey respondents in the current study. They used the term to describe the derivative use of source texts which they observed among their students. In fact, the current researcher has presented a paper on the topic of plagiarism as a survival strategy (Lesko, 1996: "Survival of the fittest? Plagiarism used as a survival strategy by borderline NNSs in taught postgraduate courses." British Association for Applied Linguistics, 29th Annual Meeting. University of Wales, Swansea)

of textual derivation by an ESL student in a desperate, "survival-mentality" L2 writing context. Such case studies of derivation are at the moment quite rare.

Studies such as Scollon's, Deckert's, and Currie's suggest that not only can educators learn from successful L2 writers, but they can also learn from those L2 writers who are still in the process of developing effective (and legitimate) strategies, who are still in the process of learning about L2 English writing conventions, who are still in the process of adding to their instructional backgrounds, and who are still in the process of improving their L2 proficiency.

By relating what ESL students think about plagiarism (perceptions and conceptualisations), to their observed behavior (case studies), it was believed that in the current study the parameters of appropriation activity in the academic writing of ESL students in higher education could be usefully explored, and that explanatory variables affecting derivative L2 writing could be identified and interpreted to a greater extent than has been done in the existing literature on the subject. To continue the metaphors from the preceding section, the aim and purpose of this investigation was to distinguish a particular ingredient (appropriation by ESL students) from other ingredients in the modern brew of pilfered text, to produce a spectrogram clearly indicating the location of ESL student appropriation within the broad spectrum of the modern age of plunder, and finally, to chart the borders of derivative ESL writing within the complex topographical features and terrain of plagiarism's modern panorama.

In more simple terms, the question might be asked, "What sets apart plagiarism by ESL students from other forms of appropriation?" Or conversely, "Are there any differences at all between ESL students and NS students when it comes to plagiarism?" In searching for answers to these questions, the overall aim of this work has been to locate specific features of ESL student appropriation, if indeed there are such features, within the broader framework of modern appropriation activity.

A concise summary of the project purpose and aim is as follows:

Explanatory variables for derivative L2 writing will be identified and investigated by studying ESL student conceptualisations and perceptions of plagiarism, and relating these to case study results obtained from analysing presumed cases of plagiarism and derivation by ESL students in higher education.

The following is a point by point statement of the project aims and purpose:

- 1) Construction of a theory behind why plagiarism is perceived to be a persistent problem among ESL students, such theory being based on possible explanatory variables affecting derivative L2 writing, and the dynamics involved in variable interactions.
- 2) Investigation of ESL student conceptualisations and perceptions of plagiarism.
- 3) Investigation of presumed cases of plagiarism and derivation in the academic writing of ESL students.
- 4) Synthesis of study results (perceptions and conceptualisations related to case studies) and theory testing.
- 5) Theory revision.
- 6) Development of implications for practice and pedagogy, and recommendations for further research.

1.4 Significance of the Study

In summarising the relevant literature in their report on explanatory variables for EFL writing, Hirose and Sasaki (1994) discuss five areas of potential influence on L2 writing products:

- 1) Writing strategies
- 2) L1 writing ability
- 3) Knowledge of L2 writing conventions
- 4) Instructional background
- 5) L2 proficiency

The current study, similar to Hirose and Sasaki's study and other studies of L2 writing, derives significance from its intended purpose of investigating, identifying, and clarifying explanatory variables related to English academic writing by ESL students. Hirose and Sasaki's study was an analysis of the explanatory variables affecting Japanese students' writing output. The results of their study, as with other L2 writing studies, were generalisable to other areas of L2 academic writing. The current study is an investigation of explanatory variables involved when ESL students' English academic writing output exhibits derivative influence, such as lifted text from a published source without acknowledgement. The results from the current study will hopefully be generalisable to cross-disciplinary L2 plagiarism-related problems with implications for other areas of writing research and pedagogy which seek to explain the variables affecting L2 writing.

The five explanatory variables for L2 writing outlined by Hirose and Sasaki in their literature review represent the work of many ESL instructors and L2 writing researchers who have sought to explain ESL student writing difficulties. Sometimes the perspectives of these instructors and researchers are in conflict, but for the most part, their perspectives are complementary. Classroom observations provide verification of research findings or vice versa. Validity and reliability of research

results is highly likely when these results are in line with other data, although conflicting data is not an unexpected outcome and lends an opportunity for testing of hypotheses. Ideally, a researcher will attempt to collect the sought after information in several different ways and from several different information sources in what is known as a triangulation method of data collection. In Hirose and Sasaki's literature review, it becomes evident that many researchers have found the five explanatory variables to be useful in understanding L2 writing, and that these variables have been tested in many different contexts so that the variables might be said to have been a result of triangulation-comparable methodologies. Assuming such reliability and validity for these variables, it should therefore be expected that these general explanatory variables for ESL writing would be of use in analysing the L2 writing problem of plagiarism. The following summary of Hirose and Sasaki's literature review gives an overview of how other researchers have identified and investigated variables which explain L2 writing difficulties.¹⁹

Writing strategies comprise the first explanatory variable. Strategies used by L2 writers are a factor which influences the L2 writing output, affecting the "quality of L2 composition" as Hirose and Sasake affirm (203). These strategies include planning (Jones and Tetroe 1987; Lay 1982), revision, focus on content (Zamel 1983), and the use of the L1 (Friedlander 1990; Lay 1982; Chelala 1981 presents conflicting results). It has been proposed by many researchers that successful L2 strategies are similar to successful L1 strategies (Hall 1990; Raimes 1987 gives dissimilarities between L1 and L2 writing strategies). Writing strategies used by ESL students are quite important as an explanatory variable. They are especially relevant to the questions surrounding plagiarism-related L2 writing problems, since it would seem that derivation is a common *strategy* employed by struggling L2 writers. When other strategies fail, or when students do not make use of legitimate writing strategies for whatever reason, lifting "chunks" of source texts from published

¹⁹ Although the following is a summary of Hirose and Sasaki's literature review, the author has consulted all sources listed in this summary.

sources may be an alternative strategy. Derivation as an L2 writing strategy is not specifically mentioned by Hirose and Sasaki,²⁰ but it may well be that such a strategy of lifting source text verbatim without acknowledgement is as commonly used as other L2 writing strategies which have been more thoroughly researched. Perhaps in some cases, a strategy of textual appropriation is the most effective technique an L2 writer possesses for producing native-like English prose in satisfaction of a writing assignment--certainly not an acceptable or legitimate strategy however, especially within a Western academic context!

A learner's L1 writing ability is a second significant explanatory variable in L2 writing (Cumming 1989; Pennington and So 1993). A writer with composing competence in one language can be expected to transfer such competence to his L2 writing tasks, although Hirose and Sasaki do observe that some some researchers have obtained study results to the contrary. Tarone *et al* (1993), offer evidence from their study of South-Ease-Asias-American students' writing that "L2 learners who have not become literate in their native language before attempting L2 literacy . . . tend to lag behind native speakers of the L2 in their litaracy skills for a substantial period of time." In other words, L2 learners lacking language and literacy skills in the L1, will not be able to take advantage of those skills in transferring them to the L2 (See also Mohan and Lo, 1985, for a discussion of negative and positive transfer).

A third explanatory variable, also with much relevance to derivative L2 writing, is student knowledge of L2 writing conventions. As Hirose and Sasaki maintain, "the knowledge of what is expected in a given writing task seems to help L2 writers. . . especially . . . when the learners' L1 has different writing conventions"

²⁰ Although not explicitly mentioned as a strategy by Hirose and Sasaki, this first explanatory variable accomodates well a strategy of copying and incorporating unacknowledged source text. See Hakner and Cutolo (1998) for discussion of a list of "cheating" strategies observed in ESL classrooms. This list included the following observed behavior: "A Turkish student submitted a required writing portfolio many weeks after the due date. The teacher subsequently found out he had copied all the missing assignments from another student. On an exam, a Chinese student wrote an essay that had obviously been memorized from a travel brochure. A Bangladesh student and a Vietnamese student submitted individual essays as homework assignments. Both had copied from an article covered in class. . . ." This list of "cheating behavior" continues, and such observed behavior illustrates that copying is a common strategy used in L2 writing tasks to produce English academic prose.

(204). Such knowledge requirements on the part of students with regard to what is socially and culturally acceptable in a learning context has important ramifications for plagiarism-related issues and L2 writing. For instance, a student writer may be well aware of what is expected or acceptable for a given writing project within a given academic context. Such a writer may also be aware that he is unable to meet these expectations in producing the acceptable forms of academic writing output, and plagiarism may be a strategy to which a student resorts. The student may realise that the native-like jargon found in another text (e.g. a published source, a dissertation etc.) constitutes acceptable academic prose and that it will satisfy the assignment requirements if the true authorship is successfully disguised. But on the other hand, a student may genuinely not know what is expected in a given writing situation. He may not know that in a Western academic context, plagiarism or derivative writing without acknowledgement is unacceptable. In fact, his instructional background, which is the next explanatory variable, may be one in which the student was explicitly or implicitly, ethically or unethically, encouraged to copy and imitate the work of others. Or, less seriously, an L2 writer may not have a complete knowledge or mastery of documentation conventions, citation and attribution mechanics, and integration skills for incorporating and synthesizing source material into his/her own work with proper acknowledgment. Lack of knowledge in an L2 writing task, and differing writing conventions in the L1 (Hinds 1983), as Hirose and Sasaki maintain, represent an important influence on ESL writing tasks, and it may be that lack of the appropriate cultural or mechanical knowledge results in many students being perceived as plagiarists because of derivation or apparent plagiarism stemming from such a lack of knowledge.

The fourth factor, closely related to the third, is instructional background. Instruction leads to knowledge, and thus L2 writing instruction is important as an explanatory variable in ESL students' writing, especially with regard to plagiarism-related difficulties. Some ESL students come from instructional backgrounds in which explicit guidance was given on avoidance of plagiarism. But at the opposite

end of the spectrum, other students it seems, might come from instructional backgrounds in which they were given outright encouragement to lift source text without giving acknowledgment, such as encouragement to memorise model essays for later regurgitation on entrance exams for overseas universities.²¹ Reasons for such encouragement might be culturally based. Institutions from the student's L1 cultural background might have been staffed by teachers who saw it as perfectly acceptable to train students by fostering imitation and mimicry skills through modelling an assignment after an accepted authority's admirable writing style. Also, certain cultures might encourage veneration for the written word, or a veneration for the spoken words of highly-respected teachers resulting in student emulation and use of venerated language as a sign of respect for authority, but without proper acknowledgement given after Western academic conventions. Referring to various studies which investigated the effects of teaching specific components of writing tasks (Mohan and Lo 1985) and studies which found that L2 writing strategies and knowledge are teachable (Fathman and Whalley 1990; Spack 1984), Hirose and Sasaki reinforce the importance of previous instruction as an explanatory variable in L2 writing.

The fifth explanatory variable is student proficiency in the L2. Hirose and Sasaki present conflicting results from studies which postulate a relationship between L2 proficiency and L2 writing output, and studies which seem to imply that L2 writing is not significantly influenced by L2 proficiency. It remains to be seen how important of a variable proficiency is in affecting the derivative use of sources by ESL students. Logical reflection on the topic leads to the tentative conclusion that students of lower L2 proficiency would be more likely to appropriate text to cover their language weakness. But at the same time, a more proficient student who is perhaps painfully aware of the gap between his/her awkward English prose and

²¹ There are numerous anecdotes among ESL teachers of students who are able to pass English exams, but who are incapable of doing much else with English. Their instructional background, perhaps the proverbial "TOEFL Mill", is one of preparation for passing exams and meeting entrance requirements, but such a background has left students deficient in L2 proficiency when it comes to practical linguistic performance in English outside of exams and tests.

native-like English prose, could very well do the same in a difficult writing situation. Cumming (1989), and Pennington and So (1993) conclude that L2 proficiency strongly influences the L2 writing product. But other studies have not resulted in the same conclusion (Raimes 1985). As Hirose and Sasaki report, “some students wrote proficiently and some did not regardless of their L2 proficiency” (205). Hirose and Sasaki conclude their literature review with constructive criticism of the research reports referenced in discussing explanatory variables for L2 writing, citing general problems with many L2 writing studies such as the low generalizability due to small sample sizes as well as lack of control for interfering variables.

These explanatory variables outlined by Hirose and Sasake are the main factors affecting L2 writing output. There are certainly other factors, but these are the main ones outlined in the literature as affecting L2 writing. The current work has potential significance for exploring the relation of ESL students' writing strategies, L1 writing ability, knowledge of L2 writing conventions, instructional background, and L2 proficiency to problems related to plagiarism and derivation in ESL texts. The following chart summarises the relation of possible explanatory variables to L2 plagiarism-related problems:

Explanatory Variables which are Related to Derivative L2 Writing

Explanatory Variable Relation to Derivative L2 Writing

Writing Strategies	Plagiarism may be an L2 writing strategy adopted to fulfill the requirements for a difficult writing task.
L1 Writing Ability	Students lacking L1 writing skills will be unable to benefit from positive transfer of such skills to L2 writing contexts. Hence, lack of general writing skills may influence decisions made in composing, such as a decision to employ derivative writing strategies.
Knowledge of L2 Writing Conventions	ESL students may lack the cultural knowledge necessary to satisfactorily complete a writing task in a Western academic context. However, students may have knowledge of academic conventions for avoiding plagiarism, they may also be cognizant of their inability to produce acceptable English academic prose, but they may opt to use writing strategies characterised by derivation of text from source materials without acknowledgement.
Instructional Background	ESL students may come from an instructional background in which they were encouraged to adopt writing techniques involving imitation and memorization of model texts. In Western academia, derivative writing techniques are seen as plagiarism, especially when no acknowledgement is given that source text has been copied.
L2 Proficiency	Proficiency in the L2 may be a relevant factor in cases of derivative L2 writing. Students of limited proficiency may attempt to produce native-like English academic prose by borrowing words, phrases, sentences, and even paragraphs from source texts.

The significance of a descriptive inquiry into ESL student perceptions and conceptualisations of plagiarism and patterns of appropriation in ESL texts is proportional to the importance attached to academic writing in higher education. Universities and institutes of higher education have a vested interest in promoting the academic writing competency of their students. For ESL writers who come from overseas to study in the UK, much time and effort is devoted to ensuring that these

students are prepared for academic life in British institutions of higher education. Academic writing is the focus of pre-sessional EAP courses in language centres and institutes. Discipline-specific departmental academic writing seminars, as well as supervisor guidance and tutoring sessions, are all conducted with the intended aim of initiating students into the particular writing conventions of a given scholarly community. A descriptive inquiry such as the current study, which integrates the study of student views with the study of actual student writing behavior, has potential for informing and influencing how ESL students are initiated into the rigours of academic writing in Britain and throughout the worldwide academic community where English is the medium of instruction.

An inquiry investigating conceptualisations and perceptions of plagiarism holds potential for clarifying differing cultural attitudes and ideologies ESL students may hold which will affect their academic writing output. One frequently hears anecdotes about cultural attitudes which result in writing problems, such as an attitude of extreme reverence for the written word and/or authors, resulting in a hesitancy by students to change original source wording, or the wording of lectures. However, more than mere anecdotes are needed to support assertions that cultural attitudes influence writing. Complemented with results from investigations of student perceptions and conceptualisations of plagiarism, results from analyses of appropriation patterns in ESL texts are important for their contribution to existing knowledge on variables which affect the English writing output of ESL students' academic inquiries. A study identifying ESL student patterns of appropriation conducted by examining actual cases of derivation and presumed plagiarism provides needed information for educators to draw conclusions when plagiarism problems arise, leading toward reliable answers to such questions as "Why did this student lift source material without acknowledgment? Should punitive measures be taken against L2 plagiarists? If so, to what extent should other variables influence these measures?" Categorisation and classification of the varying levels and degrees of textual appropriation activity based on study of actual cases of presumed plagiarism

by ESL students is a step toward expanding the knowledge base underlying L2 writing pedagogy, and hard evidence from results of formal inquiry provides a more solid foundation for explanatory variables in L2 writing theory than interesting, yet merely anecdotal, accounts of ESL students' L2 writing problems.

1.5 General Research Design

The design of this research project was the result of careful consideration of how reliable information might be drawn from a number of sources. From the literature it had already become clear that derivative influence was a feature of L2 writing in some cases, but how could such features be explained? How could the explanatory variables for such writing be defined and discovered? How could the currently theorised explanatory variables be tested? It seemed that reliable results could be obtained by conducting an exploratory study based on existing L2 writing theory. Data would need to be collected and interpreted in relation to each other to look for patterns and clues, and for corroborating--even conflicting--information in order to contribute to L2 writing theory as related to plagiarism and derivation in the English academic writing of non-native speakers. ESL students themselves were an obvious potential source of information, and early on in this study several pilot questionnaires were conducted among NNS colleagues in the Department of Applied Linguistics at the University of Edinburgh. The response rate for the initial pilot questionnaire was not high, and it became clear early on that more information and data would be needed if this were to be a productive inquiry.

Two further questionnaires were developed to be conducted among two study populations comprising educators who are intimately familiar with L2 writing. These two questionnaire populations were in the first instance course co-ordinators of taught master's degree programmes in the UK, and in the second instance, current members of the British Association of Lecturers in English for Academic Purposes (BALEAP). Questionnaires conducted among master's programme course co-ordinators and BALEAP members, would provide additional data which would offset any future shortfalls in student questionnaire responses. Fortunately, however, after the initially disappointing response rates for the pilot questionnaires, over 100 ESL students completed the revised study questionnaire. So the end result as far as data are concerned, was a wealth of completed questionnaires from three different study

populations--ESL students, course co-ordinators, and BALEAP members. This questionnaire data in raw form is presented in Appendix B. In addition to questionnaire data, L2 texts were analysed as part of a case study approach to the problem of apparent plagiarism in ESL texts. A total of five individual cases (some including several texts and numerous instances of derivation) were analysed in order to identify the derivation, and to relate these cases to the questionnaire data and existing theory. Thus there were four sources of data collection from which information could be drawn for analysis and interpretation in not just a triangulation, but a *quadrangulation* type of approach to the plagiarism-related difficulties of ESL students. The research project was initially based on the following propositions and research questions, which led to further theory development, corroboration, and revision as the study progressed.

1.5.1 Propositions Underlying the Inquiry

1. Derivative writing and lifting of text without proper source acknowledgement are an L2 writing problem encountered in the English academic writing of ESL students to a degree that the problem has been portrayed in the literature as being a persistent L2 writing difficulty.
2. Explanatory variables which influence the L2 writing product and are useful in explaining general L2 writing problems may be used to analyse and explain specific plagiarism-related L2 writing problems. General explanatory variables for L2 writing include writing strategies, L1 writing ability, knowledge of L2 writing conventions, instructional background, and L2 proficiency.
3. There are other possible explanatory variables which may be relevant to plagiarism-related problems in L2 writing, and these additional variables may in turn be generalisable to L2 writing problems beyond L2 plagiarism-related writing difficulties.
4. By investigating student conceptualisations and perceptions of plagiarism, and by relating these to case studies of derivation in ESL texts, it will be possible to test explanatory variable influence/interaction and to identify further possible variables with results of such investigations providing useful insights for practice and pedagogy in L2 writing instruction.

1.5.2 Research Questions

1. Why are ESL students perceived by many educators involved with L2 writing to be persistent plagiarists, and is this perception a valid one?
2. What explanatory variables, in addition to established L2 writing variables, are involved in cases of apparent plagiarism involving ESL students, and how can these explanatory variables (both established and predicted variables) be usefully incorporated into L2 writing theory in order to provide reliable principles for practice and pedagogy?

1.5.3 Procedures and Methodology

The procedures and methodologies used in conducting the questionnaires are described in detail in Appendix B. Similarly, the specific procedures and methodology used in the case studies are presented in Appendix C. Generally, the procedural and methodological approach was that of a questionnaire-based inquiry with a case study component. Thus there were both latitudinal and longitudinal aspects to the project. Latitudinally, perceptions and conceptualisations of plagiarism were investigated among students, master's programme course co-ordinators, and EAP specialists. Longitudinally, actual cases of plagiarism and derivation were investigated.²² Thus, questionnaire data was supplemented by analysing cases of derivation and presumed plagiarism involving ESL students enrolled in British universities.

The research design presented in chapter 1 has been only a general overview of the project. Other than somehow being able to get at students' thoughts while they were in the process of composing a derivative text (for example, using a think-aloud protocol), questionnaire results and case analyses were seen to be the best way of obtaining reliable and accurate data on the current issue of derivation and apparent plagiarism in ESL texts. Although the pilot studies were at first disappointing in terms of response rate, the positive result of these initially low response rates was the contingency planning which led to the formulation of other means of data collection.

²² The longitudinal aspect of these case studies stems from the case histories which were provided by MSc course co-ordinators. Thus the longitudinal details of the cases were obtained secondhand from participant interviews, from students texts, and from notes taken by tutors and instructors who worked with the students involved in these cases.

Had these initial pilot studies resulted in a higher response rate, it is likely that the motivation would not have existed to search for other means of acquiring data in order to prepare for the possibility that student questionnaire response rates would continue to be low. Fortunately though, the final student survey after Pilot Studies I and II resulted in a very positive outcome with over 100 student questionnaires to analyse, in addition to the questionnaires conducted among master's program course co-ordinators and EAP specialists.

1.5.4 Instruments and Participants²³

Three different questionnaires were developed for use among three different study populations:

- 1) ESL students taking pre-sessional EAP courses in preparation for undertaking higher degree study in the UK.
- 2) Course co-ordinators of taught master's programmes across the UK.
- 3) EAP professionals throughout the UK who were currently members of the British Association of Lecturers in English for Academic Purposes.

Additionally, five cases of apparent plagiarism (involving ESL students) were analysed. The details of the cases were obtained from master's programme course co-ordinators who also provided the student texts, and in several cases even the source texts from which the students had appropriated. Since the students did not give their consent²⁴ for their texts to be used, case study participants' names, departments, and institutions have been kept anonymous to protect their identity as well as the identity of staff who were involved in these obviously sensitive and confidential cases.

²³ Refer to Appendix A (page 1) for a list of data sources and participant institutions.

²⁴ Undoubtedly some invaluable insights could have been gained by meeting with the ESL students involved in these cases. Unfortunately this was not possible since they had all returned to their home country, except for one who had moved to another British university for further study. Even if contact with these students had been possible, their cooperation in discussing case details could not be guaranteed.

1.5.4.1 The ESL Student Questionnaire

A student questionnaire ²⁵ was developed to investigate ESL students' conceptualisations and perceptions of plagiarism. Modelled on the L1 work of Kroll (1988), with important modifications made in design, this questionnaire was used to elicit responses from students in the following areas:

- 1) How students define plagiarism.
- 2) Why students believe plagiarism to be 'wrong' (or not wrong).
- 3) How students have come to hold current views on plagiarism, including when students first encountered the concept of plagiarism.
- 4) How students have been initiated into English academic writing, including the instruction they have had on plagiarism.
- 5) Whether students undergo changes in views on plagiarism when coming to study in the UK.
- 6) What differences in cultural attitudes toward plagiarism students might perceive in the UK versus in their home countries.
- 7) What differences students might perceive in ESL student versus NES (native English speaking) student experience with plagiarism (this information was sought by asking for advice on dealing with a case of plagiarism involving a NNS overseas student).
- 8) Whether students had ever plagiarised before, or whether they had ever committed what might be interpreted as plagiarism.
- 9) Why students resort to appropriation activity.
- 10) Rating of explanations (with differing ethical orientations) about plagiarism, and ranking of statements about plagiarism (also with differing ethical orientations).

²⁵ See Appendix B (App 2.2.2, p 62)) for a copy of this questionnaire as well as the complete questionnaire results.

After several pilot studies this student questionnaire was conducted among ESL students enrolled in pre-sessional EAP courses at the universities of Edinburgh, Dundee, Glasgow, Strathclyde, and St. Andrews. Questionnaire results were supplemented with informal student interviews and follow-up discussion sessions with study participants where possible.

1.5.4.2 The MSc Course Co-ordinator Questionnaire

A questionnaire²⁶ was also designed to be conducted among course co-ordinators of master's degree programmes at St. Andrews, Napier, Glasgow, Dundee, Paisley, Heriot-Watt, Aberdeen, Strathclyde, Stirling and Edinburgh universities.

This questionnaire was designed to elicit information in the following areas:

- 1) Course co-ordinator perceptions of the English academic writing ability of ESL students in their programmes.
- 2) Assistance available to ESL students struggling with their writing tasks.
- 3) Strategies and procedures used by ESL students in their academic writing.
- 4) Training and instruction given to students in preparing them for academic writing, including whether instruction on avoidance of plagiarism is given.
- 5) Difficulties ESL students face in their academic writing.
- 6) Details of recent (past 5 years) cases of plagiarism, derivation and unacknowledged appropriation of source materials.
- 7) Advice on dealing with cases of apparent plagiarism involving ESL students, including whether cultural background should be considered.

In several instances guided interviews were conducted with master's programme course co-ordinators to obtain more information about instances of derivation in cases of apparent plagiarism involving ESL students, or to obtain a response from a participant who did not have time to complete the questionnaire.

²⁶ See Appendix B (App. 2.2.3, p 119) for a copy of this questionnaire as well as the complete questionnaire results.

1.5.4.3 The EAP Specialist Questionnaire

Finally, a questionnaire ²⁷ was designed to gather similar data from EAP specialists across the UK. The participant population for this questionnaire comprised a random sample of current members of the British Association of Lecturers in English for Academic Purposes (BALEAP). This particular group was chosen because members of BALEAP represent those in the field of EAP who are often the first contact for overseas students arriving in the UK to begin pre-sessional EAP courses prior to commencement of higher degree studies at British Universities. The EAP specialist questionnaire was designed to elicit information in the following areas:

- 1) Perceived differences between plagiarism by ESL students versus plagiarism by NES students.
- 2) Advice for dealing with a case of apparent plagiarism involving an ESL student.
- 3) Reasons ESL students are perceived to be persistent plagiarists.
- 4) How the issue of plagiarism is handled in pre-sessional EAP courses at participants' institutions.
- 5) Reactions of ESL students to instruction on plagiarism.
- 6) Details of apparent plagiarism cases involving ESL students.
- 7) The role of English language proficiency in cases of derivation and apparent plagiarism involving ESL students.

1.5.4.4 The Case Studies

One of the main goals in conducting the MSc course co-ordinator questionnaire was to obtain ESL texts to analyze in which there were instances of derivation and apparent plagiarism. Participants were somewhat more hesitant to divulge details of such cases than they were to simply complete the questionnaire.

²⁷ See Appendix B (App. 2.2.4, p150) for a copy of this questionnaire as well as the complete questionnaire results.

Others no longer had ESL texts relating to such cases, having thrown the texts out or having filed them away in forgotten archives. In spite of this, a number of ESL student texts were obtained for analysis including exam essays, course projects, and a dissertation (unsuccessfully) submitted for a master's degree. Not all of the texts are presented in this thesis--only those texts in which it could be clearly demonstrated that derivation or plagiarism had occurred. There were five such cases obtained for analysis, with two cases involving more than one student writing task in which a student's writing exhibited signs of derivative influence without proper acknowledgment. Student texts were analysed and derivative text was juxtaposed with the source text (s) to facilitate initial analysis and to later illustrate the types of appropriation which had been employed by the students. Color coding was used to highlight the derivative text with blue highlighting indicating paraphrase or synonym substitution, and red highlighting indicating verbatim copying. These complete case analyses are presented in appendix C (Appendix C, p 177), and where relevant, extracts from these cases are presented in chapter 4 of the current thesis.

1.5.4.5 Sequence of Fieldwork Tasks

The following sequence of tasks was developed to work toward completion of the fieldwork.

1. Review the literature for relevant studies done on academic plagiarism and appropriation of text.
2. Develop questionnaires.
3. Conduct pilot studies (only in the case of the student questionnaire for which two pilot studies were conducted).
4. Revise questionnaires.
5. Arrange format for interviews and follow-up discussion sessions with questionnaire participants.
6. Arrange for access to pre-sessional courses to conduct student questionnaires.
7. Conduct questionnaires.
8. Schedule follow-up discussion sessions and interviews.
9. Follow up on MSc and EAP questionnaires where necessary/possible to obtain more information and details on cases of derivation and apparent plagiarism.

1.6 Structure and Organisation of the Thesis

In chapter one, the plagiarism-related L2 writing problems of ESL students have been introduced, and the groundwork has been laid for a discussion of derivation/plagiarism from an explanatory variable approach. Some key concepts have been introduced, and terminology specific to the current work has been given as further preparation for presenting a theoretical framework to explain apparent plagiarism and derivation in ESL texts. The aim and purpose of the research and the significance of the study has also been discussed, and the research design has been presented, including the propositions underlying the inquiry, the research questions, the procedures and methodology used, and the instruments and participants in the study.

In chapter two, derivation and the plagiarism-related writing problems of ESL students will be discussed from a perspective which takes into account the multiple forms of current appropriation activities which are features of what has been called the "modern age of plunder." Appropriation is widespread at this point in history, as seen in the postmodern reactionary challenges to tradition and structure, in the technologically sophisticated audio-visual thievery employed by music video directors, in the linguistic pilfering by journalists and news media staff, in the literary plundering by romance novelists and authors in other literary genres, and in the widespread theft of words and ideas in academic communities throughout the world. The brief history of referencing and citation in chapter two illustrates that throughout history appropriation of ideas and words without acknowledgment has always met with disapproval; but such appropriation has nevertheless endured throughout past ages to current times. The purpose in summarising the appropriation taking place in the "modern age of plunder" and in giving the history of referencing and citation is to present an important perspective on the plagiarism-related writing problems of ESL students and to give a much needed corrective to some existing perspectives on the problems associated with plagiarism and derivation.

The perspective which will be presented is one of derivation/plagiarism in ESL texts as being a particular type of writing difficulty which is vastly different from the many forms of appropriation which are currently practiced. A main argument and finding presented in this thesis, is that the immediate influences of an ESL writing context are perhaps more important than the background influence variables resulting from students' previous linguistic, cultural, and educational experiences.

This is not to say, however, that linguistic proficiency, instructional backgrounds, or cultural influences are non-existent. The current study results do indicate that such variables are significantly important in cases of plagiarism and derivative writing involving ESL students, but even more important are the ways in which these variables dynamically interact to create immediate and local influences within a writing context.

The "persistent plagiarist" perception of ESL students will be shown to be an invalid one which unfortunately places ESL students in the same category as many *genuine* plagiarists who may be more deserving of the title than most ESL students. A proper perspective on plagiarism/derivation from a framework which takes into account the views and perceptions of ESL students in relation to the varied forms of plunder in post-modernity serves to invalidate the notion of ESL students as persistent plagiarists. In addition to presenting this perspective on plagiarism/derivation, the literature review in chapter two also presents a corrective to scholarship which maintains that plagiarism is a modern problem and a modern construct of Western ideology influenced by the Enlightenment era.²⁸ As a result of such incorrect notions, derivation/plagiarism tends to be excused²⁹ on the basis of seeing plagiarism as resulting from modern Western ideology. The history of referencing and citation in chapter two presents quite a different picture of plagiarism. Stealing another's words and ideas has been disapproved of since

²⁸ e.g. Scollon (1994, 1995).

²⁹ The current trend in academia seems to be one of seeing the concept of plagiarism as a relatively recent phenomenon (which as it turns out is an incorrect assumption), and that the underlying ideology of the concept will not survive into the next century. See especially Scollon (1994, 1995) and Pennycook (1994).

antiquity, as far back as the earliest recorded human history. And the concept of plagiarism does not seem to be merely a product of modern Western ideology. The responses of ESL students from around the world, support the general view that plagiarism is disapproved of in any culture, especially since plagiarism violates the principle of ownership. It seems that apparent plagiarism/derivation results--in most ESL cases--from immediate influences brought about in some instances from a lack of linguistic proficiency, or in other instances from a lack of the knowledge necessary for avoiding apparent plagiarism, perhaps also from the pressures of acquiring disciplinary literacy, lexical proficiency, and the terminology of the discourse community, and not necessarily from the cultural interference, negative transfer, and conflicting ideologies which are so often (prematurely it would seem, in many cases) cited as the main causative factors in L2 writing problem scenarios without sufficient supporting evidence. Chapter two is intended to be an attempt to view derivative writing and (apparent) plagiarism by ESL students from a broader and more accurate perspective.

Based on a review of the existing literature having to do with plagiarism-related problems involving L2 writers, and based on an extension of Matsuda's Dynamic Model of L2 writing, chapter three of this thesis introduces a tentative theoretical approach to apparent plagiarism and derivation in ESL texts and suggests the inter-relationships which might exist between the theorised explanatory variables. In discussing the dynamics involved in plagiarism/derivation by ESL students, an examination of variables such as writing tasks, writing contexts, knowledge, instructional backgrounds, L1 academic cultures, writing strategies, and linguistic considerations leads to the initial hypothesis that linguistic, cultural, and educational backgrounds alone are insufficient to account for L2 writing behavior, including plagiarism and derivation. Extending Matsuda's (1997) Dynamic Model, a theoretical framework is proposed to explain derivative writing and plagiarism from a dynamic rather than static perspective, based on the agency of the writer, on the

reader-writer interaction within a discourse community, and on the decision-making processes involved in L2 writing contexts.

In chapter four, which is extensively cross-referenced with the fieldwork appendices, the proposed theoretical framework is corroborated, revised, and modified based on the fieldwork results. First, the Pilot Study I and II results are discussed. Next, the case study and survey results are discussed in relation to an extension of the Dynamic Model of L2 writing into the domain of plagiarism-related L2 writing problems. In this chapter, L2 proficiency is theorised to be a significant explanatory variable and immediate influence for the use of derivative writing strategies, and practical evidence is presented in support of this assertion in the form of questionnaire responses and writing samples. An important contribution of the current work is the practical evidence of a strong correlation between L2 proficiency and the use of derivative writing strategies as a desperate measure in a "survival mentality" context. The evidence presented in support of the proposed theory includes data obtained from the case study component of the fieldwork as well as the questionnaire components. Students who had employed derivation as a writing strategy, frequently claimed that they had done so because of their limited English proficiency, or because of a lack of confidence in their English proficiency. Lack of confidence is presented in this work as a sub-variable to the L2 proficiency variable.

The time-constraint sub-variable is also presented as being related to L2 proficiency. Additionally, in this chapter another key feature of derivative writing contexts is presented, namely the recontextualisation difficulties faced by L2 writers in attempting to integrate various source texts with text of their own composition. Such difficulties are a key feature of derivative writing and apparent plagiarism in ESL contexts. Examples of these recontextualisation difficulties are presented, and the types of errors made by ESL students when appropriating text are compared to the errors made by scribes in copying the sacred texts of antiquity.

After presenting L2 proficiency as a significant explanatory variable within a dynamic writing context in which L2 proficiency and other variable interact to create

immediate influences within that context, instructional background and lack of knowledge are discussed as explanatory variables. A developmental view of L2 writing difficulties is also presented, before moving on to discuss the invalidity of perceiving ESL students to be persistent plagiarists. This perception of ESL students is invalidated based on the more obvious recontextualisation difficulties which L2 writers face in appropriating text. Both L1 and L2 writers appropriate text, but it seems that when L2 writers lift text, they will tend to have more difficulty in recontextualising or disguising the lifted material which results in the derivation of L2 writers being more frequently discovered. The "persistent plagiarist" perception is also invalidated by illustrating from the case studies the persistent plagiarism-related writing problems of a few ESL students which might be extrapolated by some instructors to the ESL student population as a whole. The "persistent plagiarist" perception is also invalidated on the basis of a developmental view of L2 writers. Many L2 writers, over half according to the current study results, have lifted text before without acknowledgment, but they eventually come to a point in their development as writers and users of the L2, where they see the importance of avoiding plagiarism, and where they are able to use their own language to express themselves in the L2. In concluding chapter four, the Dynamic Model's application to the revised theory is re-summarised in light of the current study results, and the issue of apparent plagiarism in ESL texts is discussed in relation to the varied forms of appropriation occurring today.

The focus in chapter five is on the practical application of the research findings and the implications for practice and pedagogy. Understanding the motivation and opportunity combination of which derivation and plagiarism are a function, is presented as the first step in prevention of apparent plagiarism by L2 writers. Pre-sessional EAP courses play an important role in preventing such apparent plagiarism since limited English proficient (LEP) ESL students can be identified and they can be initiated into the English academic writing conventions of the host institution. A pedagogical philosophy of candour, contact, and confidence-building, along with an

initiation-through-inclusion approach, are proposed as effective measures in preventing the use of derivation and plagiarism as composing strategies. Post-pre-sessional prevention of apparent plagiarism is also discussed, with a focus on the necessary liaison between university departments and language centres, on the ways of minimising student motivation and opportunity to employ derivation/plagiarism as a writing strategy, on tolerance of minor language errors which are all a continuation of a pedagogical philosophy based on candour, contact, and confidence building. Facilitating positive, dynamic interaction, and initiating through inclusion are necessary in encouraging students to *contribute* to a discourse community interchange rather than appropriating the contributions of others. Next, after the preventative phase of dealing with plagiarism/derivation, detection of such is discussed, and this involves recognition of derivative text by instructors, recognition of last minute changes in writing topics, as well as recognition of inter/intra-textual variations in writing style and awkward recontextualisations. Next, the investigative phase of dealing with apparent plagiarism is discussed. This phase involves obtaining evidence of derivation, confronting the L2 writer, and implementing institutional policy. Finally, implications of the current research for other areas of L2 writing theory are proposed, and the current study's contribution as an extension of the Dynamic Model is highlighted.

In chapter six, conclusions and recommendations are given. First, the limitations of the current study are presented including the use of self-reported data, the absence of an independent measure of participant proficiency levels, survey methodology weaknesses, the specificity of the student study population, the L2 proficiency difficulties of questionnaire respondents and the questionnaire time limitations, the study focus on derivation/plagiarism in an English medium of instruction context, the relatively small number of cases analysed, the absence of L1 data, and the questionnaire focus of the study. Second, perspectives on derivation and plagiarism are summarised, including the predictability of appropriation patterns across different populations, the developmental nature of writing difficulties, and the

dynamics involved in cases of apparent plagiarism in ESL contexts. Also, the recommendations for institutional policy and procedure are given, stemming from the perspectives presented. Finally, ideas for further research are outlined. Derivation and plagiarism hold much potential for fruitful inquiry with many opportunities for further work. Researchers might investigate derivation/plagiarism in other languages to test whether the theory proposed in this ESL context research holds true for textual appropriation in other language contexts. A longitudinal approach to the issue of apparent plagiarism by L2 writers is also suggested with the opportunities which might be provided by researchers following up on L2 writers who have appropriated text before. It is also suggested that a plagiarism questionnaire might be usefully translated into the L1 of study participants rather than conducting the questionnaire in the L2 of study participants. In depth case studies might also provide valuable results if researchers were able to obtain a number of derivative texts. In-depth interviews involving think-aloud protocols might be another means of determining what students are thinking when they appropriate text. A pedagogical methods focus might also yield useful and practical results, while the internet and computer database resources offer much opportunity for plagiarism sleuthing. Further, a cross-cultural diachronic analysis of plagiarism related issues might yield a valuable comprehensive history of the concept of plagiarism from ancient times to post-modernity.

Finally, the concluding section of chapter six returns to address the issue of the relevance which postmodernist ideology holds for academe in the Information Age. Through a cost/benefit analysis approach, the importance of protecting authorship is presented as necessary to protecting the discourse community itself, that is to say the broader academic community which relies on truthful, genuine contributions to community interchanges and interactions. Fraudulent, untruthful contributions and mis-representations undermine the very existence of a discourse community, unless of course, that community values falsehood, appropriation of other members' contributions, and submission of untruthfully represented contributions to an interchange which as a result becomes reduced to an increasingly meaningless

morass of uncertainty. Postmodernist ideology is rejected as it is dangerous, as it is an undesirable source of influence for academe in the Information Age, as it is a horrific and grotesque mutation or outgrowth of modernist thought. An assertion is made in concluding this thesis that discourse communities should have the right to uphold standards of acceptable behavior, that they should be able to view certain actions as wrong, unethical, or unacceptable, and that they should be able to rescind the membership privileges of those who choose not to conform to discourse community standards and expectations. Finally, some thought-provoking challenges and questions are posed to the Foucault-Barthes assertion that authorship no longer, indeed cannot, exist, thus culminating in a rejection of not only postmodernism itself, but any approaches, ideologies, views, and perspectives which either condone plagiarism outright, which offer anemic excuses for plagiarism, or which generally take a middle-of-the-line approach to an issue which holds the potential for seriously disrupting the foundations of worthy, valid, legitimate, and reliable academic inquiry whether in the domains of science, reason, law (God's hypostases, in the words of Barthes) or in any other heuristic domain.

An epilogue to the current work, chapter 7, presents one last case study of plagiarism. This case, which occurred in the strategic studies discourse community, is used to illustrate the disruptive nature of plagiarism, and an analogy of plagiarism and postmodernism as forms of propaganda and disinformation is presented. Additionally, details are presented from the case which provide an independent validation of certain components of this study's proposed theoretical framework, particularly with regard to the features characterising derivative texts and the disruptive nature of plagiarism to genuine, academic interchange. The gauntlet has been thrown down by postmodern propagandists and disinformers, and this thesis represents a taking up of that same gauntlet in a defence of authorship, originality, and the genuine discursal interchange which is vital to the survival of productive, legitimate scholarship, research, and inquiry, and the reliable dissemination of such through the medium of text.

Chapter 2

Literature Review: Perspectives on Plagiarism and Derivation in Post-Modernity

2.1 Modernism and Reactionary Challenges to Tradition

Before further specific discussion of plagiarism and derivative writing by ESL students, the particular problem of apparent plagiarism in ESL contexts should be examined from a perspective which illustrates that far from being a problem limited to ESL students, plagiarism and appropriation are major features of post-modern Western (and international) culture. "We are living in the age of plunder" reads the byline of Stuart Cosgrove's article "In Praise of Plagiarism" (1989). Post-modern culture, which has its roots in the rise of modernism in the early 1900s, features appropriation in every imaginable form--images, texts, information, music and on and on *ad infinitum*. The forms of post-modern expression have been referred to as varying post-modernisms existing simultaneously. Making a clearly defined distinction between modernism and postmodernism is problematic.³⁰ Mullen (1996) explains that although post-modernism (s) feature (s) a hostility toward modernism, many writers classified as post-modern such as John Barth and Saul Bellow, seem to be also classifiable as late modernists. High modernist authors such as Joyce and Eliot exhibit the radical eclecticism which characterises post-modernist works. There is an "ambiguous opposition", explains Mullen, which prevents an easy distinction between postmodernism (s) and modernism. As Mullen puts it,

. . . there are periodization problems when postmodernism is considered as a new phase of modernity. . . But the value of postmodernism as a term in these various debates remains its ability to blur the boundaries and to render problematic the distinctions upon which the debates themselves are founded. A concrete definition of postmodernism is, therefore, finally impossible because the various postmodernisms are an attempt to define the one thing that we can never define: ourselves and our relationship to the present moment. (548)

³⁰ Although the distinction between modernism and post-modernism is problematic, the distinction is not crucial to the current work.

Thus, the overlapping boundaries of modernism and postmodernism are not amenable to attempts at designating terminology and definitions. Therefore, in this literature review, the terms will at times be used interchangeably and synonymously, with the assumption that postmodernism is an outgrowth of modernism, although it is recognised that there are problems with seeing postmodernism as a simple extension of modernism. More time must pass, and more study needs to be done, before any final pronouncements can be made on the relation between modernism and postmodernism. The current era is a continuing transitional period to a new era consisting of varying forms of postmodernism. This postmodern transition has been described as lateral, taking to new limits the modernist challenges to coherency, uniformity, tradition, and structure. The transformation of modernism into postmodernism(s) has also been likened to a mutation of one form into another form or multiple forms. A mutation is perhaps one of the best analogies to describe this transformation process. This mutation analogue accommodates both the extreme forms of postmodernism which have mutated into a form radically different and far-removed from modernism, but the less radical forms of postmodernism which still bear some resemblance to modernism are also accounted for.

Post modern culture has been propelled by modernist culture in a quantum leap forward (or backward some would say) to a state of artistic anarchy in which anything goes, anything can be used by an artist to plagiarate (or in some cases create) his/her own (un) artistic *plagiaration* (or possibly creation).³¹ Such a state of artistic anarchy was hinted at in the rise of international modernism, "the name of the major artistic movement responding to the sense of social breakdown in the early twentieth century" (*Norton Anthology* 1995: 1714). Included in this movement are the works of authors such as Marcel Proust, James Joyce, and Thomas Mann. Also included are artists such as Pablo Picasso, Juan Gris, and George Braque who shocked the art world with their cubism and surrealist dadaism. In America,

³¹ *Plagiaration*, a new word coinage by the current author, is used here to mean a work which is unoriginal because it is a result of appropriated material without any form of acknowledgment given.

modernist art at first provoked public furores, for example when Duchamp's *Nude Descending a Staircase* was unveiled in New York. This painting seemed to be a conglomeration of miscellaneous shapes and fragments rather than a traditionally artistic depiction of a human figure. In music, the trend toward modernism was represented by dissonance, a sharp break from traditional compositions which were intended to sound pleasant to the human ear. Igor Stravinsky's "The Rite of Spring" is one such modernist music composition which departs from traditional, structured music. The whole movement of modernism was a reaction to traditional structure and order in art, and in conventionally artistic representations of reality:

At the heart of the modernist aesthetic lay the conviction that the previously sustaining structures of human life, whether social, political, religious, or artistic, had been either destroyed or shown up as falsehoods or fantasies. To the extent that art incorporated such a false order, it had to be renovated. Order, sequence, and unity in works of art might well be considered only expressions of a desire for coherence rather than actual reflections of reality. Generalization, abstraction, and high-flown writing might conceal rather than convey the real. The form of a story, with its beginnings, complications, and resolutions, might be mere artifice imposed on the flux and fragmentation of experience. (*Norton Anthology*, "American Literature Between the Wars" : 1714)

Reaction, break from tradition and "construction out of fragments" comprise the main features of modernist art. Consider for example the definition of Dadaism, a major component of modern art: "A movement in art and literature based on deliberate irrationality and negation of traditional artistic values" (*Merriam-Webster Dictionary* 1974). Whether music (Stravinsky), painting (Picasso), literature (T.S. Eliot)³² or other modern art form, the process of creation, and sometimes

³² T.S. Eliot's *The Wasteland*, supposedly a cultural and literary event, epitomises the artistic state of things between WWI and WWII. His bizarre work is a compilation of fragments, sometimes acknowledged, sometimes not. In an article in *The Economist* entitled "What's wrong with copying?" T.S. Eliot and Ezra Pound are described as having "freighted their verse with learned liftings from across the planet . . . [calling] it 'collage'." It is noted that Eliot sometimes gave "sources but was laughed at for pretentiousness" while "Pound seldom bothered to mention whose fusty trunk he was happily ransacking." Ian Scott (1995) claims that Eliot's *Wasteland* was plagiarised from the unknown poet Madison Cawein. Scott suggests that Eliot read Cawein's "Opus" in *Poetry*, the same Chicago publication which published Eliot's "The Love Song of J. Alfred Prufrock" in the January 1913 issue. See Scott's "The Wasteland Eliot didn't write."

plagiaration,³³ was an assemblage of existing or new pieces and fragments into a new creation or new plagiarism, or at least the appearance of the resulting art form suggested that miscellaneous fragments had been arbitrarily joined together with a loose coherence, in direct confrontation and opposition to traditional artistic values.³⁴ In many ways, such modernist thinking was a result of Darwinism, which proposed that the real world was not an orderly, structured creation by a Supreme Designer (God), but a chaotic flux with constant change in which it seemed that nature arbitrarily chose who would survive. Thus, art which was structured and orderly after traditional form came to be seen as an inaccurate representation of *Darwinian* reality.

Modernist thought has been extended into nearly every realm of the post-modern world with at times amusing, at times astonishing, and at times appalling results. Stuart Cosgrove (1989) gives perhaps the best overview of the modern "youth culture's 'age of plunder' and postmodernism's calculating romp through art history" which can be seen as the progression (regression some would say) of modernist thought since its inception in the early 1900s (38). His article pays homage to plagiarism and the modern trends toward appropriation and plagiarism. He enthusiastically describes the annual *Festival of Plagiarism*, a yearly gathering of artists influenced by early modernists,³⁵ and whose stated goal is opposition to "the commodification of art" and fomentation of radical change in the current (yet changing) societal values of traditional artistic ownership, creativity, and originality. Cosgrove calls plagiarism "one of the most important and insurrectionary issues in contemporary culture." He may be right. Modern reactions against authorship and ownership might indeed be classified as insurrectionary, or *revolutionary* as Barthes

³³ Not necessarily always *plagiaration* though, since in modernism borrowings are frequently acknowledged. Or in the new creation, an appearance may be given that the work is created out of fragments, yet these fragments are of the artist's own formation, giving the modernist work its characteristically disjointed and incoherent semblance of order.

³⁴ This brief background to modernism has been summarised from *The Norton Anthology of American Literature's* (1995) discussion of modernism in the section on "American Literature between the Wars."

³⁵ For example, dadaists and surrealists, and authors (plagiarists) such as T.S. Eliot.

has put it. In his lauding of plagiarism, Cosgrove mentions several prominent cases of plagiarism, one involving a member of the royal family, another an American politician. He goes on to lament that in "the cathedrals of traditional academia . . . plagiarism . . . is still treated as a moral and philosophical outrage", an accusation which many in academia would take as a compliment rather than a lamentation.³⁶ Those involved in promoting postmodern views of plagiarism, including *Festival of Plagiarism* celebrants, represent a large cross section of postmodern Western (and international) culture. Plagiarism and theft have always existed, but the postmodern plunderers have taken appropriation to new limits. Sherrie Levine, a "self-described postmodernist" artist makes a career out of "copying the works of well-known artists and peddling them with ironic titles that reveal their provenance" (*Wilson Quarterly* "A plague of (alleged) plagiarists" 1995). In the postmodern world, anything is fair game for use as a fragment in a plunderer's *plagiaration*.

2.2 Appropriation in Music Videos: Theft in the Audio-Visual Age

In the realm of images and music today, piracy is rife. Stringent copyright laws are broken with seeming impunity and disregard as shipment after shipment of unauthorized CDs and movie video reproductions are confiscated. There is big money in piracy and appropriation, perhaps not so much in the academic world, but when it comes to music and movies, billions are at stake. Music video plunderers are in the vanguard of thievery in the audio-visual age, it would seem. Maria Demopoulos (1996), in her article "Thieves like us: directors under the influence" has written an excellent expose of "plagiarism . . . the dirty secret of the music video industry." Demopoulos notes that what is called *appropriation* in art circles is called *sampling* by rap artists³⁷ (repetition of brief segments of another rap artist's music), and is given the euphemism of *referencing* in music video production.³⁸ The

³⁶ However, this attitude in academia seems to be changing, but certainly not as radically as changes in post-modern art and literature.

³⁷ Cosgrove (1989) notes that "byting" is another term used to describe appropriation among rap artists. *Byting*, however, is a pejorative term. *Sampling* is not.

³⁸ This type of 'referencing' is far removed from what the term means in academia.

following is a description of how images are appropriated in the world of MTV for use with "no acknowledgement of their creator":

Directors are the life-support system for music video production companies that also double as plagiarism factories. When a director in line for a potential music video job listens to a new track from a band, sometimes he/she, to get 'inspired' will send an assistant out shopping for a couple hundred dollars worth of photography books and fashion magazines. The more arcane and obscure the better, because fewer viewers will recognize the source. Then, back at the chop shop--usually the director's office--the process of dismantling the photographic work of others begins. Illicitly cut and pasted together, as a presentation for resale, the images will be accompanied by a few words--sometimes less-than-complete sentences--suggesting the director's intent, with perhaps brief captions under the photos. Typically, the director's assistant or a hired ghost writer actually drafts the treatment, which then becomes the creative contract between the director and the record company. The agreement includes the unspoken assumption that, if given the job, the director has permission to use these stolen images.³⁹

The scenario just described parallels another sort of perhaps more tangible plunder--grand theft auto. There exists an underworld of car thievery which seems to be an exact counterpart to Demopoulos' "plagiarism factories." Car thieves steal automobiles, take them back to their "chop shops" for dismantling and resale of valuable parts and accessories, just as video production companies steal images, photos, and sound bytes for resale, reformulation, and redistribution.

Interestingly, Demopoulos speculates that some derivation in the music world may be akin to cryptomnesia,⁴⁰ a diagnosis similar to amnesia, the symptoms of

³⁹ Demopoulos gives as an example the use of the photographs of Joel-Peter Witkin with no acknowledgment to produce Mark Romanek's video of the song "Closer" by Trent Reznor's Nine Inch Nails. As Demopoulos observes, "The creative credit goes entirely to Romanek." Other examples of "referencing" are also listed: Samuel Bayer's use of populist artist Sebastio Salgado's work in the Smashing Pumpkin's "Bullet with Butterfly Wings"; David Fincher's use of Robert Frank's work in a video for Don Henley's "End of the Innocence" (withdrawn to thwart a lawsuit); and finally Kier McFarland's use of ideas from Russ Meyer's "Faster Pussycat, Kill, Kill" in a Janet Jackson music video.

⁴⁰ Cryptomnesia is defined by Brown and Murphy (1989) as "generating a word, an idea, a song, or a solution to a problem with the belief that it is either totally original, or at least original within the present context. In actuality, the item is *not* original, but one which has been produced by someone else (or even oneself) at some earlier time" (432). Musicians are legally liable even if their music is inadvertently similar to another artistic work, but not if they were the first to come up with a tune or song lyric. For example, Stevie Wonder was able to prove that he came up with the lyrics for his hit song "I Just Called to Say I Love You" before Lloyd Chiate (who sued Wonder) wrote a similar sounding song ("Stevie Wonder didn't Steal Song, Appeals Court Rules" *Jet* v82n20 1992).

which are loss of memory and forgetfulness. Alternative rock artists with similar sounding music such as the groups Alice in Chains, Stone Temple Pilots, and Pearl Jam are all "highly derivative of seventies rock." But Demopoulos' speculation is that these artists listened to the same type of music (Black Sabbath, Rolling Stones) at one time rather than copying the other groups' styles. Being *unconsciously* influenced is much different than most of the outright plunder going on today in the form of *conscious* appropriation.

The underlying view in music video production seems to be, as Demopoulos states, "If a distinctive look or style launched a visual artist's career, why not rip it off and reassemble it for an upstart band?" However, not only do music video directors rip off visual artists--they also rip off each other, as in Nirvana's hiring of Anton Corbijn to take Kevin Kerslake's original idea for use in their "Heart Shaped Box" video.

Within the music video world, appropriation is rewarded by contracts and promotion as seen in Demopoulos' informative description of what is called a "rip-o-matic":

Borrowing images has become de rigeur in the industry, the rule rather than the exception. Advertising agencies even compile something called a "Rip-o-matic" a not-for-broadcast source tape assembled from existing commercials or videos and given to directors to emulate. The director who can steal the greatest number of images with the least number of people knowing wins. Creativity is no longer a job requirement.

Directors defend such plagiarism seeing it to be a way of revolting against the *establishment*, against the principles of ownership which would otherwise prohibit such plundering. Demopoulos' concluding diagnosis of popular culture is that it is afflicted with "a universal cultural amnesia that sanctions appropriation." This seems to be an accurate diagnosis, but the prognosis, or course which the affliction will take, is somewhat more difficult to determine.

Writing directly in the modern/postmodern stream of thought with its fragmented, structureless, incoherent, Darwinian-influenced view of reality, French

critical theorist Roland Barthes (1977) describes a text as "a multi-dimensional space in which a variety of writings, none of them original, blend and clash. The text is a tissue of quotations drawn from the innumerable centres of culture" (146). In other words, no one can be a true author who creates his own meaning--the best one can do is to quote others. Several years earlier, in the same vein, Foucault (1986)⁴¹ had asked, "What is an author?" and asserted as does Barthes, that whereas before in traditional authorship of a text an author could achieve immortality, the text itself has now attained "the right to kill, to become the murderer of its author" (140). Inherent in such thinking are the untenable presuppositions that language and meaning are incapable of representing stable structure or existence on which one can construct credible beliefs and judgments about reality.⁴² To authors⁴³ such as Barthes and Foucault, discourse assumes a life of its own at the cost of the death of the *Author*. For Barthes, the reader is the tablet on which the text is inscribed, and for Foucault, the *Author* becomes merely "author-function" in a culture in which discourses have no need for an author-person. Foucault and Barthes raise interesting questions about the nature of authorship, but they seem to have been afflicted with the same cultural amnesia which sanctions appropriation, albeit to a somewhat lesser degree than mainstream post-modernist participants in the *Festival of Plagiarism*.⁴⁴ The modern/postmodern reactions to traditional structure and traditional authorship are anti-cultural movements against established power structures and order. Indeed, a defining characteristic of modern "youth culture" is a reaction against any type of

⁴¹ Foucault's "What is an author?" was first published in the *Bulletin de la Societe Francaise de Philosophie* in 1969.

⁴² A *National Geographic* report entitled "The Power of Writing" (Swerdlow 1999) succinctly highlights such untenable presuppositions. Writing is described as "Handmaiden to history, chronicler of the mind and heart . . . humankind's most far-reaching creation, its forms and designs endless . . . the purpose of writing remains unchanged: To convey meaning, whether playful, mundane, or profound."

⁴³ The current author does not subscribe to Barthes's and Foucault's illogical deconstructionist assertions that the *Author* is dead, and that an author cannot exist or cannot create meaning through writing.

⁴⁴ Some obvious questions for authorless-discourse-system proponents such as Foucault/Barthes arise from an analysis of their ideas: "If there is no such person as an author, where did all of the discourse come from? What is the ultimate origin of discourse? How can discursal processes and interactions continue without someone to produce and create the mediums (the messages) of dialog and interaction?"

authority. Human nature has an inherent tendency to cast off any type of restraints, to release itself from any form of author or authority which says "You must not do that!" The natural reaction seems to be "Yes, I can do that, and I will!" This type of natural reaction seems to be what Barthes, Foucault, and others are doing in acting out what they believe to be revolutionary and insurrectionary behavior.

Without an author, a text has no ultimate intended meaning, and *death-of-the-author-ideology* liberates many to cast off the idea of an author or authority figure in whatever realm; similar to, and in the same line of thought, modernism's reaction against existing social, political, theological, and artistic traditional structures was an earlier form of what is today an attempt to deny--against straightforward common sense--that authorial writings and pronouncements have no actual presence or essence--they do not exist in modernist ideology. The result of such reasoning is a movement which is anti-social, anti-political, anti-theological, anti-artistic, *anti-whatever-stands-for-structure-and-tradition*. Barthes plainly states such when he says that denying an author, or refusing to assign an "ultimate meaning" to a text "liberates what may be called an anti-theological activity, an activity that is truly revolutionary since to refuse to fix meaning is, in the end, to refuse God and his hypostases--reason, science, law" (147).

2.3 Appropriation in Journalism and the News Media

Besides the reactionary, insurrectionary, and revolutionary modern/postmodern reasoning and attitudes behind much appropriation in the modern age of plunder, there are other reasons for much of the pilfering and purloining going on today. Journalism and the news media are notorious for the sheer amount of appropriation which occurs on a daily basis. The appropriation takes many forms,⁴⁵ and it is not the same type of reactionary plundering which characterises modernist/postmodernist

⁴⁵ For example, in writing about cases of journalistic plagiarism, White (1993) sees one case as a journalistic misdemeanor, and another as a journalistic felony. Boston *Globe* columnist Patricia Smith resigned after her fabrications of stories were discovered, a serious journalistic felony. Another *Globe* columnist, Mike Barnicle, was suspended after taking several sentences from comedian George Carlin, a less serious journalistic misdemeanor.

pillage. Appropriation in journalism is not as confrontational to traditional culture *per se*; rather, appropriation is generally blamed on "deadline pressures," "writers block," or "unintentional, accidental, sloppy, or inadvertent" mistakes. There is tremendous pressure to produce prose for news deadlines in the news media, and this pressure may be the biggest reason for rampant journalistic plagiarism. Florence King (1995) refutes some of the most common excuses for journalistic plagiarism and describes the immediate reactions following confrontation of plagiarists:

First the plagiarist issues a melodramatic apology; he is "horrified and heartbroken" by his deed. Next comes the excuse: the deadline made him do it; "I was not mindful that I was breaking the rules of my craft." Finally we hear from the plagiarist's editor, who explains: "He succumbed to the pressures of the moment and did an absolutely aberrational act." ⁴⁶

For the most part, according to critics of the waffling standards in journalism with regard to plagiarism, offenders get off the hook too easily, and there is a tendency to sweep the problem under the carpet.⁴⁷ One reporter who discovered that his editor had been lifting entire articles from press wire copy, told of such "hush-hush" tendencies. His editor copied wire articles to use in her own editorial columns, changing the lead, and then deleting the copy of the wire article from the files to cover her deceitful appropriation. The reporter, Christopher Garland, with Malon Telegram, complained to his supervisor about the plagiarism only to receive a lukewarm "hang in there." Garland ended up resigning his post with Malone publishing, because he saw plagiarism to be "the A-number-one sin of journalism" and because he was extremely bothered "that everyone was ignoring it" (Stacy Jones 1997). Although there are many in journalism, who like Garland are "bothered" by plagiarism,⁴⁸ there seems to be a tacit agreement among many journalists to keep

⁴⁶ Lieberman (1995) gives a list of journalists who have recently plagiarised as well as the consequences of their plagiarism

⁴⁷ See White's (1993) "Too many campuses want to sweep student plagiarism under the rug" for a commentary on similar tendencies in academia.

⁴⁸ For instance, Bonnie J. Brownlee (1987), addressing problems at Indiana University's School of Journalism, writes "Because academic honest is basic to any university's mission and integrity (and, of course, honesty is basic to journalism), plagiarism--a form of dishonesty--is an important issue" (25).

quiet about the plagiarism going on in their ranks. And regarding consequences for journalistic plagiarism, Lieberman (1995) writes

Punishment is uneven, ranging from severe to virtually nothing even for major offenses. The sin itself carries neither public humiliation nor the mark of Cain. Some editors will keep a plagiarist on staff or will knowingly hire one if talent outweighs the infraction.

Shaw (1982) writes of the tendency reporters and editors have "to replace the word plagiarism with uneasy euphemisms" (325) such as *appropriation*, *lifting*, and *borrowing*. And it is no wonder that euphemisms are used to describe an activity which is so widespread among those in the news media. Shepard (1994), in her article "Does radio news rip off newspapers?" cites "numerous tales of radio rip-offs" in which radio broadcasters do little more than read stories from the daily paper with no acknowledgment. King (1995) comments on the commonplace nature of plagiarism in journalism, and Hiley Ward (1993) says of journalism schools, "Plagiarism is a big problem." Plagiarism is--for sure--a big problem, not only in journalism and media circles, but as has been proposed already, in the entire postmodern world.

2.4 Appropriation in Literature

If journalistic and news media plagiarism are related to time pressure constraints, what evaluations are offered when it comes to plagiarism in literature, past and present? Explanations critics offer to explain literary theft include a variety of responses. Some critics call plagiarism what it is--literary thievery. Others attempt to justify literary plunder, explaining that it has always been going on and that imitation and mimesis have always been a part of rhetorical traditions. Critics speak of the *intertextuality* of texts and the degrees of influence that one work has had on another. But the term *intertextuality* seems to be another euphemism, and the arguments that frequency and longevity of occurrence justify plagiarism are weak ones.

In the modern genres of popular mass-market literature, far removed from critical literary discussions of intertextuality, plagiarism is a hot topic:

Janet Dailey, 53, the fading queen of the romance world, admitted that three of her books included passages lifted from Nora Roberts, 47, the industry's hottest writer. The romance-novel world, which adores reading about scandal, is horrified that one sprung up in their perfumed midst. (Peyser and Chang 1997)

Dailey committed the "deadliest sin" (Fryxell 1996) of a writer and for her, the "worst dream" (Gray 1993) of an author came true--she was accused of plagiarising from a rising junior romance author. Plagiarism in this genre has more in common with the lucrative music video world than it does with plagiarism by canonical literature figures such as Coleridge. There is big money in writing romance novels--a \$1 billion dollar a year industry representing half "of all mass-market paperbacks sold" explain Peyser and Chang.

Nearly several thousand years before Dailey's "purloined purple prose" another instance of literary pilfering damaged a poet's reputation and resulted in what was most likely the first use of the Latin word *plagiario*, the counterpart to the modern English word *plagiarism*, to refer to literary theft. In the first century AD the Roman poet Martial accused the less talented poet Fidentinus of literary theft, calling him a *plagiario*, or a slave stealer (McCormick 1989). Martial's accusation itself was a literary device, a play on words, in which he mocked Fidentinus for thinking that he could appropriate the servants of another man's imagination.⁴⁹ The concept of plagiarism, as illustrated by Martial's accusation, is not a modern one despite arguments (e.g. Scollon 1994, 1995; Pennycook 1994) that the ideological underpinnings of plagiarism are a specific and particular cultural product of the modern era having origins in the Enlightenment. Shaw (1982) refutes such near-sightedness, explaining that the concept of plagiarism has always

existed alongside of imitation so that there have always been acceptable and unacceptable modes of using the work of one's predecessors. What has not changed through time is the ethic of borrowing. Throughout history the act of

⁴⁹ Words are the servants of imagination.

using the work of another *with an intent to deceive* has been branded as plagiarism. As Lord Chesterfield pithily phrased it in the eighteenth century, a plagiarist is 'a man that steals other people's thoughts and puts 'em off for his own.' (327).

Shaw's article is one of the most insightful and well-written articles on plagiarism. Focusing mainly on plagiarism in the literary world, Shaw begins his article with a listing of prominent writers who have been accused of plagiarism in recent years.⁵⁰ He then offers his speculation that a "universal reluctance to render judgment" results in anemic consequences for plagiarists. In science, authorities do not have as much leeway in skirting plagiarism and misconduct, but Shaw's argument is that "in literary studies it is possible to avoid the unpleasant responsibility of dealing with a breach of ethics" (326). Shaw's argument goes right along with what has already been presented regarding reactionary and insurrectionary trends against tradition in literature, religion, society, and art in the modern/postmodern age of plunder. Shaw relates the tendency to avoid responsibility in plagiarism cases to "attacks on literary standards . . . in recent years." For instance, he refers to Thomas McFarland's view that modern relativism has liberated the modern world from "Victorian moralism" so that plagiarism and other "moralistic" ideas are no longer an issue worthy of consideration, unless of course one is attacking traditional views and ideology. In contrast to this modern/postmodern relativistic view, Shaw emphasises the importance of maintaining and rebuilding literary standards which have become eroded over time.

Shaw's evaluation of the modern/postmodern conscience in the modern age of plunder is similar to the evaluation of Demopoulos. Shaw states, "the tendency in the literary world is either to deny or to extenuate the commission of plagiarism" (326). Demopoulos (1996), although writing about the music video industry, put it in similar words: "The operative term here is denial." Denial does indeed seem to be

⁵⁰ Norman Mailer was accused of plagiarising in a book on Marilyn Monroe; Alex Haley in *Roots*; John Gardner in a book on Chaucer; Dee Brown in *Bury My Heart at Wounded Knee*; Penelope Gilliatt in an article on Graham Greene; Ken Follet in his *The Key to Rebecca*; Gail Sheehy in *Passages*.

one of the best terms to describe the moral and ethical state of things in postmodernity. Postmodern culture denies that language and meaning can be a stable source on which to place belief and judgment. It denies the existence of an *Author*, celebrating his death and relegating him to "author-function" within an authorless discourse system. It denies true authors a just compensation for original and creative effort, and it denies such authors justice when their works and creations are stolen and used without acknowledgment of authorship.⁵¹

The postmodern climate is one in which there is a fear of seeming to be too critical and judgmental in accusing a writer of plagiarism. As Shaw points out by way of illustration, the appropriation and plagiarism of Samuel Taylor Coleridge was no secret to scholars, but fears of critics kept Coleridge's derivation from becoming an important topic for debate until the 1970s. Rather than criticizing Coleridge's plagiarism, earlier critics tended to circumlocute around the issue, offering excuses, and criticizing the discoverers of Coleridge's plagiarism as being overzealous Scotsmen motivated in their attempt to discredit an English author by more than mere literary reasons.

Shaw's important concluding evaluation and analysis of plagiarism past and present, is that "literary critics and scholars must bear the responsibility to affirm that there is indeed such a thing as plagiarism and that they are capable of identifying it if necessary" (337) following up such identification with enforcement and reassertion of literary standards.

⁵¹ For instance, many cases are dropped because of the legal expenses of winning a court case against plagiarists. Nigerian novelist Ben Okri's case is one such example of the legal difficulties in plagiarism lawsuits. His case was made difficult because it was a case of interlingual lifting. Evidently, sections of Okri's novel *The Famished Road* were lifted and used without acknowledgment in French author Calixthe Beyala's *Les Honneurs Perdues*. Okri dropped his suit upon his lawyers' recommendation (*The Economist*, "What's wrong with copying?" 1997).

2.5 Appropriation in Academia

As in the world of literature where there is a denial of plagiarism's pervasiveness, so in academia there seems to be an attempt (at least among academics influenced by postmodernist ideology) to deny the universality of individuals not wanting to have their property stolen, their hard work going to profit another without any form of reimbursement. In academe there is the same need for enforcement and reassertion of academic standards and conventions. It seems that even the "cathedrals of traditional academia" where plagiarism is still a "moral and philosophical outrage" have been sullied by the same rampant plagiarism so common in other domains of postmodernity. Stories of professors plagiarising from their students are common as are accounts of academic professionals who have submitted plagiarised material taken from obscure journals in the hope that such borrowing from unknown sources will never be discovered. Alexander (1988) warns against the duplicity of lecturers expecting students to properly document source use in papers, while not adhering to the same citation standards in lectures. Among students, the problem of academic plunder reveals itself in the form of sentences and phrases lifted from source texts, or even entire papers bought from the numerous essay companies disguised as "research services" who pander their products on college and university campuses via the internet, classified ads, or bulletin board announcements.⁵² A recent Jim Borgman (1997) cartoon in *USA Today* features two students walking down a school hallway carrying on the following conversation:

"What's your term paper on?"

"The decline of American Education."

"Sounds hard. Did it take long?"

"Nah. I lifted it off the internet."

⁵² "This pen for hire", an article written under the pseudonym of Abigail Witherspoon (1995), describes the interesting yet academically outrageous business of one such company, *Tailor-made Essays, Writing, and Research*. The author was employed as a self-described "academic call-girl" making a living by writing papers to specifications given by student customers.

Although humorous, this cartoon highlights the problem of ready made essays and research projects for sale, a problem which is gaining increasing public attention. Kelly McCollum (1997) reports on an internet-based enterprise, *IvyEssays*, which offers "research services" charging \$75 per essay and between \$10 and \$60 for research materials packets. The company buys student papers which have been written by successful applicants to distinguished universities and law schools. The main attraction to buyers is that if an essay was successful for one student, then it (or a slightly revised version) will most likely be successful for another student's application to university or college--for the right price. Another enterprise, a website entitled "School Sucks" offers their research services for free. Such enterprises have sparked debate about what should be done to stop student use of ready-made essay services or "paper mills" as they are also called.

But just as easily as a paper can be downloaded from *www.cheater.com* or *www.Schoolsucks.com*, a paper can be uploaded to a "paper bin" to be scanned for possible plagiarism at sites such as *www.Plagiarism.org* and *www.Integriguard.com* which are Internet sites offering plagiarism identification services to teachers. Such sites are a way of deterring plagiarism and investigating suspicious term papers (Carnevale 1999).

A recent *USA Today* editorial feature on "Plagiarism in Cyberspace" (1997: 23A) summarised several perspectives on the issue of paper mills.⁵³ From one perspective, "Charging the net misses the point" since it is the cheaters who use the paper mills and not the paper sellers who should be targeted. The editor cites what he believes to be recent, misguided attempts to derail paper mills, such as a new Texas law under which internet purveyors of ready-made essays can be fined. Also cited were lawsuits against online paper enterprises by Boston University. But there

⁵³ The editorial gave a sampling of the types of paper for sale: "\$45--a comparison of the nature of power in Jane Austen's *Pride and Prejudice* and Charles Dickens' *Hard Times*. \$60--A psychological analysis of Ebenezer Scrooge in Dickens' *A Christmas Carol*. \$90--How the 'ideal woman' is portrayed in Victorian literature through the works of Oscar Wilde, Dickens and Bram Stoker. \$127--An examination of cultural, socio-economic and moral themes in novels by Dickens, Charlotte Bronte and George Eliot."

are problems with such approaches. For one thing, such approaches "let college kids escape responsibility for plagiarism [in the mis-directed attempts] . . . to police the amorphous world of on-line scholarship." Another problem is that "campus-based entrepreneurs and mail-order companies" are an additional source of "canned" essays ready for submission. Further, the U.S. Supreme court set a precedent when it ruled against federal laws proposed to combat cyberporn, and "There's no reason to think courts will be more tolerant of attempts to censor free speech to fend off cyberplagiarists."

Jon Westling, president of Boston University, offers opposing perspectives in the same editorial feature. Citing several of the paper mills currently in operation,⁵⁴ Westling debunks paper mills' claims that they are providing only "research help" and effectively argues that "The national interest lies in shutting down these purveyors of intellectual sleaze." These "sleaze mills" argues Westling, should be legally prohibited from preying "on the worst impulses of anxious or dishonest students, inciting a self-defeating and deeply corrupting cynicism about education." He likens canned term papers to "counterfeit academic currency" and concludes that such fraudulence "has nothing to do with free speech", falsifying by his argument the analogy between cyberporn and cyberplagiarism.

In his article "Do College Honor Codes Make Moral Sense On Today's Campus?", Brownfeld (1998: 14-16) evaluates the moral conscience of modern academia asking "Is it fair to expect campuses to be islands of honor in a morally corrupt society?" Young people, argues Brownfeld, "lack a strong values-based upbringing" and do not take morality seriously, having grown up in a society lacking moral structure. Brownfield is quite vocal in his criticism of the modern conscience of today's youth, but his criticism is well-supported by a host of other authorities who perceive the same state of moral ignorance and sorry state of morality as he does.

⁵⁴ Westling cites the following paper mills: *The Paper Store*, *PaperSure*, *A+ Termpapers*, *Term Paper Warehouse*, *Paper Shack*." A *Paper Store Enterprises Inc.* advertisement offers a "Brand New Paper Written from Scratch According to Your Exact Specifications." *PaperSure* advertises "Facing a deadline and more research to do but not enough time? PaperSure can help!"

College freshmen, in Brownfeld's view, are "morally illiterate" and their backgrounds (public and private high schools) were characterised by a tolerance for cheating and dishonesty. Brownfeld cites the extraordinarily high number of college students who have cheated (70-90% range depending on the type of cheating behavior) in support of his concluding analysis that the current, prevailing attitude toward academic dishonesty is "shallow . . . nonjudgmentalism--withholding criticism because of an unwillingness to make a moral decision."

In addition to students having problems with academic dishonesty, professors and others high in academic echelons seem to be afflicted more and more with the same corruption of morals and academic integrity in recent years. Duranti (1993) writes about the experience of discovering that his work had been interlingually plagiarised by a French academic. His case is all too common. One of the most publicized cases in America followed the revelation that large portions of Martin Luther King's doctoral dissertation had been plagiarised.⁵⁵ Miller (1993) attributes the "rich, often borrowed language" in King's speeches and writings to the "highly oral religious culture" of the American preaching tradition, and Miller advocates a re-examination and a re-definition of plagiarism, a "much more complex and much more ethically relative [issue] than we have wanted to admit." Others see views such as Miller's as signs of equivocation in the academic world when it comes to plagiarism. Oral preaching tradition arguments which attempt to justify King's plagiarism "may seem like (or even be) transparent exercises in politically correct rationalization" (*Wilson Quarterly*, "A plague of (alleged) plagiarists" 1995).

The case of Stephen Oates is another widely publicized one in American academia. He has been accused of plagiarising from Benjamin P. Thomas's *Abraham*

⁵⁵ King's dissertation contained massive amounts of verbatim copying from a previous dissertation done by Jack Boozer. King copied the "same general structure, wording, and section titles as a dissertation written a [sic] three years earlier at Boston University, where King got his PhD" and he gave footnotes in only two of the many sections appropriated from Boozer. Additionally, King gave correct citations for verbatim quotations from other texts, but then continued copying with no acknowledgment. Both Boozer and King had the same doctoral dissertation supervisor, L. Harold DeWolf, and it is amazing that he did not catch King's extensive verbatim lifting from Boozer's work (Wikoff 1992).

Lincoln, a Biography (1952) in his book *With Malice Toward None: The Life of Abraham Lincoln* (1977). A "plagiarism machine" designed by anti-fraud scientists Ned Feder and Walter Stewart was used to discover strings of copied text in Oates' book (Wheeler 1993). But in the end Oates prevailed, and Feder and Stewart's "plagiarism machine" backfired, resulting in the loss of their NIH (National Institute of Health) posts. The institute ended its support of the two scientists' fight against research fraud because they allegedly overstepped their boundaries in accusing Oates of plagiarism.⁵⁶

In discussing another case of plagiarism in academia, Mooney (1993) states that "A rash of cases has led critics to ask whether academe is prepared to take a firm stand against plagiarism." One case in the "rash" of plagiarism episodes was that of Charles P. Gallmeir, who allegedly plagiarised from an article written by Louis A. Zurcher. Zurcher's article, "The Staging of Emotion: A Dramaturgical Analysis" analysed a football team's emotional state in a 1982 issue of the journal *Symbolic Interaction*. Gallmeir's article, "Putting on the Game Face: The Staging of Emotions in Professional Hockey" was published in a 1987 issue of the *Sociology of Sport Journal*. Gallmeir's article bore many similarities to Zurcher's, including "numerous unattributed passages and field notes." In Mooney's article, excerpts from the two articles are featured side-by-side to illustrate the derivation. It seems that Gallmeir simply took Zurcher's article and substituted *hockey* for *football*, leaving the basic structure and much of the wording the same in a type of plug-in imitation.⁵⁷ This case, one of many in a "rash" of plagiarism episodes, clearly demonstrates that academe has some serious questions to confront when it comes to plagiarism among students and faculty. Among postmodern artists and writers, reaction against

⁵⁶ Feder and Stewart's "plagiarism machine" or a similar computer scanning setup, would be an invaluable research tool for someone who wished to analyse large numbers of texts for appropriation and derivative influence. Computer scanning and text comparison quickly identifies similar or identical text which might be overlooked by tedious, manual comparison processes.

⁵⁷ As will be demonstrated later in this thesis, this plug-in method of imitating is a writing technique taught in Chinese writing instruction, but certainly not limited to Chinese rhetorical traditions alone. In Gallmeir's case however, he was aware that he had not followed academic convention stating "I believe I messed up an article" and expressing his willingness to apologise.

structure and tradition explain much appropriation, but dishonesty and deceit seem to be at the core of attempts in academe to circulate counterfeit academic currency.⁵⁸

This is not to say just yet, however, that deceit and dishonesty are involved in the use of derivative writing strategies by ESL students. Before presenting the literature dealing with plagiarism and derivation in ESL texts, a historical perspective needs to be given to explain modern conventions for academic referencing and source acknowledgment which those in academia must currently adhere to in order to avoid charges of plagiarism.

2.6 A Brief History of Referencing and Source Citation

Shaw (1982) affirmed that there have "always been acceptable and unacceptable modes of using the work of one's predecessors." He referred to the ancient case of the Roman poet Martial, whose work was plagiarised by another poet, Fidentinus. Wikoff (1992) differs from Shaw in that her history of referencing, copyright, and related issues is somewhat more nearsighted, and one might be left thinking that the concept of plagiarism is a recent and modern phenomenon when in fact it is not. Notions of textual ownership have been around since the very origins of text and the dawn of literate humanity, as the current researcher will attempt to illustrate in this brief history of referencing and source citation. Some of the very earliest texts clearly indicate authorship in the form of colophons, a type of ancient footnote reference referring to the author/owner of a text. Thus, despite Wikoff's oversight (an oversight in which she is not alone) with regard to the antiquity of concepts such as authorship and textual ownership, she does present an otherwise

⁵⁸ This counterfeit academic currency is sometimes plagiarism, sometimes academic fraud, or sometimes a combination of both, indicating perhaps that someone who is inclined to commit one form of academic dishonesty, will be just as inclined, or have as little hesitation, to commit other forms of academic dishonesty. Take for example the case of Dr. Vijay Soman's lifting of "sixty words in a medical paper" and the subsequent discovery of faked data after intense scrutiny of his work because of the primary discovery of academic dishonesty (Shaw 1982). See the more recent case of Polish scientist Andrzej Jendryczko (Marshall 1998), a career plagiarist who circulated counterfeit academic currency in the form of articles which were a hybrid-language mixture of previously published (by other authors) scientific articles.

reliable overview of the history behind the concepts of authorship, copyright, and plagiarism since the Renaissance.

She explains that these modern concepts are results of a Renaissance era paradigm shift, the invention of movable type, and the departure from a primarily oral rhetorical tradition. Oral culture in classical Roman and Greek tradition was characterised by a weaving together of "commonplaces that already existed in the telling of stories such as the Trojan War" (30). Although imitation or mimesis was the main rhetorical tradition, classical writers sought after originality in their works, even if such originality was not that same as the type of originality sought after by modern writers. In the Middle Ages before the invention of printing, one form of "publication" consisted of oral performance of a composed work, such as the travelling *joglar's* (performer) and *trobador's* (composer) working together. In French medieval times, the *joglar* (*jongleur*) was a travelling artist who would move from court to court, performing the lyric poetry compositions of the *trobador*, who remained to do his composing in his home court. The trobador's compositions were zealously protected by complicated rhyme schemes to prevent their alteration or appropriation by others. The rhyme schemes were considered to be owned by the *trobador*, and use of a composition entailed acknowledging the author or composer of the rhyme schemes. Trobadors thus attempted to gain control of their works, claiming that their version of a tale or story was the authoritative, correct one. Trobadors were proud of their lyric poetry and these poets were protective of their lyrical accomplishments. Their careers could be ruined if it were demonstrated that they had appropriated the rhyme schemes of other *trobadors*. Thus, another illustration is given of early forms of acknowledgment which protected composition ownership and authorial reputations.

Alongside trobadors' oral performance of compositions during the Middle Ages, centres of religious learning throughout Europe ensured that religious history would be preserved and that the piety of saints would be enshrined. Mason (1998) has summarised "Monastic Habits in Medieval Worcester", and she gives an

informative exposition on the state of medieval texts within monasticism. During the eleventh and twelfth centuries, monastic life was recorded in works known as *Lives* of bishops and abbots. These works, authored by sub-priors, were hagiographies proclaiming the sainthood of recently deceased bishops and abbots. These works were useful in homilies by priests in which reference was made to biographical anecdotes, "demonstrating to the laity the ways in which these people were examples of holy living" (38). Monks were assigned tasks of copying and illustrating these *Lives* texts, translating them, making revisions and additions, and even omitting material if it would enhance the hagiography. A twelfth century "Wheel of Good Religious Life" illustration pictures an abbot piously overlooking a scribe at work. Scribal activities, as pictured in this illustration, were central to monastic life. Hagiographical texts, such as *The Chronicle of John of Worcester* are important examples of text being used in the Middle Ages as a means of recording history and perpetuating the reputations of deceased monastic leaders.

Also in the Middle Ages, as Wikoff (1992) notes, there were precursors to the notion of copyright prior to the Renaissance, such as university certificates of correctness in the 13th century.⁵⁹ However, the Renaissance is widely seen as the time period which gave birth to the modern ideas of plagiarism, textual ownership and authorship. With Gutenberg's invention of movable type in the 15th century, texts became a commodity needing even more protection from piracy and plagiarism than what troubadors' oral lyric poetry needed. With printing presses the power now existed to pirate texts and also to distribute plagiarised texts on a massive scale.⁶⁰

In Europe, the concepts of copyright and textual ownership developed unevenly, with England codifying copyright law some two hundred years before Germany. Britain's Stationer's Company, established in 1556, gave control of

⁵⁹ Universities controlled book publication (copying) during the Middle Ages and issued certificates which verified authenticity of copied manuscripts.

⁶⁰ In ancient times this power to produce texts on a massive scale also existed. Reverse impressions of clay tablets could be used as a type of personal mini-printing press, pre-dating Gutenberg's invention by several thousand years and enabling ancient libraries to amass thousands of historical and official documents (refer ahead several pages to discussion of clay tablets).

printing to the Crown and protected booksellers from piracy; however, writers still lacked governmental protection from plagiarists until the Copyright Act of Queen Anne in 1710.⁶¹ Somewhere in the beginning of the 17th century, the term *plagiary* entered the English language from Latin as illustrated by Ben Jonson's and other author's use of the new English term *plagiary* derived from the Latin *plagiarius* (a kidnapper) and *plagium* (a kidnapping).⁶²

It becomes clear however, that the germ of modern concepts related to copyright, textual authorship, and plagiarism was present long before the Renaissance. In classical times, and even further back in ancient history there are fascinating accounts of antique claims to authorship. In his 1677 volume on Church history,⁶³ William Cave summarised the purpose of ancient recordkeeping and the birth of history. His summary is as follows:

⁶¹ It seems that it was right about this general time period that quotation marks came to be used as the standard convention for making verbatim use of others' words.

⁶² Much of this history section up to this point, except for Mason's medieval monastic report, has been summarised from Wikoff's chapter on "A Brief History of Authorship, Copyright, and Plagiarism" in her doctoral dissertation *The Problematics of Plagiarism* (1992).

⁶³ *Apostolic: or, the History of the Lives, Acts, Death, and Martyrdoms of those who were Contemporary with, or immediately succeeded the apostles. As also the most eminent of the Primitive Fathers for the first three hundred years, to which is added, a Chronology of the first ages of the church.* 4th edition, printed in 1716. London, St. Paul's Churchyard (Now housed in the rare book collection of the Northland Baptist Bible College Library).

These considerations, together with a desire to perpetuate the memory of brave and great actions, gave birth to History, and obliged mankind to transmit the more observable passages both of their own and foregoing Times to the notice of Posterity. The first in this kind was *Moses*,^[64] the great Prince and Legislator of the *Jewish* Nation, who from the Creation of the World conveyed down the Records of above MMDL years; the same course being more or less continued through all the periods of the *Jewish* state. Among the *Babylonians* they had their public *Archives*, which were transcribed by *Berosus* the Priest of *Belus*, who composed the *Caldean* History. The *Egyptians* were wont to record their memorable Acts upon Pillars in *Hieroglyphic* Notes^[65] and sacred characters, first begun (as they pretend) by *Thouth*, or the first of their *Mercuries*; out of which *Mamethos* their Chief Priest collected his three Books of *Egyptian Dynasties*, which he dedicated to *Ptolemy Philadelphus*, second of that Line. The *Phoenician* History was first attempted by *Samchoniathon*, digested partly out of the *Annals of Cities*, partly out of the Books kept in the Temple, and communicated to him by *Jerombaal* Priest of the God *Joa*: this he dedicated to *Abibalus* King of *Benytus*, which *Philo Byblius*, about the time of the Emperor *Adrian* translated into *Greek*. The *Greeks* boast of the Antiquity of *Cadmus*, *Archilochus*, and many others, though the most ancient of their Historians now extant, are *Herodotus*, *Thucydides*, and *Xenophon*. Among the *Romans* the foundations of History were laid in *Annals*, the public Acts of every year being made up by the *Pontifex Maximus*, who kept them at his own house, that the people upon any emergency might resort to them for satisfaction. These were the *Annales Maximi* and afforded excellent materials to those who afterwards wrote the History of that great and powerful Commonwealth.

A glimpse is given in the above account of ancient rhetorical traditions of record-keeping in order to accurately transmit history, or in Cave's terminology, "to perpetuate the memory of brave and great actions." Or in the terminology of a more recent author, as "Handmaiden to history" writing moved from its origins as recordkeeper to a transformation "into one of humanity's most potent forms of artistic

⁶⁴ Moses, it is believed, derived the Genesis accounts from pre-existing records on clay tablets, perhaps even translating them into Hebrew from another Middle Eastern language, or perhaps translating them from an earlier form of pictographic written representation of language deriving from patriarchal lines back to Abraham and beyond (this is quite a different view, however, than the once popular JEDP theory proposed by liberal theologians). When Abraham left the highly civilised and cultured Ur of the Chaldees (c. 2000 BC), he undoubtedly brought along his library of clay tablet texts on which were inscribed the records passed from generation to generation. Cuneiform was one of the most ancient writing forms, beginning first as a pictographic representation, and developing into a syllabic representation. It is very interesting that ancient Chinese pictographic representation (with a traceable history to c. 2000 B.C.) may have been devised by those who had the same earlier pictographic representation of early history as Abraham and Moses. The ancient Chinese character meaning "to create" is formed with the radicals for *dust* or *mud*, a *mouth* or *person*, *movement* or *life*, and *able to walk*. This seems remarkably similar to the Genesis record: "And the Lord God formed man of the *dust of the ground* and *breathed* [with his *mouth*] into his nostrils the *breath of life*; and man became a *living soul* [able to walk]." The ancient Chinese character for law is formed with the radicals for *mouth*, *tree*, and *God*. This is again remarkably similar to "You must not eat [*mouth*] from the *tree* of knowledge of good and evil [spoken by *God*]" (Genesis 2:17). See Nelson and Broadberry (1994) for further discussion of ancient Chinese writing.

⁶⁵ Higginbotham (1998) mentions a "hieroglyphic list of functionaries includ[ing] names of the overseers . . . responsible for collection of taxes in Asia and Nubia." Thus, Egyptian hieroglyphics served historical *and* recordkeeping purposes such as giving the accounts of important battles or listing of government functionaries.

and political expression . . . [revealing] the power of innovation" (Swerdlow 1999). Recorded history extends thousands of years before the Christian era. Even thousands of years before the work of Herodotus, the "Founder of History",⁶⁶ texts abounded and ancient centres of learning recorded "brave and great actions" and more.⁶⁷ And a text need not have been tangibly inscribed on stone, wood, or leather in order to be owned. Genres of oral literature (oral texts) provide evidences that ownership of texts (oral or written) is a very ancient concept:

The literature of Oceania is oral, consisting of many memorized passages for use in social events, and also lengthy myths about events and places, which would be formally recited. The language was held in special esteem: the recitation of a myth belonging to some other clan was considered **theft**. [emphasis added by current author] (Crystal 1997: 319)

Texts existed in antiquity as far back as recorded history can be traced. Lightfoot (1963) has summarised "The Making of Ancient Books" in his work, and gives a history of text.

The oldest inscriptions found are on stone⁶⁸ and date back to Egyptian inscriptions made in the fourth and fifth milleniums B.C. Babylonian inscriptions date back to 3750 B.C., completed during the reign of Sargon I, and Sumerian inscriptions date back even further. The Moabite Stone (850 B.C.) erected by Mesha, King of Moab, and the Siloam inscription (700 B.C.), are two of the oldest extant inscriptions in Hebrew, although the Ten Commandments "written with the finger of God" (Exodus 31:18 c. 1500 B.C.) on stone tablets predate the Moabite Stone and the Siloam inscription.

Following stone inscriptions, the next oldest texts are found on clay tablets. Ancient libraries of clay tablet texts have been discovered, such as the library of Assyrian King Ashurbanipal (650 B.C.), and the clay tablets of Tell el-Amarna,

⁶⁶ See Hegel's (1899) *Philosophy of History*, p3.

⁶⁷ In the Far East, Chinese documents record history from several millenia B.C., such as the *Shu-King* canonical historical document on ancient government and statutes.

⁶⁸ It is likely that other forms of writing existed, but that they did not survive because they were not as durable as stone.

known as the Amarna letters. Wooden tablets were also used in ancient times. In Habakkuk 2:2 (written c. 625 B.C.), the command to the prophet to "Write the vision, and make it plain upon the tables"⁶⁹ seems to be a reference to wooden tablets. The Greeks also used whitewashed tablets to post official notices in the fourth century B.C., and in Egypt and Palestine wooden tablets were also used. After wood tablets came leather animal skins. In Jeremiah 36:23 a "penknife" is mentioned which was a scribal tool used for erasures to scrape the ink off of the leather writing surface. The ancient Jewish Talmud prescription that Scripture be written on leather is another indication that ancient texts were copied onto leather scrolls as a regular practice. After leather came papyrus,⁷⁰ although papyrus had been used as far back as 3500 B.C. Other forms of writing material gradually came to be seen as barbaric and uncivilised, as revealed in a comment by Herodotus, who derogatorily referred to the "barbarians" as using animal skins instead of papyrus to write on. Papyrus rolls were eventually replaced by a papyrus *codex*, which is a book form rather than a scroll form of papyrus sheets.

After papyrus came vellum or parchment as a writing surface. Even this form of writing material dates back to antiquity, to the time of King Eumenes II of Pergamum (197-158 B.C.), who invented a papyrus alternative after the king of Egypt stopped Pergamum's papyrus supply. To continue his library acquisitions, Eumenes developed *vellum* or *parchment* as a solution to the papyrus blockade. Differing from leather, vellum was not tanned, and it underwent an elaborate preparation process to make a codex. The distinct advantage of vellum over papyrus was its durability, and it came to replace papyrus completely in the fourth century A.D., enduring throughout the Middle Ages as the most popular writing surface.

Finally, paper came to be used as a writing surface. In the second century B.C. the Chinese held the secret of papermaking, but their secrets were divulged in the eighth century A.D. when Arabs captured a group of Chinese paper manufacturers.

⁶⁹ Consider also Isaiah 30:8, written *circa* eighth century B.C.: "write it before them in a table, and note it in a book"

⁷⁰ The famed library of Alexander contained from 700,00 to 800,000 papyrus texts.

The knowledge of papermaking was disseminated, until by the thirteenth century A.D., paper was commonly used throughout Europe, replacing vellum as the preferred writing surface.⁷¹

This brief history of ancient-text-writing-surfaces illustrates that texts were abundant in the ancient world. Stone, clay, wood, leather, papyrus, vellum, and paper were used to record "observable passages." In even the most ancient of these various forms of texts, there are usually indications of authorship. Details relative to indication of authorship are present in most Middle Eastern ancient manuscripts in the form of subscript reference. In the article "Who Wrote Genesis? Are the *Toledoth* Colophons?", Charles Taylor (1994)⁷² argues that the *Toledoth*⁷³ are a type of colophonic bibliographic reference, and his analysis has to do with whether these references are anaphoric or cataphoric.⁷⁴ In the English King James Version of the Bible, these *Toledoth* phrases are translated "These are the generations of . . ." But Taylor offers convincing evidence that rather than statements about geneology, these *Toledoth* are actually anaphoric bibliographic references common in ancient Middle Eastern records produced on clay tablets and passed from generation to generation. Summarising archaeologist Wiseman's discovery⁷⁵ of ancient Middle Eastern record keeping practices in which clay tablets were used, Taylor explains that the tablets were produced by using a stylus to make "wedge-shaped indentations on the damp clay." This system was quite useful for making copies. One could make a reverse impression of the tablets, and use this reverse impression to make replicas of the original text in soft clay in an assembly-line style. Taylor gives the format used in keeping records on these clay tablets:

⁷¹ History of writing surfaces summarised from Lightfoot (1963).

⁷² Charles Taylor, Fellow of the Institute of Linguists, is now retired from his post as course co-ordinator in the University of Sydney's applied linguistics programme.

⁷³ The Hebrew phrase *elleh toledoth* has the English meaning, "This is the record of . . ." The phrase could also convey meaning related to history, generation, or origin (Taylor 1994).

⁷⁴ Anaphoric reference is to preceding text. Cataphoric reference is to following text. Exophoric reference is to extraneous text.

⁷⁵ Wiseman's (1946) *New Discoveries in Babylonia about Genesis*. London: Morgan and Scott.

Format Used in Cuneiform Clay Tablet Recordkeeping

- (a) The record begins straight away, without a heading as title, though in fact a tablet may be referred to by its opening words.
- (b) Each tablet ends with a *toledoth* statement, referring to what has been written above. It is therefore anaphoric.
- (c) A name in the *toledoth* statement refers either to the writer or to the owner of the tablet.

(Adapted from Taylor 1994: 207)⁷⁶

These anaphoric references referred to preceding written material, and the colophon established authorship/ownership by giving a person's name; the name in the colophon, as an authorial signature, gave authenticity and reliability to the record's being a true account. Thus, the *toledoth* colophons are a type of subscript or footnote record of the work's authorship. Hence the Genesis passage in Genesis 5:1 reading "This is the book of the generations of Adam" is, Taylor maintains, likely a colophonic bibliographic reference carried over in transcription and possible translation from clay tablets preceding the Hebrew practice of keeping records on leather scrolls. The *toledoth* passage in Genesis 5:1 might be translated more correctly as "This is the book of the record authored by Adam" and by modern conventions, since it is a colophon, perhaps a footnote or subscript form would be more appropriate for the phrase than listing it at the beginning of chapter 5 as if it were cataphoric rather than anaphoric. If Genesis is a compilation of pre-existing familial clay tablet records with colophonic authorial references given, and with additions made by subsequent generations and authors who added their own colophonic references after the material which they wrote, it may be that these

⁷⁶ Interestingly, this type of colophonic subscript reference poses a very serious challenge to the idea that textual ownership/text-as-commodity are recent products of Utilitarian ideology (Scollon 1994, 1995 proposes textual ownership as resulting from post-Enlightenment Utilitarian ideology, and Ong, 1982, has argued that printing brought about the conception that words could be owned. Of course Ong is right, but his timing is off by several thousand years). These clay tablet texts had an author and an owner, and they were a type of commodity.

references, along with other discoveries of Middle Eastern clay tablets with similar colophons, represent some of the oldest examples of claims to authorship extant today. Certainly these colophons are among the most ancient forms of referencing.⁷⁷

C. R. Higgenbotham (1998) writes of another type of clay tablet text related to historical records--tablets which facilitated diplomatic correspondence in ancient times. The Amarna letters, a "cache of nearly 400 cuneiform tablets" were discovered in Egypt at Tell el-Amarna. The *lingua franca* of the second millennium B.C. was Akkadian, and diplomatic correspondence was written in cuneiform on clay tablets which were sent back and forth between rulers and government officials. A letter written from a vassal of Pharaoh is an example of such correspondence. The vassal wrote in a conciliatory tone, "Message of Lab'ayu, your servant. I fall at the feet of the king, my lord."⁷⁸ In his letter Lab'ayu states that his city had been attacked, but he was victorious in withstanding and capturing his attackers. It seems that Pharaoh had earlier sent a letter to Lab'ayu accusing him of instigating the conflict, but Lab'ayu, in another conciliatory gesture wrote, "When an ant is struck, does it not fight back and bite the hand of the man that struck it?"

The genre of wisdom literature in Israel and in the ancient Middle East, specifically certain proverbs paraphrased by Solomon in the tenth century B.C., represents another ancient form of textual referencing. Sirach (c. 180 A.D.) described the ancient sages of the Middle East, in particular the Israelite sages who collected proverbs and poems to pass along as the distilled wisdom of generations past:

⁷⁷ An intriguing question is posed by the very first colophon in Genesis 2:4, "These are the generations of the heavens and of the earth when they were created, in the day that the Lord God made the earth and the heavens." If this is a colophon, containing the name of the author/owner of the preceding text, who authored this text?

⁷⁸ It was unclear from Higgenbotham's article whether this phrase was anaphoric or cataphoric. It may have been a colophonic reference.

Now will I praise those godly men, our ancestors, each in his own time:
 Rulers of the earth by their authority, men of renown for their might,
 Or counselors in their wisdom, or seers of all things in prophecy;
 Resolute governors of peoples, or judges with discretion;
 Authors skilled in composition, or poets with collected proverbs;
 Composers of melodious psalms, or discoursers on lyric themes;
 Stalwart men, solidly established and at peace in their own estates--
 All these are buried in peace but their name lives on and on.
 At gatherings their wisdom is retold, and the assembly sings their praises.
 (Sirach 44:1-6, 14-15)⁷⁹

Ellis (1963) maintains that "flourishing wisdom literature antedated that of Israel exist[ing] not only in Egypt but in Arabia and in Mesopotamia." He mentions the directions for successful living of Egyptian vizier Ptah-hotep (2450 B.C.), the paternal instructions of Egyptian king Meri-ka-re (2200 B.C.), collections of sayings by King Amen-em-het (1960 B.C.), and sayings by Prince Hor-dedef (2700 B.C.). Israelites knew of this vast body of ancient wisdom literature as expressed in 1 Kings 4:30: "And Solomon's wisdom excelled the wisdom of all the children of the east country, and all the wisdom of Egypt. For he was wiser than all men; than Ethan the Ezrahite, and Heman and Chalcol, and Darda, the sons of Mahol: and his fame was in all nations round about." These men whose wisdom was excelled by the wisdom of Solomon, were, Ellis informs us, Arabian and Canaanite sages. That ancient centres of learning existed in Canaan is attested to by the name of an ancient city, Kirjath Sepher, which means "city of scribes" or "city of books", against which the Israelites fought in displacing the ancient inhabitants of Canaan (Joshua 15:15-16 c. 1400 B.C.). In the reign of David (c. 1000 B.C.) Egyptian scribes were imported for official service, and it is likely that an Egyptian tutored David's son Solomon, imparting to him the famed "wisdom of the Egyptians" (Acts 7:22). Thus, there was likely an Egyptian influence on Solomon, through the tutoring by Egyptian scholars, and step-by-step the way was being prepared to that pinnacle of wisdom literature, the *Proverbs of Solomon*.

⁷⁹ Jesus Ben Sirach was "a member of the scribal class, a student of the Scriptures from his youth, a world traveller who had mixed with high society and had been employed at court, a man who settled in Jerusalem in his old age and opened a school for the scriptural and moral instruction of his younger compatriots" (Ellis 1963).

The Proverbs of Solomon are divided into three sections. The first section (chapters 1-9) is an introduction to the proverbs, consisting of Solomon explaining the importance of wisdom to his children. The second section (chapters 10-29) constitutes the proverbs authored, collected, and passed on by Solomon. Included in this collection are paraphrases and quotations from other sages, and Solomon acknowledges such paraphrasing and quotation, although in the English translations of the Bible (King James Version, New International Version), such referencing is not readily apparent. The French translation of the Hebrew renders a better account of Solomon's acknowledgment that he was paraphrasing, and sometimes quoting, from the words of other men in recording the sayings of the wise. Solomon wrote: "*je te rapporte les paroles d'hommes experimentes*" (I give/submit to you the words of experienced men. Proverbs 22:17).⁸⁰ The two chapters following this reference in verse seventeen of chapter twenty-two include paraphrase and quotation from ancient texts. It seems that Solomon's God-given wisdom and knowledge⁸¹ was in part granted to him through the studying of texts,⁸² such as the *Instructions of Amenemope*, an Egyptian hieratic papyrus. Higginbotham (1998) has outlined the "striking similarities between Proverbs and Amenemope's papyrus . . . in both vocabulary and idiom." Solomon acknowledged such influence, stating that he was presenting the very words (*les paroles*) of others.⁸³ Of course, not all of his proverbs came from Amenemope's text, but undoubtedly some of them did as seen in the following side-by-side extracts from Solomon and Amenemope:

⁸⁰ A literal rendering of the Hebrew would read as follows: "Apply/incline your ear to, and hear the words of the wise ones and incline/apply your mind to my knowledge." Thus Solomon acknowledges others' works, but also makes a claim to personal, original authorship ("my knowledge"). He is credited in 1 Kings with 3,000 proverbs, and 5,005 songs, of which relatively few exist today.

⁸¹ II Chronicles 1:1-12 describes Solomon's vision in which God asked him what he desired. Rather than asking for riches, honour, or long life, Solomon asked for wisdom and knowledge.

⁸² Sages such as Solomon "have been called the humanists of the Bible" explains Ellis, and they "gathered that deposit of distilled wisdom that comes only from the time-tested experience of generations of sages." The sources of this wisdom were "revelation, tradition, divine infusion, experience, reason" whereas the acquisition of wisdom consisted of "study [of texts], instruction [using texts], discipline [following textually conveyed precepts], reflection [on texts], meditation [on texts], counsel [given in texts]."

⁸³ Such influence is not surprising considering the alliances with Egypt, sealed by Solomon's marriage to an Egyptian princess.

Do not remove the ancient landmark
that your ancestors set up . . .

Do not remove an ancient landmark
or encroach on the fields of orphans.

Make no friends with those given to
anger, and do not associate
with hotheads.

Do not eat the bread of the stingy;
do not desire their delicacies;
for like a hair in the throat, so are
they . . . You will vomit up the
little you have eaten, and you will
waste your pleasant words.

Do not carry off the landmark at the
boundaries of the arable land, Nor
disturb the position of the measuring-
cord; Be not greedy after a cubit
of land, Nor encroach upon the
boundaries of a widow . . .

Do not associate to thyself the heated
man, Nor visit him for conversation.

Be not greedy for the property of a
poor man, Nor hunger for his bread.
As for the property of a poor man, it
(is) a blocking to the throat . . .
The mouthful of bread (too) great
thou swallowest and vomitest up,
And art emptied of thy good . . .

(abbreviated extracts from
Higginbotham 1998)⁸⁴

Finally, in the third section of Proverbs (chapters 30-31), some further sayings are acknowledged as being the words of others. Chapter thirty is introduced by the phrase acknowledging Agur: "The words of Agur the son of Jakeh" Chapter thirty-one is introduced by a phrase acknowledging King Lemuel and his mother: "The words of King Lemuel, the prophecy that his mother taught him." Both Agur and Lemuel were Arabian sages from Massa.⁸⁵

The writings of an author more recent than Solomon, but still close to the ancient era, are the writings of Jewish⁸⁶ historian Flavius Josephus. In his works Josephus gave credit to others in line with scholarly conventions of the time. In his

⁸⁴ Higginbotham was not the first to point out these similarities between Solomon's Proverbs and the *Instructions of Amenemope*. These similarities have been apparent for some time now, especially in theological circles.

⁸⁵ However, some scholars believe that Lemuel was a nickname for Solomon used by his mother, and that Agur might also have been a pseudonym for Solomon.

⁸⁶ He was also a Roman citizen.

Antiquities of the Jews,⁸⁷ written in A.D. 93, he describes events surrounding the Deluge or Genesis Flood and cataclysmic destruction of the ancient world.⁸⁸

Josephus, in writing about this event, references "barbarian" historians who also wrote of the flood:

Now all the writers of the barbarian histories make mention of this flood, and of this ark among whom is Berossus the Chaldean. For when he was describing the circumstances of the flood, he goes on thus, "It is said, there is still some part of this ship in Armenia, at the mountain of the Cordyaeans; and that some people carry off pieces of the bitumen, which they take away and use chiefly as amulets, for the averting of mischief." Hieronymus the Egyptian also, who wrote the Phenecian antiquities and Manaseas, and a great many more, make mention of the same. Nay, Nicholas of Damascus, in his ninety-sixth book hath a particular relation about them; where he speaks thus: "There is a great mountain in Armenia, over Minyas, called *Baris*, upon which it is reported that many who fled at the time of the deluge were saved; and that one who was carried in an ark, came on shore upon the top of it; and that the remains of the timber were a great while preserved. This might be the man about whom Moses, the legislator of the Jews, wrote." (Book I, chapter III, number 6 of *Antiquities of the Jews*)

It is quite clear that Josephus credited not only the ideas of these ancient "barbarian" writers, but also their very words. In the English translation of Josephus' work, it is clear that he made his quotations obvious enough for Whiston (the translator) to use the by-now-accepted quotation mark conventions in translating the work several hundred years ago.

Following the *Antiquities of the Jews*, a dissertation in the appendix of this work gives an extensive list of "The ancient citations of the testimonies of Josephus, from his own time till the end of the fifteenth century." These citations,⁸⁹ some

⁸⁷ From the current author's copy of *The Complete Works of Flavius-Josephus, the Celebrated Historian, comprising The History and Antiquities of the Jews, with the Destruction of Jerusalem by the Romans, and dissertations concerning Jesus Christ, John the Baptist, James the Just, and the Sacrifice of Isaac, together with a Discourse on Hades or Hell with his autobiography*. Translated by William Whiston. There is no date in this volume, but it appears to have been printed in the late 1700s, or possibly the early 1800s.

⁸⁸ Most cultures, as did the "barbarian" historians to whom Josephus refers, have a flood account similar to the Genesis account in their history, for example the Babylonian *Gilgamesh Epic*, or native American Indian accounts of flood stories.

⁸⁹ There are approximately 27 citations listed in a defense of the accuracy of Josephus' writings about Christ. Those who gave these citations over the centuries include Tacitus (A.D. 110), Justin Martyr (A.D. 147), Origen (A.D. 230), Eusebius (A.D. 324), Ambrose (A.D. 360), Isidorus Pelusiota (A.D. 410) et al.

acknowledging paraphrase, some acknowledging quotation, cover a period of 1,500 years, and offer convincing and irrefutable (it would seem) proof of Shaw's (1982) argument that "there have always been acceptable and unacceptable modes of using the work of one's predecessors." It has always been important to cite the source of one's information, the author of words other than one's own.

Authorship is an ancient concept, and so is acknowledgment and referencing of sources. Knowing who wrote a text is important not only to protect an author's rights in modern times, but also to keep accurate historical records for future generations, as would have been the concern in ancient times for ancient writers. While current authors and other researchers of plagiarism-related issues are correct in maintaining that the Renaissance resulted in the development of *modern* plagiarism conceptualisations, they are somewhat nearsighted in their understanding of textual history, and they are not altogether correct in implying that previously, it was not considered wrong to borrow another's work. It seems that throughout history--ancient history included--it has always been considered wrong to borrow *without acknowledgment* of some form. Authors throughout history have wanted protection all along from plagiarism, piracy, and falsification of information whether that protection consisted of colophonic subscripts on ancient Middle Eastern clay tablets to vouch for a text's truth,⁹⁰ whether it involved developing complicated and difficult to imitate rhyme schemes, or whether it required codification of laws providing for punishment of copyright violators and plagiarists.

Since the Renaissance era, the concepts of plagiarism, authorship, and copyright have continued to evolve into what they are today. From the small discourse communities of the post-Renaissance era, referencing developed into the forms given in today's academic journals and publications. Scollon (1994) notes that

⁹⁰ Such colophonic references are similar in some respects to the seals of kings and royalty in past history which vouched for the royal provenance of decrees and correspondence. An ultra-modern counterpart to such attempts at verifying authenticity is the use of "electronic watermarks" to verify that an electronic document/text is not a counterfeit. The proliferation of Internet sites and electronic documents/texts has created a need for some sort of authenticity verification, just as in times past, the more tangible forms of text required such verification through signatures, seals, and so on.

"academic writing in English did not always look like the writing we see in journals today" and he comments on the vast changes which have taken place in recent decades. He argues that a shift is taking place from "the long dominant Utilitarian ideology with its emphasis on the presentation of a unique, individual author who is the 'owner' of the text toward a much more diffuse form of referencing" which is not yet completely understood. There may indeed be a shift underway as Scollon has proposed, toward new forms of referencing, but for now, current academic conventions for source acknowledgment continue to be necessary, and it remains to be seen what new academic discourse systems will be in place in ten or twenty years.⁹¹

Today's academic writing is by and large characterised by what might appear to be a perfunctory citation of sources. According to long-standing academic conventions, writers should only cite those sources which they actually consult firsthand; otherwise, it should be made clear that a source within a source has been cited when it has proven impossible to obtain a copy of the secondarily cited source (for example citing Smith who was quoted in Jones). Often convention is not followed, however, and writers toss around numerous references, leaving it unclear which sources they have directly consulted and which they have become familiar with only secondhand. The rule of thumb in some academic writing seems to be, the more sources cited in parentheses, the more authorial and credible the work; however, writers who list an author's name, whether or not they have consulted the source firsthand, are engaging in a form of academic sloppiness.

Take for example a recent book on plant evolution, Lorentz Pearson's *The Diversity and Evolution of Plants* (1995). On the evolution of conifers, the only substantial proof cited seems to be a secondary reference to another author. Pearson writes, "The evolution of the Coniferales from the Cordaitales has been carefully worked out by Rudolf Florin, (Banks 1970)" (Pearson : 503). Pearson references

⁹¹ Interestingly, many writing courses now teach students how to compile a *Mediography* rather than a bibliography, since no longer are books the main information sources, with electronic databases and the Internet, the so-called "information superhighways", rapidly replacing hard copy.

both Florin and Banks, but it seems to be only a secondary reference to Florin since he did not give the date for Florin's work. It seems that Pearson made his authorial pronouncement based on reading Banks, who had in his own work referred to the "prolonged, painstaking research by the late Swedish paleobotanist Rudolf Florin" (Banks: 139). One would expect that for such an important reference to substantial proof for a scientific matter, an author would directly consult the primary source offering such proof, but Pearson leaves it unclear whether he has done so or not. In any case, it has become quite common to designate authority and responsibility for information to other authors by using secondary referencing. Scollon (1994), in his work on authorship and responsibility in discourse, discusses such practices of *lamination* or layer-upon-layer of referencing, which in some writing becomes "layers of confusion" (Scollon 1994: 38).⁹²

The conventions used today for acknowledging sources, and the near-phobic inclusion of authors in parentheses for constant exophoric referral to exterior sources, as well as the lamination of references, are distinctives of modern academic writing. Often, as has been suggested, such inclusion of references to other authors takes place whether or not the writer has referred to these sources firsthand. Although a writer may not have actually read from a cited source, by listing the source he gives authority to his writing. The constant parenthetical exophoric referral to extraneous sources is a relatively recent phenomenon having its origins in the post-Renaissance era's increased emphasis on originality and the importance of acknowledgment. The post-Renaissance era, although very different from earlier eras due to copyright and author-ownership protection, was still characterised by carry-overs from oral traditions.⁹³ In reading works from the early 1900s, from the late 1800s, and from even earlier in the 1700s, one gains the impression that academia was a sort of gentlemen's club, an elite type of Oxford or Cambridge group. Judging from the

⁹² ESL writing is given by Scollon as an example of confused referencing, but numerous examples of this could also be given in L1 writing.

⁹³ However, it is interesting to speculate whether these oral tradition features in written text might result from the post-Renaissance increase in the number of scholarly societies and communities in which oral debate was the practice.

academic publications of past centuries, there seems to have been a polite camaraderie resulting in respectful referrals to other members in that group.

In Russell's *Writing in the Academic Disciplines, 1870-1990* (1991), a glimpse is given of the characteristics of the small academic discourse communities existing in America in recent history. "[B]efore the 1870s" writes Russell, "writing was ancillary to speaking" and the entire educational curriculum "was based on public speaking." It was with the development of modern society that "writing became central to organizing production and creating new knowledge." The rise of professions resulted in distinct, but small discourse communities united "not primarily by ties of class but by the shared activities, the goals, and--this is crucial--the unique written conventions of a profession or discipline." In the early 1900s, with the expansion of the American academic discourse community, "Students from previously excluded social groups were admitted, destroying linguistic homogeneity" and resulting in fragmentation of the academic community into specific sub-communities, an "aggregate of . . . tightly knit, turf-conscious disciplines and departments, each of its own discourse community." The development of these discourse sub-communities had begun after the American Civil War:

As the modern academic disciplines gradually organized themselves out of the inchoate mass of post-Civil War educational ferment, conventions of discourse grew up within each, marking off one from another. Each had its own professional meetings, seminars, journals, books, and all the now-familiar forums of scholarly discourse. So also, each developed its own terminology, methods, rules of evidence, standards of scholarly presentation and documentation. Significantly, those discipline-specific conventions and, indeed, the whole new enterprise of research and service, depended upon print for their growth and influence, subordinating the oral component almost completely. (47)

Such a community of small, but not fully standardised, specific discourse sub-communities, each with linguistic homogeneity and common conventions for academic presentation of work is paralleled by the European post-Renaissance academic scene. The small discourse community's "gentlemen club" atmosphere in Europe and in the US might be usefully analogised to the era between 1820-1865 in American literature in what has been called the "Small World of American Writers"

(*Norton Anthology* 1995: 254). The comparison does not stop here, however.

Moving into the period from 1865-1914, it becomes evident that the transformation of American literature into a distinctly national form comprising "new themes, new forms, new subjects, new regions, new authors, new audiences" (*Norton Anthology* 1995: 255) is in many ways similar to the development and transformation of academic conventions for source acknowledgment and referencing and the expansion of small academic discourse communities into a global community of scholars and into an international publication network, with the common bond of English language usage.

In the small world of American writers from 1820-1865, authors and their families were intimately acquainted with one another, living "if not in each other's pockets, at least in each other's houses, or boarding houses" (*Norton Anthology* 1995: 254). Ralph Waldo Emerson's mother operated a boardinghouse in which Herman Melville's father-in-law resided at one time, and the Old Manse or family home of Emerson in Concord, Massachusetts was let out to the Hawthorne family. Emerson was an affable and congenial host, entertaining members of the miniscule literary scene, and giving the "Concorde homebody" Thoreau odd jobs and occasional responsibility for looking after the Old Manse while he was away. The family of Henry Wadsworth Longfellow vacationed in a boardinghouse owned by a cousin of Melville. Overnight visits, social calls, matchmaking, and casual dining and drinking nurtured the intimate relations of early American authors. Saloon fraternising and socialising in literary clubs such as James Fenimore Cooper's *Bread and Cheese Club*⁹⁴ were also popular. Boston's *Transcendental Club*⁹⁵ is well known, and the *Saturday Club*⁹⁶ as well as New York's *Author's Club*⁹⁷ are landmarks in early American literature. These were the hubs of early America's

⁹⁴ Members included Cooper, William Cullen Bryant, Samuel F. B. Morse, Fitz-Green Halleck, and Thomas Cole.

⁹⁵ Members included Emerson, Bronson Alcott, Margaret Fuller, and George Ripley.

⁹⁶ Members included Emerson, James Russell Lowell, Henry Wadsworth Longfellow, Oliver Wendell Holmes, John Lothrop Motley, William H. Prescott, and Nathaniel Hawthorne.

⁹⁷ Members included Branden Matthews, Richard Watson Gilden, R. H. Stoddard, Edmund Clarence Stedman, and sometimes Herman Melville.

small literary scene. Authors distributed their works through the three main publishing centres of the time--Boston, New York, and Philadelphia--and the intimate acquaintanceships were not out of the ordinary for a small nation about to undergo industrial/literary transformation and expansion. Such growth at that time was only hinted at and foreshadowed in the the nation's developing industry and literature. Walt Whitman predicted in his *Democratic Vistas* (1870) that American literature would come of age, and interestingly enough, his prediction came true when the U.S. Congress ratified laws on international copyright. Previous to these laws, American publishers had pirated foreign books with impunity, paying no royalties to authors. This unscrupulous practice had deleterious effects on American authors since publishers found it more profitable to pirate foreign books than to pay printing costs *and* royalties when printing books written by American authors.⁹⁸

Such was the small world of American writers, a community of literary like-minds based along the eastern coast of America, bearing many similarities to the small academic discourse communities which were to become the global international academic community of the postmodern era. The published work of these small discourse communities says much about the specific forms of referencing which had developed after the Renaissance, and although the referencing is quite similar to modern referencing procedures, significant differences exist, most notably the impression earlier post-Renaissance works give of being addressed to a small community of scholars with whom the writer is intimately familiar. A literature primer, *Shakspere*,⁹⁹ by Edward Dowden, Professor of English Literature at the University of Dublin, does not have a publication date, but it is most likely from the mid-1800s. The primer contains typical references which give the impression of intimate acquaintance with other authors, as if Dowden were on speaking terms with

⁹⁸ This period in the history of American literature illustrates the distinction between piracy and plagiarism. In pirated works, the author is still acknowledged as such; in plagiarised words, the author is not acknowledged. Piracy violates copyright law (if it exists), while plagiarism violates individual claims to authorship and originality and a discourse community's expectations/standards for acceptable interaction with and within the community.

⁹⁹ From the current author's personal collection.

them. Dowden refers readers with a parenthetical reference to another primer: "See Mr. J. Green's Primer: English History."¹⁰⁰ Other instances of referencing appear, as if Dowden knew the authors personally, and it seems he did know Mr. Green since Green was the editor of the series of literature primers to which Dowden's primer belonged. Despite these differences in Dowden's oral tradition use of "Mr." from today's convention of using author's last names only for in-text referencing, Dowden's work bears similarities to modern academic citation conventions, for example in the appendix, in which he refers readers to further works on Shakespeare. His appendix bears resemblance to a modern annotated bibliography referring readers to helpful works and giving comments on their usefulness.

Another earlier work from continental Europe by Montesquieu, *L'Esprit des Lois* (*The Spirit of Laws*), was a work of seminal importance in political theory written in the first half of the 18th century, a hundred years closer to the Renaissance era than Dowden's primer. In Montesquieu's work, referencing examples are seen which reflect the state of academic citation procedures in the 1700s within the discourse community of the *Academie Francaise*. *L'Esprit des Lois* was written between 1735 and 1748 with an English translation appearing in 1750.¹⁰¹ This work, by an important French academic and philosopher, took fourteen years of scholarly preparation and was the major contribution of the 18th century to modern political theory, bringing Montesquieu enduring fame and reknown. *The Spirit of Laws* is typical of the post-Renaissance era in reflecting an enduring oral influence in a closely knit academic community, the *Academie Francaise*, a historically conservative organisation resistant to change--one would thus expect in the work of a member of this discourse community a typical representation of referencing in the 1700s.

¹⁰⁰ It could be that such referencing using "Mr." is a carry-over into print of what was the normal practice of oral debate when "writing was ancillary to speaking" and the entire curriculum "was based upon public speaking" as Russell has proposed in his history of academic writing.

¹⁰¹ The references to Montesquieu's *The Spirit of Laws* are to the current author's copy of the 1750 English translation.

In the chapter entitled "A paradox of Mr. Bayle's",¹⁰² a use of polite referencing, "Mr. Bayle", is given. An asterisk by the first use of "Mr. Bayle" within the text of chapter 2 refers readers to a note at the bottom of the page, presumably the title of Bayle's work, "Thoughts on the comet." This use of asterisks and other footnoting symbols (small crosses, ampersand-like symbols, and two small parallel lines) continues throughout the work. For example, in chapter III of Book XXIV readers are referred to physician M. Ponce's description of Ethiopia in his *Collection of edifying letters*. Other notes in the same book from chapters VII-IX refer readers to Dupin's ecclesiastical history of the 6th century, and a *History of the Jews* by Prideaux. No bibliography is given to these very brief, oral tradition type of references,¹⁰³ with which it seems, Montesquieu assumes his readers should be familiar. In chapter XX of the same book an asterisk beside the phrase "sacred books of the Persians" refers only to a Mr. Hyde. "Who is this Mr. Hyde?" a modern reader would ask. No date, no title, no further references are given, but presumably Montesquieu felt the mention of Mr. Hyde to be sufficient acknowledgment according to the conventions of his day. In book XXV, chapter XV, further brief references are again given: "See Kempfer" ; "Fourbin's memoirs" ; "History of the Tartans, part 5" ; "Pirard's travels, chap. 27". The same sort of referencing continues in book XXVI chapter XXII: "See Garcillasso de la Vega." Again, a modern reader would ask, "Which Garcillasso de la Vega? Which work of his?"

At times however, despite usage of distinctly un-modern forms of referencing, there are glimpses of modern convention, for example in book XXVIII, chapter 1, a note referring to Mr. Leibnitz corroborating a statement about Salic law would not be out of place in a modern publication, except for the "Mr." : "Mr. Leibnitz says, in his treatise of the origin of the Franks, that this law was made before the reign of Clovis; but it could not be before the Franks had quitted Germany, for they did not at that

¹⁰² Volume II, Book XXIV, chapter II.

¹⁰³ Or could it be that the references are brief, and not necessarily resulting from oral tradition, for the simple reason that readers were expected to be familiar with the small body of literature in the 1700s?

time understand the Latin tongue." But after the same note, another appears which would be unacceptable to a modern reader because of the insufficient information: "See Gregory of Tours." If Gregory of Tours had been listed in a bibliography, the reference would be sufficient, but the work contains no bibliography or list of references. So although there are differences between Montesquieu's citation of sources and today's standards, there are important similarities too.

In the 1600s, prior to Montesquieu, the referencing used becomes even more obscure and archaic to modern readers. Numerous obscure marginal references to Latin titles and works by early Church fathers¹⁰⁴ characterise John Boys' 1629 tome on English liturgy.¹⁰⁵ An excerpt from folios 224-225 condemning Jesuit influence is typical in its referencing:

The I [J]esuits are quite contrary to this example; not accused only, but also convicted of treasonable plots and practices, actors in strife, not martyrs in tumults, but murderers; as^z one of our side wittily; *flagella Reipublicae, flabella seditionis*; as one of^a their side bitterly; their Pulpits are drums and trumpets, incensing Princes one against another. All their confessions are as instructions, or rather destructions to teach rebellion, as their old friend in his^b *Quodlibeticall* discourse: *the reading of the Iesuits to the English youths in the Seminaries abroad, was the stroke of flinty heads on steely hearts, that gave fire to the seditious match which hath well nigh set all Christendome on flame.* They vaunt indeed,^c that the Church is the soule of the World; the Clergy of the Church; and they of the Clergy; but as^d travellers, of *Constantinople*, that it is a City in a wood, or a wood in a City; so the Iesuite is a^e statizing Priest, a *court Rabbi*, more cunning in *Aretine, Lucian, Machiavel*, than in his Breviaries and Bible, not in^f commission from God or the Church, but of^g *Belials* brood, a vicar of^h hell. This and more than this our adversaries say; this or as much as this our selves see: for all Iesuits being inthrall'd unto their generals, and all generals unto the Pope, they must as hands and feet work and walke, as that their head shall devise, being above all other in strifes active, and as *Paul* here, passive. ¹⁰⁶

¹⁰⁴ For example, references to "*Turtullian uti Malsonat in 6. Ioan 44*" which would have been familiar to theologians of the time.

¹⁰⁵ *An Exposition of the Dominicall Epistles and Gospels used in our English Liturgie, throughout the whole yeere. Together with a reason why the church did chuse the same.* Completed in 1629, this volume was published in 1638 in London by Richard Badger for William Aspley, Signe of the Parot, St. Paul's churchyard. Interestingly, this volume has found its way to Northern Wisconsin where it is now housed in the rare book collection of the Northland Baptist Bible College Library. A minister donated the volume to the Church of Scotland Library, but a note in the front cover states that it was given to an assistant in the St. Andrew's Parish Church, "not being required by the library." This is not surprising since it is a Church of England volume for which the established Scottish Kirk would have little use.

¹⁰⁶ Notes to this extract which appear in the margin of folios 224-225 are as follows:

z *D. Andrewes con. ad convoc.* Anno 1592; *a* *Iesuit. cat.* 1. 3.c.11; *b* *Watson, Quodlibet.* I. art. 1; *c* See relation of relig. used in the West parts of the World, Sect. 28; *d* *Travels of Englishme[sic] into far countries*, pag. 15.; *e* *Sparing discourse*, pag. 7,8; *f* *Quodlibet.* 3.art.3; *g* *Ibid.* art. 10.; *h* *Quodlibet.* 4.art 2.

In this text which is now more than three hundred and seventy one years old, Boys makes reference to various works with which Reformation Era theologians would undoubtedly have been familiar, although today's readers, the current author included, would be thoroughly perplexed by such abbreviated referencing. In the above extract, it appears that a quotation is made from Watson's *Quodlibeticall* "discorse" [*sic*], but rather than using quotation marks according to modern convention, Boys used italics to set off the quotation and he introduces his quotations in an elliptical fashion, as if words are omitted, prefacing quoted phrases with a colon or semicolon (but no quotation marks setting off the quote). For example, he introduces the Latin quotation with the phrase "as one of our side wittily [said]" followed by a semicolon. He introduces the next quotation with the phrase "as one of their side bitterly [said]", again followed by a semicolon. It is fairly clear where the second quotation ends, and where Boys text begins. Boys' words begin again with "All their confessions . . .". Next, another quotation is introduced with the phrase "as their old friend in his *Quodlibeticall* discorse [said]" followed by a colon. Judging from the context of this excerpt, it seems that the reference to "their [Catholics'] old friend" is to a Jesuit who left Rome to join Protestant ranks.

This antique work of Boys was written before quotation marks came to be used as a standard convention. This would place the beginning of the standardised use of quotation marks somewhere between the 17th and 18th centuries.¹⁰⁷ In fact, the 17th century *is* when quotation marks came to be used as the convention for indication of quoted material. Before quotation marks were used, some authors simply drew an arrow in the manuscript margin, and placed double commas at the beginning of a quoted sentence only and not at the end. Some scholars and printers of the 17th century preferred the French form of setting off quotations--two arrows before and after the quotation, known to the French as *guillemets*. These *guillemets*,

¹⁰⁷ The derivation of *quotation* is from the Medieval Latin "*quotare*, to mark the number of, divide into chapters." The Latin *quotus*, meaning "of what number" is derived from the Proto-Indo-European *kwoti*, meaning "how many", and *kwo*, the interrogative base from which is derived the English interrogative *Who* (*Webster's New World Dictionary*). Thus a quotation (*kwo*-tation) should have a clear reference in order to indicate from *who* (*kwo*) the words are taken.

still used by the French today, were placed at the beginning of directly quoted material, and they were reversed at the end as follows: <<quoted material>>. The English printers rejected the French *guillemets* in favor of reversed commas at the beginning of a quotation, and apostrophes at the end of a quotation.

The use of *Ibid*, for the Latin *ibidem*, meaning "in the same place" in footnote g of the preceding English liturgy text is another curious feature of 17th century referencing which has endured to the current day in documentation styles which make use of footnotes. Quotation marks may not have been a convention yet at the time when Boys wrote his work, but the meticulous referencing and polite referral¹⁰⁸ to other authors demonstrates the importance of acknowledgment. There were conventions for quoting, using elliptical introductory phrases, even before the advent of quotation mark conventions. Boys even makes it clear when he has paraphrased, as on folio 4, where he says after a theological discussion of faith, "*Ludolphus* hath comprised all in this short paraphrase" referring to Ludolphus' *De vita Christi* (part I. C. 37) which he had just paraphrased in the preceding paragraph.

A theological text closer to the modern era, *The Works of the Reverend Robert Hall*¹⁰⁹, a collection of memories and sermons of a distinguished pastor of a dissenting Cambridge church around 1832, gives further insight on academic referencing conventions of the time within closely-knit discourse communities.

In the Appendix of volume VI, in the ninth edition of this collection, a number of memoirs of Hall are printed, including extracts from other ministers who had referred to or quoted Hall.¹¹⁰ The manner of quotation is interesting and somewhat different from today's conventions. The following is a quote of Hall by Mackintosh in his review of one of Hall's sermons:

¹⁰⁸ In oral style, Boys refers readers on folio 12 to Mornai as follows: "as that noble Gentleman *Philip Mornai* notes in *lib. I. de Missa, cap. 3.*"

¹⁰⁹ Edited by Gregory, Olinthus.

¹¹⁰ This volume is also from the collection of the current author. The extracts which are discussed appear in Note B of the Appendix. The first extract is from "Quotations from a Review of Mr. Hall's sermon on Modern Infidelity, written by Sir James Mackintosh. Published in the Monthly Review for February, 1800."

Against this new sect . . . Mr. Hall . . . speaks of his being a dissenter only as a motive for generous emulation, and for vying with the church in zeal and vigour in defence of our common Christianity, in imitation of the ablest and most virtuous dissenters of former times.

"When at the distance of more than half a century, Christianity was assaulted by a *Woolston*, a *Tindal*, and a *Morgan*, it was ably supported, both by clergyman of the established church, and writers among Protestant dissenters. The labours of *Clarke* and a *Butler* were associated with those of a *Doddridge*, a *Leland*, and a *Lardner*, with such equal reputation and success, as to make it evident that the intrinsic excellence of religion needs not the aid of external appendages ; but that, with or without a dowry, her charms are of sufficient power to fix and engage the heart."

Oddly enough by modern convention, in setting off the quoted passage from his own text, Mackintosh uses quotation marks the entire length of the left margin of his block quotation of Hall, with a concluding quotation mark at the end.¹¹¹ A further observation is that Mackintosh, similarly to Montesquieu and Dowden, refers cordially in his writing to Hall as "Mr. Hall." In another review by Mackintosh in the August, 1800 issue of the *British Critic*, further citations of Hall appear:

He [Hall] tells us in his preface, "There is no one living more guarded in bringing unsubstantial charges than myself." p. 17. He also observes, that "the mere change of sentiment is not in itself criminal, it is sometimes virtuous." p. 22.

It is quite interesting to note again the quotations marks which appear in the left margin by quoted lines, even though introductory quotation marks have already been given. Such a convention certainly leaves no doubt about which lines have been quoted and which have not! Readers are reminded at the beginning of each new line of text that what they are reading is quoted material.

Extracts from sermon notes by Dr. Parr for a message delivered Easter Sunday in the year 1800 are also printed in the appendix of *The Works of the Reverend Robert Hall*. In these notes reference is made to Hall, although since this was a

¹¹¹ The same practice is used in the 1798 volume *The Expository Works with Other Remains of Robert Leighton, Archbishop of Glasgow* printed in Edinburgh. In the preface to the work, written by Dr. P. Doddridge, a quotation reads as follows:

. . . my acquaintance with our author's words was but beginning, "There is a spirit in Archbishop Leighton I never met with in any human writing, nor can I read many lines in them without being moved." (p. ix-x)

sermon, the tone is distinctly more oral than Mackintosh's works, but the same form of referencing is given with a slight variation with regard to use of quotation marks.

The quotation from Dr. Parr is as follows:

. . . But I agree with Mr. Hall, that "the present times furnish a melancholy exception to this general observation ;" and Mr. Hall probably will agree with Bacon, " that superstition also has been the confusion of many states, and bringeth in a new primum mobile, that ravisheth all the spheres of government." (Bacon's 17th and 18th Essays).

It is obvious that the convention of the time dictated indication of direct quotations by use of quotation marks, but there seems to be some slight variation as to how the quotation marks are used. Mackintosh used quotation marks in the left margin before each line which was a direct quote, even though introductory quotation marks had been given. He does this in both long block quotations, and also in briefer quotations of one or two sentences. However, Parr does not do this. In the above example, Mackintosh would have prefaced the second, fourth, and fifth lines with quotation marks if he were the author.¹¹² Perhaps Mackintosh's use of quotation marks was a mere anomaly, or perhaps writers had some degree of latitude in how they set off quoted material, just as long as they made sure to clearly indicate verbatim use of another's text.¹¹³

Finally, a few observations will be presented from one more text, Reverend John England's *Explanation of the Construction, Furniture and Ornaments of a Church, of the Vestments of the Clergy, and of the Nature and Ceremonies of the Mass*,¹¹⁴ published in 1834 in Baltimore, Maryland. In this work also, it is evident that the writer had in mind a homogeneous discourse community, and he expected readers to know and be familiar with the works of referenced authors, for example a certain Mr. Addison:

¹¹² Perhaps such quotation conventions were a publishing house printing style with some variation among publishers.

¹¹³ An in-depth study of past quotation conventions would be a fascinating line of inquiry for someone with the inclination and resource texts.

¹¹⁴ Another book from the current author's collection.

It will immediately suggest itself to the reader of this brief outline, that nothing can be more unfounded than the strange notions sometimes entertained respecting the vesture of the catholic clergy, by those who knowing absolutely nothing of its origin or object, censure it, as having been irrationally and capriciously introduced by folly or despotism for the purposes of superstition or fraud. When such writers as Mr. Addison, so egregiously exhibit their total want of information upon topics of which they venture to treat with even magisterial authority, we cannot but regret the absurdities to which they have been led. It has been the misfortune of many such men, that they were too proud to learn, and too poorly informed to understand our ceremonial; they were too self sufficient to suspect their want of knowledge, and too well convinced that the great bulk of their readers had no opportunity of detecting their errors.

This Mr. Addison, who it seems had offended the catholic clergy, is mentioned without any further reference to the work in which he made his statements, as if readers should be completely familiar with his writings. No footnote is given, no book title--nothing to clarify who Mr. Addison is. Shortly later, more expectations relative to shared knowledge and referencing are evident. By today's convention the references would be incomplete. The following is England's summary of texts which readers are expected to know:

Some authors inform us that it was a custom in the east, previously to entering into the churches, to purify the hands and feet, and frequently the head, at large fountains which were constructed for this purpose in the front of the buildings; and that as the body was thus freed from its impurities, they were admonished to reflect upon the necessity of having the soul also cleansed by the grace of God from all that could defile it, if they would enter in a becoming manner into his holy temple. In the whole of its extent, this statement is probably quite correct; it is not however a sufficient explanation. The prayers and the ancient testimonies lead us much further, and the custom of using holy water is found in the earliest days of christianity, not only in the east but also in the west, where they made no such ablutions.

Finally, one last quote from England reveals further expectations of shared discourse community knowledge:

But a very short experience proved that the inconveniences prepondered so greatly over the very questionable benefits that were expected to result, that with very general approbation Pius V. revoked the permission within two years after it had been conceded. Mr. Eustace who appears to have had much more taste than erudition, was probably not aware of this or of many similar facts, when he thoughtlessly penned his paragraphs respecting the church of St. Peter, in chp. v. vol.2. p. 178, of his classical tour; in which amongst some just remarks, he introduces others of an entirely different description.

A modern reader would ask, "Who is Mr. Eustace?" More details are given of Eustace's work than of Addison's, but there is still no title given of Eustace's classical tour publication.

These examples and extracts from academic writing in the past few centuries illustrate that in the recent history of academic writing, members of particular discourse communities knew to whom a writer was referring. Referencing was characterised by lack of uniformity or convention, and by insufficient information by modern standards; although as far back as the early 1600s, and even further back in ancient time when quotation marks were not used, writers acknowledged who they were quoting. Furthermore, authors as far back as King Solomon indicated when they were paraphrasing or quoting another's work. In recent history since the Renaissance, readers may have been familiar with a particular writer's work since the body of texts was significantly smaller and there were not as many writers publishing as there are in academia today.

In our "global village" or extended academic community, however, more specific forms of referencing are needed to guide readers to particular works and to enable readers to easily and quickly consult sources for themselves firsthand in a state of the text where published sources of information seem to be innumerable. As Solomon put it, "of making of books there is no end" (Ecclesiastes 12:12). Earlier referencing has evolved from the post-Renaissance style of referencing into very specific conventions for acknowledging influence, referring exophorically to exterior

texts, and recognising other scholarship related to one's work. Indeed, not only have forms of referencing evolved, but the very format of academic publications has developed to a point where a standard article form exists for giving first the article abstract, then introducing the topic, next reviewing the literature, followed by presenting the research results, and so on. It is interesting to speculate whether in the near future, *all* academic publications might adhere to a very strict format to facilitate electronic database storage and retrieval, key word searches, and indexing of author referencing and citation (for example in an electronic database form of the *Social Sciences Citation Index*). Such specific referencing and academic publication standardisation has developed as the academic community has expanded, no longer embracing a select circle of scholars, but reaching beyond to a worldwide network of community participants. Existing conventions have of necessity been developed to provide order and structure in a complex world where specific forms of acknowledgment must be given. Today, the extension and continued development of academic publication conventions over the years have given us the constant acknowledgment, complete with author's names, page numbers, bibliographies (mediographies), as well as quotation marks and indentation of block quotations (also known as displayed quotations) to indicate verbatim use of another's phraseology.

In our politically correct and multiculturally sensitive postmodern era, predictable reactions to existing conventions have taken place, for example in the postmodern youth culture's insurrectionary challenge to traditionally held ideas about plagiarism, authorship, and ownership of text. Predictable reactions have included the charge that academic conventions with regard to plagiarism are culture specific and biased toward non-Western cultures. The line of argument is that Western ideology is culturally insensitive, and imperialistic in forcing foreign discourse patterns on unwilling ex-colonial subjects (see especially Scollon and Pennycook). Such authors are to be commended for initiating a reappraisal of unexamined assumptions, and for providing a useful framework in which to challenge existing ideology underlying our modern conventions, and for demonstrating that many

traditionally held conventions are indeed culture specific. However, such challenges to traditionally held academic conventions are to be expected, and in light of English having become the language of international communication and publication (Flowerdew 1999), it seems that defenders against imperialism are taking up what is essentially a non-issue. St. John (1987) summarised recent developments regarding the increasing and unrelenting "dominance of the English language in scientific research publications" and presented research findings which revealed that NNS scientists *themselves* recognize that to keep up with scientific advancement, they must read and publish in English medium journals: "In this era of globalization, to publish in a language other than English is to cut oneself off from the international community of scholars, on the one hand, and to prejudice one's chances of professional advancement, on the other" (Flowerdew 1999). Internationally, scientists recognise that English is *the language of publication*, and for the most part they seem to have no problem with adhering to conventions for English academic publications, and they, quite similar to Westerners, value the necessary conventions for fair acknowledgment of the works of others.

Indeed, there are incredible reactions from international scholarly communities where English is not the native tongue when members of these communities violate standard English academic writing conventions. Li Xiguang and Xiong Lei (1996) have written on the recent debate among Chinese researchers about the "rash of plagiarism" cases in English language articles written by Chinese scientists. There has been "vigorous public discussion of the problem" regarding "how institutions should respond." The focus in these debates is not on Western ideology and what should be done to stop foreign influence, but on the Chinese scientist's "poor language skills" which "may influence a scientist's ethical conduct" and the "ability to compete internationally." In a journal connected to the Chinese Academy of Sciences, an article title reflects this focus--not on ideology--but on language proficiency: "A Problem of English or of Science Morality?"¹¹⁵ There was great

¹¹⁵ The current author was not able to obtain this article referred to by Li Xiguang and Xiang Lei

concern expressed by Chinese scientists that "the act of plagiarism has gone beyond an individual's responsibility and has damaged our country's scientific reputation" (Xiguang Li and Xiong Lei 1996). Penalties enforced have been severe on plagiarists, including permanent ineligibility for funding, revocation of titles, academic probation, and demotion.¹¹⁶

This is hardly the reaction one would expect if ideology is as relevant of an issue as some believe it to be. To the contrary, Li Xiguang and Xiong Lei illustrate that the problem is more than likely a problem of poor English language skills--combined with pressure to publish in English medium academic journals--than it is a problem of conflicting ideology and reaction to imperialistic influence.

This brings us to the final section of this literature review in which perspectives on derivative writing and plagiarism in ESL contexts will be presented relative to the many other forms of appropriation taking place in the modern age of plunder. The *purpose* in giving this brief history of referencing and citation has been to demonstrate that the concept of plagiarism is not the recent and particular phenomenon which some believe it to be. In varying cultures and times, the appropriation of another's work has been disapproved of, and in modern times, among the varying cultures of the world, the concept of ownership continues to influence how students perceive plagiarism. Although the conventions for acknowledging influence have changed, the principle of acknowledging authorship and influence has endured throughout the history of texts. The following chart, preparatory to a discussion of perspectives on apparent plagiarism in ESL contexts, summarises the brief history presented here of how modern academia has arrived at today's conventions for referencing and acknowledging influence in English academic writing.

which appeared in the August 1996 issue of *The Journal of Dialectics of Nature*. It was unclear whether this was an English or a Chinese language publication.

¹¹⁶ James Hertling reports from Hong Kong on less stringent dealings with plagiarism, even reversals by Hong Kong University of court judgments against plagiarists. See Hertling's (1995) "Embarrassment in Hong Kong" in the *Chronicle of Higher Education*, v41n28. This raises an intriguing question: Why would Western influenced Hong Kong deal less severely with plagiarism than mainland China?

A Historical Summary of Authorship, Rhetorical Traditions, and Practices Relative to Plagiarism and Derivation

Time Period	Rhetorical Tradition	Practices Relative to Plagiarism and Authorship
Ancient Era	Recordkeeping and diplomatic correspondence. Preservation of "brave and great actions."	Authorship indicated to provide authenticity to account, and to preserve accurate records for succeeding generations. Quotations + paraphrase acknowledged.
Classical Era	Mimesis within an Oral Tradition. Continued recordkeeping.	Authors wanted protection and gave acknowledgment to avoid being accused of profiting off of others' work. The <i>type</i> of originality was different from the post-Renaissance originality.
Medieval Era	Mimesis/Oral tradition	Authors/composers protected their compositions with elaborate rhyme schemes. Authors protected their rights by establishing guilds to monopolize performance. Universities controlled book copying, issuing certificates of correctness.
Renaissance Era	Originality. Text becomes a commodity.	Development of modern concepts of authorship and plagiarism. Piracy and plagiarism become punishable by law. Rise of small academic discourse communities. Beginning of standard use of q. marks to indicate use of source text wording.
Postmodern Era	Originality. Currently a shift is underway with reactionary challenges to the existing paradigm in a modern age of plunder.	Complex referencing characterises modern academic discourse. Plagiarism is still unconventional, but increasingly challenged as being a Western ideological construct, an untenable construct in an authorless discourse system.

2.7 Perspectives on Derivative L2 English Academic Writing

At this point in the history of text, within the postmodern age of plunder, among the many blatant forms of plundering and pilfering, derivation has been identified as a writing difficulty of ESL students. It seems however, that such use of derivative writing strategies by ESL students within academic discourse communities is quite distinct from other forms of appropriation and should not be equated with many of the more blatant forms of appropriation going on today. Appropriation by ESL students, when viewed from a perspective enhanced by insights from L2 writing theory, can be analysed as a writing problem which has explanatory variables just as other general L2 writing problems do.¹¹⁷ It has already been proposed that explanatory variables which are useful in analysing other L2 writing problems may be usefully applied to the plagiarism-related problems of ESL students. This next section of the literature review will be organised according to the explanatory variables proposed earlier: writing strategies, L1 writing ability, knowledge of L2 writing conventions, instructional background, and L2 proficiency. Other researchers have discussed the influence of these variables, and prior to development of a comprehensive theoretical framework to be presented in chapter 3 of the current work,¹¹⁸ it will be helpful to review and comment further on the explanatory variables which are involved in ESL students' use of derivative composing strategies in their English academic writing.

However, as will be suggested later, explanatory variables alone are insufficient in themselves to account for the complex nature of writing difficulties encountered by L2 writers. A Static Model of L2 writing would explain L2 writing difficulties by looking at the linguistic, cultural, and educational backgrounds of the writers. This is acceptable, so long as the immediate influences and interactions of a writing context are also examined. Matsuda (1997), in his Dynamic Model of L2 writing, developed

¹¹⁷ This is not an attempt to justify plagiarism by ESL students. Without a doubt, some derivation by ESL students is outright plagiarism of the more blatant sort which should be dealt with accordingly.

¹¹⁸ Chapter 3 will focus on development of a theoretical framework to explain apparent plagiarism and derivation in ESL texts.

in response to perceived deficiencies in Static Model approaches, suggests that the immediate influences may be an even more important consideration than any background variables, and in support of this hypothesis, he advances concepts such as the agency of the writer, a concept which conflicts with (and overrides) the Static Model's mechanistic view of L2 writers. Other concepts, such as the concept of a writing context representing a dynamic interaction between reader and writer within a shared discourse community, are also important. The discourse community is portrayed as the "space" surrounding a text, and the text itself is the medium facilitating the dynamic interaction between reader and writer. In the next chapter, the Dynamic Model's important ramifications for the current study's theoretical framework will be presented in detail, but for now in the literature review, an explanatory variable perspective will be discussed, followed by a preparatory presentation of the Dynamic Model's interpretation of such explanatory variables. This will set the stage for further elaboration in Chapter 3 of the theoretical framework of the current study.

2.7.1 Writing Strategy as an Explanatory Variable

There are as many writing strategies as there are writers. Mapping, brainstorming, freewriting, outlining, inventing (Spack 1984) and so on, are used by writers to generate text for writing tasks. Zamel (1987) explains that L1 composition pedagogy and theory have moved from a focus on the final written product of students to a greater interest in the process of composing, "the act of writing itself" (267). Writing is a recursive process, a complex interplay between writing and rewriting, between rehearsing and drafting, and between revising and editing, a complex process which differs from writer to writer, and from one composing context to another. In L2 composition pedagogy, writers go through much the same process as L1 writers, but the question has been asked "Are ESL students experiencing writing as a creative act of discovery, or are they attending so much to language and correct form that writing is reduced to a mechanical exercise?" (Zamel

1987: 270). Excessive concern over correct form and production of native-like English prose is a problem for many L2 writers, but successful writers have techniques for overcoming the difficulties they face in L2 English academic writing, such as complex outlining prior to drafting, or writing first in the L1 and then translating into English. Even the most proficient L2 writers adopt such translation techniques as Zamel describes in her study. But some of Zamel's students used translation techniques only when they become "stuck [and] couldn't think of a particular word in English and, in order not to lose their train of thought, put down the word or expression in their own language."¹¹⁹

Not all L2 writers succeed, however, in their English academic writing tasks. Unfortunately, some ESL writers succumb to what Yao (1991) termed an irresistible temptation to use other author's words from published sources. Students lift "strings of words without documentation" (Deckert 1993) and "chunks" of text (Pennycook 1994, 1996; Sherman 1992) from published sources, plagiarising extensively (Li 1985) and quoting "extensively without acknowledgment" (Sherman 1992) in their English academic writing projects and essays. Scollon (1994) has called this L2 writing problem "one of the most troubling aspects of non-native writing in English."

In an informative vignette of NNS professionals' use of derivation as a writing strategy, St. John (1987) described how a group of Spanish scientists went about their English academic writing tasks in preparation for publication of reports in English medium journals. The scientists found introductions and literature reviews to be difficult since "the information must be presented in a way that shows how this particular work fits into the existing scientific literature" (118). Some of the scientists adopted a "jigsaw" approach when writing their introductions. They collected relevant articles, " 'lifting' expressions from the papers and combining them and adding some of their own." She found that the lifting was "not so much of

¹¹⁹ Obtaining results similar to Zamel's, the current author has conducted L2 writing studies in which participants wrote complete essays in the L1 and then translated them into the L2. Others however, preferred to compose in English, using the L1 for difficult-to-write thoughts only.

whole sentences as of pieces from one or two sources which put together". She mentions one scientist who had put together his own list of useful expressions and phrases from English texts.

In a case very similar to that of these Spanish scientists, but consisting of vastly more extensive amounts of unacknowledged derivation, several Chinese scientists lifted text from a previously published article to use in their own article. In 1994, Pan Aihua and five co-authors published research findings in *Plant Molecular Biology* (v24, p341).¹²⁰ Their research consisted of genetic manipulation of tobacco and other plants in an attempt to produce heavy-metal resistant varieties. It was discovered that about one-third of the text in this published article had been lifted from an earlier article. The earlier article, by Misra and Gedamu (1989), had been written on the same topic of genetic manipulation of heavy metal tolerance, and it had been published in *Theoretical Applied Genetics* (v78, p161). When the derivation was discovered, the Chinese scientists acknowledged "a significant degree of identity in the wording" but they claimed that since their data and research results were original, the specific plagiarism charge was invalid. The editor of *Plant Molecular Biology*, Robert Schilperoot, found otherwise. As Xiguang and Xiong report, although Schilperoot recognised that the Chinese scientists' data was the result of their own research, he countered that unacknowledged use of another author's article wording is unacceptable, even in small amounts. The derivation appears to have been a case of plugging original data into a model framework article, or a language template article, written by another author.¹²¹ In response to this case, Peking University officials explained the fear of many Chinese scientists who believe that they are on an unequal footing in the world of English language publications due to their limited English proficiency. Such fears lead to decisions resulting in the derivation of wording and language in many cases, and this seems to be commonly acceptable in some Chinese academic circles so long as the research data is original.

¹²⁰ Xiguang Li and Xiong Lei report on this case in their 1996 article in *Science*.

¹²¹ This case will be analysed more completely in chapter 3 in development of the theoretical framework.

Apparently such practice is widespread in China, and some officials are worried about how they will stop such copying and derivation. This lifting of text by Chinese and Spanish scientists is exactly what many students do on a consistent basis as part of an overall strategy of appropriation. They are "consumed with finding precise expressions in English to convey fully preconceptualised ideas" (St. John 1987 : 119).¹²²

Currie (1998) analysed one case of derivation involving an ESL student as part of a larger study she was conducting. The student involved in the case of derivation, given the pseudonym Diana, was a Cantonese speaker in the third year of a Bachelor of Commerce (B.Com) degree program at Carleton University in Ottawa, Canada. In her third year, she found herself in some academic trouble with one particular course on management and organisational behaviour. She was in danger of not obtaining the required C minus grade average in order to remain in the Commerce program of study. She exhibited English proficiency difficulties, and was worried about grammar problems, awkwardness, and conciseness in her writing, as well as other problems which were pointed out by the teaching assistant (TA) for the management and organisational behaviour course.

In evaluating Diana's writing, the TA focused mainly on the "awkward" English in Diana's writing. Diana felt overwhelmed by the lengthy reading assignments and the new terminology she was learning in the course. This led her to try to "bluff" her way through the writing assignments while pretending that she had comprehended the assigned readings. Currie suggested that part of Diana's problem may have been not only a difficulty in keeping up with the assigned readings, but also with her "cultural distance" from Western style education. She also speculates that "lack of explicit guidance" may have been a factor. Interestingly, Diana blamed her difficulties on her own level of intelligence. Soon into the academic year, Diana found herself in danger of dropping out of the commerce program--the course on

¹²² See also Gosden (1996), who describes Japanese students' strategies of lifting expressions and wordings from published texts for use in their own articles. The students also used "model" texts upon which they based the construction of their own articles.

organisational and management behaviour was taking valuable time away from other coursework, and her poor writing in one course was threatening her entire course of study.

Diana's response to the situation in which she found herself was to extensively adopt the use of derivation as a survival strategy. When other strategies such as help from friends, and appeasement of the TA failed, Diana resorted to copying, at first only limited copying, but later extensive copying which turned out to be quite successful in helping Diana to achieve higher marks. Synonym substitution and minimal paraphrase were used to slightly modify copied phrases, sentences, and paragraphs, and papers ranged from comprising one-third derived material to three-quarters derived text.

Currie notes that "For Diana, despite the enormous time and effort involved, copying meant saving time." Her strategy of derivation was successful, resulting in an overall increase in marks received for her writing assignments. Neither the TA nor the course professor ever discovered the copying, and Diana was seen as having demonstrated dramatic improvement, as having "developed her own style" and as having improved more than some fellow NNS peers who did not employ derivation as a writing strategy. As Currie also points out, Diana's strategies of composing and derivation helped her to achieve the necessary goal of properly using the terminology of her specific discourse community--the Organisational and Management Behaviour community.

In many ways, Diana's case illustrates the difficulties facing ESL students attempting to participate in the dialogue and interaction of a discourse community--a challenging courseload, a relatively unhelpful teaching assistant, new terminology to learn, a limited English proficiency, a lack of self-confidence, a desired academic goal which seems just out of reach, lack of success with strategies other than copying, and a generally overwhelming feeling that failure is imminent in a desperate, survival situation. Such was the case with Diana, who like many ESL students, and not only students but professionals as well, resorted to a strategy of

derivation which in the short term resulted in apparent success. The copying was never discovered, and she was even perceived as having improved her writing style and skills. For an ESL student such as Diana, a strategy of derivation can seem to be a sure way to success, so long as the unacknowledged derivation remains undetected.

Such resorting to the use of derivation as a writing strategy could be seen along the lines of "developmental factors" (Mohan and Lo 1985). Some students may lack effective strategies for avoiding derivation when writing. Or the strategies which they do try, as in Diana's case, do not result in success by way of improvements in grade point averages. And derivation is not necessarily a strategy used only by L2 writers. Mohan and Lo state that "when second language students have difficulties with organisation in writing, we cannot assume that this is a problem of second language learning. Many native speakers also have problems with organisation." Writers, L1 or L2, may be at an early stage in development as writers, and this will reflect in their limited use of strategies, such as a strategy involving unacknowledged derivation. Nienhuis (1989) gives a description of L1 writers using the unacceptable strategy of copying which may be due to limited development, and hence limited strategy and technique in writing: ¹²³

If you stroll through the library during the end-of-semester term paper rush, you can observe first-hand where most plagiarism comes from. Look at how the students are taking notes. Their source is up to the left (if they are right-handed), the note paper is in front of them, and they are looking back and forth continuously, looking at the source for a moment, then writing, looking back at the source, and writing again. Although they don't know it, they are copying into their notes a fairly close approximation of the sentences and phrases in the source, sometimes borrowing whole sentences and even paragraphs without realizing it. (100)

Developing writers may lack confidence in writing with their own words, or as demonstrated in the above example they may be in a hurry, and they may resort to unacknowledged copying to generate text for an essay. They may lack the quotation skills, recontextualisation skills, and summary/paraphrase skills which Fanning

¹²³ Such copying may also result from mere procrastination. See J.R. Ferrari and B.L. Beck's (1998) "Affective responses before and after fraudulent excuses by academic procrastinators." *Education*, 118: University of San Francisco.

(1992) lists as requirements for avoiding plagiarism. Writing strategies are closely related to the fourth explanatory variable, L2 proficiency, since a writer who is of limited proficiency will have limited writing strategies to draw on. In some cases, strategies of derivation are inextricably linked with the instructional background explanatory variable as well, since students may have actually been taught strategies of derivation in their previous educational system.

It may even be that an L2 writer has little or no L1 experience in writing. A writer in an L2 context may never have developed effective strategies and skills for composing in the L1. This possibility is an important variable for consideration since the positive transfer of L1 writing ability to an L2 writing situation would not occur, and as research has suggested, if a learner has never developed skills in the L1, then L2 learning will be affected.¹²⁴

2.7.2 L1 Writing Ability as an Explanatory Variable

In the current study the variable of L1 writing ability was only indirectly investigated by way of inquiring about students' academic writing backgrounds and by surveying the literature available on the variables affecting L2 writing difficulties. As Hirose and Sasaki (1994) explain, L1 writing ability must be considered as an explanatory variable influencing the L2 writing product. Composing competence in the L1, it is theorised, will transfer to an L2 composing context, and as Mohan and Lo (1985) have suggested, such positive transfer may play a more dominant role than negative transfer, that is to say the transfer of L1 writing skills and strategies are seen as playing a more important role than any negative influences from the L1 background.

Tarone et al (1993) found that the students in their study who never attained L1 literacy, encountered problems in acquiring L2 literacy, taking much time to develop

¹²⁴ Tarone et al (1993) found that the students in their study who had never become literate in the L1, faced much difficulty in acquiring L2 literacy skills.

a degree of reading and writing skills in the L2. Friedlander (1990) offers evidence that L1 composing strategies can be effective for L2 writers in some composing contexts, and he suggests that L2 writers should be encouraged to use the L1 in some writing tasks, especially in writing tasks requiring students to write on topics relating to native-language backgrounds. Similarly, Uzawa (1996) found in a study of the processes involved in L1 and L2 writing, and in translation from the L1 into the L2, that her students writing processes exhibited those characteristics of "unskilled" and "inexpert" writers who did not have much experience in writing in either the L2 or the L1. These students possessed *declarative* knowledge, or the "known facts about writing" but they lacked the procedural knowledge necessary to actually execute a writing task successfully in both the L1 and L2.

Uzawa's students were developing writers (Mohan and Lo 1985) who likely did not possess the L1 writing ability and the accompanying procedural knowledge and experience in completing a writing task which would go along with L1 writing ability, and which would likely transfer to an L2 writing situation, making the L2 writing task to be less difficult, and generally less time consuming than it would be without this positive transfer. Uzawa's study also suggests another obvious benefit of having a high level of L1 writing ability. Students who can compose successfully in the L1, getting their concepts and ideas down on paper, will be able to translate those ideas and concepts into the L2. A think-aloud protocol L2 composing study by Lay (1982) supports the claim that translation from the L1 to the L2 can be an effective strategy. Lay found that essays with more "native language switches" or translation strategy uses, were "of better quality in terms of ideas, organization and details."

In fact, Uzawa also found, as did Lay, that her study participants' L2 translations (from L1 to L2) were of much better quality than their L2 compositions (texts written/composed in the L2). The language was "more vivid and colorful" as well as "far more precise and logical" having "more structure . . . [and] purpose." Translation, as opposed to composing, frees students "from the cognitive activities of generating and organizing ideas" thus permitting students to focus on linguistic

aspects of their translations. The implications here are obvious. As Raimes (1987) argues, many ESL students are basic writers in the sense of never having developed writing skill through writing practice in the L1 or L2. As such, students who cannot even compose in the L1, will not be able to translate their ideas in the L2 to execute an L2 writing task. Students may bring their L1 writing problems and difficulties along with them to L2 contexts. And a lack of composing competence in either the L1 or L2 may equate with a strong temptation to borrow or lift text from published sources, or to make use of the writing services of other writers in order to have at least some sort of writing product to submit in a given writing context.

Gosden (1996) has also written on the successful use of translation (composition in the L1 translated to the L2) as part of an overall writing strategy. And Carson (1992) has written on the L1 influences involved in Japanese and Chinese students' attaining biliteracy. Hall (1990) investigated the revising processes of ESL students in both the L1 and L2 and the results of Hall's study support the notion of positive transfer, especially the idea that writing skills, and more specifically revising skills, are similar in both the L1 and L2. Not only do Hall's results suggest that skilful revision processes are transferable from the L1 to the L2, they also demonstrate that the skills are adapted by L2 writers to the new challenges of writing contexts in the L2. Hall concluded that "an advanced ESL writer is capable of utilizing a single system of revision across languages" and that "this system is initially shaped in the first language and subsequently transferred to the second language."

But although the L1/L2 revision processes for advanced writers may be inter-linguistically transferable, Hall noticed some of the same difficulties which other researchers have found, such as the time-constraint difficulties in the L2 (Jones and Tetroe 1987; Linnarud 1986) and the same quality of planning in the L1 and L2, but a lesser overall writing output in the L2 within the same time frame. So even advanced writers face time limitations when writing in the L2, even if the quality of writing is on a par with writing done in the L1. With regard to positive transfer of language

skills from L1 to L2 contexts, Carson et al (1990) found that reading skills transfer more readily than writing skills. This is a significant finding with implications for the current work.

Plagiarism and derivation-related L2 writing difficulties involve in many scenarios, it would seem, an attempt by a student to overcome *productive* language skill deficiencies or perceived deficiencies (as when a student lacks confidence in L2 ability). Ragan (1989) explains that some ESL students, in spite of having a good knowledge of English grammar, may "have little productive facility with vocabulary. Restrictions in lexical choice effectively shrink the range of available grammatical structures" (118). The *receptive* skills involved in understanding a text or a lecture, or a dialogue of the discourse community, may be quite adequate for the task at hand, but when *productive* skills are needed to actively contribute to and participate in a discourse community interchange, a point of friction is reached if the student's productive language skills (i.e. writing skills) are weak. Hence, if productive skills are lacking, a perceived need exists to borrow something to contribute to the discursal interaction. However, receptive skills in the L2 might also be weak, leading to another possible scenario--the use of copying in an L2 context as a substitute for paraphrasing a difficult to comprehend text (Fanning 1992).

Clearly, there is more work to be done in investigating first language influences on L2 learning and L2 language use, but equally as clear is the idea that there is at least some benefit for L2 writers in having a degree of L1 writing ability and literacy skills. Whether such ability and skills influence decisions to employ the use of derivative writing strategies, and if so, to what extent, remains open to further research.

2.7.3 Knowledge of L2 Writing Conventions as an Explanatory Variable

In her article reporting on an L1 survey on plagiarism in American high schools, Dant (1986) discovered that a "sizable majority" of her respondents were surprised to hear that submitting copied material is dishonest. She argued that lack of

knowledge was a main reason these L1 writers were prone to plagiarise, and in many cases, some aspects of American high school instruction even seemed to encourage and condone such derivation by rewarding the copying of material from encyclopedias and other published works. For many students, claimed Dant, well done copying resulted in high marks. In her survey of university freshman, Dant found that 41.5% (n=309) of respondents had copied in at least some of their high school reports. 17% of the respondents reported that their teachers encouraged the verbatim copying of information into reports. Dant also found that only 47% of the respondents had an accurate understanding of how to avoid plagiarism. For example, some of the students (15.4%) thought copying was acceptable as long as a bibliography and footnotes were used. Dant's article, although somewhat dated by now, is an informative look at the lack of knowledge among L1 writers which may lead to derivative use of source material.

If this lack of knowledge is widespread among developing L1 writers, one would expect that there might be similar knowledge deficits among L2 writers.¹²⁵ In fact, studies by L2 writing researchers have documented specific writing behaviours which demonstrate that many L2 writers copy while composing and do not properly attribute source text use due to a lack of knowledge of documentation/referencing procedures (Campbell 1990). Fanning (1992) refers to this lack of knowledge explanatory variable as "ignorance of suitable procedures" in his article on language plagiarism by ESL students. Referring to Goodenough's (1957) description of culture as consisting of "whatever it is one has to know or believe in order to operate in a manner acceptable to its members", Fanning argues along the same lines that culture is "in general . . . knowledge available from other people." Thus, knowledge is an integral part of culture, and such knowledge is obtained from contact with people of that culture. In this sense, ignorance or unawareness of the appropriate cultural

¹²⁵ Thompson and Williams (1995) give the illustration of ESL student Makiko's (a pseudonym) "not fully understand[ing] the American rules for attribution--even after studying those rules in her ESL writing class." She was used to demonstrating respect for her teachers by using his words verbatim in her writing to reveal "that she had read his other works." Lack of knowledge of L2 convention is evident in Makiko's case as well as influence from instructional background.

knowledge is at the core of many L2 and L1 writing problems, including the plagiarism-related problem of unacknowledged derivation in ESL texts. Referring to the expectations of a disciplinary community which affect that community's language, Fanning suggests that there is "cultural variation within or across traditional 'cultures'." Thus, even within a particular discourse community, some members will "lack some of the necessary knowledge." This view explains what Dant discovered in her homogeneous study population of American university freshman--even in this discourse community students lacked some of the necessary knowledge for avoiding plagiarism. As Fanning put it,

The avoidance of plagiarism is similarly held here to involve both narrower and wider cultural knowledge, thus explaining why even native speakers of English (NS) often have difficulty with it, too. (168)

Students who do not know the conventions for avoiding plagiarism are bound to commit it unwittingly in their academic writing whether they are L1 or L2 writers.

The specific nature of a writing task will determine exactly what knowledge is needed by a student to complete the task, and a student's previous writing experiences, in which knowledge about writing processes was developed, are also important. A student coming from an L1 academic culture which required completion of a variety of academic writing tasks, and which imparted a breadth of knowledge to students with regard to acceptable practice and conventions in academic writing, would likely possess the knowledge that unacknowledged use of a source text is unacceptable and unconventional in academic writing. On the other hand, a student with a very limited experience in academic writing, coming from a non-Western academic culture, may feel him/herself to be an "outsider" of sorts in the L2 academic culture and in a new discourse community context.

The cultural knowledge which a student possesses may have led to previous success in the L1 academic culture, and copying, imitation of a model text, as well as repetition of a respected professor's lecture notes may have been quite acceptable in a student's L1 academic culture (Scollon 1995, Deckert 1993, Fanning 1992, Sherman 1992); however, in the L2 academic culture, or even in the same L1 culture at a

higher academic level (Dant 1986), students may be confronted with new knowledge requirements mandated by new writing tasks and new forms of writing for those tasks, new methods of source synthesis and citation, and new ways of interacting with members of the discourse community.

Keobke (1998) writes of a unique writing-task-variation approach to the plagiarism-related problems he encountered after a lengthy teaching career in Canada, China, and Hong Kong. He found plagiarism to be a prevalent problem among the students he taught, due mainly to students not having the knowledge needed to synthesise ideas, and an L1 academic culture in which students misunderstood the goals of academic inquiry. However, Keobke placed the blame not with the students, but with the teacher, suggesting that "Students who plagiarize are often implicitly permitted to do so and either engage in surface learning--producing the signs of knowledge without delving into content--or find creative ways to cope with unreasonable and often boring demands." Tsui (1998), who commented on Keobke's approach, agreed that students frequently lift source text because of a lack of knowledge, because they do not know how to incorporate source material into a synthesis or reformulation of what has been read. Tsui also pointed out that students frequently lift language in order to produce text free from errors and non-native like English, lacking the self-confidence to depart in a radical paraphrase form from the original source text wording: "Plagiarism becomes the easy way out" (Tsui 1998).

Interestingly, the majority of the writers who have written on apparent plagiarism in ESL contexts are writing from a Hong Kong academic orientation (Pennycook 1994, 1996; Scollon 1994, 1995; Deckert 1992, 1993; Keobke 1998). Although it is quite certain that plagiarism and derivation are not limited to ESL students from Hong Kong (See Sherman 1992, Fanning 1992, Marshall 1998), it seems that if any culture could be cited as proof of an L1 academic culture which might leave students lacking the knowledge necessary for avoiding plagiarism, it would be that of Hong Kong. However, in the current author's view, and as

illustrated by other studies (Dant 1986, Sherman 1992), plagiarism is not just a problem for students coming from such backgrounds where students never learn proper plagiarism-avoidance techniques. Plagiarism and derivative use of source texts are problems among students from various academic cultures, not excluding L1 academic cultures in the U.S.

From such previous academic cultures (L1 or L2) may come students whose writing experience has so far left them unprepared for a new writing context in which previously learned and utilised strategies will be unacceptable. Repeating the wording of lectures in the previous academic culture may have been acceptable, even necessary, but in a new writing context a student must come to realise that *unacknowledged* repetition is now *unacceptable*. Copying from sources in a previous academic culture may have been acceptable and even encouraged, a demonstration that the material had been learned, but in a new academic culture a student will need to know that such unacknowledged copying may have disastrous effects on his/her academic pursuits (that is, if the copying is found out). In a prior academic culture, students may have become accustomed to lenient dealings with academic offences, whereas in a new academic setting it will be important to know that admonitions against cheating and plagiarism should be taken quite seriously.

Keobke's creative writing-task-variation response to the knowledge deficits of his students is a worthwhile one to consider, and it illustrates the responsibility which teachers have to impart knowledge to their writers-in-training. Keobke's approach to teaching students about plagiarism was task-based, with students assigned to present the same information in different ways for different audiences. He created a writing task which required one group of students to write an email manual for pensioners, another group for young children, another for secretaries and so on. The result was a very diverse set of manuals targeted at different audiences but containing the same information. Students were guided by this writing task into presenting material to different readers in such a way that eliminated the possibility of copying, that is at least the possibility of copying without detection. And the approach introduced the

idea of presenting similar information in different ways--different paraphrases were needed in targeting the same information to different audience levels.

Coming from a background which gives students the prerequisite knowledge and skills in synthesising, reformulating, and paraphrasing of source materials, a student would be well-equipped for undertaking advanced writing projects toward an undergraduate degree or postgraduate degrees. Students lacking such knowledge and skill prerequisites are those who will later be faced with challenges to their knowledge levels, and their response to such challenges are critically significant to the current study. The students will acquire the needed knowledge and apply it in performing their writing tasks, they will perhaps not acquire the needed knowledge with the pursuant unacknowledged derivation being a demonstration of such, or perhaps they will acquire the necessary knowledge and choose not to apply it for reasons relating to other influences and variables within a dynamic writing context (Currie 1998), perhaps resulting in a continued use of derivation and plagiarism as "the easy way out" (Tsui 1998).

2.7.4 Instructional Background as an Explanatory Variable

Thompson and Williams (1995) illustrate the difficulty students may have if they come from a non-Western educational background to study in a Western (or Western-influenced)¹²⁶ academic context:

For many ESL students, learning not to cheat is more than a difficult task; it is a cultural hurdle. In some Asian cultures, students are taught to memorize and copy well respected authors and leaders in their societies to show intelligence and good judgment in their writing. This is particularly true of our Chinese students who have frequently defended this difference in class.¹²⁷

Seeing what he calls *learned plagiarism* to be in some cases a "natural outcome of past experience" Deckert (1992) proposes pedagogical responses to combat

¹²⁶ With globalization and the spread of English as *the* international language of communication and publication, it becomes increasingly difficult to conceive of an academic culture which has not been influenced by the standards, conventions, and expectations for English academic writing.

¹²⁷ However, it is important to note that *Western* students struggle with such "cheating" issues as well, and not just Asian cultures (Sherman 1992; St. John 1987; Marshall 1998).

unacknowledged derivation by L2 writers. Deckert cites "traditional Chinese custom in the transmission of learning, recent educational practices in Hong Kong, and certain conspicuous Hong Kong cultural values" (95-96) as reasons for *learned plagiarism*. According to traditional Chinese custom, there is a strong tendency to adhere to authority and the official wisdom. Individuality and originality are not generally regarded as desirable, as Matalene (1985) points out from her experience teaching in China. Rote memorisation as a Chinese institutional convention ensures that successive generations adhere to established cultural traditions. Deckert maintains that quite the opposite of Western referencing expectations,

Chinese students might assume that, in a piece of writing, what was not credited to another had been drawn from established sources. By contrast, someone in the Western tradition would tend to assume that what is not credited in some fashion to another is an original contribution of the writer. (96-97) ¹²⁸

With regard to recent educational practice, Deckert cites his observation that Hong Kong students were trained in their educational system to become "preoccupied with predicting examination questions, identifying 'the right answers', and producing readily recognized textbook or lecture note statements" (98). He then cites Hong Kong cultural values such as a "lack of a strong voice and enforcement agency" against appropriation of others' works. Coming from this background, Deckert's argument is that many ESL students are "left in the dark about some of the fundamentals of normal academic practice" (98). Shortly after this pedagogical practice report, Deckert (1993) reported results from a descriptive inquiry which yielded surprising results related to students' instructional background.¹²⁹ Some of the more interesting results of this study included the finding that only 4 of the 170 first year students indicated that they had previously been taught the meaning of plagiarism. 78 students (45.8%) indicated that they "had never been corrected . . . for

¹²⁸ See Alexander (1988) who suggests that Western scholars "make implicit claims to originality unless they testify otherwise."

¹²⁹ Pennycook (1994) has written a critical and biased reply to Deckert's observations and results reported in *JSLW*; this critique by Pennycook was soundly refuted by Deckert. See Pennycook's reply (1994) and Deckert's response (1994) in the *JSLW* (v3n3).

copying inappropriately from source texts." And 151 students (88.8%) admitted to having plagiarised " 'a little bit' (122 students) or 'a lot' (29 students)." It was also found that the first year students did not have much "ability to detect plagiarism." Not only were they unable to detect plagiarism, they were also unable to detect passages free of plagiarism; however, outright copying from the source text was more easily spotted by just less than half of the students as being "the worst case of plagiarism." 88.8% of the students in this study represents an incredibly large number of students who claim that they have plagiarised before. It seems that they come from a background which accommodates, and perhaps even encourages the appropriation of text.

In an article which contradicts, to a certain degree, some of the extant stereotypes regarding the tendencies toward use of traditional essay forms and prescriptive writing pedagogies, Kirkpatrick (1997) argues that modern mainland Chinese composition pedagogy reflects more of an "Anglo-American" orientation than a traditional Chinese orientation. However, Kirkpatrick makes it clear that he is analysing *mainland* Chinese practices, so that his evaluation does not include other Chinese societies, for example Hong Kong or Taiwan. Kirkpatrick traces the history of traditional Chinese text structures and concludes that although they have influenced composition pedagogy in the past, there is currently "little prescription or attempt to force students to adopt a traditional style." If this is indeed the case, then arguments which point to traditional Chinese rhetorical forms and composition pedagogy as influencing instances of plagiarism and derivation are weakened. It seems that modern mainland China is not the same China which Matalene (1985) described just over 10 years earlier than Kirkpatrick, and that the composition pedagogy in the L1, for mainland Chinese students, is quite similar to the composition pedagogy in Anglo-American schools where diverse writing styles and forms are encouraged.

In the next chapter, a number of texts will be presented which illustrate cases of plagiarism by ESL students and professionals. In these cases, it will become evident

that use of a model article as a form of text-template (what might one expect of Chinese students based on Matalene 1985, Deckert 1992, Pennycook 1996, Scollon 1995), is common to both students from a Chinese instructional background (mainland or Hong Kong) and students and professionals from a Western instructional background (Marshall 1998, Gallmeir 1987, Zurcher 1982). What such similar use of model articles and text-templates by students and professional from diverse backgrounds seems to indicate, is the possibility that the instructional background argument is a weak one (which would support the Dynamic Model and the Immediate Influence Hypothesis). There may be other reasons behind why students and professionals from different backgrounds employ derivative writing strategies. Unless, of course, it is conceded that there may be Western and *non-Western* backgrounds which might encourage the derivational use of source text language.

The possibility that instructional backgrounds might influence decisions to lift text is addressed by Fanning (1992), who comments on the influence of instructional backgrounds in which *plagiarism is learned* and students become accustomed to appropriating text:

If . . . learners have been allowed to plagiarise in their home cultures,¹³⁰ they may not be used to persevering to understand particularly difficult parts of source texts. They will have always been able to sidestep a problem by copying the troublesome piece of text blindly or learning it off pat. (168)

From a contrastive rhetoric perspective (CR), the problems relating to plagiarism and derivation might be seen as a form of cultural interference. In writing theory, such interference is known as transfer, positive transfer if a student's L2 writing benefits from previous background influences, negative transfer if L2 writing is hindered. Sherman (1992) has written of her experience teaching Italian university students,¹³¹ who came from quite different backgrounds than what she expected.

¹³⁰ A "home culture" could be either Western or non-Western, L1 or L2.

¹³¹ In the literature Westerners are portrayed as having plagiarism-related difficulties, for example Spanish scientists (St. John 1987) and Italian university students (Sherman 1992). This would indicate that the problem is not strictly an East vs. West ideology conflict. This also dispels such stereotypes as the view that plagiarism is a particular problem of orientals or Far Easterners. See for an example

She writes of her experience with Italian university students who "lifted their answers verbatim from the text", "learned things by heart for exams", and "quoted from the sources extensively without acknowledgement." By referring to student experience with Italian education, Sherman illustrates cultural differences in how text and writing purposes are perceived and taught in students' educational backgrounds. She explains that "homework, tests, and examinations for both schoolchildren and university students are very text-based. Students are expected to know passages from set books almost by heart and answer detailed questions on the text verbatim, or at least without deviating from the content" (192).

Students see an assignment in terms of finding the right "chunk" of source text to memorise or copy. They saw Sherman's exhortation to use their "own wording" as "quaint" and similar to her "insistence on paragraphing." The information-based Italian university thesis (*tesi di laurea*), is not what we know as a thesis, but as Sherman put it "a thesis without a thesis" with no requirement for argument. She also notes her perception that Italian students seem to see less importance in writing "*as an instrument*" than native speakers of English. Writing is more the "*medium of negotiation*", "the wrapping paper on the deal." The "*bella figura*", or the importance of producing writing that "shines", according to Sherman made her students reluctant to give "their own half-formed ideas expressed in their own limited English" (194). Clearly, instructional background plays an important role in teaching students how to avoid plagiarism, in possibly keeping them ignorant of conventions for avoiding plagiarism, or possibly even in encouraging them to develop patterns of appropriation in their L2 (and L1) writing.

Some academic cultures (L1 or L2) produce weak students with regard to academic subjects of study, writing skills, and preparation for pursuing advanced academic degrees. A student from a weak academic culture, lacking in language skills or lacking an awareness of the broader academic arenas, may come to a new

of such stereotypes, Thompson and Williams (1995), who seem to perceive plagiarism to be a peculiar "Asian" problem.

academic context and culture finding him/herself to be in quite an entirely different type of educational environment. So it is not necessarily just the general cultural background influences which students bring with them to new contexts of writing, but the very specific academic contexts comprising their previous educational and instructional training, whether that training was in an institution with high standards of excellence, low standards, or somewhere in between. When an L1 student from an L1 cultural background struggles with academic requirements and resorts to apparent cheating behaviour (Dant 1986), previous academic cultural influences may be a variable, especially considering the current state of many institutions where cheating seems to be the norm (Brownfeld 1998). Similarly, L2 students may come from a previous academic cultural background where cheating and forms of academic dishonesty were not taken too seriously. This is not a reflection on a national or ethnic culture itself, but on an academic institutional culture. In an ideal academic world, all academic institutions would represent beacons of learning and centres of excellence, but in the real world this just is not so. One has to allow for the possibility that incoming students to an institution may need an orientation to the norms, expectations, and requirements which will facilitate a successful participation in the new discourse community to be joined by those students. For most institutions, departments, and disciplines, such an orientation is standard procedure, including an orientation with regard to academic writing tasks and the necessity of avoiding plagiarism and other forms of academic dishonesty. Handbooks and codes of ethics supplement such orientations. But how effective can such orientations be in deterring plagiarism and derivation when a student finds him/herself in a desperate, survival scenario due to difficulties with language proficiency, the next explanatory variable to be discussed? Deterrence might work if an orientation is all that a student needs, but if basic language skills, the prerequisite for discourse community participation through text-mediated interchange, are lacking, what options does a student have besides taking the time to learn the language (another year or more of study), paying someone to compose his/her texts, lifting from published texts, or

resigning him/herself to the fate of failing a course of study due to a linguistic inability to effectively participate in the (text-mediated) interchange of the discourse community?

2.7.5 L2 Proficiency as an Explanatory Variable

Raimes (1987) found very little correspondence between L2 proficiency, final written product evaluation, and the composing strategies adopted by L2 writers. This may have been due to the small nature of the study, but the results might also reflect the importance of interaction which occurs between students and texts. "High interactors" Raimes found, successfully used "planning, rehearsing, rescanning, revising, and editing" to shape a text-in-progress, and they had a wider range of options available than "low interactors." However, before any interaction with source texts and a text-in-progress can proceed successfully, it should be stressed that a threshold level of L2 proficiency must be reached. High interaction may be one observable result of language skill development and not necessarily a cause of such development, and writing ability may be directly proportional to a student's language-proficiency-dependent ability to interact with texts rather than being a result of such interaction (Raimes 1987).

Contrary to Raimes, Cumming (1989) suggests that L2 proficiency is directly related to the written products of L2 writers: "As people gain proficiency in their second language, they become better able to perform in writing in their second language, producing more effective texts, attending more fully to aspects of their writing" (p 121). But Cummings noted that despite higher levels of L2 proficiency, writing processes--and the cognitive processes involved in composing--remained unaffected by L2 proficiency level according to his findings. Cumming suggests that although writing ability is enhanced by L2 proficiency, the cognitive processes are unaffected by such proficiency, and the text produced by an L2 writer can be seen as a product which has been *influenced* but not *determined* by L2 proficiency levels.

Fanning (1992) lists adequate basic language skills in his "Anti-Plagiarism Learning Points" table as one of the linguistic factors necessary if a student is to

avoid plagiarism. Without basic English language proficiency, a student will not be able to comprehend reading material, and he will not be able to summarise reading material or lecture notes in his own English phraseology. Derivation may be an unavoidable strategy for students lacking the prerequisite language skills. Students who cannot write well in English because of poor proficiency, who are caught in the midst of "a difficult, anxiety-filled activity [L2 writing]" (Raimes 1987) will be very likely to resort to appropriation as a writing strategy to overcome their linguistic deficit, even if they know that such appropriation is academically unacceptable.

The rash of plagiarism cases in China, and the ensuing debate over whether this appropriation is a result of poor English language proficiency¹³² rather than a question of morality, illustrate the central importance of proficiency as an explanatory variable.

Among those ESL populations whose derivation practices have been documented (Chinese scientists, Xiguang and Xiong 1996; Spanish scientists, St. John 1987; Polish scientists, Marshall 1998; Taiwanese students, Yao 1991; Hong Kong students, Deckert 1992, 1993; Italian students, Sherman 1992), a common denominator seems to be a lack of confidence in the L2 linguistic skills needed to generate authentic English language productions which are free from errors. Copying the language from a published text is an easy way out or a shortcut to obtaining the needed wording in "error-free" English needed to express, what are perhaps, pre-conceptualised ideas (St. John 1987). It seems logical enough to say that ESL students and professionals of more limited English proficiency will be more prone to employ strategies of derivation, but is this in fact the case? From the available literature which documents derivation by ESL students and professionals, it is evident that a limited English language proficiency is not the only variable involved. Self-confidence of the L2 writers, or their own perceptions of how fluent, accurate, and error-free their writing is, can be--it would seem--just as important of a variable

¹³² Xiguang and Xiong (1996) mention that it may not necessarily have been limited English proficiency, but scientists' perception of such, and a lack of confidence in being able to compete in the international world of English medium publications.

as an actual limited proficiency in English. A student who *thinks* that his/her English is awkward, poorly constructed, and clearly non-native-like may be just as prone to employ strategies of derivation as a student who truly does have severe limitations with English written expression.

This seemed to be the case in a study conducted by Campbell (1990) who found that "language proficiency affects the use of information from background reading text in academic writing." The non-native writers in Campbell's study copied from source texts despite being a "more proficient" study population, and they referred frequently to source texts while composing and copying, more so than the native speakers in the study. The non-native writing population "relied on copying as their primary method of text integration" with only minimal referencing and use of attributive phrases. Such copying and constant referral to source texts when composing are possible signs of a lack of confidence in the linguistic ability to get the information right when summarising and paraphrasing. This type of copying behaviour reflects a need students have to be instructed in source documentation procedures, to learn how to "edit out instances of copying" and to make use of the skills the students already possess in paraphrasing, summarising, quoting, and integrating source texts. But even more apparent is the need for confidence-building measures in these skill areas. As Campbell suggests, most L2 writers "require the inspiration of confidence in their own language and ideas to help them avoid an overreliance on background sources."

Engber (1995) studied lexical proficiency's effects on writing products, and she concluded quite predictably that those writers with high levels of lexical proficiency receive higher marks for their writing than students with low levels of lexical proficiency. Unskilled writers are characterised by a very limited vocabulary upon which to draw, a lack of linguistic resources, or a lexical poverty one might say, as opposed to skilled writers with rich L2 lexicons from which to draw in generating text and expressing ideas. Engber suggests that a "diversity of lexical choice and the

correctness of lexical form have a significant effect" on how the final written product is evaluated.

The lexical variation and broad active vocabularies of skilled writers are unavailable to ESL students who are still in the process of developing their lexicons. For such students, lexical choice is limited, resulting in fewer available grammatical structures in composing. For example, Reid (1990) speculated that the students in her study tended to avoid using more complex syntactic structures, preferring instead to make frequent use of pronouns: A low productive capacity when writing in the L2 is typically characteristic of students with a limited English proficiency (Ragan 1989).

Strategies of derivation and copying are a way for unskilled writers (and newcomers to a discourse community) to make use of someone else's lexicon, someone else's active vocabulary without going through the trouble of acquiring and developing such a lexicon/vocabulary for themselves. This being the case, a student who copies is untruthfully representing that the text in his/her writing results from his/her active vocabulary/lexicon when in fact it does not--someone else's lexicon has been borrowed. Problems for such students who use strategies of derivation are compounded when it becomes evident that they have copied. The errors and mistakes which students make in manipulating lexical items and "chunks" of text which have not really been understood, contribute to features which identify a derivative text. The result is frequently an awkward recontextualisation of lifted texts and lexical items, which compounds the problems--students are no longer LEP ESL students, but *also* suspected plagiarists if and when the unacknowledged derivation is detected.

General language proficiency is an important variable in explaining the derivation strategies employed by L2 writers, but more specifically, *lexical* proficiency may be a particular area of weakness for ESL students and newcomers to a discourse community. The rich lexicons and descriptive "error-free" vocabularies

of a published text are a strong temptation for a linguistically impecunious ESL student with an as yet undeveloped L2 lexicon.

2.7.6 The Acquisition of Disciplinary Literacy, Lexical Proficiency, and the Terminology of the Discourse Community

Learning to participate effectively in a new discourse community is a requirement for continued membership in the various disciplinary genres and academic domains. Effective participation and contribution to an ongoing dialogue and interaction with other discourse community members are vital to students' initiation into specific discourse communities. Besides verbal interaction in tutorials, discussions, study groups, and lectures, *textual* interaction is an extremely important method of evaluation student progress and student participation in and contribution to the discourse community's ongoing dialogues and interchanges. In coming to a new discourse community, students face the immediate challenges of acquiring disciplinary literacy, lexical proficiency, and the terminology or jargon of the discourse community.

So far, the issue of apparent plagiarism in ESL contexts has been approached from an explanatory variable perspective relating mainly to those variables from students' linguistic, cultural, and educational backgrounds. But those variables which are in the immediate context of writing and in the immediately situated context of a discourse community interchange must be considered as potentially more significant influences on students' composing processes (Matsuda 1997). Acquiring disciplinary literacy and learning to communicate using the specific lexicon, the particular terminology, and the general jargon of a discipline is quite a complex task involving cognitive and metacognitive abilities as well as social interaction skills and research skills (Riazi 1997).

Previous studies have demonstrated that one strategy used by NNS students and professionals to acquire the specific disciplinary jargon needed for writing is a strategy of copying (St. John 1987, Campbell 1990, Gosden 1996). L2 writers will scan published articles from the literature in their specific discipline looking for the

terminology that is needed to adapt for use in their own writing. Such use may be an acknowledged or unacknowledged form of derivation, and the adaptation might involve minimal changes, or perhaps no changes to the incorporated text whatsoever.

Before L2 writers can participate in the discourse community interchange according to accepted conventions regarding the use of source text language, a degree of individual lexical proficiency is needed, a familiarity with the jargon and "lingo" of the community. The lexicon of a discourse community, the words used in interchanges, the jargon, the "lingo", the terminology, these are the language "chunks" which an entering community member must master in the initiation rites prescribed by community consensus. Failure to learn the lexicon and obtain an individual mastery of the discourse community's terminology means that little or no interchange with the community can occur, and restricted membership so to speak, or reduced productive interchange will result from such non-acquisition of lexical proficiency in disciplinary terminology.

This terminology may be available in particular reference works, such as dictionaries, handbooks, and encyclopedias,¹³³ but otherwise, the published literature of a discipline contains the lexicon of a given disciplinary genre and examples of how such lexical items can be used, and how they are currently being used by members of that discipline. The fact that an article has been published, might be seen as a sort of canonical seal of approval by the community on not just the content, but the wording of an article and its use of the community lexicon.¹³⁴ Thus, the terminology, jargon, and article structures of a disciplinary genre are further canonized with each re-occurrence in the published texts of the community.

¹³³ A case to be presented in chapter 4 involved appropriation from one such reference work, in this case an encyclopedia on the student's specific subject area.

¹³⁴ The question might be asked, "How then can plagiarism occur if the words and lexicon are communally owned?" A reply to such a question relates to the concept of contribution and participation. Simply parroting the community lexicon is not participation/contribution, and neither is taking someone else's contribution or participatory submission to the community interchange. Genuine participation/contribution might be defined as an individual's reformulation of the community lexicon and knowledge corpus, and providing additions to such, in a way that extends the goals and existing knowledge/insights/perspectives of the community. Members are not asked to simply learn the lexicon, but to apply it in such a way that a genuine contributive, participatory interchange occurs. Thus, the lexicon is communal, but the participation/contribution come from the individual.

Learning to manipulate and use the canonical structures and forms of any discourse community in meaningful communication and interchange is essential to survival within the community, and to survival of the community itself.

Without communication a *community* cannot exist. Hence the vital necessity of acquiring the tools for communication, the terminology for articulating meaning, the words for reporting information, the jargon for demonstrating loyal community membership, the "lingo" for delivering data according to a community's conventional standards, the lexical items for expressing ideas, and the canonical forms for conveying results of research inquiries.

An informative observation of Riazi (1997) illustrates such a process as the one just described, a process of becoming literate in the terminology and *codes* of a discourse community:

The participants' statements indicated that at the beginning of their graduate studies they felt very stressed because they lacked familiarity with the necessary codes of their discipline. Lack of such codes, they believed, prevented them from normalizing their relations with their academic community, causing them to spend more time and energy to interpret situations. However, over time and through their experiences with different tasks and their contacts with the members of their academic community they felt that they relieved this stress as they became active participants in their new academic context.

Matsuda (1997) has presented a model of L2 writing which postulates that the immediate influences within a writing context, such as the need to acquire a lexical proficiency in the terminology of a discourse community, may be more important than the explanatory variables from students' linguistic, educational, and cultural backgrounds. Matsuda's L2 writing model, to be applied in developing a theoretical framework for the current study (to be presented in chapter 3), is based on the premise that L2 writing occurs in a dynamic interactive context involving a text-mediated reader-writer interchange at the intersection of reader-writer backgrounds. According to such a model, as opposed to a Static Model approach in which linguistic, educational and cultural backgrounds are given too much of an emphasis,

the immediate influences of a dynamic writing context are the most important influences, and despite any any influences whether background or immediate variables, a writer's *agency* (free will in decision-making) is in the end the determining factor with regard to the text produced to facilitate the reader-writer interchange. Thus, for a newcomer to a discourse community, a very immediate concern and influence has to do with acquiring disciplinary literacy and learning the terminology of a discourse community. In the dynamic reader-writer interaction occurring at the reader-writer background juncture, an L2 writer is employing composing strategies as he/she works on producing a text to present as his/her contribution to the discourse community interchange.

Riazi (1997), who studied the acquisition of disciplinary literacy from a social-cognitive perspective, analysed four strategies which he observed his study participants use in their writing processes. It may be of some use to look at Riazi's composing strategy framework, and to predict where the friction points might be which could lead to a student's resorting to derivation as a writing strategy somewhere during the process of becoming literate in the contributive and participative interactions of a disciplinary discourse community.

In his study of disciplinary literacy acquisition, Riazi proposed the following strategies, constituents, and phases of the composing process as depicted in the following chart:

Participant Composing Strategies

Composing Strategy	Constituents	Phases of Composing Process
<p><i>Cognitive Strategies</i> Interacting with the materials to be used in writing by manipulating them mentally/physically.</p>	<p>Note-making, elaboration. Use of L1 knowledge. Inferencing, drafting.</p>	<p>Reading and Writing</p>
<p><i>Metacognitive Strategies</i> Executive processes used to plan, monitor, and evaluate a writing task</p>	<p>Assigning goals Planning, rationalizing appropriate formats. Monitoring + evaluation</p>	<p>Task representation and reading. Writing.</p>
<p><i>Social Strategies</i> Interacting with other persons to assist in performing the task or to gain affective control</p>	<p>Appealing for clarification. Getting feedback from professors + peers</p>	<p>Task representation. Writing + re-writing.</p>
<p><i>Search Strategies</i> Searching and using supporting sources</p>	<p>Searching and using libraries (books, journals, ERIC, microfiche, Internet). Using guidelines. Using other writing as a model.</p>	<p>Reading, writing, re-writing</p>
<p><i>Derivation Strategies</i></p>	<p>Selecting text to copy. Reading, attempted paraphrase/summary. Minimal modification of source text, synonym substitution, and recontextualisation. Possibly hiring another writer to compose. Rationalisation of using derivation as a strategy, when conventions are known, but not followed.</p>	<p>Can occur at any phase in the composing process.</p>

(adapted from Riazi, 1997)

From this depiction of disciplinary literacy acquisition and the composing strategies, constituents, and composing process phases involved in such acquisition, a number of predictions become evident as to where in this acquisition process there might be "friction points" which would lead to the use of derivation as a composing strategy. In fact, the inclusion by the current author of derivation as a strategy, as shown in the previous chart, represents an addition to the other categories of strategies of cognitive, metacognitive, social, and search strategies. But whereas the other strategies might be used at select points in the recursive composing process, derivation might be employed at any stage in the writing process, and there are great variations in the potential constituents of such use of derivation as a writing strategy at some point in (the) composing process (es) situated within the broader process of disciplinary literacy acquisition.

Some possible "friction points" in such processes are outlined below:

1. Little or no skill transfer from the L1 (i.e. no L1 writing experience), for example, lack of source/reference use, and initial confrontation with such lack of skill transfer early on in the process (of disciplinary literacy acquisition).
2. An inability to cognitively interact with materials and resources at a point in the process when such interaction is quite necessary.
3. Poor note-taking skills at a point in the process when such skills are critically important.
4. Little experience in the (L1 or L2 academic culture) executive processes of planning, monitoring, and evaluating an academic writing task.
5. Adverse social interaction affecting linguistic confidence and increasing writing anxiety.
6. Incorrect task representation in early stages of the process and associated misunderstanding of referencing requirements.
7. No feedback, or inappropriate feedback in the process when derivation is used as a strategy and goes unnoticed/unaddressed.
8. Goals are not met, or are perceived as being unattainable within a certain time frame, i.e. a time-constrained composing situation.

These possible friction points in the disciplinary literacy acquisition process are points at which L2 writers might be pressured to employ strategies of derivation. Even if a writer knows that such derivative writing strategies may be unacceptable within the discourse community, he/she may not yet realise to what extent such

derivation is unacceptable, and furthermore, a rationalisation process may ensue in which the writer weighs the options for negotiating through "sticking points" and frictions in the composing process, even if such negotiation results in going against the better judgment of the writer through importing (without acknowledgment) an exterior text into the reader-writer interchange.

Skill transfer from the L1 background is listed by Riazi as a constituent to the cognitive strategies of interacting with the materials used in composing (i.e. the source texts, first drafts, notes). As suggested earlier in this chapter, positive transfer is likely to influence writing in the L2 beneficially, and Riazi backs such an assertion with an example of a study participant who "benefited particularly" from his L1 background:

Making use of the knowledge that [I] acquired in my L1, searching and using references are among other skills that I can think of benefitting me from my L1.

As this student says, an L1 background experience of searching and using references is one form of positive transfer, a transfer of skills which will hasten the student's learning of the discourse community terminology, enabling the student to more quickly become familiar with the community dialogues and interchanges than he would have without the positive transfer of L1 skills. As suggested previously, lack of such positive transfer to new writing contexts may be a possible friction point. A point may be reached where the difficulties for which the student has no strategies to use in meeting such challenges, may result in a decision to opt for copying and derivation.

If the cognitive strategies of interacting with multiple source texts and drafts are not possessed by the writer, if there is a reduced ability to cognitively interact with the composing materials, there is that much less experience in synthesizing, paraphrasing, summarising, and recontextualising material from source texts (with proper acknowledgment), and an easy way out, as Fanning (1992) states, is to "sidestep" the problem by copying.

Metacognitive strategies are also important to the composing process. The ability to assign goals in writing, to plan, to outline, to consider possible text structures and formats, to monitor and evaluate progress--these are strategies necessary for self-directed learning and writing. Students who have not yet reached a level of development in their L1 or L2 writing skills which would allow them to implement metacognitive composing strategies, might find themselves in an academic context unsuited to their level of metacognitive development. Riazi's students noted that without the "working plans and outlines" developed through metacognitive thinking, they felt like "they were wandering around not knowing what to do." Riazi also noted that use of metacognitive strategies reduces anxiety caused by "not knowing what to do in a writing context." Such anxiety over students not knowing what to do is another probable point of friction in the composing process, another point at which a student might opt for strategies of derivation in lieu of undeveloped, unused, or non-existent metacognitive composing strategies.

Diana, a student in a plagiarism case study by Currie (1998) seems to have had limitations with regard to metacognitive composing strategies, but perhaps these limitations were also related to a linguistically-influenced inability to use metacognitive skills, and she dealt with these limitations by copying. Trying to "bluff her way through the writing" Diana was unable to competently carry out the metacognitive processes involved in planning, monitoring, and evaluating her writing tasks. She was not completely lacking in metacognitive skills, hence the speculation of a linguistic correlation, but she had much confusion and apparent anxiety over what was expected from her in the writing tasks. But Diana did achieve one goal, in a sense, through her copying as Currie indicates: "For Diana, copying represented a way of achieving one goal explicitly encouraged by the TA--learning the terminology of the OB community." At the very least, Diana's metacognitive abilities were such that she realised in her planning that she needed to demonstrate a knowledge of and an ability to use the appropriate discourse "lingo." As Diana herself said, "Usually I stick to the book because they give you a better expression of what you're supposed

to say . . . You try to expand your knowledge of what actually in society the people are using the term [*sic*]."

The interesting and paradoxical case of Diana's success with derivation as a composing strategy illustrates that metacognitive strategies can be used in certain writing scenarios to rationalise strategies of derivation and copying, in effect fulfilling certain executive processes involved such as planning, monitoring (and adapting to a writing context), and evaluating a writing task. She was not completely lacking in metacognitive skills, and in fact, her success with derivation seems to result from an ability to apply metacognitive skills in the context of adapting and responding to a difficult writing context by using derivation and copying.

In addition to interaction with texts, interaction with people through verbal exchange is a feature of a discourse community interchange within a discipline. Thus, a composing process involves not only cognitive and metacognitive strategies, but also social strategies, interactions with discourse community members who can help a writer by way of verbal feedback and clarification of writing task guidelines. An ideal social interaction would result in constructive feedback, the pointing out of problems in early drafts, the clarification of writing task specifications, and finally the successful completion of a final written product which meets the task guidelines. It very well could be that adverse social interactions or limited social interchange could represent another possible friction point where a writer might choose to adopt composing strategies of derivation and copying.¹³⁵

Several possible scenarios exist in which a social interaction might result in use of, or a resorting to, derivation and copying strategies. There might be an outright encouragement to copy, for example, or there might be an adverse social interaction with a teacher/evaluator who has an excessive evaluative concern with awkward grammar and non-native like English. Generally, social interactions which result in reduced writing confidence and higher writing anxiety might result in influences involved in students' deciding to employ derivative writing strategies. Explicit

¹³⁵ This might be a possible line of inquiry for someone with a sociolinguistics orientation.

encouragement to copy by teachers is probably less common than encouragement by peers or fellow students, for example a friend who refers someone to a euphemistically named *Research Services* essay company (Witherspoon 1995). But it seems that more common than either teacher or peer encouragements to copy are the excessive evaluative concerns of writing evaluators with the awkward English and grammar/style problems so frequent in ESL texts. Diana's (Currie 1998) writing tutor's excessive concern with her awkward phrasing seems to have been a contributing factor to a writing scenario in which a decision to employ strategies of derivation was finally taken. This situation need not have arisen. As Currie reports, the teaching assistant, "a former English literature major, had made few substantive comments [on Diana's composing drafts]. She had, however, corrected over 20 errors and 'awkward phrasings.'" Reducing the self-confidence of an L2 writer is certainly not a good way to encourage ESL students to avoid derivation and plagiarism!

If anything, social interaction should create a greater self-confidence in a writer's ability to understand and represent a writing task; a social interaction should reinforce the successful use of social strategies by students to seek clarification of writing task guidelines and to interact with other members of the discourse community in preparing a text for contribution to the community-wide interchanges and dialogues after negotiation of the text through socially-oriented reader-writer (evaluator-writer) interaction and interchange on a smaller scale.

Hopefully, the current work will clarify the friction points in the process of discourse-community-initiation and disciplinary-literacy-acquisition, those points at which a student might be more inclined to use strategies of derivation and copying. If these points of friction can be explained and understood, and if something can be done to help students successfully get past these friction points toward productive membership in their chosen academic discourse community, then one small step will have been taken toward increasing the quality of interchange, interaction, and dialog within the general academic discourse community at large. Discourse communities

need the diverse contributions of their members, and this includes ESL students and ESL professionals for whom the language of participation and contribution is one other than their mother tongue.

2.8 Summary and Conclusion to the Literature Review

In this chapter's review of the literature relevant to the issue of apparent plagiarism in ESL texts, a number of perspectives have been presented, from the ancient perspectives on textual authorship/ownership, to the modern and postmodern perspectives on plagiarism. From the literary thievery in purple-fiction and romance literature genres to plagiarism and plundering in music video production. From appropriation in academia to appropriation in journalism and the news media. And finally, of course, perspectives have been presented on the very specific issue of derivation in the L2 writing of ESL students. In the vast panorama of modern *plagiarations*, derivation by ESL students seems to be rather miniscule, rather unimportant when everyone seems to be plagiarising, as the "everybody's doing it" argument goes. But in the academic world, plagiarism is still very much a serious issue, and in these various discourse communities in which ESL students find themselves, derivation or plagiarism in an academic project can mean the difference between passing or not passing a course, between receiving or not receiving a degree if the unacknowledged language lifting is found out.

To reiterate, the potential contribution of an investigation of derivation and plagiarism in ESL contexts is as follows. If the issue of plagiarism/derivation by ESL students can be better understood, then possibly the discourse-community-initiation processes can be improved for L2 writers, for students who have the potential for making substantial contributions themselves to their chosen academic and scientific domains. Is this not the whole point of academic inquiry and membership in a discourse community? If this work can provide somewhat of a better understanding of the dynamics of derivative writing, with the goal of using such knowledge to maximize the potential contributions of discourse community

members, then it will have been worth the effort, worth the painstaking textual analyses, worth the stress caused by initially low questionnaire return rates, worth the extensive review of the relevant literature, and worth the few mis-steps down academic blind alleys.

In this chapter, it has been suggested that explanatory variables such as writing strategies, L1 writing background, knowledge, instructional background, and L2 proficiency are important in understanding problems of plagiarism and derivation in ESL texts. But the possibility has also emerged that the more immediate concerns of a dynamic writing context may be more important than any background variables. Immediate influences, such as the need of L2 writers to learn the terminology of their discourse communities, and the need to acquire disciplinary literacy, and a degree of lexical proficiency in the domain-specific jargon, may be more of a deciding factor in a case of plagiarism/derivation than cultural background or previous instructional experience. The various explanatory variables and the immediate influences can be seen, as Matsuda (1997) has proposed, as interacting within the contexts of a dynamic, text-mediated writing situation occurring at the reader-writer background juncture in the space allotted by the particular discourse community of the reader/writer.

In the chapter to follow, the dynamics of a derivative writing situation will be outlined in the construction of a tentative theoretical framework to explain the interaction of variables and influences in derivative writing contexts.

3 Derivative Writing Dynamics: A Tentative Theoretical Approach to Plagiarism and Derivative Language in ESL Texts

3.1 Introduction

To date, no comprehensive and exhaustive theory has yet been developed to explain plagiarism and derivation by L2 writers in ESL contexts. A number of brief articles and reports have been published (Currie 1998; Campbell 1990; Fanning 1992; Deckert 1992, 1993, 1994; Scollon 1994, 1995; Sherman 1992; Xiguang Li & Xiong Lei 1996; Pennycook 1993, 1994, 1996; Li 1985; Thompson & Williams 1995) which dealt with one or more possible approaches to the issue. Some of these researchers who have published in this area seemed to have been unaware of the work of their fellow colleagues, so it seems that they were not able to build on the similar insights, yet sometimes different approaches which others have taken. Other authors have commented on the issue of plagiarism and derivation by ESL students, although addressing the issue was not a major focus of their work (e.g. Yao 1991; St. John 1987; Gosden 1996). Despite the growing, yet still small, body of literature on the topic, as far as the current researcher is aware, no one has attempted to pull together the great number of loose strands in an attempt to develop a valid, primary research based L2 writing theory to explain why ESL students (and professionals) appropriate text, and why the perception exists of ESL students as persistent plagiarists. From the number of brief articles on derivative writing in ESL contexts, and utilising existing L2 writing theory which has been developed to explain L2 writing problems besides plagiarism and derivation, it should be possible to construct a tentative theoretical perspective on derivation in ESL contexts which will be revised based on the results of fieldwork data consisting of questionnaire responses and case study analyses of derivative texts.

Hirose and Sasaki's (1994) summary of L2 writing explanatory variables has already been given, but to recapitulate, these variables will be presented once more. From a review of the relevant findings of other L2 writing researchers, Hirose and

Sasaki proposed the following explanatory variables which have been involved in L2 writing difficulties:

- (1) Writing strategies.
- (2) L1 writing ability.
- (3) Knowledge of L2 convention.
- (4) Instructional background.
- (5) L2 Proficiency.

This presentation in chapter 3 of a tentative theoretical perspective on plagiarism and derivation in ESL contexts will include these 5 explanatory variables in so far as they relate to possible explanations for plagiarism and derivation in L2 writing scenarios. However, these variables are not independent of each other. Rather, they are interdependent, interacting within a *dynamic* as opposed to a *static* writing context within a discourse community (Matsuda 1997). The reader-writer interaction occurs within this dynamic context, at the juncture of reader-writer backgrounds, and this interaction is mediated by a text submitted by the writer at some point (s) in the interchange after the processes of drafting, recontextualising source texts, learning the terminology of the discourse community, revising, socially interacting with discourse community members, and engaging in a variety of other cognitive, metacognitive, social, and quite possibly, *derivative* composing strategies.

A dynamic model of derivative L2 writing, including general and specific theoretical premises underlying the current study's tentative theoretical approach to plagiarism and derivation in ESL contexts, and also including a formulaic representation of derivative text composition, is outlined on the following pages:

A Dynamic Model of Derivative L2 Writing in ESL Contexts

General Theoretical Premises

1. Writing takes place within a dynamic discourse community context in which there is a text-mediated reader-writer interaction occurring at the juncture of the reader-writer backgrounds. When unacknowledged derivation occurs within a writing context, the interaction remains text-mediated, but the interaction is imposed upon and disrupted by (an) exterior text (s) and (an) exterior author (s).
2. The explanatory variables for L2 writing problems such as plagiarism and derivation of text are not independent but inter-dependent; there are inter-relationships between/among the variables within a dynamic discourse community context. For the purposes of the current work, explanatory variables may be categorised as being background influence explanatory variables, or immediate influence explanatory variables. These two categories might in some instances overlap, and they are not mutually exclusive, but whereas a background influence variable may become an immediate influence within a writing context, there are certain immediate influences within a dynamic context which are not directly attributable to a writer's background.
3. Derivation of text is an L2 writing strategy which is sometimes adopted by ESL students (and sometimes by professional NNS L2 writers), based on the possible influences and interactions of both background explanatory variables and immediate influence variables within a writing context. However, it is hypothesised that the immediate influence variables within a given context may possibly be of greater significance than background explanatory variables in explaining student writing behaviour.

A formulaic representation of derivative text composition:

T	=	text
W	=	writing output, or the composing of the writer
A	=	agency of the writer
B	=	background explanatory variables
I	=	immediate influence explanatory variables
ST	=	source text
d	=	the extent to which a text is derivative

Writing is a function of an author's agency in writing-process-decision-making, influenced by background explanatory variables and immediate influence variables (such variables being under the control of the writer's agency) as depicted below:

$$T = W (A (B + I))$$

However, in a derivative writing context, unacknowledged imported source text is added to the equation, and the text produced by the writer (T) becomes derivative (d) to whatever extent source text (ST) has been imported into the interchange as depicted below:

$$T^d = W (A (B + I)) + A (ST1 + ST2 + ST3 \dots)$$

If the writing output of the writer is equal to zero ($W = 0$), then the text is entirely derivative, a compilation of source text (s), but such importation of exterior texts into the reader-writer interchange is still under the control of the writer's agency as depicted above.

Specific Theoretical Premises

- A. Derivation of text might be adopted as an L2 writing strategy when a writer has little or no positive transfer of skills and strategies from the L1 writing and instructional background to draw upon.
- B. Derivation of text might be adopted as an L2 writing strategy when there is a lack of knowledge of L2 convention due to an instructional background and an L1 academic culture which had differing conventions and expectations with regard to acknowledgement and citation of sources.
- C. Derivation of text might be adopted as an L2 writing strategy when such derivative use of sources has been taught and encouraged in the L1 instructional background, or if the L1 academic culture of students' backgrounds inculcated differing values with regard to plagiarism and originality.
- D. Derivation of text might be adopted as an L2 writing strategy in an attempt to compensate for (*a perceived*) linguistic deficiency and inadequacy in the L2.
- E. Derivation of text might be adopted as an L2 writing strategy when writing-task-induced anxiety and low self-confidence (possibly resulting from adverse social interactions) hinder the writer's perceived ability to participate successfully in the text-mediated interchanges of the discourse community. The features of a writing task itself might increase such writing anxiety and low self-confidence, for example in a time-constrained essay exam context.

- F. When derivation of text occurs within a given writing context, a disruption of the reader-writer interaction occurs along with a disruption of the discourse community at large. This disruption happens as a result of an exterior text's (and an exterior author's) having been imported into what should have been a genuine, text-mediated interchange between reader and writer.
- G. In spite of the importance of background explanatory variables, linguistic, cultural, and educational backgrounds alone are insufficient in explaining L2 writing. A writer's agency makes possible the independent decision-making processes in composing, and thus the responsibility for the decisions made in composing belongs to the writer.
- H. A derivative text resulting from a writer's decision to appropriate the language of source texts will contain certain features which are characteristic of derivative use of language, and such features will possibly identify a text as being derivative in nature.
- I. Derivative textual features may be present in the text of a writer who is attempting to learn the terminology of a discourse community to which he/she is a newcomer. By copying words and phrases, the writer is gaining lexical proficiency in the terminology of the discourse community.

The model and theoretical outline which has been presented, will be elaborated on in chapter 3 with supporting data drawn from the relevant literature, while in chapter 4, the model and theoretical outline will be elaborated upon further, corroborated, and modified using the research results obtained during the fieldwork phase of the current work, or more specifically the data collected from case studies of derivation/plagiarism and from surveys of ESL students and teachers in British universities.

3.2. The Writing Task: Contexts of Writing Within Discourse Communities

According to the Dynamic Model of L2 Writing proposed by Matsuda (1997), the context of writing determines the decision-making process of the writer, whose *agency* as decision-maker allows him/her to deviate from background influences, and to produce a text which is not a product of a pre-programmed "writing machine" which can only produce texts from a limited option of patterns and templates formed

by the background experiences of the writer. The writer as "writing machine" view is a relic of the Static L2 Writing Model.

The contexts in which a writer may find him/herself are potentially infinite in variation due to the complex nature of the interactions occurring within a discourse community, the complexities of reader-writer backgrounds, and the myriad influences which may be found in particular writing contexts at particular points in time. An L2 writing task might be one in which L1 background knowledge would be beneficial (Hall 1990; Riazi 1997; Friedlander 1990). A student may find him/herself to be a novice in a writing context (Gosden 1996) or a more experienced writer in a professional research publication context (St. John 1987). The context could be a general freshman writing course, a process of reporting the results of scientific experimentation, an ESL writing course, a pre-sessional program writing assignment, or a collaborative project requiring contributions from workgroup members. Although writing contexts are variable, one constant across these contexts is the decision-making process which each writer must negotiate for him/herself in deciding how to respond to the current context of writing. Other constants might include the general standards and expectations for writing within academia, and the more specific conventions and expectations within particular disciplines.

Within these dynamic writing contexts, a writer must decide how to construct a text, and as stated previously, this decision is influenced by the context. In reconsidering the case of Diana (Currie 1998), it seems that her writing context may have been one in which she perceived that the inexperienced teaching assistant would accept, or perhaps not notice, copying from the course text. In this context, Diana made a decision to submit copied material to the reader-writer interaction, and the seeming success of this decision to employ strategies of derivation only reinforced Diana's perception that this was an acceptable survival strategy. Diana's use of copying increased until "she was copying extensively." In her particular context, copying worked, at least in the sense that derivation used as a survival strategy

enabled Diana to keep up with the demands of her academic coursework and to appease the overbearing TA.

In other scenarios, such strategies might not have worked and the derivation may well have been discovered. But if the derivation is discovered early on in a writing context, in initial drafts of a text, then less serious consequences for copying in draft stages might prevent charges of plagiarism at later stages as well as preventing the reinforcement of derivation and copying as legitimate survival strategies in students' minds.

As has been suggested in the theoretical outline, the immediate influences of a writing context may be the most important consideration in generally understanding why students resort to strategies of derivation in their writing. Pressure to obtain high marks. Pressure from a heavy academic load. Linguistic difficulties and proficiency problems. Low self-confidence in writing ability, and writing task-induced anxiety. Deadlines and other time-limitations. Difficult course material. Unfamiliarity with the jargon and the terminology of the discipline. And so on The very specific features of writing contexts are the variables which students consider as they plan and decide how to respond to those features.

In fact, an important consideration in such contexts is the degree to which a participant considers him/herself to be a community member and an active participant in the given writing context and the broader discourse community interactions. If a writing task leaves the writer feeling like somewhat of an outsider, it should come as no surprise if *outsider* strategies are used, such as the importation of outside texts and authors into the reader-writing interaction. A participant who considers him/herself to be an "outsider" to the community, might have little motivation to genuinely participate on an "insider" level of interaction. In such a context, the result might well be submission of *outside* texts to go along with the *outsider* status. A text which is exterior to a current writing context, might be artificially imported into a reader-writer interaction, partly because a writer never quite perceived him/herself to be a fully participating and accepted community

member. Successful L2 student interaction within writing contexts of a discourse community requires that "the culturally-distanced student" (Currie 1998) be allowed to participate without being made to feel like an outsider in the context due to apparent linguistic difficulties, developing knowledge, and differing cultural background. Such constraints and variables within a writing context do not override a writer's agency in writing process decision-making, but they do limit the motivation to genuinely participate as an insider to the community, especially when misguided attempts are made, as in Diana's case, to correct minor language difficulties or to otherwise point out ways in which an L2 writer might differ from the community norms.

Thus, a writing context with its associated pressures, influences, and constraints can be a very significant influence in how writers respond to that context. If the context is one which encourages the distancing of writers from the community, with the effect that students feel as though they were outsiders to that community, then one predictable result is an *outsider* reaction to such a context. But on the other hand, if inclusion is a feature of writing contexts, and if writers' genuine participation and contributions are sought, then *insider* reactions will hopefully be encouraged rather than importations of exterior texts and authors to a text-mediated interaction which should have been between the reader-writer alone.

3.3 Derivation as a Strategy for Producing Acceptable English Academic Writing

Plenty of evidence exists in the literature to demonstrate that L2 writers employ derivation as a strategy for producing English academic prose which will be free of the grammatical and stylistic errors characteristic of non-native writing in English (Fanning 1992; Sherman 1992; Deckert 1992, 1993; St. John 1987; Currie 1998; Gosden 1996; Campbell 1990; Li 1996; Thompson and Williams 1995; Witherspoon 1995). Only the most proficient L2 writers are able to produce English writing which does not need editing and proofreading by a native speaker to correct for the non-native like quality of the text. Some teachers are more accepting than others of L2

writing which is not quite perfect (Santos 1988), while other teachers are perfectionists.¹³⁶ ESL students are even hard on themselves, attempting to compose L2 texts which will be completely free from grammatical and stylistic problems. Their focus is often on the sentence and word level problems, and they worry very much about whether each word and sentence is correct (Zamel 1987). The strategies NNSs employ to generate English academic prose include writing in the L1 and then translating into the L2 (Uzawa 1996), writing directly in the L2, or even a mix of the two (Friedlander 1990). Other tactics used include many of the same techniques used by L1 writers--outlining, listing, mapping, re-reading topics, text scanning, vocabulary level editing, and so on (Duke 1982). Overall, however, the L2 writing process is generally a slower one than the L1 writing process (Hall 1990). There is constant recourse to dictionaries and a thesaurus. There are pauses to think for a moment in the L1 before translating a thought into the L2, or there are breaks in the composing process to jot a note in the L1 for later translation. Often the resulting first draft of a text is a combination of L1 and L2 language which needs to be rewritten and revised, and translated completely into the L2 (Uzawa 1996).¹³⁷ A key resource for an L2 writer is a skilled L1 writer who will edit and proofread for a non-native writer.¹³⁸ L1 proofreaders and editors are sources of native-like L1 language, or at least they help L2 writers to polish up their work so that it exhibits no grammatical or stylistic errors.¹³⁹ Unfortunately, some L2 writers completely avoid the difficulty of composing in the L2 by paying L1 writers to do the job for them.¹⁴⁰ Witherspoon¹⁴¹ (1995) writes of her experience as an "academic call girl" who worked for the company *Tailor-made Essays, Writing and Research*. In addition to

¹³⁶ For example, Diana's teaching assistant (Currie 1998).

¹³⁷ In addition to the relevant literature, the current author is here drawing on experience gained from conducting case studies of the ESL writing process, such as "The ESL Writing Process: Insights Gained from Investigating the Composing Process of a Proficient Chinese Graduate Student" (Guo and Lesko 1992), an unpublished manuscript co-authored with Danqing Guo, a research colleague in the English department at Bowling Green State University.

¹³⁸ A social strategy of "getting feedback from professors and peers" (Riazi 1997).

¹³⁹ Of course L1 writers make grammatical and stylistic errors, so it is important to choose a skilled proof-reader/editor.

¹⁴⁰ But L1 writers also buy papers and pay people to do their work for them.

¹⁴¹ A pseudonym.

the many lazy L1 university students who paid the company's writers to do their research and writing for them, Witherspoon describes the NNS students who gave their business to the ready-made essay company. The company writers knew that ESL students needed papers written in "simple English" and they catered to ESL students because many of them were rich, and paid good money for essay services:

But for Matthew and Sylvia [the owners of the essay company], the clientele are divisible, even before cash versus credit card, or paid-up versus owing, into Asian customers and non-Asian ones. There's been an influx of wealthy immigrants from Hong Kong in recent years, fleeing annexation. Matthew and Sylvia seem to resent their presence and, particularly, their money. Yet they know that it's precisely this pool of customers--who have limited written English language skills¹⁴² but possess education, sophistication, ambition, cash, and parents leaning hard on them for good grades--that keeps the business going.

Witherspoon mentioned NNS customers such as a Sri Lankan student who wanted a paper written on "Ethnic Division and Caste Co-optation" in Sri Lanka as well as an Italian student who ordered a paper on "The Italian-Canadian Family: Bedrock of Tradition or Agent of Change?" Witherspoon also gave comments related to reading comprehension and L2 proficiency. Some students seemed to have had difficulty with comprehending difficult articles before consulting *Tailor-made Essays*. Witherspoon described the "long strings of tiny Chinese characters in ballpoint pen" written beside discipline-specific English jargon in photocopies of assigned reading articles. Such articles with marginal notations are clues that the ESL students had problems with reading comprehension or with learning the jargon and terminology of their specific discourse community. For some ESL students, however, it was not L2 proficiency which drove them to use *Tailor-made Essays*, but the same dishonesty and laziness which are so typical of many L1 writers (Brownfeld 1998). An example of such laziness and dishonesty is seen in student comments made after a television expose of the essay company. The *Tailor-made Essay* writers assumed that this telling expose would spell doom for their business, but

¹⁴² An intriguing comment on the L2 proficiency explanatory variable from the underworld of academia.

exactly the opposite happened. The expose served to unintentionally advertise the essay service company, and more calls than ever before were received from students asking "You mean, like, you can write my term paper for me if I pay you?"

However, for most L2 writers, it seems that essay companies are a last resort for ESL students of limited English proficiency, students such as the one who turned in sheaves of photocopied articles which were above his/her reading comprehension ability.

One major problem for those L2 writers who rely on such a strategy of paying others to do their writing assignments for them is that the students never attain a level of independence in academic reading and writing. Consider an anecdote recently related by a teaching colleague in the United Arab Emirates. This fellow teacher, an EFL specialist in L2 reading pedagogy, related the case of a student who had earned a master's degree in the U.S. However, this student could not understand some of the most basic academic texts, and when he was queried on this point, with the teacher asking "How did you ever get your MA degree?" the student admitted that he had paid writers such as Witherspoon (1995) to do his assignments for him. In fact, the student had once made the error of not specifying the "simple English" which Witherspoon describes as being the appropriate writing style for ESL student customers. The teacher confronted the UAE student upon noticing the excellent writing style, and asked "Who wrote this paper? Tell me and you'll still get your A+, but I want to know who really wrote it?" The student obliged, received his A+, completed his MA degree and returned to the UAE, but with such a low level of English writing skills and reading comprehension that his employer required that he take a remedial English course to develop his English language proficiency. Hence, this interesting anecdote was relayed to the current researcher by a teaching colleague who was perplexed at the low English proficiency level of an MA degree graduate.

Another source of native-like L1 language besides an L1 proofreader, a paid L1 writer/editor, or an essay service company is an L1 publication (Campbell 1990). A published text has gone through the composing, editing, and proofreading stages of

development, and it can be relied on as a language source which is generally free from the type of errors which identify L2 writing as being "non-native like."¹⁴³ One problem, however, which may result from the use of lifted source text language, is the problem of poor recontextualisation (Fanning 1992), which may make the L2 student text an even more obviously non-native piece of writing. The published source text will be written in a different style and at a different level of ability than the student's own writing. So a mixture of the student's own language and the source text language will become quite obvious to a perceptive instructor¹⁴⁴ unless the language mixture is smoothed over so that the source text language is skilfully recontextualised to disguise the appropriation.

It has been theorised earlier in the introduction to chapter 3 that when derivation is employed as a writing strategy, explanatory variables involving a student's background might be a consideration, but it might be also that the immediate influences of a writing context are even a more significant consideration, for example Witherspoon's (1995) description of "parents leaning hard on them [ESL students] for good grades." Derivation may have actually been taught and encouraged in the L2 instructional background, or it might be a strategy used by a student to compensate for linguistic deficiency and inadequacy in the L2. But there may be a complex combination of variables, not excluding the possible immediate influences of a writing context, and such influences and variables, whether background or immediate influence variables, may be responded to by a student's choosing to adopt derivation and plagiarism as a strategy for survival in what might be perceived as a desperate, survival situation.

¹⁴³ Silva's (1993) description of L2 writing would be a good definition of what is meant by "non-native-like": "stylistically distinct and simpler in structure."

¹⁴⁴ But perhaps not so obvious to an unwitting teaching assistant (Currie 1998).

3.4 Derivation and the Distinctions Between L1 and L2 Writing

It is possible that an explanation of the distinctions between L1 and L2 writing may suggest reasons why an L2 writer might resort to strategies of derivation in composing a text. While it is true that there are many similarities between L1 and L2 writing (Duke 1982, Raimes 1987, Zamel 1983, Silva 1993) and that L1 writing pedagogy is often applied in L2 writing situations (for example, in a writing across the curriculum approach, Janopoulos 1995), it must be stressed that there are some important differences between L1 and L2 writing, whether the contrast is between one individual's L1 and L2 writing processes, or between populations of L1 and L2 writers and their writing processes. Silva (1993) secondarily researched the distinctions between L1 and L2 writing based on the primary research conducted in 72 studies by other researchers in L2 writing domains. After studying these 72 research reports, Silva proposed a number of L1/L2 distinctions in the two main categories of *Composing Processes* and *Written Text Features*. The following chart summarises the results of Silva's secondary research:

Distinctions Between L1 and L2 Writing

Composing Processes

Generally, the composing process patterns in L1 and L2 writing are similar, but L2 composing is "more difficult and less effective than L2 composing."

Composing Sub-Processes

Planning

L2 writers do not do as much planning as L1 writers. The sub-processes involved in planning a writing task take more time and effort for L2 planning, and much of the time spent in planning is non-productive with little material being generated for inclusion in the L2 composition. There are also difficulties in L2 composing with organisation of a text.

Transcribing

The act of transcribing or drafting a composition is "more laborious, less fluent, and less productive" in the L2. L2 writers spend more time in transcribing, referring to outlines, dictionaries, and encountering vocabulary/terminology difficulties which results in L2 transcribing being a generally slower sub-process than L1 transcribing.

Reviewing

L2 composing is characterised by less reviewing than L1 composing. Although revision patterns and strategies are similar, L2 writing is more frequently revised than L1 writing, and revision by L2 writers is a more difficult process than L1 revision with a focus on grammar.

Distinctions Between L1 and L2 Writing continued

Written Text Features

L2 texts are generally shorter (less fluent), they are less accurate (more errors), they are less effective, and they may have structure which differs from L1 text structures (notwithstanding possible L1 influences).

Fluency

Composing in the L2 is a "less fluent process" than composing in the L1. L2 texts are sometimes shorter than L1 texts, but some research suggests that L2 texts may be longer than L1 texts in some writing contexts, while a few studies suggest there are minimal differences in L1 and L2 text lengths. But more research evidence exists to support the view of L2 writing as a less fluent process than L1 composing, resulting in a generally lower productivity and writing output by L2 writers as compared to L1 writers in similar writing contexts.

Accuracy

L2 writing is characterised by more errors than L1 writing including morphosyntactic errors, lexicosemantic errors, and errors involving verbs, prepositions, articles, and nouns.

Quality

L2 writing is generally not as effective as L1 writing in the sense that marks received for submitted texts are consistently lower for L2 texts than L1 texts.

Structure

Research suggests that there may be differences between the way a native English speaker will arrange a text and the way that L2 writers from different L1 cultures would organise a text.

(adapted from Silva 1993)

The distinctions between L1 and L2 writing suggest several possible explanations as to why an L2 writer might choose to appropriate text and to adopt strategies of derivation when composing in the L2.

First, a good writer with much skill in L1 composing might find him/herself frustrated at attempts to write in the L2 which are not representative of his/her writing potential in the L1. If it is true, as Silva reports, that "L2 composing is more constrained, more difficult" than L1 writing, and that it is "more laborious, less fluent, and less productive", then quite possibly an L2 writer might resort to copying as a way of simply avoiding this very difficult, anxiety ridden, goal and potential-unattaining characterised process altogether.

Second, it is quite possible that an L2 writer may lack literacy skills in the L1, a possibility which has been suggested earlier. If this is the case, the L2 writing process would be the first experience that the L2 writer has had in learning how to write. Such a student would not have the benefits of positive transfer of L1 skills to the L2 writing context (Friedlander 1990; Riazi 1997; Uzawa 1996; Hall 1990). The writer would not even be able to translate into the L2 (Uzawa 1996) from compositions written in the L1, a basic strategy which can be quite useful in some L2 writing contexts. Such a writer, lacking literacy skills in both the L1 and L2, might also resort to the use of derivation as a writing strategy.

Generally speaking, the "stylistically distinct" and structurally simple (Silva 1993) nature of the language used by L2 writers results in a "non-native like" quality of writing for all but the most proficient writers, or for all but those writers who seek editing and proofreading advice from native speakers of English. And the L2 writers themselves are quite aware of the linguistic qualities of their writing which makes it obvious that the text was composed by a non-native speaker of English. For example, in Diana's case (Currie 1998), the teaching assistant pointed out the awkwardness of her writing, as if Diana herself had to be made aware of the non-native like quality of her own writing, the inept expressions, unclear phrasing, and so on. In actuality, Diana was already very much aware that her English was not perfect

before the teaching assistant's unhelpful tirade against her linguistic abilities in English written expression. As Currie states,

From the beginning, Diana had been anxious lest her English writing skills disadvantage her. Specifically, she was concerned about '[her] grammar . . . clarification, and . . . conciseness of sentence,' and what an earlier instructor had called her 'awkward sentences'.

These concerns of Diana were only solidified when the teaching assistant gave unsubstantial feedback on the awkwardness of her writing. As Currie reported, Diana went on to become heavily dependent on using unacknowledged copying and derivation as a composing survival strategy. This case which Currie reports seems to be one that would support the idea that L2 writers might "sidestep" what they perceive to be a difficult, laborious, and seemingly ineffective and unproductive process of L2 writing, especially when their confidence in their own L2 linguistic abilities is lowered by *de*-constructive criticism. Campbell's (1990) advice would have benefited both the student and the teaching assistant in Currie's study: "Non-native composition students require the inspiration of confidence in their own language and ideas to help them avoid an overreliance on background sources."

Another possible explanation for writers choosing to adopt strategies of derivation has to do with the actual time spent interacting with source texts. In the L2 writing classroom (as well as many L1 classrooms), students are taught to paraphrase after reading a text, taking notes, and then closing the text so as not to use the same wording as the source text when paraphrasing. As Silva (1993) reports, and as other researchers have found (Campbell 1990), L2 writers spend more time interacting with their source texts than L1 writers. Campbell reported that the students in her study "referred to the background text significantly more than the native speakers in order to begin their compositions." The simple fact that many L2 writers spent a great deal of time interacting with a source text while paraphrasing may explain much of the derivation which finds its way into the drafts and texts produced by those writers who choose not to follow the advice given to separate themselves from a source text when paraphrasing. The temptation to copy is

amplified when paraphrasing or summarising from an open source text at hand instead of using notes to construct a paraphrase or summary.

The crucial significance of L1/L2 writing distinctions for the current study is neatly summed up in Silva's (1993) questioning of "the reasonableness of the expectation that L2 writers (even those with advanced levels of L2 proficiency) will perform as well as L1 writers on writing tests, that L2 writers will be able to meet standards developed for L1 writers." Silva advises that L2 writers should not be "forced, in sink-or-swim fashion, into 'mainstream' (i.e. native-speaker-dominated) writing classes which may be inappropriate, and perhaps even counterproductive for them." As Silva aptly observes, serious difficulties might await those L2 writers who are expected to perform on an L1 level of composing. In at least one case in the sparse literature related to plagiarism in ESL contexts, the derivation was associated with expectations placed on an L2 writer to produce a text resembling an L1 text instead of an L2 text containing linguistically "non-native like" phraseology, structural simplicity, and possibly other rhetorical variations. Such expectations may result in an unwitting encouragement of an L2 writer to adopt derivation as a strategy of survival. In an attempt to meet the L1 writing expectations and guidelines, an L2 writer may appropriate an L1 text, or copy portions of an L1 text into what should have been an original text composition by the student. Understanding the distinctions between L1 and L2 writing, and not expecting an L2 writer to produce the semblance of an L1 text is essential, it would seem, to minimising the motivation of L2 writers to employ unacknowledged derivation in some writing contexts. Teachers who ask for an L1 text from an L2 student just might get what they are asking for.

3.5 Derivation Resulting from Lack of Knowledge of L2 Convention

Campbell (1990) concluded that the L2 students in her study needed much practice in integrating sources into their work with proper acknowledgement. They needed training in the academic conventions for documenting sources. Like

Campbells' students, many L2 writers have never learned the forms of referencing which are used to acknowledge the influence of other works and authors. Thompson and Williams (1995) relate the case of Makiko, who had "plagiarised whole sections of her history professor's book." She apparently "did not fully understand the American rules for attribution--even after studying those rules in her ESL writing class." From her instructional background, it seems that Makiko had become used to demonstrating respect for her teachers "by revealing that she had read [their] other works." Thompson and Williams argue that many students believe appropriation to be "not only needed but expected by their teachers of English." For such students, lack of knowledge of L2 convention seems to be a significant variable. A student of Thompson and Williams expressed this lack of knowledge variable quite well:

Since I have not been well educated and trained in this aspect, I worry of making a unforgettable mistake by the carelessness. To what degree is considered as plagiarizing? Is it suitable to put everything with quotation and in the cited list? I still need time to learn it.

This student quotation correlates well with Fanning's (1992) argument that one of the causes of language plagiarism by ESL students is "ignorance of suitable procedures."¹⁴⁵ He posits that "Culture in general may be seen as knowledge available from other people."¹⁴⁶ Building on a general view that culture is the knowledge which can be obtained from others, Fanning speculates that a lack of the appropriate cultural knowledge or L2 conventions results in many cases of derivation and copying by L2 writers. Fanning notes that even within a discourse community, members "will lack some of the necessary knowledge." Raimes (1987) concluded that the ESL college students in her study might have lacked not only linguistic proficiency and L1 writing ability, but perhaps also a "knowledge of the conventions of L2 written products." Thus, both L1 and L2 writers appropriate text without

¹⁴⁵ Fanning's statement here correlates with Jones (1998) who wrote "According to my experience, students [ESL/EFL] who plagiarize are often ignorant that what they are doing is unacceptable." However, Silva (1998) calls Jone's use of *ignorant* an "unfortunate word choice." Silva prefers to say that L2 writers might be "unfamiliar with the conventions of academic writing in the West."

¹⁴⁶ Referring to Goodenough's (1957) description of culture as consisting of "whatever it is one has to know or believe in order to operate in a manner acceptable to its members."

acknowledgement if they lack the appropriate knowledge of convention for avoiding derivation and plagiarism. The strongest research-based evidence for the lack of knowledge variable comes from a descriptive study done by Deckert (1993). In this study investigating Hong Kong student perspectives on plagiarism, only 4 out of 175 participating college students reported having "ever been given an explanation of the English term *plagiarism*." And 78 students (45.8%) indicated that no one had ever corrected them for directly copying from source texts. Instructional background for these students has clearly contributed to their lack of knowledge regarding conventions for avoiding plagiarism. Their lack of knowledge is also evident in the difficulties that they had with identifying texts which contained plagiarism, and the difficulty they had in identifying texts which were free from plagiarism as part of Deckert's questionnaire. The participants in Deckert's study had "little ability to detect plagiarism" and they had similar problems with detecting whether or not a particular passage was free of plagiarism. Students such as the ones in Deckert's study are in a developmental stage, it would seem, in learning about the conventions for source use, and the norms of English academic writing. Deckert's study provides a cross-sectional, latitudinal perspective on student views with regard to plagiarism, a perspective which illustrates the lack of knowledge needed to avoid plagiarism/derivation among a sizeable percentage of a particular ESL student population.

Scollon, from a Taiwanese background in this instance, presents an encounter with a student relating to apparent plagiarism in ESL contexts. This encounter seems to pinpoint the developmental difficulties of L2 writers, giving a close-up perspective that Deckert's survey was unable to capture. In presenting an example of problematic non-native writing, Scollon (1994) gave a transcript of a dialogue with a junior level English composition student from Providence University, Taiwan. In illustrating the "impossible to untangle" tapestry of "quotation, indirect quotation, paraphrase, and reference to the general gist of a passage" which characterises non-native writing, Scollon has presented extracts from a student writing conference in

which an attempt was made to resolve some attribution problems. The writing session dialogue is reproduced as follows:

The student had written:

Professor Johnson of New York University said, 'Before doing sport it is necessary to undertake certain practice of stretchment to avoid the hurting.'

I [Scollon] said, 'This "stretchment" isn't right.' The student responded, 'Yes, you have to do this when you do sport.'

Scollon: No, the word 'stretchment' isn't correct. I've never heard of it. I don't think Johnson wrote that.

Student: But you have to have it before sport.

After some discussion it was discovered that this was a quote of a quote; some author, Pu Tan-Fen, had quoted Johnson in an article in Chinese. The student had translated Pu's translation of Johnson back into English. The student's own translation was the source of 'stretchment'. I then tried to get her to reference the original text.

Scollon: Did you read Johnson or Pu?

Student: Johnson.

Scollon: Then why do you reference Pu?

Student: Because that's where I read Johnson.

Scollon: Then did you read an article of Johnson in Pu, or did you read a quotation of Johnson by Pu?

Student: Yes. (Scollon 1994: 35)

The student apparently lacked the necessary knowledge of L2 convention to properly reference a source, and he had attributed a clearly non-native like statement to a Professor Johnson of New York University who was presumably a native speaker of English. In trying to get to the bottom of the problematic L2 writing, it was discovered that the student had translated back into English the statement by Johnson, which had been originally translated from English into Chinese by Pu. The

quotation was, therefore, a re-translation of a translation, and it should have been acknowledged as a quotation within another author's work, Johnson cited in, and translated by Pu Tan-Fen, and re-translated by the current student author. Lack of knowledge of L2 convention is evident in this example which Scollon presents, but also evident is the fact that such writers are in the process of developing their knowledge, their L2 writing experience, and their L2 writing ability.¹⁴⁷

L1 *and* L2 writers at an early stage of developmental ability can be expected to have less extensive knowledge of academic writing conventions. And importantly, variation in institutional experience can result in differing levels of knowledge. A student from one instructional background may possess more in-depth knowledge of L2 convention than a student from another background. Because knowledge is obtained through instruction, the knowledge explanatory variable seems to be secondary in importance to the instructional background variable. Indeed, not only do certain instructional and educational backgrounds produce students lacking the knowledge of writing conventions for avoiding plagiarism, but in some cases it would seem that instructional backgrounds might even encourage and teach the use of derivative writing strategies.

3.6 Derivation as a Writing Strategy Learned in the L1 Instructional Background

Dant (1986) has presented evidence of L1 educational influences related to plagiarism and derivation. Coming from American high schools, many newly arrived students at American colleges and universities have become accustomed to copying

¹⁴⁷ The current author's analysis of this ESL student's acknowledgment difficulty has been somewhat different than Scollon's analysis. Scollon would blame a "fundamental ideological difference" for the type of writing difficulty presented. But seeing that the student writing conference was with a junior English student, it seems that it is a clear case of developmental (Mohan & Lo 1985) rather than ideological difficulty. Scollon seemed to be forcing this writing conference session into his discussion of authorship and responsibility in discourse. Limited English proficiency and lack of development as a writer seem to be the variables involved as evidenced in the student's apparent comprehension difficulties. For example, the student answered "Yes" to a question demanding a more specific answer. The current researcher did not have access to a transcript of the entire conference, or transcripts of other conferences, but it would have been useful to approach such cases longitudinally, following up on such writers a few years later to see how they are faring after further development of their L2 writing ability and English language proficiency.

in their prior educational experience. Thompson and Williams (1995) comment on such copying practices as well, reporting that some high school students are encouraged to submit copied "reports" derived from encyclopaedias and library books. These L1 examples of instructional background experience illustrate that instructional backgrounds vary, and that some students might actually learn to copy and appropriate text because such copying and appropriation is encouraged by teachers and instructors. Sterling (1992) found that some high school students were taught that "the way to write a 'report' is to go to the library, copy from a book, most commonly an encyclopedia . . . put a title page and table of contents on it, make a fancy folder, and receive an A" (Sterling 1995).

Hopefully such scenarios are rare, and of course one must not be too quick in cynically concluding that a few instances of such encouragement to copy equates with widespread academic corruption. It must be recognised, however, that at least some students might come from backgrounds in which copying was, if not outrightly encouraged, at least permitted and allowed to go uncondemned so long as it did not disrupt the equilibrium of the academic environment.

It should come as no surprise then, that many L2 writers have similar variation in backgrounds. Their instructional backgrounds might be ones in which they were encouraged to copy, to mimic model texts, and to appropriate well constructed phrases and sentences for their own use. Yao (1991) describes the background of her Taiwanese postgraduate students as it relates to plagiarism:

One important issue in academic writing involves plagiarism, a complicated problem having to do with the socio-cultural and linguistic background of some writers. The subjects in the present study came from a culture where learning means memorizing other's words and ideas, and anything published is public. In that academic community, students do not have authority, teachers do. To report knowledge, students are allowed to use the exact words from other texts without citing references. When they write in the L2, they tend to transfer their L1 learning skill to the new situation. As most of them lacked confidence in their own L2 proficiency, the temptation of using the other author's words was often irresistible, particularly when they were criticizing and/or summarizing the other's text. (162-63)

Imitation as a rhetorical tradition has an extensive history across many cultures. In many cultures, imitation of that which is admirable has been a means of learning by mimesis. From one rhetorical tradition to another, imitation has had "a long and varied history in rhetorical training" (Bender 1996: 344). Bender comments on the path in rhetorical tradition which "imitation has always had to negotiate":

On the one hand, excessive admiration for an author invites the attempt to follow the illustrious original too closely. The result is a loss--more precisely, an abdication--of the imitator's individuality . . .^[148]

At the opposite extreme, imitation can be resisted as a contaminating influence, so that the student of language would be unreceptive to the tones, values, and rhetorical devices that could enrich the mind and the expression of that mind. (344)

Although imitation is a feature of most if not all rhetorical traditions, there are perhaps specific patterns of imitation identifiable from one tradition to another. There are specific ways of imitating in rhetorical traditions, such as the Chinese tradition of using a "plug-in" framework or model. The use of a model piece of writing as a template or as a framework for the construction of a "new" text is a Chinese traditional practice which conflicts with Western views on writing.¹⁴⁹ From her teaching experience in China Matalene (1985) introduces some of the differences between Western and Chinese views on writing:

Western readers want the information that enables them to continue their own inquiries. And Western writers want careful credit for their own ideas, for their own unique inventions. (803)

Since words are used for presenting ideas, the appropriation of words in the West is considered to be a violation of convention. Referencing is a convention used to avoid charges of plagiarism, resulting in part from the desire of Western writers to receive due credit for inventions and ideas which are expressed by word

¹⁴⁸ Refer ahead to the discussion of the L2 proficiency variable and Yao's (1991) description of an ESL student who knew that she was *abdicating* her writer's voice, but was unable to do much more than chop up and recycle source text due to limited English proficiency.

¹⁴⁹ But the template approach has been used in the West! An American academic who used a plug-in framework approach for constructing an article was accused of plagiarism. See Mooney (1992).

compositions. In Chinese tradition, however, imitation is perfectly acceptable, even if it means using the exact wording of another author. Imitation is encouraged, especially for beginning or developing writers, whereas the Western world would condemn the same imitation as plagiarism or academic dishonesty (Matalene 1985).¹⁵⁰ Consider the following paragraph entitled "Cultural Block" written by one of Matalene's students in explaining perceptions of imitation strategies:

After our teacher's explanation, we understand that in her country or some others plagiarism is forbidden. Whenever you want to quote a passage from an essay or article, you must be permitted by its author, or else you will be accused as a criminal. This is clearly made by their laws. However in our country, things are a little different. We may perhaps call what our teacher calls "plagiarism" as "imitation," which is sometimes encouraged, especially for a beginner. Imitation is usually considered to be one of the secrets for a greenhand in writing. So there are many printed books which consist of many kind of good models to follow for learners. I remember when I was in middle school, I wrote a Chinese composition by imitating several model writings which were suitable for my topic. I also employed some of the same words and phrases in them. I was praised by the teacher for this writing. (803)

Imitation and memorisation of entire passages in Chinese literacy instruction is (was) encouraged and praised, and there seem to be specific patterns of imitation. This student has commented on the imitation of model writings suitable for a given topic.¹⁵¹ Carson (1992) discusses the Chinese use of "plug-in templates" or frameworks which students may use in imitating a model piece of writing.¹⁵² Carson (1992) explains that "memorisation of texts is a good way for students to develop their writing abilities" and that traditional Chinese composition strategies included

¹⁵⁰ Judging from recent reactions to plagiarism, however, there seems to be a changing approach in mainland China to the use of another's words. See for example, Xiguang Li and Xiong Li (1996). See also Kirkpatrick (1997) who argues that traditional Chinese text structures are no longer influential, and that in recent composition pedagogy "there is little prescription or attempt to force students to adopt a traditional style. On the contrary, a wide variety of styles, many of which show the influence of Western models, are recommended."

¹⁵¹ Shortly, an example will be presented where it seems that Chinese scientists found a model piece of writing (a published researched project) which was written in their area of research, and they "imitated" this project, plugging in their own research results and copying large portions of the model text.

¹⁵² But such a "plug in" strategy has also been used by L1 writers. See for example, Mooney's (1992) discussion of the case of C. Gallmeir, who appropriated the text structure and wording of an article on football by Zurcher (1982). Gallmeir substituted *hockey* for *football* in his derivative article in much the same way that many Chinese writers have used the "plug in" framework approach.

memorising model frameworks and text structures which other writers have used successfully. After adopting the appropriate model text's framework, the writer would substitute or "plug in" his/her own phrases and words to complete the composition.

Such writing strategies used by beginning writers (imitation and plug-in frameworks) may be carried over to L2 writing situations in which a student may find himself/herself once again to be a "beginner" or "greenhand in writing." A curious case of an ESL student employing a "plug in" framework strategy on an exam occurred at Bowling Green State University in 1993 (Lesko 1993).¹⁵³ It seems that this case might have been one in which a student was carrying over to an L2 writing task a strategy learned in the L1 instructional background. The case details are as follows.

In the view of his instructor a postgraduate student from the People's Republic of China had "plagiarised" on the final exam in an EAP writing course. The textbook used in the course was G. Rook's *Paragraph Power: Communicating Ideas Through Paragraphs*. Evidently the student had memorised one of the essays from the textbook (as a plug-in framework strategy) and had rewritten the essay nearly word for word on the final exam, plugging in key words to slightly alter the article. The text presented in the extract on the following page is a transcription of the student's essay, presented side-by-side with a copy of the textbook essay which the student had memorised, using the text structure as a template for a model essay. Copied text has been highlighted with red boldface type. Synonym substitution has been highlighted with blue boldface type. The texts are as follows.

¹⁵³ The current author reported this case in the unpublished manuscript "How ESL Students View Plagiarism" (1993) which was submitted in a research methodology course toward the MA in TESOL degree.

Student Text

Why people visit Florida

Over two million people visit Florida every year because of its beautiful weather and wonderful scenery! Florida has very mild temperatures. July, for example, the hottest month, averages 70.8F, while January, the coldest month, averages 61.8F. In addition, the rainfall in Florida is not heavy because the mountains, north of the peninsula, stop storms. The beautiful weather helps visitors [sic] to enjoy Florida's incredible [sic] man-made and natural scenery, from Disney Land to the Southern beaches. One unusual example on the peninsula is Disney Land, the world's largest entertainment center located just outside of Orlando. Moreover, the famous university, the University of Florida is located in Gainesville [sic]. And, of course, Florida's famous beaches are everywhere--from the lovely Tempa [sic] coast beaches to the beautiful southern end ones of the peninsula around Miami. Warm sunshine and beautiful beaches--it is not surprising that so many people visit Florida every year.

Source Text

WHY DO SO MANY PEOPLE VISIT HAWAII?

Over a million people visit Hawaii each year because of its beautiful weather and wonderful scenery! The Hawaiiin islands have very mild temperatures. For example, August, the hottest month, averages 78.4F, while February, the coldest month averages 71.9F. In addition, the rainfall in Hawaii is not heavy because mountains on the northern side of each island stop incoming storms; for instance, Honolulu averages only 23 in. of rain per year. This beautiful weather helps tourists to enjoy Hawaii's incredible natural scenery, from mountain waterfalls to fields of flowers and pineapples. One unusual place on Kauai is the Waimea Canyon, which looks like the Grand Canyon of Arizona. Moreover, one of the world's largest volcanoes. Haleakala, is located on Maui. And, of course, Hawaii's famous beaches are everywhere--from the lovely Kona coast beaches on the large island of Hawaii to Waikiki beach on Oahu. Warm sunshine and beautiful beaches--it is not surprising that so many people visit Hawaii each year. (pp. 2-3)

The writing exam proctor discovered what the student had done, and the course co-ordinator was informed. When confronted with the obvious case of copying and word substitution, the student was bewildered and maintained that he had done nothing wrong. He could not believe that he was being accused of plagiarism and believed that what he had done was perfectly acceptable imitation. He even brought other examples of his writing to show that he had done the same thing before-- copying the original and making modifications. This was clearly a case of the student using a "plug-in template" or model framework approach to an L2 writing task. But it also seems that the student was of limited English proficiency and that the time constrained writing task (exam essay) was one beyond his linguistic capabilities--he did not seem to have the linguistic proficiency to do much more than copy or slightly alter source texts. So in order to do well on his exams, he had adopted strategies of memorising model articles, minimally modified by "plug in" style substitution. These memorised articles were then re-written during exams

Along similar lines, Deckert (1992) has written on what he calls a problem of "learned plagiarism" among tertiary-level ESL students in Hong Kong. In his article, Deckert presents an example of derivation which is quite similar to the student case just presented, and it seems that Deckert's student writing example might also represent a type of "plug in" framework technique which has been employed by an ESL student.

In introducing the common problem of "learned plagiarism", Deckert presents an extract from a student's writing in which the student had lifted language from a published source. The example is given in the following extract, side-by-side with the source text:

Student's Writing

Throughout Chinese history, there were various restrictions imposed during the marriage arrangement. Such arrangement followed the rules of exogamy. A marriage between relatives with the same surname was forbidden. Marriage between people with the same family name even though they came from different clans had to be avoided. Some mixed social status marriages might also be forbidden. For example, an official and a prostitute, a free person and a slave, a Buddhist Taoist, all could not marry at all. Nevertheless, marriage between cousins of different surnames were common. (Engel 958).

(Deckert 1992 94-95. Note: The current author has highlighted verbatim copying in red boldface type, and synonym substitution or paraphrase in blue boldface type.)

Original Source

Throughout Chinese history various kinds of marriage have been forbidden. In arranging a marriage in traditional China, parents followed rules of clan exogamy. A marriage between relatives of the same surname was forbidden by custom and law (Lang, 1946). Marriages between people with the same family name had to be avoided even when they were from different clans (Meijer, 1971); however, marriages between cousins of different surnames were common (Lang, 1946). Some mixed social-status marriages also were forbidden. For example, an official could not marry a prostitute, a free person could not marry a slave, and Buddhist and Taoist monks could not marry at all (Meijer, 1971).

The problem with the writing sample given by Deckert which is presented in the foregoing extract is that it is "marginally her [the student's] production" (1992). The student has deleted words and phrases from the original source text and has slightly restructured some sentences while keeping the same vocabulary. The piece of writing is a third draft written after the student was admonished for "plagiarising" in two previous drafts. In the third draft the student gave reference to her source, and slightly changed the wording of the original source material.

Deckert's conclusion is that "what is on the surface a type of plagiarism is at heart largely an unintentional and innocent transgression, albeit a serious one" (95). This particular student did not "plagiarise" because of "conceptual immaturity, second language inadequacy, or stylistic deficiencies", but according to Deckert because she was "simply pursuing the writing task in a manner consistent with her educational background and broader cultural experience" (95). This is why Deckert has called the problem one of *learned* plagiarism since it appears to be a "natural outcome of past experience" (95). Indeed, both the Bowling Green student writing example and Deckert's student writing example seem to be based on the "plug in" framework which may have been a feature of these students' L1 instructional backgrounds.

Such a "plug in" approach to an L2 writing task resembles closely the "jigsaw" approach described by St. John (1987). Spanish scientists used a "jigsaw" approach, a type of phrase-recombination composition technique, in constructing the introductions and literature reviews to their articles written for English medium journals. Both "plug in" and "jigsaw" strategies involve the lifting of "chunks" of source text for reuse in the composition of a "new" text. However, for a "plug in" framework construction, the basic structure of a text is appropriated along with key wording and phrases, and most of the appropriation is from one source. However, in the "jigsaw" approach described by St. John, the appropriation is from multiple sources, and numerous small fragments of text are appropriated from each source, and they are then recombined to form a hybrid-text.

Textual appropriation by scholars has recently received much publicity in China after a rash of plagiarism cases (Xiguang Li and Xiong Lei 1996). One case involved what appears to be a "plug in" framework approach in the presentation of "original" research results.¹⁵⁴ Pan Aihua and 5 co-authors presented the results of a project investigating the potential for genetically engineering heavy-metal tolerant varieties of tobacco plants (1994 *Plant Molecular Biology*). The Chinese scientists reported how they had created a transgenic tobacco plant which was resistant to Cadmium by introducing a cloned mouse metallothionein gene into the plant's genetic structure. The resultant tobacco plants, and their offspring, demonstrated that there is potential for genetically engineering plants which will be capable of withstanding high amounts of Cadmium or other heavy metals. Such plants would be useful in reclaiming heavy-metal contaminated soils which would normally be unsuitable for agricultural use.

Pan Aihua's project (1994) seemed to be a valuable contribution to genetic engineering research. However, it was discovered that the project was very similar to a project reported in the 1989 issue of *Theoretical Applied Genetics* (Misra and Gedamu 1989). Misra wrote to *Plant Molecular Biology* editor Robert Schilperoot to inform the journal staff as well as the scientific community that Pan et al. had plagiarised from her (and Gedamu's) 1989 article. After an investigation, Shilperoot concluded that Pan (et al). had reported original research results from several years of experimentation with tobacco plants, but he also concluded that Pan (et al) had plagiarised extensively from Misra and Gedamu.

The following presentation of extracts from Misra and Gedamu (1989) and Pan (et al) (1994) represents the current author's analysis of the derivative research project by Chinese scientists who apparently used a "plug in" framework approach. They had copied the structure and much of the wording of a model research report, and they had inserted their own data into the article template in order to report the results of their own experimentations with the genetic engineering of heavy-metal

¹⁵⁴ The current author's impression is that the research is not so original.

tolerant varieties of tobacco plants. The research by Pan et al had been conducted in Peking University's National Laboratory of Protein Engineering and Plant Genetic Engineering.¹⁵⁵ Since there were slight differences in the research methodology and procedures used by Pan *et al* in their experimentation versus Misra and Gedamu in their experimentation, it does seem that Schilperoot was correct in concluding that language had been plagiarised, but that the research data of the Chinese scientists was original. For example, whereas Misra and Gedamu used a cloned human metallothionein gene to introduce heavy-metal tolerance to tobacco plants, the Chinese scientists had used a cloned mouse gene.

The derivative influence in the Pan Aihua (et al) article is first evident in the abstract and introduction. In the abstract, Pan et al's statement "seeds from self-fertilised transgenic plants were germinated on medium containing toxic levels of cadmium and scored for tolerance/susceptibility to this heavy metal" has been lifted from Misra and Gedamu with only a slight change of *media* to *medium*. Next, shortly into the introduction, extensive verbatim copying begins, as is evident in extract 1. In extract 1, as in all of the extracts of derivative writing presented in this thesis, verbatim copying will be indicated with red highlighted text, while blue text will be used to highlight synonym substitution or paraphrase. From extract 1, it is clear that extensive copying has occurred. Pan et al have skipped several lines in the source text, and they have omitted Misra and Gedamu's explanation of heavy metal binding/sequestration proteins. Extract 1 is presented on the next page.

¹⁵⁵ The current author has written a letter to the Director of the Department of Biology at Peking University asking for further information on this case, but no response has yet been received.

Introduction

...The most conspicuous feature of all forms is the abundance of Cys totalling up to one-third of all residues, the frequent occurrence of Cys-X-Cys tripeptide sequences, where X is an amino acid residue other than Cys [12].

Over the past years, modern agricultural practices such as the excessive use of phosphate fertilizer and sewage sludge have resulted in contamination of agricultural soils with heavy metals. The passive uptake of metals such as cadmium (Cd) brings them into the food chain, and consumption of such contaminated food and tobacco results in chronic exposure, which poses a serious threat to human health [22]. In addition, industrial activities such as mining and smelting operations have produced large areas with copper (Cu)-and zinc (Zn)-contaminated soils [1], where climatic factors are otherwise favourable for crop production. The increasing levels of toxic metals in the soils necessitate the production and use of plant varieties capable of (1) heavy-metal tolerance and (2) sequestration of toxic metals in unconsumed plant parts. [Here the author(s) skip nearly a paragraph of the source text before appropriating and altering several more lines] Despite the presence of phytochelatins (small peptides, which are not gene products), plants are generally susceptible to enhances levels of Cd [17]. In this paper, we have successfully transferred the gene coding mouse liver metallothionein into tobacco plant using Ti-plasmid vectors. Our results show that expression of the gene confers cadmium resistance in transgenic tobacco plants.

(note: Brackets were used in the original text to indicate footnotes.)

Introduction

Over the past years, modern agricultural practices such as the excessive use of phosphatic fertilizers (Varma and Katz 1978; Friberg et al. 1974) and sewage sludge (Council for Agricultural Science and Technology 1980, Report No. 83) has resulted in contamination of agricultural soils with heavy metals. The passive uptake of metals such as cadmium (Cd) moves them into the food chain, and consumption of such contaminated food and tobacco result in chronic exposure which poses a serious threat to human health (Sherlock 1984). In addition, industrial activities such as mining and smelting operations have produced large areas with copper (Cu) and Zinc (Zn) contaminated soils, where climatic factors are otherwise favourable for crop production (Petolino and Collins 1984). The increasing levels of toxic metals in the soils warrants the production and use of plant varieties capable of: (a) heavy metal tolerance, (b) sequestration of toxic metals in non-consumed plant parts.

A logical approach to this problem is through the expression of gene (s) coding heavy metal binding/sequestration proteins derived from vertebrates and fungi into transgenic plants. Heavy metals in vertebrates and fungi are detoxified by the metallothioneins (MTs), which are low-molecular-weight cysteine-rich, and heavy metal binding proteins (Kagi and Nordberg 1979). Their synthesis is regulated at the transcriptional level in response to stress. These proteins are, however, not found in plants. Instead, phytochelatins (small peptides, which are not gene products), have been shown to sequester heavy metals (Grill et al. 1985; Grill et al. 1987; Jackson et al. 1987). Despite the presence of these peptides, plants are generally susceptible to enhanced levels of Cd (Rauser 1986).

In extract 2, Pan et al's appropriation of Misra and Gedamu's *results* section is presented. Pan et al have appropriated the section heading and much of the wording of the results presentation. There are, however, several slight modifications. Misra and Gedamu's section title "Construction of chimeric gene encoding the MT protein" has been modified to include the variant spelling for *chimaeric*, and the indefinite article has been used: "Construction of a chimaeric gene encoding the MT protein." In describing the origin of the metallothionein gene used in their study, Pan et al note that their mMT (mouse metallothionein) was obtained using a process developed by Palmiter, whereas Misra and Gedamu cite Varshney and Gedamu (1984) for the isolation of their human metallothionein gene (hMT). The description of how the gene was inserted was copied by Pan et al from Misra and Gedamu, but the Chinese scientists report that they used a 335 bp fragment rather than Misra and Gedamu's 320 bp fragment. The following extract on the next page illustrates the appropriation employed by Pan et al from Misra and Gedamu in the reporting of their research results.

Results

Construction of a chimaeric gene encoding the MT protein

A metallothionein-processed gene (mMT-I) was supplied by Palmiter (1981) and its complete sequence was determined (data not shown). The strategy for constructing the chimaeric gene (pBin 19-mMT-I) containing mouse metallothionein-I gene is shown in Fig. 1. For insertion of the MT gene into the intermediary transformation vector, a 335 bp fragment was excised from the pBX-mMT-I plasmid (Fig. 1) by restriction digestion with *Bam* HI. This fragment was cloned at the *Bgl* II site of the expression cassette vector pCo24 by sticky ends. The positive colonies were screened by *in situ* hybridization (data not shown) followed by rapid plasmid digests of the recombinant DNA. Four out of six colonies were recombinant. The insert and its proper orientation with respect to the CaMV 35S promoter was confirmed by restriction endonuclease digestions of pCo24-mMT-I. The purified *Bam* HI-cut DNA fragments containing CaMV 35S promoter, mMT-I gene and a nos termination were cloned into the *Bam* HI site of binary vector pBin 19.

Results

Construction of chimeric gene encoding the MT protein

A metallothionein-processed gene (hMT-IIpg) was isolated from a human genomic library and its complete sequence was determined (Varshney and Gedamu 1984). The gene represents a full-length perfect copy of its corresponding mRNA. The strategy for constructing the chimeric gene (pMONhMT-IIpg) containing this human metallothionein gene is shown in Fig. 1. For insertion of MT gene into the intermediary transformation vector, a 320-bp fragment was excised from the pGEMhMT-IIpg plasmid (Fig. 1) by restriction digestion with *Eco*RI and *Xba*I. This fragment was cloned at the *Bgl*II site of the expression cassette vector pMON316 (Sanders et al. 1987), by blunt end ligation. The insert and its proper orientation with respect to the CaMV 35S promoter was confirmed by Southern blot analysis of the *Bam*HI digests of pMONhMT-IIpg using ³²P-labelled nick-translated *Bam*HI-*Pvu*II fragment and by DNA sequence analysis (data not shown).

Extract 3 presents further derivative influence. The section title has again been appropriated with a slight modification. Pan (et al) have substituted *tobacco* for Misra and Gedamu's *N. tabacum*. From extract 3, it appears that much of this section, except for the first 2 sentences, has been composed by the Chinese scientists themselves. However, it very well could be that they have appropriated fragments and phrases from other sources as the Spanish scientists in St. John's (1987) study did. These Chinese scientists have appropriated the entire text structure of a research article in a "plug in" framework approach, but a "jigsaw" approach might have also been used in lifting key phrases and sentences from other sources besides Misra and Gedamu. In the first sentence in the text of Pan (et al) presented in extract 3, it is evident that they have again substituted *tobacco* for Misra and Gedamu's *Nicotiana tabacum*. Additionally, the Chinese scientists have shortened Misra and Gedamu's *Agrobacterium tumefaciens* to *A. tumefaciens*. Some of these modifications may have been made by the editorial staff of *Plant Molecular Biology*, so it is not exactly clear how many of the modifications were actually made by Pan et al. Extract 3, on the following page, presents Pan et al's appropriation from Misra and Gedamu's section on "Transformation, selection and regeneration of *B. napus* and *N. tabacum*."

Transformation, selection and regeneration of tobacco

Leaf discs of tobacco were inoculated with *A. tumefaciens* strain LBA 4404 containing the binary vector pBin 19 mMT-I. The transformed cells of tobacco were selected and regenerated on SR media containing 100 mg/l kanamycin or 10⁻⁶ M CdCl₂. Shoots developed within four weeks (Fig. 2B) following transformation, whereas the uninfected leaf discs did not produce callus on the same selection medium as above (Fig. 2A). Difference between transformation efficiencies using different selection agent (kanamycin 100 mg/l or Cd 10⁻⁶ M) was slight. About half of infected leaf discs formed calli and shoots on selection medium. For shoot elongation, the explants were subcultured on SR medium containing 30⁻⁶ M cadmium. Finally, regenerated shoots were rooted on MS medium containing 0.2 mg/ml kanamycin and 100⁻⁶ M Cd. A total of 49 individual transgenic tobacco plants were regenerated. Among them 20% plants showed very high expression and their growth was unaffected by up to 200⁻⁶ M Cd (Fig. 2D), whereas the control plants showed severe inhibition of root and shoot growth and chlorosis of leaves when growing on rooting medium containing 100⁻⁶ M Cd (Fig. 2C). The three transgenic plants rooted on MS medium containing 100⁻⁶ M Cd were chosen for Southern blot, western blot and other analysis. They were grown normally (Fig. 2F) and set seeds after transfer to the green house.

Transformation, selection and regeneration of B. napus and N. tabacum

Leaf discs of *Nicotiana tabacum* cv W38 and stem epidermal explants of *Brassica napus* cv Westar were inoculated with *Agrobacterium tumefaciens* cells containing the pMONhMT-IIpg:pTiB6S3-SE cointegrate plasmid. The intermediary vector pMON316 carried a chimeric neomycin phosphotransferase II (NOS:NPT:NOS) gene for selection of transformed tissues on kanamycin and an intact nopaline synthase gene as a screenable marker (Sanders et al. 1987). The transformed cells of *B. napus* and *N. tabacum* were selected and regenerated on media containing 0.1 mg/ml and 0.25 mg/ml of Kanamycin, respectively. Finally, regenerated shoots that rooted on B5 media containing 0.1 mg/ml kanamycin were screened for expression of nopaline synthase and neomycin phosphotransferase II activities. A total of 5 different transgenic plants of *B. napus* and 15 different transgenic plants of *N. tabacum* were regenerated. Finally only 3 plants of *N. tabacum* and 2 plants of *B. napus* that showed significantly higher levels of nopaline synthase and NPT-II enzyme activities were selected for further analysis (data not shown).

Next, in extract 4, it is evident that another section heading has been appropriated, and additionally, it is clear that nearly the entire section on inheritance of the cadmium-tolerant phenotype has been lifted from Misra and Gedamu, with only slight changes and omission of several lines of Misra and Gedamu's text.

Skipping the first paragraph as well as part of the second paragraph in Misra and Gedamu's section entitled "Inheritance of the cadmium-tolerant phenotype", Pan et al begin appropriating from the source text with Misra and Gedamu's sentence "Seed progeny from self-pollinated" Instead of calling the self-pollinated transformants the S_1 generation as did Misra and Gedamu, Pan et al have labelled these transformants as the R_1 generation. It is also evident that Pan et al (or the *Plant Molecular Biology* editors) prefer the use of *medium* instead of Misra and Gedamu's *media*. Pan et al also deviate slightly from Misra and Gedamu in the Cadmium concentration which they used in the medium on which the transformants and control plants were germinated.

Pan et al have skipped several lines of the source text, and toward the end of their section on the inheritance of cadmium tolerance, they substitute X^2 analysis for Misra and Gedamu's *Chi-square analysis*. Extract 4, presenting the extensive textual appropriation employed by Pan et al in this section, is as follows on the next page.

Inheritance of the cadmium-tolerant phenotype

Seed progeny from three self-pollinated transformants (R₁ generation) and control (untransformed) plants were germinated on MS medium containing 100 mM CdCl₂. The seedlings were then scored for root length for 3 weeks after germination. When control tobacco seeds were germinated on medium containing 100 mM CdCl₂, sensitivity to Cd was clearly indicated by inhibition of root growth. [several lines are skipped in source text before more lifting occurs] In contrast, the progeny of the selfed transformants segregated for root growth. [several more lines skipped in source text] As shown in Fig. 5, the seed progeny segregated into two distinct populations. The smaller population of seedlings had small stumpy roots with an average root length of 0.5 cm. In the large population, the seedling growth appeared to be unaffected on medium containing 100 mM Cd, the average root length of seedlings was 4.0 cm. A X² analysis was conducted on data from the three transformants and it demonstrated that the ratio of tolerant to susceptible plants was 3:1 (Table 1). This ratio indicates that the MT gene was inherited as a single locus.

Inheritance of the cadmium-tolerant phenotype

[. . .]

A simple assay method was developed . . . Based on this information, root length of seedlings was employed as a criterion for heavy metal toxicity.

Seed progeny from self-pollinated transformants (S₁ generation) and control (non-transformed) plants were germinated on MS media containing 0.025-1mM CdCl₂. The seedlings were then scored for root length and general growth for 3-4 weeks after germination. On media containing 1 mM CdCl₂, growth of non-transformed *B. napus* and *N. tabacum* was completely inhibited. However, when control *N. tabacum* and *B. napus* seedlings were germinated on media containing up to 0.1 mM CdCl₂, sensitivity to Cd was clearly indicated by inhibition of root growth. . . . Similarly, in each case the root length showed 83%-84% reduction relative to the seedlings growing on control media. In contrast, the progeny of the selfed transformants segregated for root growth. Some of the seedlings grew normally on media containing 0.1 mM Cd (Fig. 3A and B).

[. . .]

The genetic inheritance pattern of the MT gene was determined by scoring the progeny of the transformed tobacco plants for tolerance to cadmium. As shown in Fig. 4A, the seed progeny segregated to two distinct populations. The smaller population of seedlings had small, stumpy roots with an average root length of 0.5±0.11 cm. In the larger population, the seedling growth appeared to be unaffected by cadmium up to a concentration of 0.1mM CdCl₂. The average root length of this group of seedlings was 3.5±0.25 cm. A Chi-square analysis was conducted on data from the three *N. tabacum* transformants and it demonstrated that the ratio of tolerant to susceptible plants was 3:1. This ratio indicates that the MT gene was inherited as a single locus (Table 2). These seed populations also segregated in a 3:1 ratio on media containing kanamycin (data not shown).

The final sections of both articles, the discussion sections, reveal further appropriation by Pan et al on an extensive scale. Extract 5 presents Pan et al's appropriation of Misra and Gedamu's concluding comments on the usefulness and potential application of their genetic engineering research. Misra and Gedamu had demonstrated in their 1989 article that genetic engineering of plants for heavy metal tolerance held promise for "partitioning toxic metals in unconsumed parts of the plant" and for facilitating "reclamation of wastelands and mine spoils." Pan et al appropriated the conclusions of Misra and Gedamu as is evident in extract 5.

The first paragraph of Pan et al's discussion section seems to be mainly of their own construction. However, beginning in the second paragraph, they appropriate the wording of the second half of the third paragraph of Misra and Gedamu's discussion section. Skipping the fourth paragraph of Misra and Gedamu's discussion section, Pan et al begin copying again from Misra and Gedamu's ending paragraph, this time copying nearly the entire paragraph with only the omission of several lines and the omission of a reference to Sherlock and Van Bruwne. Extract 5, presenting Pan et al's appropriation from Misra and Gedamu's concluding section, is presented on the following page.

Discussion

We here describe the introduction of a chimaeric gene containing a cloned mouse metallothionein-I (mMT-I) cDNA into tobacco cells. The results in this paper reported that a mouse MT-I cDNA is integrated and expressed in transgenic tobacco plants. . . .

Our approach of conferring heavy metal tolerance by a stable integration and expression of a single gene coding for heavy-metal binding and/or sequestering protein clearly demonstrated that plants can be genetically engineered for heavy-metal tolerance. In addition, . . .

[. . .]

The Ti-plasmid-mediated genetic transformation of MT gene in plants provides a valuable method of generating metal-tolerant varieties, which could be useful for reclamation of wastelands and mine spoils. Also, this approach has a potential of regulating MT synthesis in a tissue-specific manner, thereby partitioning toxic metals in unconsumed parts of the plant. Analysis of plants grown on agricultural soils contaminated with sewage sludge and phosphate-fertilizers, which may contain high levels of Cd and other heavy metals, has shown that the highest concentration of these metals accumulate in leaf tissue. It is not surprising, therefore, to find high levels of cadmium in leafy vegetables. [several lines skipped in source text as well as references to Sherlock and Van Bruwne] Expression of MT in root tissues specifically may overcome this problem to some extent. Efforts are now underway to express MT in roots of tobacco and petunia and examine its effect in partitioning of Cd between various plant parts.

Discussion

In this report we show, for the first time, that a human MT-II processed gene is stably integrated and expressed in *B. napus* and *N. tabacum* seedlings. These transgenic plants show tolerance to toxic levels of cadmium, suggesting that the MT protein synthesized in *B. napus* and *N. tabacum* may be involved in heavy metal detoxification/sequestration.

[. . .]

However, the stable inheritance of this MT cDNA and heavy metal tolerance was not demonstrated (Maiti et al. 1988). Our approach of conferring heavy metal tolerance by a stable integration and expression of a single gene coding for a heavy metal binding and/or sequestering protein clearly demonstrated that plants can be genetically engineered for heavy metal tolerance. In this regard, . . .

[. . .]

The Ti-plasmid mediated genetic transformation of MT gene in plants provides a valuable method of generating metal tolerant varieties, which could be useful for reclamation of wastelands and mine spoils. Also, this approach has a potential of regulating MT synthesis in a tissue-specific manner, thereby partitioning toxic metals in non-consumed parts of the plant. Analysis of plants grown on agricultural soils contaminated with sewage sludge and phosphatic fertilizers, which may contain high levels of Cd and other heavy metals, has shown that the highest concentration of these metals accumulate in leaf tissue. It is not surprising, therefore, to find high levels of cadmium in leafy vegetables, such as lettuce, spinach and even tobacco leaves (Sherlock 1984; Van Bruwane et al. 1984). Expression of MT in root tissue specifically may overcome this problem to some extent. Efforts are now underway to express MT in roots of *B. napus* and *N. tabacum* and examine its effect in partitioning of Cd between various plant parts.

Pan Aihua et al have borrowed the model framework of Misra and Gedamu to "plug in" their own research results for their 1994 article, and they have appropriated the text structure, the presentation of results, and the conclusions reported by Misra and Gedamu in the 1989 issue of *Theoretical Applied Genetics*. When confronted, the Chinese scientists agreed that "There is a significant degree of identity in the wording" but they refuted the charge of plagiarism saying "we have all the original data" (Xiguang Li and Xiong Lei 1996). However, *Plant Molecular Biology* editor R. Schilperoot's conclusion was that although original results had been reported, "it is not acceptable practice to copy text--not even small passages--from published materials without reference." Later, Pan Aihua, who had been the main author of the article, claimed that the appropriation was a result of "his limited knowledge of English." This is where it appears that both instructional background and L2 proficiency are inter-related. A traditional "plug-in" framework was used, but there is also the fear held by many Chinese scientists, obviously including Pan (et al), "that they can't compete equally in Western journals because of a problem with English" (Xiguang & Xiong 1996).

Fanning (1992) has commented on the influence of instructional background:

If, however, learners have been allowed to plagiarise in their home cultures, they may not be used to persevering to understand particularly difficult parts of source texts. They will have always been able to sidestep a problem by copying the troublesome piece of text blindly or learning it off pat. (168)

It seems that these Chinese scientists who had appropriated Misra and Gedamu's text had come from a background which was conducive to the use of derivation as an L2 writing strategy. In order to compete on "equal" footing with native English speaking professionals, as Xiguang and Xiong note, many Chinese scientists believe that copying the work of others and adding some new material, as Pan (et al) have done, "is not considered an aberration but part of an attitude that says it's OK to copy as long as you've done the work yourself." Pan (et al) were doing on a much larger scale, what many ESL students do as part of a strategy of appropriation in order to "sidestep a problem." Students sidestep the problem of not being able to

comprehend an article by simply copying it. The Chinese scientists sidestepped the problem of writing up a report in the L2 by copying key portions of Misra and Gedamu's article.¹⁵⁶

A case of alleged plagiarism involving Polish scientists closely resembles the case of plagiarism involving the Chinese genetic researchers from Peking University. It has recently been discovered that the (alleged) plagiarism by Polish scientist Andrzej Jendryczko spanned a research career of thirteen years. Instances of this (alleged) plagiarism have been found by a medical researcher in both English and Polish language publications of Jendryczko.¹⁵⁷

The (alleged) plagiarism was discovered by Marek Wronski, a cancer researcher at Staten Island University Hospital. Wronski followed up on a note in the *Danish Medical Bulletin* which commented on Jendryczko's interlingual appropriation of a Danish article. Jendryczko translated an article by Danish scientists, and published it in a Polish journal giving no acknowledgement to the Danish researchers. Such a practice of interlingual lifting, involving the translation of articles from an L2 into the plagiarist's L1, seems to be widespread. Plagiarists feel safe in appropriating a foreign language article, and believe their interlingual lifting to be undetectable.¹⁵⁸ Stebelman (1998) summarises the state of cybercheating and the plagiarism "opportunities" offered by Internet search engines such as AltaVista. Students (and professionals) can search for documents on particular topics written in particular languages, and translation software can then provide an English version of the text. These translations are somewhat "clunky", but with some skilful editing, the translations can be rendered in the appropriate language. This form of plagiarism and appropriation is nearly impossible to detect by traditional means since the plagiarism is interlingual. However, powerful

¹⁵⁶ It seems also that they may have been sidestepping the difficulty of coming up with an original research project by copying someone else's project.

¹⁵⁷ This discussion of plagiarism involving Polish scientists is summarised from Marshall (1998).

¹⁵⁸ Several students in the current study commented on the usefulness of translating articles from other languages. They wrote that interlingual lifting is common in their countries as a profitable academic endeavour, but they also noted that proper acknowledgment is not always given, and that sometimes it is not clear whether a text is original work, or a translation of original work by another.

functions, such as the "find related articles function" used by Marek Wronski to uncover the alleged plagiarism by Polish researchers, are new tools for plagiarism sleuths to use in tracking down textual plunderers in the digital age. Millions of documents can be scanned, nearly instantaneously, for linguistic matches, which as Wronski has demonstrated, can lead to evidence of plagiarism.

Once Wronski followed up on the lead in the *Danish Medical Bulletin*, he found that over a thirteen year research career, Jendryczko had published 125 medical papers--and as a chemical engineer, Jendryczko was not even a medical doctor! Wronski reported how he used the Internet and the National Library of Medicine's *Medline* service to investigate Jendryczko's suspicious research publications. Using the PubMed access gate and the "find related articles" function, Wronski had a powerful search engine for identifying similar wording between Jendryczko's articles and other articles on related subjects. What Wronski found was an astounding 30 research publications (and very likely there are more) which (allegedly) plagiarised the wording and content of other previously published scientific publications. These counterfeit articles published by Jendryczko in both Polish and English language journals reported research "on mitochondrial DNA and ageing, estrogen and myocardial infarction, neonatal growth, zinc and copper in cancer tissue, cholesterol and hypertension, antioxidant enzymes in the placenta, intracellular responses to cancer, menopause, the effects of selenium, the effects of ionizing radiation" (Marshall 1998) and so on.

The similarity of the Jendryczko case to the case of the Chinese genetic researchers has to do with both the fact that the lifting was done by non-native speakers of English, and with the fact that both Jendryczko and Pan (et al) used a type of "plug-in" template framework approach to their textual appropriation. However, whereas it seems that the Chinese researchers were reporting original research data within a borrowed linguistic research-publication-template, Jendryczko was almost certainly not reporting original research results in his counterfeit academic publications. In one particular article published in the German (English

language medium) journal *Zentralblatt fur Gynakologie*, Jendryczko and co-author Marian Drozd reported the supposed research results from their investigations of uterine cervical cancer in their 1991 article. The troublesome truth behind this supposed research is that Jendryczko and Drozd lifted an earlier article published in 1979 in the *Journal of Maxillofacial Surgery*. Jendryczko and Drozd simply lifted the 1979 article on cancer of the larynx, and substituted *cervix* for *larynx* throughout the article with other slight modifications such as adjustments in the ages and the gender of the study population. The extracts on the following page illustrate the language appropriation employed by Jendryczko and Drozd, and the substitution of key terminology throughout the article.

Zentralblatt fur Gynakologie

The intracellular enzymatic response of neutrophils and lymphocytes in patients with precancerous states and cancer of the uterine cervix [1991]

A. Jendryczko and M. Drozd

Abstracts: In patients with precancerous states and cancer of the uterine cervix prior to and after radiotherapy exhibit the decreased activity of neutrophil beta-glucuronidase. Moreover, patients treated by radiotherapy before the age 6 to 9 years demonstrate deficiency of N-acetyl-beta-glucuronidase in the above cells. The main finding in lymphocytes of the patients studied was in the appearance by diffusion of the above enzymes and of acid phosphatase in the cytoplasm, reflecting their release from lysosomes and immunological mobilization of these cells. The authors discuss the possible role of neutrophil enzymatic deficiency in lowering the antitumor cytotoxic effect of these cells.

Materials and methods

Our studies comprised 24 women with precancerous states of the uterine cervix, i.e. leukoplakia, pachydermia, and papilloma, aged 34 to 58 years, 20 women with untreated cancer of the uterine cervix prior to radiotherapy, aged 33 to 61 years, 30 women with cancer of the uterine cervix after radiotherapy before 6 to 9 years, and a control group of 20 women, 27 to 55 years of age.

Journal of Maxillofacial Surgery

The Intracellular Enzymatic Response of Neutrophils and Lymphocytes in Patients with Precancerous States and Cancer of the Larynx [1979]

Tatiana Gierik, Jerzy Lisiewicz, Jan Pilch

Summary: In patients with precancerous states and cancer of the larynx prior to and after radiotherapy exhibit the decreased activity of neutrophil beta-glucorinidase. Moreover patients treated by radiotherapy before the age of 6 to 9 years demonstrate deficiency of N-acetyl-beta-glucosaminidase in the above cells. The main finding in lymphocytes of the patients studied was in the appearance by diffusion of the above enzymes and of acid phosphatase in the cytoplasm, reflecting their release from lysosomes and immunological mobilization of these cells. The authors discuss the possible role of neutrophil enzymatic deficiency in lowering the antitumor cytotoxic effect of these cells.

Material and Methods

Our studies comprised 24 men with precancerous states of the larynx, i.e. leucoplakia, pachydermia, and papilloma, aged 32 to 58 years, 29 men with untreated cancer of the larynx prior to radiotherapy, aged 35 to 65 years, 30 men with cancer of the larynx after radiotherapy before 6 to 9 years, and a control group of 20 healthy men, 20 to 40 years of age.

(extracts adapted from Marshall 1998, color coding and further analysis of articles by current researcher)

It is clear from these extracts that these Polish researchers have employed a strategy quite similar to the "plug-in" template approach of the Chinese researchers. However, it is also clear that the Polish researchers were not reporting original research data as the Chinese scientists had done. In another instance of alleged plagiarism by Jendryczko, the appropriation pattern resembles closely the pattern used by ESL students of limited English proficiency in several of the cases to be discussed later (see Appendix C). Jendryczko employed what Marshall called a composite article strategy in which he combined portions of a 1989 article from the *British Medical Journal* with portions of a 1992 article published in the *New England Journal of Medicine*.¹⁵⁹ Jendryczko's composite article was published in a 1993 issue of *Zentralblatt fur Gynakologie*. This composite article approach was used by Student C in Case 3 of the current study, and also to an extent by Student E in Case 5 (see Appendix C section 3.7, p 331). Both students appropriated large "chunks" of source text without acknowledgement and re-joined them together to form what Yao (1991) has termed a hybrid-language text.¹⁶⁰

The question is, why would a top Polish scientist like Jendryczko resort to plagiarism throughout the course of his professional career? Undoubtedly some solid answers to this question will be provided once Wronski and the investigative committee of the Polytechnic Institute of Czestochowa finish their inquiry into Jendryczko's alleged research fraud. For now, Jendryczko maintains his innocence, but it seems that Wronski's sleuthing, thanks to the powerful PubMed resources, has exposed the (apparently) fraudulent research career of Jendryczko--one of the worst cases of (alleged) plagiarism and science fraud in recent years. Might it be that

¹⁵⁹ In Jonathan Swift's satire of the Royal Society of London, a machine/engine is described which recycles and recombines language chunks. Swift, who mocked "idiots" who could "quote Horace learned by rote", was through his fictional Academy of Lagado satire targeting the pseudo-scientists of his day. The scholars of Lagado were not turning out any new, creative, or original knowledge with their language recycling machine/engine, but rather they (and certain members of the Royal Society) were actually preventing the pursuit of knowledge. In like manner, modern scientists such as Jendryczko, Drozd, and Pan Aihua et al, corrupt the pursuit of knowledge with their counterfeit research publications. They seem to have devised their own modern form of language machines/engines which spew out recycled chunks of previous publications.

¹⁶⁰ Yao (1991) observed the same tendencies to form composite articles, or hybrid language texts, among LEP students in her writing process investigation of ESL students.

Jendryczko, early in his research career, faced the same language proficiency related lack of confidence experienced by the Chinese scientists as described by Xiguang and Xiong (1996), and also mentioned by St. John (1987)? These scientists felt that their English language weaknesses hindered their ability to publish in English. After a few "successes" in publishing composite articles, feeling secure with initial "successes", Jendryczko may have been tempted by the easy route to publication which involved bypassing L2 language difficulties, and which required only the minimal editing and altering of pre-existing publications. Of course he was also bypassing the difficulties involved in conducting original and genuine research projects.

An ominous question must be asked: "How many other such scientists and professionals have been doing this?" With powerful tools such as the "find related articles" function of the PubMed Medline service, and related database search functions, research fraud may become even more frequently discovered. Although it is not clear whether Jendryczko's instructional/professional background at all encouraged his appropriation and plagiarism, Marshall suggests that since a number of co-authors were involved in Jendryczko's case, there may have been others who condoned such fraudulent research in the upper echelons of the Polish scientific community. Wronski said that knowledge of the Jendryczko case was widespread, but "nobody said a word . . . [and research fraud was] protected by the old guy's network." There may have been a professional background/context and a plagiarism network which encouraged appropriation. Indeed, the acknowledgements made by Jendryczko and Drozd at the end of their article tend to support the view that there might have been such a "plagiarism" network. Jendryczko and Drozd wrote, "We are indebted to Prof. Dr. J. Tomala and Prof. Dr. L. Dzieciuchowicz, III Department of II Clinic of Ostertrics [*sic*] and Gynaecology, Silesian Medical School, Katowice, Poland, for their invaluable help in gathering the patients and control group."¹⁶¹ Such fraudulent misuse of position and resources, although similar to derivation by ESL students, and perhaps beginning initially because of L2 proficiency-related

¹⁶¹ Observation of the current author from his own study of the Jendryczko/Drozd case.

concerns, deserves the harsh light of publicity which plagiarism sleuths such as Wronski focus on such shameful, fraudulent misconduct within the scientific community.

Sherman (1992) has written of her experience with Italian university students who it seems, like some Chinese instructional background writers, also came from a background which encouraged derivation. Her students "lifted their answers verbatim from the text", "learned things by heart for exams", and "quoted from the sources extensively without acknowledgement." Referring to student experience with the Italian educational system, Sherman illustrates cultural differences from British practice regarding how text and writing purposes are perceived in Italian schools. She explains that

homework, tests, and examinations for both schoolchildren and university students are very text-based. Students are expected to know passages from set books almost by heart and answer detailed questions on the text verbatim, or at least without deviating from the content. (192)

Students thus come to see an assignment in terms of finding the right "chunk" of source text to memorise or copy. They saw Sherman's exhortation to use their "own wording" as "quaint" and similar to her "insistence on paragraphing." The information-based Italian university thesis (*tesi di laurea*), is quite different from how a British student would perceive a thesis. As Sherman put it, the *tesi di laurea* is "a thesis without a thesis" with no requirement for argument. She also notes her perception that Italian students seem to see less importance in writing "*as an instrument*" than native speakers of English do. Writing is more the "*medium of negotiation*", "the wrapping paper on the deal." The "*bella figura*", or the importance of producing writing that "shines", according to Sherman, made her students reluctant to give "their own half-formed ideas expressed in their own limited English" (194).

From the examples of textual appropriation presented thus far, the use of derivation as an L2 writing strategy emerges as a feature resulting from a variety of instructional backgrounds. Chinese rhetorical tradition, Hong Kong secondary and

higher education, the upper echelons of the Polish scientific community, the Peking University Department of Biology,¹⁶² American high schools, the Italian *tesi di laurea* system, perhaps some Spanish instructional backgrounds--these diverse educational/professional backgrounds have been cited in the literature as encouraging the use of derivation/copying as an L2, and even as an L1, writing strategy. Copying with slight modification and addition of new material is seen as an acceptable practice in some backgrounds. In other backgrounds no explicit guidance has ever been given to students on the avoidance of plagiarism, even by the time the students arrive at a tertiary level university. Perhaps more rare are backgrounds where copying might have been actively encouraged. There have been a few claims of such copying-encouragement in L1 backgrounds (Dant 1986), and in L2 backgrounds, for example as reported in Deckert's (1992) article on "learned plagiarism" and Yao's (1991) reporting that "students are allowed to use the exact words from other texts without citing references" (p 162-163). These are hopefully rare instances of backgrounds in which derivation and copying patterns of students might be reinforced or actually encouraged. Instructional background would seem to be an important explanatory variable in some cases of derivation in ESL contexts and in L1 contexts. But a variable to be discussed shortly, L2 proficiency, is one which is involved specifically and exclusively in cases of derivation involving NNSs.

In the next section, some specific features of L1 academic cultures will be discussed in so far as they relate to possible influences in derivative writing contexts. Such possible features of L1 cultures include an emphasis on rote learning and memorisation, a respect for the written word, differing viewpoints on ownership of text, resistance to the language (s) of imperialism, and low emphases on the productive skills used in using/synthesising sources when composing.

¹⁶² With so many co-authors involved in the Pan Aihua case, there seems to have been a professional context which condoned the derivative research, and the subsequent publication of a derivative language report on the genetic engineering research.

3.7 Derivation and the Influences of the L1 Academic Culture

In the previous section it has been suggested that some students might have *learned* to employ derivation as a composing strategy as a result of their instructional background experience. Deckert's phrase *learned plagiarism* captures the idea that derivation can be, at least for students from some cultural backgrounds, a strategy which was outrightly encouraged, permissibly tolerated, or simply overlooked when it occurred. Other authors have speculated that an instructional background might foster different attitudes toward the conceptions of textual ownership and plagiarism (Sherman 1992; Fanning 1992; Scollon 1993, 1994, 1995; Pennycook 1996). Indeed, the cases of derivation involving the Chinese scientists Pan Aihua *et al* (Li 1996) and the Polish scientists Jendryczko and Drozd (Marshall 1998), suggest that there are certain academic and cultural domains (or sub-domains) where derivation seems to be acceptable to a certain degree, within small groups of academics, and so long as there is no disruption of the broader academic domain or discourse community, then the use of such strategies continues until the moment that a plagiarism sleuth such as Wronski comes along, or until the irate author of a stolen article framework voices outrage, as did Gedamu in the Aihua case.

Marshall (1998) blamed the "old-guys network" for the Polish academy's academic corruption, from which emerged the Jendryczko/Drozd case. Li Xiguang and Lei Xiong (1996) pointed to the widespread acceptance of derivation and copying in the mainland Chinese academic context of the Pan Aihua case. Copying was not a problem as far as most Chinese academics were concerned, so long as the research data was original. These cases involving Chinese and Polish scientists are valuable in demonstrating that academic contexts exist which foster derivation, copying, and dishonest, corrupt practices. Of course, such contexts can exist in any academic discourse community regardless of nationality (i.e. English academic contexts), and research fraud is unfortunately no stranger in the global academic/scientific community, so this observation is definitely not a reflection on nationality or ethnicity. Within academic and scientific contexts, there are

counterparts to the plundering occurring in music video production, in journalism, in popular fiction, and in other genres of communication. But the Chinese and Polish scientist cases are valuable in another way besides illustrating that certain academic contexts might foster the use of derivation and copying as writing strategies. The cases of Pan Aihua *et al* and Jendryczko/Drozd illustrate in a very starkly contrasting, and hence practical way, that within the broad categories of academic dishonesty, very different genres of derivation exist. Within one genre, derivation is used to dishonestly falsify and fabricate research reports as in the Jendryczko/Drozd case. Published texts are deceitfully appropriated for the sole purpose, it would seem, of republishing them in the name (s) of the plagiarists after slight textual modifications and changes to disguise the appropriation.

Within another genre of derivation, the strategies of derivation are used merely to obtain an instrument for conveying genuine, as opposed to fabricated, falsified data, and the intent is to use an article's framework and phraseology as a vehicle to convey the results of scientific experiments which have actually been conducted. The Pan Aihua case illustrates this *instrumental* use of derivation as a vehicle for conveyance of genuine data and unfalsified contributions (that is, *non-linguistically* unfalsified contributions) to the respective discourse community's academic interaction and interchange.

What seems to be emerging from an analysis of such cases is a perspective on derivation by ESL students which emphasises their use of derivation strategies *instrumentally* for the conveying of preconceptualised ideas (St. John 1987). Generally, an academic culture is not one in which dishonest fabrication and falsification of research would be encouraged, so the Jendryczko/Drozd case can be seen as a regrettable exception to standard academic practice, an unfortunate blemish on the Polish academy and the larger international scientific community.

Academic cultures and discourse communities in general are focused on eliciting contributions and interactions from community members, so that the instrumental use of a similar discourse pattern to convey such a contribution is to be

expected to some extent. Mimicry and imitation are ways of learning, including the learning of a discourse community's particular jargon and terminology. To become identified with a particular group requires adoption of that group's "lingo" and jargon. This type of pressure and influence to learn the terminology of a discourse community can be seen as a *general* influence which would be encountered by any newcomer to a community.

But what about *specific* influences of a background academic culture? Are there particular influences of an L1 academic context which might result in particular genres of derivation? The following are some possible features of an L1 academic culture which might influence student perceptions of plagiarism and derivation in an L2 Western academic context. In the pages following, these features of academic contexts will be discussed one by one.

Features of Academic Cultures which Might Influence Perceptions of Plagiarism

- 1) An emphasis on rote learning and memorisation (Pennycook 1996).
- 2) A great respect for teachers and the words the teacher utters in an authority role. The use of a teacher's language/utterances is a form of student respect for his/her authority (Fanning 1992; Yao 1991).
- 3) A reverence for the written word, for example in a *Quranic* influenced academic culture (Fanning 1992).
- 4) Differing viewpoints on ownership of text (Scollon 1995, 1996; Ong 1982).
- 5) Resistance to the language (s) of Imperialism (Pennycook 1996; Scollon 1995, 1996).
- 6) Little emphasis on producing essays in the L2 and using/synthesising sources (Deckert 1992).

3.7.1 An Emphasis On Rote Learning and Memorisation

Earlier, a sample of writing was presented from an ESL student case of derivation at Bowling Green State University in which a student had memorised a model text in preparation for a writing exam. He re-wrote the text for the exam,

making only minimal changes, and he was subsequently charged with plagiarism. It was suggested that the student had utilised a "plug-in" framework or template strategy, having learned to value such strategies of memorisation and imitation in his Chinese L1 instructional background (Matalene 1985; Carson 1992).

From a Hong Kong context, Pennycook (1996) has commented on the so-called "cultures of memorization" in his study of plagiarism-related issues, and he follows in the same vein as Matalene (1985) and Carson (1992) in suggesting that there is a relationship between how students perceive text from their previous L1 academic cultural orientation and their subsequent resistance to adopting the "Western" views on avoiding plagiarism. Pennycook voices an important reminder that "different" is not necessarily inferior, and that academic practices which are not the same as Western practices have a value of their own. In particular, Pennycook criticises the stereotypes of Chinese learners as passive, imitative, empty-headed users of outmoded learning strategies, but he notes that unfortunately, such stereotypes sometimes resurface even today.

Very different views on language and texts can influence how a person perceives the issues surrounding plagiarism and derivation. There are, as Pennycook affirms, "some profoundly different possibilities in how language, texts, and memorization may be understood." Rote learning need not be only a mechanical exercise of the mind. It "can be used to deepen and develop understanding" (Pennycook 1996), for example when studying and learning the relevant texts of a discourse community.

The bottom line is that students from an academic culture which emphasises rote-learning and rote-memorisation may go through a period of adjustment when introduced to another academic culture. They may not understand a teacher's admonition to "Write in your own words" (Sherman 1992). They might not understand at first the necessary conditions for indicating direct quotes, summary, and paraphrase. But as Deckert (1993) has suggested, students can successfully make the transition from one academic culture to another, and indeed, a key responsibility

of educators is to help them to successfully make this transition: "Whatever the conflicting educational and cultural traditions that arise in the ESL classroom, an ESL instructor, not without sensitivity, is duty bound to prepare students for their chosen new roles in a society undergoing sweeping change" (Deckert 1994).

3.7.2 Respect for Teachers and their Words/Utterances

Another possible area of influence from the L1 academic culture has to do with the fostering of a great respect for teachers and their words (Fanning 1992; Yao 1991). The words that a teacher utters are "sacred" in a sense within certain academic contexts, and by demonstrating to a teacher a mastery of his/her words, a student is conveying a form of respect. Thompson and Williams (1995) report such a case where a student "had tried to show her teacher respect by revealing that she had read his other works." With regard to academic cultures which foster student respect for teachers, Yao (1991) notes that "In that academic community, students do not have authority, teachers do." Li (1996) reports similar observations to Yao's, describing her experiences in teaching her students to writing with more *authority*.

A deviation from the ideas and words of a teacher in an academic culture as just described would be perceived as somewhat of a challenge to the authority of the teacher.¹⁶³ Hence the need for students to strictly adhere to the teacher's words and ideas as given in lectures and as published in texts. And hence conflict arises when students from such an academic culture attempt to make a transition to another type of academic culture with differing perspectives on the role of the teacher, the expectations of students, and the value of an authority's words and ideas (Li 1996). Interestingly enough, in an academic context where repetition of an authority's

¹⁶³ The Islamic concept of *disallowed innovation (Bid' ah)* is an example of such an authoritative context where deviation from the ideas and words of teachers and the Quran is not permitted. In effect, such respect for an authority is an ultimate respect for the authority of God, through not deviating from the Holy Scriptures which He has given, and for those who teach the Scriptures. In tandem with *Bid' ah* is the opposing concept of *Taqlid* which represents imitation, emulation, and reliance on precedents and traditions on the basis of respect for authority, a respect which does not allow for independent inquiry.

utterances is expected in order to indicate acquisition of knowledge and respect, it would appear that such derivation would not count as true plagiarism since one of the assumptions inherent in such a context is that students will be demonstrating knowledge and respect through *re*-presentation of teachers' ideas and words. In such a context, no acknowledgement would be needed for other members of that context to recognise that the authority's words and ideas were being *re*-presented, and not the original ideas and words of the students.

3.7.3 Reverence for the Written Word

Fanning (1992) cites those cultures influenced by the sacred scriptures of the Quran as inculcating a great reverence for the written word. And the *disallowed innovation (Bid'ah)*¹⁶⁴ of Islamic influenced religious/academic contexts has already been mentioned. Indeed, in many cultures, English-speaking cultures included, the sacred texts are revered to a degree that the memorisation of these texts is given great emphasis. The sacred texts were, and still are, believed to be the very words of Deity, the inspired, out-breathed words of God: "The great monotheistic religions are still tied to a position that it is divine, not human, inspiration that produced their texts" (Pennycook 1996). Human instrumentality is believed to have been the channel for Divine messages for mankind. Although the pen was held by the human hands of many people over time, it was the voice of God, a letter to humanity being penned to a created image-bearer of God, a creature designed for fellowship with God who had sinned, gone astray, and had hidden from the face of the One with whom communion had been a delight in the Garden of Eden paradise, now but a faded memory in the collective memory of humanity. Recorded in the Divine Letter (s) to humanity was a history of the Original Sin, and the Fall or loss of innocence as man, and woman, became sinful creatures possessing a sin nature passed on to their progeny. The Divine Text spoke of the way of Salvation,

¹⁶⁴ *Bid'ah* : This term denotes innovation or novelty in practice or belief for which there is no precedent in the Sunnah of the Prophet Mohammed or the *Khulafa' al-Rashidun* (the four rightly guided successors to Mohammed).

the Promise that the seed of the woman (Christ or the Messiah) would come to crush the head of the Serpent (Satan, or the Tempter in the Garden) by coming as the Son of God to bear the punishment for Man's (and Woman's) Original Sin and enduring sin nature. Through faith and belief in the Son of God and His death on the cross, Man (and Woman) is/are saved. Through the crucifixion (death), burial, and resurrection of the Christ/Messiah, Man (and Woman) was redeemed or saved from the eternal effects of the Original Sin and the Fall from innocence through that sin. Not only have the Holy Scriptures recorded for Man (and Woman) the history of humanity and the information needed to follow the way of Salvation, the Divine Letter also points to the future coming age of Peace on the Earth, the return of the Christ/Messiah, and a Millennium of rule by the King when the proverbial plowshares made of discarded weapons will be used to till the earth, and every man will dwell in safety by his vine. The sacred texts of the three monotheistic religions vary, for example, with the Jews not believing that Christ was *the* Messiah who was to come, and therefore they still await the coming of the Messiah, while the Muslims recognise the return of Christ near the end of time, but leading in the way of Mohammed instead of King of the Earth.

The sacred texts of humanity convey important beliefs and treasures of knowledge. Followers of Judaism and Christianity are called by the Muslims, *ahl al kitab*, or the people of the Book, an apt expression for those whose view of their scriptures recognises the imprint of divinity. Acting in the capacity of an author, man (and woman), as image-bearers of divinity, are believed to have been created in God's likeness, and as such are also able to author texts or letters to humanity of their own, which indeed they have done since antiquity. Authority and respect for such human-authored texts results from propagation of the same, but the texts from God, and the authority of the Divine Creator/Sustainer are believed to be infinitely above any authorial creations of humanity, and their texts and authority, although greatly respected, could never attain the status of divine authority and divinely inspired texts which had received the canonical seal of divine authorship.

Foucault (1986) and Barthes (1977) have challenged the idea that an author, whether human or divine, can produce a text, and their reasoning leads to somewhat of an *irreverence* for the written word as merely a "tissue of quotations" or an authorless text within an authorless discourse system. Such views, while somewhat interesting for a certain category of discussion and debate, do injustice to the unique human faculty of language and the taxonomic, heuristic, epistemic, managerial, . . . (on and on) uses to which human language (spoken or written or thought or coded) can be applied. Views expressed by Barthes, Foucault and others also do injustice to the *just-as-legitimate* (if even more so) perspectives of those who do believe in the existence of textual authorship, whether human or divine. Perhaps it might be better said, that some texts seem to have had no author, for example with an anonymously penned rhyme or song. They might seem to be a result of collective authorship, but this in no way reduces or negates the value of clearly authored texts which have stood the test of time, and it does not negate the authorship of those texts, whether the authorship is readily apparent or not. After all, why should we have libraries of texts in the great learning centers of the world if texts are nothing but a meaningless tissue of quotations, if a book is nothing but a meaningless and arbitrary collection of uncertain ideologies? Indeed texts are not such--they carry a message intended to be conveyed by their *Author*, including even the texts of Barthes who claimed that texts had no author (at the same time that he was *authoring* a text, trying to convey a message through text!).

The great reverence that many cultures and peoples hold for their texts, and for the authors/authorities who produced those texts, suggests that a greater degree of legitimacy than Foucault/Barthes allow is due to the cultural practice of affording a significant measure of value and respect to texts and text authors.

Recognising the reverence for text and text-authors which students may bring with them to the ESL classroom may help teachers understand why some of their writers-in-training feel reluctant to change the wording of a "venerated" text or the "venerated" wording as handed down by an author in a lecture hall or group

discussion. True, such students need to learn to document direct quotations, but this will come with time and patient instruction.

A useful avenue to explore in teaching such source documentation conventions might be the explanation to students of how a cited author gains respect and veneration in the process of being cited within published articles (tenure review importance etc.). Introducing students to the *Social Sciences Citation Index*, as well as other citation indexes, and explaining the prestige of having an article cited (*X* number of times), would perhaps be a useful lesson and a way of positively using students' L1 background knowledge in encouraging students to document source use. This recognition of L1 cultural values, and the positive use of L1 background knowledge to encourage source documentation after Western academic convention might be seen as one practical answer to Deckert's (1993) question of "how best to help students make the transition to a different standard."

3.7.4 Differing Viewpoints on Ownership of Text

Along with possible cultural differences relating to a reverence for the written word and a veneration of an author/authority, there may be students who have differing viewpoints on the ownership of text. The argument that the advent of printing brought about a revolution in thinking and the concept of textual ownership is well known, but not without its challenges.¹⁶⁵ Scollon (1995, 1996) suggests that the Enlightenment era brought about a shift in ideology in which text came to be seen as a commodity, ushering in the Utilitarian era. Following Scollon's line of reasoning would lead to the tentative view that the plagiarism-type problems of some ESL students are attributable to an entirely different ideological viewpoint, in which a text is not the property of an individual, but of the community or society as a whole.

¹⁶⁵ See chapter 2.6's brief history of referencing and source citation, specifically the section on cuneiform and the use of colophon referencing in clay tablets. As a form of ancient printing, cuneiform tablets and the colophons indicating authorship pose a challenge to the idea that texts were not "owned" until Gutenberg's invention of the printing press.

Ethical orientations based on *Ownership* were a key feature of Kroll's (1988) study in which L1 college students' conceptualisations of plagiarism were investigated. The current study also investigated the ethical orientations of students, so hopefully it will become clear whether or not ownership-based orientations are a feature of L2 students' conceptualisations of plagiarism, and if so, to what extent.

Considering, however, that an ideological outlook is a form of background variable influence, it seems that if the Immediate Influence Hypothesis has any validity, there are other (more immediate) reasons behind why ESL students lift text besides their ideological orientation. But that having been said, differing ideologies cannot be ruled out as a possible source of influence.

3.7.5 Resistance to the Language (s) of Imperialism

Pennycook (1993, 1994, 1996) suggests that "the notion of plagiarism as resistance" might be a useful avenue of inquiry. He and Scollon (1993, 1994, 1995) have taken up the cause of anti-imperialism in recent years, defending those whom they perceive to be ideologically oppressed and colonially usurped (in particular Hong Kong students). While there might be some truth to the idea that students are resistant to the dominant language and culture of previous colonial powers, others have observed that anti-imperialists such as Scollon and Pennycook might be using the topic of plagiarism to "stake out their turf" in a way, (Deckert 1992, 1993, 1994), complexifying the issue and problematising it more than it should be,¹⁶⁶ and in the end arriving at some seemingly naive conclusions,¹⁶⁷ for example, the conclusion that a case of plagiarism is apparently excusable since the author is coming from a different ideological framework (Scollon 1995).¹⁶⁸ A more realistic perspective

¹⁶⁶ See especially Pennycook's conclusion to his 1996 article on the topic .

¹⁶⁷ It seems that some of the naivete and inapplicability of the Scollon/Pennycook orientation might stem from their approach to the issue. They seemed to prefer round-table discussion and abstract theorising to the footwork of primary research-based investigation through surveys and case study as used by Deckert (1992, 1993, 1994). This would explain why the Scollon/Pennycook orientation appears to be somewhat removed from the actual reality of derivative L2 writing contexts.

¹⁶⁸ This is quite a different reaction to plagiarism than reactions in mainland China to the same issue. See Xiguang Li and Xiong Lei (1996).

accounts for the overwhelmingly accepted use of English, as by and large no longer a colonial, imperialistic instrument of domination, but as an international medium of communication in a global network of discourse communities. Students will be severely disadvantaged if they cannot participate in this global network, and a more realistic perspective than an anti-imperialistic stance, acknowledges the value of maintaining the interactions, interchanges, and contributions taking place within global discourse communities.¹⁶⁹

Again, there may be some truth to the idea that students are resistant to the language and culture of previous colonial powers, but the imperialist era has passed, ushering in a new age of global, international interchange in a language which has lost much of the imperialist stigma. After all, it is increasingly American English, the language of a former colony itself, and not the British English of the former Empire, which has emerged as the chosen medium of communication in the international arena of world varieties of English.¹⁷⁰

The fact that the language dialect of a former colony has moved to the forefront of global discursal interchange suggests another pedagogical angle--using the history of the American colonies' variety (s) of English to explain the benefit and desirability of having a neutral language for use as a medium of global communication and discursal interchange. To reiterate from Deckert once again, "Whatever the conflicting educational and cultural traditions" teachers have a duty to

¹⁶⁹ See Kirkpatrick (1997) for a perspective which hints that the ideological gap between Chinese and "Western" ideology with regard to composing, might not be as large of a difference as anti-imperialists would lead one to believe. See also Xiguang Li and Xiong Lei (1996) for another perspective illustrating that Chinese scientists recognise the need to participate in a globally networked discourse community, and the need to adhere to conventions for discourse interchange and interaction, including the avoidance of plagiarism.

¹⁷⁰ To the dismay and consternation of the British, American English is perceived as invading even the British Isles through popular culture media such as music and movies. The observation that American and not British varieties of English are widely preferred is common knowledge, but for support of this statement, one might consider the innumerable English-medium journals requiring that manuscripts be submitted in *American* English. For example, in the previously British-controlled Trucial States (today the UAE), a journal published by the Emirates Center for Strategic Studies and Research requires "American English" following an *American* style manual, the *Chicago Manual of Style*.

initiate students into the global, international interchange whose medium of communication, or *lingua franca*, is English.¹⁷¹

3.7.6 Little Emphasis On Producing Essays In the L2 and Using/Synthesising Sources

In many developing countries there are insufficient resources to support educational and academic programmes as they are supported and funded in more affluent countries. Students from such backgrounds may lack familiarity with the standard practices and conventions of the global academic community, not necessarily because of a vast cultural or ideological gap, but from having had little or no experience in scholarly interchange, and little or no development of the potential for reading, writing, and participating in the dialogues of an academic context. Subsistence level existence requires more manual than mental exercise, and only after the basic priorities of providing physical nourishment are taken care of can the luxuries of libraries, books, classrooms, computers, desks, exemptions from physical labour and so on be attended to, provided that such luxuries even exist and that they are readily available. A determining factor in decisions of the governments of many countries to send their students abroad for study, to the UK or elsewhere in Europe, to the US, or to another country, is the fact that an education in a particular, specialised area might be unavailable in the home country. The facilities and resources of the home country are incapable of supporting an advanced educational infrastructure, so the alternative is to send students to the more affluent and developed countries which can support such an academic infrastructure, for example the UK.

In their home countries, students may have had little experience in producing essays in the L2, in using/synthesising sources (if sources were available), and in practicing the skills involved in producing summaries, paraphrases, attributed quotations, acknowledged recontextualisations, and other features of standard

¹⁷¹ An interesting paradox, English as *lingua franca* (Frankish tongue).

academic texts. In other words, students might lack the procedural knowledge (Fanning 1992) required for avoiding plagiarism, the cognitive, metacognitive, social, and search strategies (Riazi 1997) used in L1 composing, and thus, there would be a limited positive transfer of procedural knowledge and strategies to an L2 academic context.

The acquisition of disciplinary literacy and discourse community interaction skills/strategies for students from limited/developing L1 academic backgrounds, will be influenced by the resulting limitations in positive transfer. The positive transfer effects observed by Riazi (1997) might have been different with students from a more limited academic background. It should be expected that some students will lack development and note-taking skills, reading skills, writing skills, inferencing abilities, drafting skills, goal assigning capabilities, planning abilities, rationalising skills, social interaction skills, research skills (books, journals, ERIC, microfiche, Internet, indexes, databases . . .) (Riazi 1997). There would seem to be no substitute for the time needed to acquire such skills and capabilities which are fostered and developed in an academic context which allows for interaction on the varying cognitive, metacognitive, and social levels.

It follows that students needing to develop such skills and strategies as part of their general disciplinary literacy acquisition process, might resort to strategies of derivation, copying, and imitation, as did the student observed by Currie (1998), after difficulty with "lengthy. . . texts and the new, specialized vocabulary" of her particular L2 academic context. The problems faced by limited-positive-transfer-resource students in acquiring disciplinary literacy and the terminology of the discourse community can be overcome, but the use of copying and strategies of derivation might be a (hopefully temporary) stage in the process of such terminology and disciplinary literacy acquisition.

3.8 Derivation as a Strategy Used to Compensate for Linguistic Deficiency and Inadequacy in the L2

Fanning (1992) cites poor language proficiency as one of the causes of plagiarism by ESL students. He advises that adequate L2 basic language skills are needed; otherwise, when serious language proficiency difficulties arise, derivation will be the default writing mode. Other basic requirements tied to L2 proficiency are reading comprehension and summary/paraphrase skills. Students who do not understand a text, or who are not able to restate it in their own phraseology are more likely to resort to derivation as an L2 writing strategy, or as Fanning has observed, derivation is their only alternative.

Yao's (1991) research investigating the writing processes of Taiwanese postgraduate students includes valuable descriptions of the actual writing-in-real-time-behaviour of ESL students. Yao's findings give detailed support to Fanning's contention that basic linguistic skills are necessary if derivation is to be avoided. Using the think-aloud protocol pioneered by Janet Emig (1971) in her composing process study of twelfth grade high school students, Yao studied the step-by-step writing techniques employed by ESL students, and according to the think-aloud protocol, student thoughts were expressed out loud as they wrote. The think-aloud protocol was an important component of Yao's study which enabled her to closely investigate what students were thinking as they worked with source texts.

The writing strategies described by Yao included derivation which was similar to "jigsaw" and "plug in" approaches which have already been described. Yao's description of one student's use of derivation is given below:

he found the first sentence of his paper while reading an article for reference, and transplanted it to his own text . . . without citing the reference.

Another student was described by Yao as "consciencous [sic] about her 'not very good English.' " She was weak in reading skills and had a limited vocabulary, and she had just barely made it into the graduate study program with a 547 TOEFL score, which was just below the 550 cutoff score at the University of Michigan. The student was "painfully aware" of her "deficient reading skills" and she experienced

severe difficulty in focusing on texts. One particular four-and-a-half-page text took an hour and a half to read, and the student expressed the view that she simply lacked the reading comprehension ability needed for the reading tasks at the graduate level. The result of this student's low L2 proficiency and poor reading comprehension skill was that she wrote in sentence fragments, and constantly referred back to the source text (s) for ideas and words, and much of her writing was copied directly from the source materials. With a dictionary in hand, she resorted to "answering the questions in a passive way, like what Chinese students used to do in an examination, that is, copying down answers from the original text (or the textbook) and using the other author's (or the teacher's) exact work" (121-22).

The student was described as being "more concerned with the grammatical 'correctness' of the writing" and the "superficial features of the language." When attempting to paraphrase, she was unable to replace source text wording with her own phraseology, and copying was the result. The copying was a fragmented mixture of source text pieces rejoined awkwardly in an unsuccessful paraphrase attempt. The student stated, "When I chopped up the other author's sentences and transplanted part of it into mine, I at the same time gave up my freedom of thinking." The student recognised that she was chopping up the original source wording and abdicating her own voice as an author, but her level of L2 proficiency left her dependent on derivation and recycling of the source texts. This chopping up and recycling of source text was perceived to be her only option.

Another student was described as having a limited background in English academic writing. She had written several lab reports before in her L1, and she had written a number of extracts in an EAP course, but she had no other experience in English academic writing. This student was not as limited in her English proficiency as the last student, but she too struggled with derivative writing problems.

She was described as coming from a culture "where anything published is public" and "criticizing a published paper presumably meant that evaluations should be based completely on the source text and that taking the ideas and words from the

other writer and reorganizing them to be used as one's own was legitimate." Coming from this background, and possessing a moderately limited English proficiency, the writing of this student resembled "hybrids of her own words and words taken from different parts of the source text, re-combined and re-organized."

Finally, the last student described by Yao was a more experienced writer who scanned source texts quickly for the sought after information and had little trouble with reading comprehension. However, she too at times lifted "good" sentences to use in her L2 writing, and if she found a "better" sentence or sentence fragment, she would incorporate it into the previously lifted "chunk" of source text. It does not seem that her textual appropriation was extensive, but she--like the Spanish scientists described by St. John (1987)--employed a "jigsaw" strategy of derivation on a minor scale.

What Yao observed as far as derivative writing strategies are concerned is comparable to what Gosden (1996) observed in the writing practices of the novice Japanese researchers who were participants in his study. Gosden's participants relied on Japanese-English dictionaries while writing, exhibiting a limited lexical proficiency (Engber 1995), and attempting to offset such limitations in lexical proficiency through strategies of copying and derivation aimed at "widen [ing] their active vocabulary" (Gosden 1996). Yao's students also exhibited text integration practices which were similar to what Campbell (1990) observed. Campbell's randomly selected population of ESL students "relied on copying as their primary method of text integration." This observation led to Campbell's tentative conclusion that "language proficiency affects the use of information from background reading text in academic writing."

An example given by Scollon (1994) seems to correlate with the less serious and relatively less extensive forms of derivation employed by ESL students at the postgraduate level as described by Yao.¹⁷² Scollon calls his example of a student's derivation "complex", stating that the "opening sentences of a draft of an MA thesis .

¹⁷² Both Yao's study participants and Scollon's student were postgraduates.

. . are quite unexceptional in non-native English writing at the stage of graduate level academic writing." While admittedly the unravelling of the student's references and sources could be seen as complex, the example of L2 writing which Scollon presents does not seem to be as complex as some cases of derivation and plagiarism can become.¹⁷³ Scollon's student had done quite a common (unexceptional) thing in copying a few words from source texts and exhibiting confusion in acknowledging sources, particularly the proper acknowledging of a source referenced within a source. The unravelling of such student writing by a teacher or researcher can be more complex than the actual student behaviour itself.¹⁷⁴ In analysing this case which he presents, Scollon seems to have misinterpreted the student's use of derivation as a writing strategy, and he seems once again to be trying to force this case into his discussion of authorship and responsibility in discourse. Scollon says that the problem is one of student focus: "the student's focus is on presenting what she sees as the *facts* of the matter with relatively less concern about *who* might have originally stated them."¹⁷⁵

The question which must be asked, however, is "How does Scollon know what the focus of the student writer was at the time of writing?"¹⁷⁶ Unless one were a mindreader, or unless one had used a think aloud protocol, it would be impossible to know what the student focus was at the time of writing just by analysing the student text. A student's focus is usually on getting a good grade, or passing marks, and with NNSs, this focus is directly related to the student's ability to write in standard academic English, especially if the student has low confidence in his/her ability to produce acceptable English academic prose. Yao's findings, as well as the research of other ESL professionals (St. John; Campbell 1990; Gosden 1996; Engber 1995; Currie 1998) suggest that NNSs are concerned with getting their English right, with acquiring the relevant lexical items and terminology, with producing writing which is

¹⁷³ See, for example, Case 5 in Appendix C (App. 3.7, p331).

¹⁷⁴ As the current researcher can attest from his own experience of analysing cases of derivation.

¹⁷⁵ Emphasis in original.

¹⁷⁶ It does not appear that Scollon has ever used a think aloud protocol as Yao did in her study.

as "native-like" as that of their NS peers, or as "native-like" as that which they see in published sources. When there is a fear that their text might fall short of acceptable English writing, or when limited L2 proficiency prevents them from producing a written text in an acceptable format with correct use of discourse community terminology, copying becomes a survival strategy resorted to, a strategy of stitching together chunks of text, borrowing phrases from various authors, and recombining them for recontextualisation and integration within an L2 hybrid-language text.

The student text which appeared in Scollon's (1994) article is given in the following extract in a side-by-side format with the source text (Hadzima 1989) with red highlighted text used to indicate derivative material. The example presented by Scollon seems to fit the category of an L2 hybrid-language text on a very minor scale, since only several words have been appropriated and modified without inverted commas or quotation marks. The extract from Scollon's student is as follows.

Student Text:

Bowers (1988), as quoted in Hadzima (1989), describes the American school as 'hot' education and the Chinese school as 'cold' education. 'Hot' education 'rests on [this is a misquotation--these first two words should not be give as part of this quote since they do not appear until later in the source text] such notions as pupilcentred learning and role equality in the classroom, varied interaction, problem solving, the creation and simulation of real events within which learning--some would say acquisition--takes place (p. 180). [It seems that the quote ends here, but there is no inverted comma. Student's mistake? Scollon's? Publisher's?] 'Cold' education, on the other hand, mixes the notions of 'teacher control, exposition, more regular patterns of interaction, and pre-planned programs of instruction and learning' (p. 180)

(Scollon 1994 36)

Source Text:

Barnes (1983) in Bowers (1988) has coined two expressions which clarify some of the basic differences between Chinese education and American education. American schools use 'hot' education and Chinese schools use 'cold' education. Bowers describes 'hot' education as mixing 'such notions as pupilcentered learning and role equality in the classroom, varied interaction, problem solving, the creation and simulation of real events within which learning--some would say acquisition--takes place. Cold education rests on such notions as teacher control, exposition, more regular patterns of interaction, and pre-planned programs of instruction and learning.' ([Bowers 1988] 403)

(Hadzima, 1989:180, as represented in Scollon 1994).

The student should be given credit for using inverted commas, but as Scollon points out, Barnes, not Bowers has coined the usage of 'hot' and 'cold', and the student has not referred at all to Barnes. Also evident is misquotation by the student from the source text seen in the student use of "rests on" which appears later in the source text, and also the use of the British spelling of "pupilcentred" rather than the American "pupilcentered", a spelling change which should not be done in a direct quotation without the use of brackets.¹⁷⁷ Additionally, borrowing--with slight alteration--of the source text wording is evident. Instead of "as mixing 'such notions'" the student writes "mixes the notions."

The problem with Scollon's analysis is that he has apparently made the student errors seem more problematic than they actually are, trying to force the student errors to fit into the framework of his discussion of authorship and responsibility. Any attempt to divorce the study of an L2 writing difficulty from L2 writing theory is a misguided attempt, yet this is what Scollon has done. His work has a useful sociolinguistic emphasis,¹⁷⁸ but little practical emphasis when it comes to understanding the nature of L2 writing difficulties such as the use of derivative writing strategies by ESL students.

One does not have the benefit of seeing the context of these MA thesis errors as they relate to the entire thesis, so one has to form a judgement on what Scollon has actually presented. Scollon places the excerpt just discussed in the *plagiarism* category saying that putting "within quotation marks text which differs in some ways from the original" and representing that text as "authored by another" illustrates "the complex of difficulties most often treated in plagiarism"(38). He calls plagiarism "one possible conceptualization of the [MA thesis] problem" (39). This is an

¹⁷⁷ According to academic convention, a direct quotation is never altered without indicating such alteration. Brackets are used to indicate a change, for example a change in verb tense, or the addition of several words to facilitate smooth flow and recontextualisation of the quoted material. Ellipses indicate that wording has been omitted.

¹⁷⁸ Scollon's (1995) *Language and Society* article reflects this sociolinguistic emphasis even more than the 1994 article. While these articles are intriguing exploratory forays into the sociolinguistic aspects of the ideology underlying plagiarism and authorship, they adduce little relevant insight with regard to L2 writing theory.

enormous exaggeration. The student has used inverted commas, and he has cited Hadzima and Bowers as references. The student's problem is one of misquotation, but certainly not plagiarism! Compared to instances of textual appropriation which have already been presented and discussed (e.g. Diana's case) earlier in this chapter, and also considering examples which will be presented in chapter 4 and in Appendix C, this is a very minor instance of derivative writing, an instance that should certainly not be labelled as plagiaristic. Considering that this NNS student's difficulties appeared in the "opening sentences of a draft of an MA thesis", it seems more likely that the student was having the type of language difficulties St. John observed in her study of academic writing by Spanish scientists, and the type of language difficulties observed by Yao, but not to the same extent of copying and use of source text language. The only definite lifting of text employed by Scollon's student was the use of "mixes the notions" rather than the source text's "mixing 'such notions' " as was the original wording in Hadzima's text. With all other verbatim use of source text, as is apparent from the foregoing extract, inverted commas have been used, although the ending inverted comma for the first quotation appears to have been omitted, but this may well be Scollon's mistake or the publisher's mistake, and not necessarily a student error.

What this case presented by Scollon suggests is an L2 proficiency-related concern on the part of the student with getting the language right, with producing "native-like" English text in the L2. Of course other variables in this context might have been involved, but it would seem that L2 proficiency itself, as well as the L2 proficiency-related variables, influences, and concerns (such as getting the language right) are of significant importance in explaining the dynamic interactions in cases of derivative writing by ESL students. Evidence from the existing literature has been presented to suggest that ESL students might adopt strategies of derivation when their level of L2 proficiency prevents them from comprehending the source text (s) or from restating source language in their own words. The result of an LEP (limited English proficiency) student's attempt to compose in the L2 using source text above

his/her reading comprehension level is an L2 text which is a hybridisation and re-combination of "chopped-up" source language. Even fairly proficient L2 writers make use of phrases and sentences from source texts, but LEP L2 writers can do little more than copy and recombine source text language in an attempt to compose an L2 text. The primary focus for such students would seem to be the development of L2 proficiency before focusing on further development of L2 writing skills.

3.9 The Dynamics of Derivative Writing: The Insufficiency of Linguistic, Cultural, and Educational Backgrounds Alone to Account for L2 Writing Behaviour

Although the variables and influences proposed thus far can be seen as influencing L2 writing, it should be stressed that L2 writers do not come to a writing context having been programmed to write in a certain way. True, they come from particular linguistic, cultural, and educational backgrounds, but these backgrounds do not *force* students to write in a particular style, to use only certain organisational patterns, to produce texts in a machine-like fashion, or to plagiarise and appropriate text. Each writing context is a new interaction between writer and reader, facilitated by the medium of the text (Matsuda 1997).

A student's linguistic, cultural, and educational background may help explain certain difficulties he/she has in adapting to a new academic context, but in and of themselves, these variables are insufficient in accounting for the dynamic nature of a writing context, and in accounting for the immediate influences and constraints of a writing task. What is labelled in the current work as the *Immediate Influence Hypothesis* has been suggested by Matsuda as those influences, which in the immediacy of a current writing context, are the predominant and most significant variables in writing-process-decision-making. According to this hypothesis, there are influences other than background explanatory variables such as "knowledge of subject matter" and a "writer's membership to various L1 and L2 discourse communities." Such influences may be more significant in affecting the decision-making of an L2 writer than the explanatory variables from a writer's linguistic,

cultural, and educational background. In the following, final sections of this chapter, Matsuda's Dynamic Model of L2 Writing will be explained in developing further the tentative theoretical approach to derivative writing in ESL contexts, such an approach being based on a *Dynamic Model* interpretation of derivative L2 writing contexts.

3.9.1 Matsuda's Dynamic Model of L2 Writing

Matsuda (1997) has identified a *Static Model* of L2 writing, which has been widely accepted for some time now, and which he suggests has placed limitations on both Contrastive Rhetoric theory and L2 writing theory and pedagogy. Following Matsuda's identification and criticism of the *Static Model*, he proposes a *Dynamic Model* which uniquely incorporates elements of the static theory according to the view that the elements of static theory are not mutually exclusive nor are they specific to the *Static Model* alone. The elements of Matsuda's *Dynamic Model* constitute the re-fashioned elements of the *Static Model* along with an expanded conception of reader-writer backgrounds which are presented in such a way as to demonstrate the interaction of writer and reader through the medium of a text produced by the writer.

3.9.1.1 The Static Theory of L2 Writing

The long dominant static theory proposed that an L2 text is a result of a writer's linguistic, cultural, and educational background or orientation. From a linguistic point of view, the L1 is seen as the most important variable in a student's deciding on how to organise his/her text in the L2. Linguistic influences from the L1 result in a predictable text structure for students from similar language backgrounds (Ostler 1987). Cultural explanations focus on writing as a cultural product. Cultures and peoples have their own genres, styles, and structures which have been developed over time to communicate culturally important information in spoken and written form. The educational influences proposed in the static model suggest that prior educational experience is a major influence on how a writer responds to a new

writing context.¹⁷⁹ These linguistic, cultural, and educational elements of the static theory are the long-dominant explanations of L2 writing which have influenced L2 writing pedagogy. Figure 1, adapted from Matsuda, illustrates the *Static Model*.

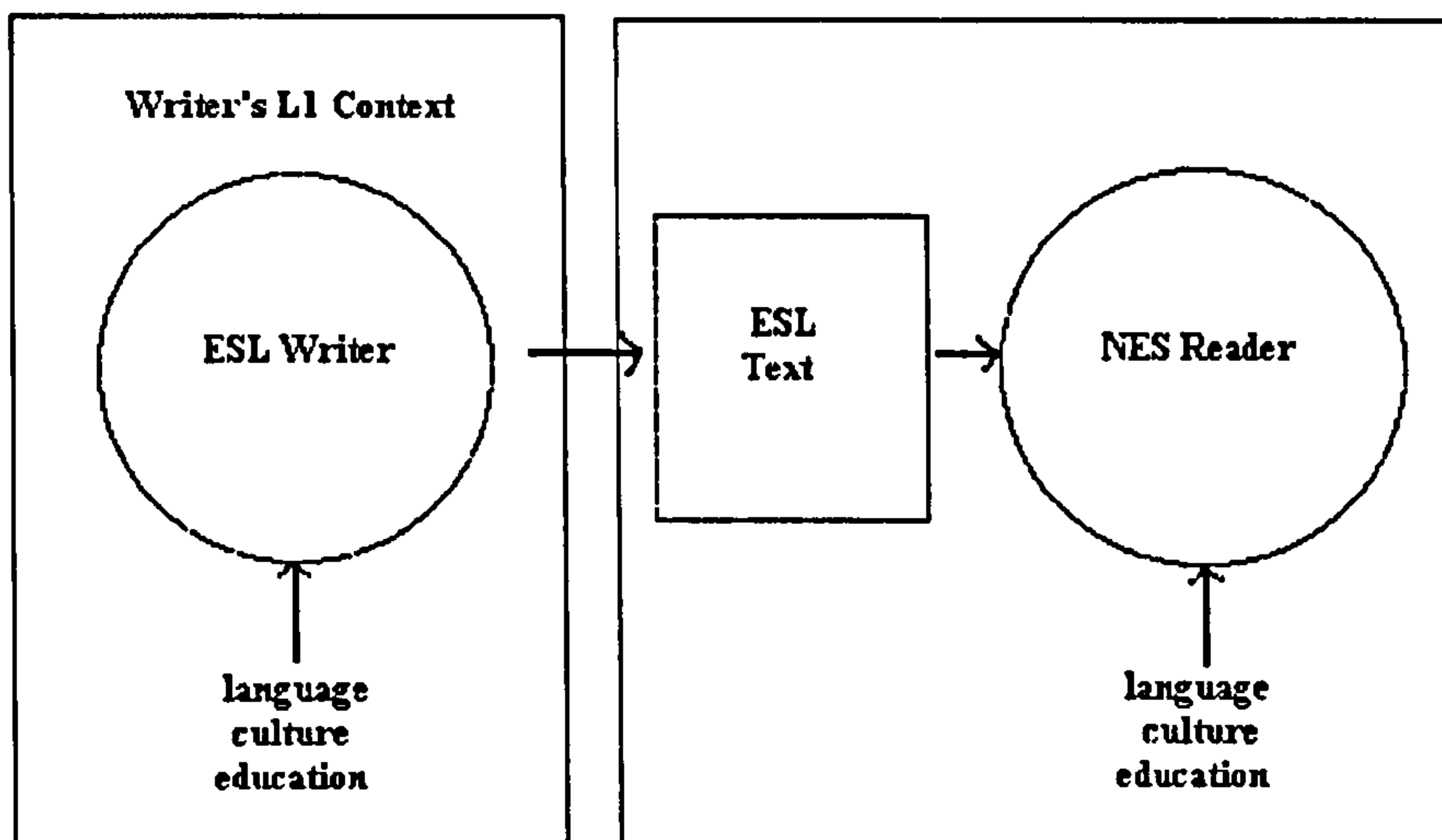


Figure 1: A Static Theory of L2 Writing (adapted from Matsuda 1997)

According to the *Static Model* presented in figure 1, linguistic, cultural, and educational backgrounds influence an L2 writer in the process of producing a text which is then evaluated by a native English speaking reader who is influenced in his/her evaluation by his/her own linguistic, cultural, and educational background.

The problem with the static model is that it is overly "mechanistic" in its explanations of how an L2 writer produces a text: "the writer is seen as a 'writing machine,' as it were, that creates text by reproducing the pattern provided by his or her linguistic, cultural, or educational background" (Matsuda 1997: 49). Another weakness of the static theory is that it ignores to a great extent the *agency* of the writer. L2 writers do *not* come pre-programmed to write in a certain way, and just

¹⁷⁹ Refer to Mohan and Lo's (1985) discussion of educational background influence in a broader discussion of the developmental processes of L2 writers.

because they do not write in a conventional or prescribed pattern or style does not mean that they have been *mis-programmed* and need to be *re-programmed* by L2 writing pedagogues before they can write properly. While Matsuda acknowledges the influence of writers' linguistic, cultural, and educational backgrounds, he proposes a *Dynamic Model* of L2 writing to more adequately and accurately account for the agency of the writer in decision-making, and the complex, text-mediated interaction between writer and reader in a given writing context within a given discourse community.

3.9.1.2 The Dynamic Model of L2 Writing

In the *Dynamic Model* of L2 writing which Matsuda proposes, the text is seen as a result of a process in which the writer *decides* (agency) how to respond in a given writing context. In this model, "Writing . . . is considered to take place in its own dynamic context, which is created as a result of the encounter of the writer and the reader--an encounter mediated through the text" (Matsuda 1997: 52). The key components proposed as interacting within such dynamic writing contexts include the following:

- (a) the backgrounds of both reader and writer
- (b) the shared discourse community
- (c) the interaction of L2 writing elements within a writing context.

Figure 2 outlines the *Dynamic Model* of L2 writing and presents the intersection of reader-writer backgrounds at which juncture the text-mediated interaction occurs within the discourse community, or the space surrounding the text.

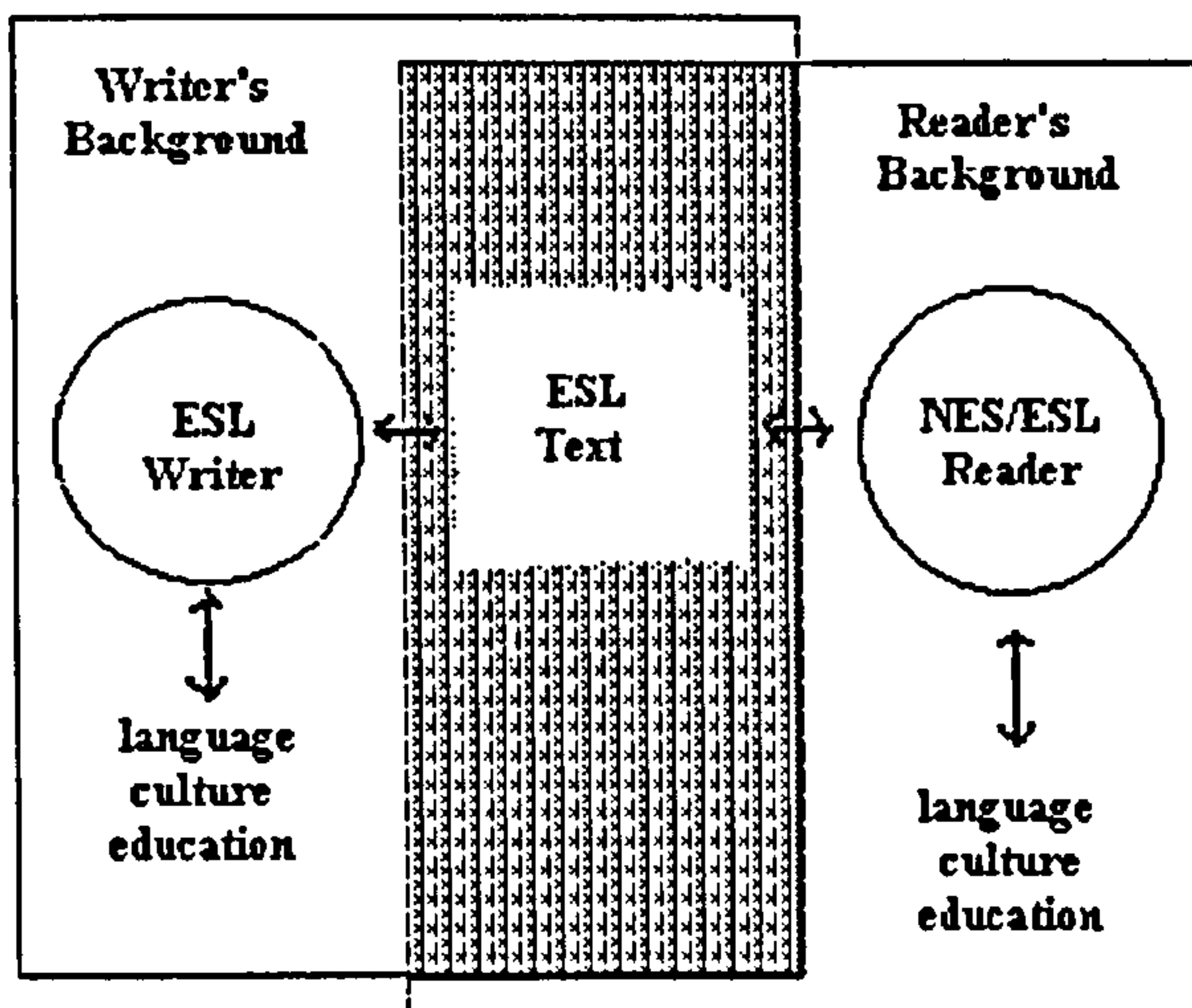


Figure 2: A Dynamic Model of L2 Writing (Matsuda 1997)

The *Dynamic Model* incorporates elements of the *Static Model*, but in such a way that the complex interaction of both reader's and writer's backgrounds is accounted for, and not just the linguistic, cultural, and educational background of the writer. Matsuda proposes that in addition to the background influences of language, culture, and education, there are more *immediate* influences such as knowledge constraints (i.e. disciplinary literacy) and discourse community membership. Matsuda even goes so far as to suggest that a specific definition of reader-writer backgrounds is not so important as a general understanding of the complex and flexible nature of backgrounds from context to context for readers and writers. No writing context will ever be the same, no writer or reader will ever come from the same background, and no interaction of reader-writer will ever be exactly the same for different writing contexts and different reader-writer combinations, or even the same reader-writer combination at different points in time. The context of each writing task will constantly vary in unique and dynamic ways, and this results in a writing product which is produced as writer and reader negotiate a text within a given discourse community. Matsuda portrays the shared discourse community as "the

space that surrounds the text, which is placed at the intersection of the backgrounds of the writer and the reader" (54).

3.9.2 Application of the Dynamic Model to Derivative L2 Writing Theory

There are important implications that Matsuda's *Dynamic Model* has for the theoretical considerations at hand in the current study. Perhaps most importantly, the dynamic model's consideration of the *agency* of an L2 writer highlights the fact that appropriation of text is a result of a conscious decision of the writer, a decision of how to respond within the constraints of a given writing context. Also important are the model's ramifications for the reader-writer interaction within a given discourse community. When plagiarism or derivation occurs, the reader-writer interaction is disrupted, and hence the discourse community's progress toward goals such as (truthful and genuine) communicative interchange are also disrupted. Thus, a decision-making process which results in plagiarism disrupts the continuity of a discourse community's beneficial interchange, it disrupts the interaction between reader-writer, and it may lead to unintended consequences for an L2 writer. Figure 3 illustrates such a disruption of the reader-writer interaction, and the importation of an exterior text/author into the discourse community interchange. Also illustrated in Figure 3 is the decision-making process which results in a derivative text, and the point (or points) at which such a decision occurs.

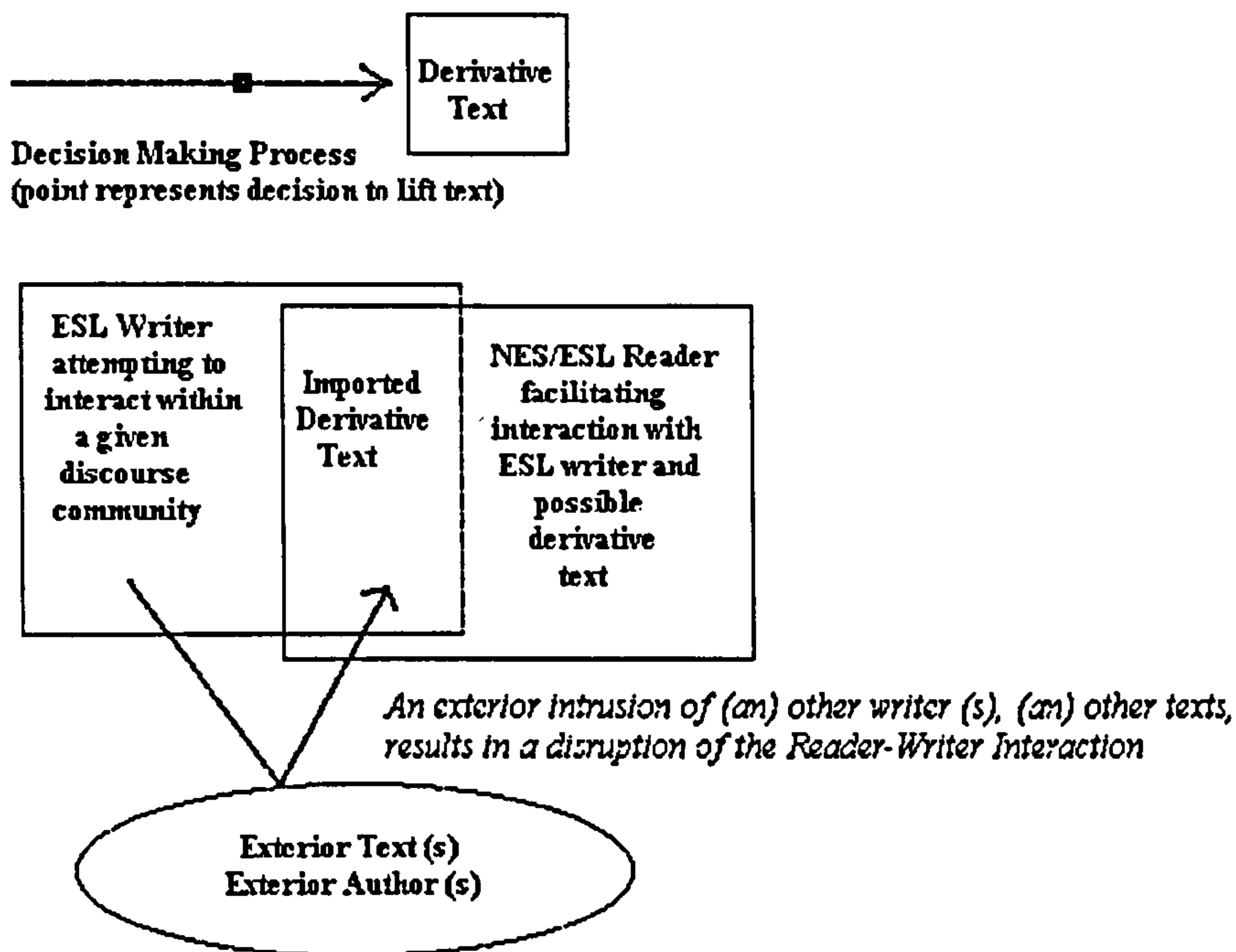


Figure 3: Derivative Writing Contexts

Quite ironically, and even tragically, the same decision-making-process and pursuant plagiarism/derivation, may lead not to the sought after, continued membership in and greater interchange within a given discourse community, but to sanctions from that community if the plagiarism/derivative writing is discovered, and perhaps even expulsion from that community.¹⁸⁰ Along with the concepts of a writer's agency, and the reader-writer interaction within a discourse community, the *Dynamic Model* has implications relevant to the current work with regard to the textual features resulting from the decision-making process of a derivative writer. The textual features resulting from a decision to appropriate text exhibit derivative or copied language, but there is more to these features than mere copying, and the current work will illustrate and explain such features from valuable case study data on derivative writers. The decision to import an outside text results in textual

¹⁸⁰ Leatherman (1999) describes the complete "implosion" of a Texas A & M university department and the ruining of "careers and reputations" over plagiarism disputes and charges. Although this is an L1 scenario, such a scenario seems to align with the Jendryczko/Drozdz and Aihua cases in the far-reaching effects and consequences resulting from plagiarism/derivative writing. One assistant professor who lost his job at Texas A & M, succinctly describes the disruption which plagiarism (or charges of such) brings to a discourse community: "I'm out of academe. It's damaged my ability to get published and destroyed my research program."

features which are readily apparent to a perceptive evaluator, even if the source text is not readily available. Even when the source texts are not available, there will most likely be features which will reveal the derivative nature of a plagiarised/copied/derived text, especially when a published text written and/or edited by NES writers/editors is copied and recontextualised by an L2 writer.

Such features of derivative texts include odd junctures between sentences and paragraphs, informational incongruencies, mistakes in copying, lack of acknowledgement, and shifts in style or awkward recontextualisations of lifted material.¹⁸¹ A question posed by Matsuda's dynamic model is the question of how to define the relationship between textual features of a derivative text and the decision-making process which has resulted in such features. In contributing to L2 writing theory, the current work will hopefully offer some valid explanations of the inter-relationships between general explanatory variables and the dynamic contexts in which a writer (possessing full agency as a writer) produces a derivative text (containing features which are a direct result of the writer's agency) in the reader-writer interchange taking place within a given discourse community. Clearly, in cases of plagiarism and derivative writing by ESL students, an application of Matsuda's dynamic model is more relevant than continuation of the long dominant static model tradition. The static model approach places too little emphasis on the agency of the writer, and it does not account for the complex, interactive nature of the reader-writer interchange within a discourse community; and in explaining the textual features of an L2 text, the static model places too much emphasis on a writer's background as influencing those features instead of on the immediate influences at hand in the writing context.

¹⁸¹ Examples and corroborating details will be given of these features of derivative texts in the next chapter.

3.9.2.1 The Agency of the Writer

The *agency* of the L2 writer, or the writer's free will in writing-process-decision-making, is an extremely important consideration in implications of the *Dynamic Model* for derivative writing. At some point in the process (or even at multiple points), as illustrated in Figure 3, an L2 writer may decide to import the text of another writer into his/her own text. The result of such a decision made in the writing process is a derivative text, which is derivative to whatever extent the writer has decided to import text (T^d). The text may be minimally derivative, or it might be entirely derivative, perhaps with token acknowledgement, perhaps with no acknowledgement whatsoever. Another result of this decision is that the L2 writer is no longer the participant in the interactive discourse community that he/she is claiming to be, again, to whatever extent (an) exterior text (s) has/have been imported into the given writing context. Then, no longer is the interaction one involving only the reader and writer, and no longer is such interaction mediated by only one text (unless an entire, single text of another author is imported). The sought after interaction between reader and writer has become disrupted through an act brought about by the writer's agency.

3.9.2.2 Disruption of the Reader-Writer Interaction

Figure 3 illustrates the disruption of the reader-writer interaction which occurs when an L2 writer appropriates text without acknowledgement. The sought after interaction between reader and writer becomes an interaction between the reader *and* writers exterior to the given writing context. It becomes an interaction now between writer, reader, and one or more writers (and their texts) who would not have been participants in the current writing context if their texts had not been imported into the interchange. The authors of the exterior texts become unwilling, and likely unacknowledged, participants in an interaction which should have been between reader-writer only, excepting the acknowledged importations of (brief segments of) exterior texts (or text ideas) according to discourse community standards.

No longer is the interaction mediated by the text of the writer only. The interaction becomes mediated through the student's text (unless the student produces no text at all of his/her own) *plus* the text of writers who should have been external to the current writing context. This disruption of the reader-writer interaction is significant since it also disrupts the discourse community (the "space" surrounding the text) of which the reader and writer are members. The domain surrounding the text, which had been reserved for members of a discourse community (or sub-discourse community), is intruded upon as a result of the writer's decision (agency) to appropriate text.

3.9.2.3 Disruption of the Discourse Community

The disruption which occurs as a result of a decision to appropriate text is an intrusion of sorts, especially when the writer is aware that genuine interchange is being sought, and that unacknowledged importation of another text is unacceptable by the discourse community in this interchange. It is the writer's decision, made possible by a writer's agency, which has brought about this intrusion of an external influence, and whether or not this intrusion is discovered, a disruption has occurred, a falsification of genuine, intellectual, productive interaction which the writer intends to use in his/her attempt to retain membership, or to gain fuller membership in the discourse community.

The expertise which the writer could have offered in genuine interchange is hindered or even lost by the disruption. The relationship between community members is affected negatively if and when the derivative/plagiaristic writing is discovered. Potential contributions to the community are negated. A writer had the option of contributing his/her own text and work to the interchange, but chose instead to submit material which had already been submitted to an interchange in another writing context. And if a writer is sanctioned by or expelled from his/her discourse community for such a contravention of community ethics and conventions, then further contributions to that community will be severely limited if not impossible in

the future, especially when the academic contraventions become a permanent part of a student's academic record. Therefore, not only has the process of learning through productive interchange been thwarted, but potential future contributions have also been cut short.

True, an undiscovered derivative/plagiaristic text may yet facilitate entrance of a participant (the writer) into discourse community interchange, yet that entrance will not have been made based upon the standard requirements--acquiring the knowledge needed to participate in the community dialogues, sharing, reformulating, and adding to that knowledge through meaningful communication and discourse. This type of disruption might seem relatively unimportant and innocuous when non-life-threatening, relatively unimportant issues of a discourse community are at hand. But when members of the medical community are submitting non-existent data on cervical cancer in falsified, derivative published research articles in important journals, the medical community is justified in expressing outrage (Marshall 1998). Or when presumably original genetic engineering experiments are found to be based on another previous experiment with no acknowledgement of the same, and when the published version of the experiment's results contains a text structure borrowed (along with language "chunks" and study conclusions) from the text of the previous article (Xiguang Li and Liang Lei 1996; Pan et al 1994; Misra and Gedamu 1989), then it becomes clear how essential it is to discourse community interchange that participants truthfully represent what their contributions are, and that they honestly report data from experiments which they have actually conducted, using language and text structures which have been crafted by themselves instead of copied from others. Discourse community members rely on interchange with other community members for information which is accurate, unfalsified, and genuine. Anything less inhibits attainment of discourse community goals. Falsification of the reader-writer interchange represents a serious disruption to any reader-writer relationship and any discourse community.

A negotiated text is the basis of an interchange, the shared domain of reader-writer interaction, and removal of this basic component of the reader-writer interchange results in serious consequences for the discourse community including undeserved access to the community and membership privileges for an undeserving derivative writer, false information which may be disseminated throughout a community, undeserved recognition for accomplishments which are not those of the plagiarist/derivative writer, hindered productivity and growth of community constituents, wasted time of community members in evaluating a redundant, derivative text which has been copied instead of created, and unfairness to community members who abide by that community's standards, seeking the benefit of the community rather than selfishly seeking personal gain at the community's expense.

3.9.2.4 The Independence of the Decision-Making Processes Involved in Plagiarism and Textual Appropriation By L2 Writers

Hopefully, the current work will present information to facilitate an understanding of the decision-making process involved in plagiarism and derivative writing by L2 writers in ESL contexts. Although Matsuda's dynamic model has been shown to have important implications for the current work, these implications by no means reduce the importance of the many complex elements involved in a writing context where an L2 writer decides to appropriate text. The proposed explanatory variables of textual appropriation as a survival strategy, L1 writing ability, knowledge background, instructional background, and L2 proficiency should be seen as components in a dynamic theoretical model which seeks to explain why L2 writers appropriate text in certain ESL contexts. Of course, there is a conscious decision by the writer to appropriate text, but possible influences in this decision-making-process include the more general elements from the previous static model, elements not excluded by the dynamic model, but rather re-incorporated, and re-explained, and perhaps re-categorised, for example, as being a possible immediate influence variable, or a background explanatory variable.

Linguistic explanations for derivative use of language by an L2 writer might exist. It could well be that many cases of plagiarism and textual appropriation are cases in which an L2 writer was attempting to compensate for linguistic deficiencies. For cultural or educational background-related reasons, an L2 writer might lack the appropriate knowledge needed to avoid plagiarism, in which case the appropriation might be better termed as simply *derivative* writing. In such a case, an initiation into an academic discourse community would entail acquisition of plagiarism-avoidance techniques and skills or acquisition of basic English language proficiency if this is needed to productively engage in interchange through the medium of text in a discourse community. Students from various backgrounds, linguistic, cultural, or educational, are potentially valuable contributors to a discourse community who, if successfully initiated into that community, will be able to participate productively in the various dialogues, interactions, and interchanges toward the furtherance of community goals. As discussed previously, a decision to appropriate text will disrupt this potential contribution to the community.

Thus, the current model concedes possible influences from writers' backgrounds, but in the immediacy of a writing context, it is the influences at hand which influence decision-making, and background influence variables are not necessarily what results in a decision to import an exterior text into a reader-writer interchange. There is a complex interplay of various influences within a dynamic context which do not result in a "mechanistic" response by a writer, but a process of decision-making which according to the current model gives pre-eminence to *immediate* influences and concerns affecting the writer.

If the decision-making-process is represented as a sphere, within which are many simultaneous thought patterns, this overall process can be seen as being influenced by variables such as linguistic constraints, previous instructional backgrounds, cultural orientations, and, most importantly, by immediate influence variables, but within this sphere, the process is shielded by the agency of the writer, keeping the decision-making-processes and operations under the full control of the

writer, not affected by extraneous variables to a degree where the writer loses his/her *agency* in the decision-making process. The agency of the writer gives him/her control over what he/she allows to enter into the decision-making process as illustrated in Figure 4.

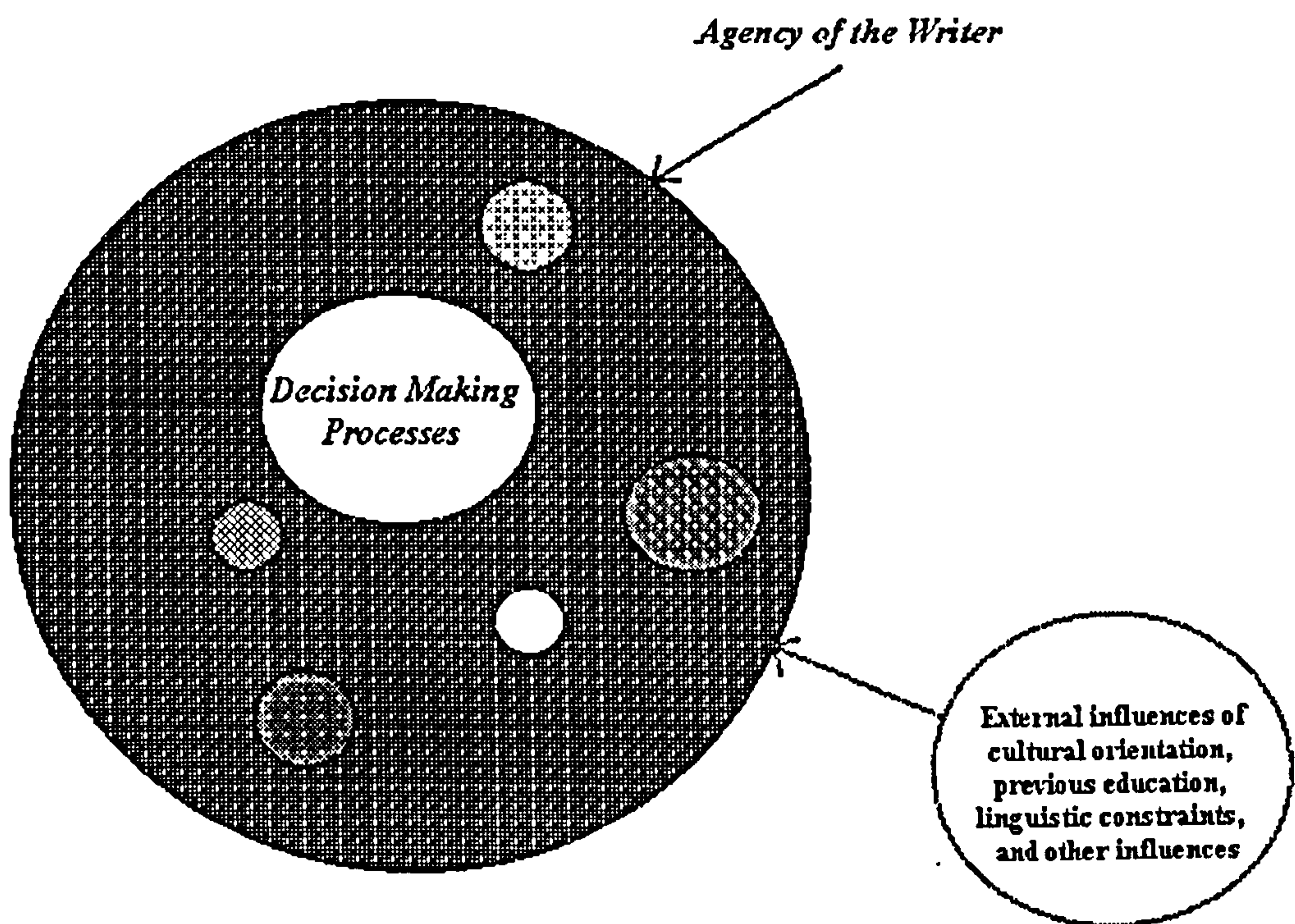


Figure 4: The Agency of the Writer in Writing-Process-Decision-Making

Thus, the decision-making-process is shielded or protected by a writer's agency, and although he/she may be influenced by linguistic, cultural, educational, or immediate influence variables, he/she is not bound as a pre-programmed writer to produce a predictable text structure in a machine-like, mechanistic fashion. The agency of the writer prevents this and allows the writer to deviate from influences, whether from the writer's background or whether originating within the immediate context's dynamic variable interactions. The result is potentially a creation of a new text (unless derivation is opted for), within a new, dynamic context involving the writer's interactions with the reader.

3.9.2.5 Textual Features Resulting From the Decision-Making Processes Involved in Derivative Writing Contexts

Matsuda concluded his article introducing the dynamic model by asking a number of questions. One of these questions was "How is the [decision-making] process reflected in the textual features?" Along with explaining the decision-making processes involved in cases of plagiarism and derivation in ESL contexts, the current study will seek to present the textual features which result from decisions to appropriate text.

Others who have researched plagiarism and derivative L2 writing-related issues have found that the textual features resulting from a decision to appropriate a text include a mixture of language from various sources in a "jigsaw" fashion (St. John 1987), or a borrowing of a published text's structural framework for use as a template in the "new" text with subsequent "plugging in" of either falsified or original data (Xiguang Li and Xiong Lei 1996, Marshall 1998), and others have found synonym-substitution-type textual features of a text with copied phrases and sentences resulting from a decision-making-process over the course of an academic term in which a reader (evaluator-teaching assistant) was led to believe that a student had improved her writing, when in fact, she had begun and continued a process of textual appropriation (Currie 1998). She was copying text from assigned readings, making minimal changes in a synonym-substitution (Fanning 1992) fashion.

The text produced in a writing context is a representation of and result of the decision making processes which have taken place over the course of reader-writer negotiations and interactions within their respective discourse communities. A text comprises, therefore, in a sense, the *surface* features of those cognitive and metacognitive processes which have occurred in the writer's mind, facilitated by the social strategies used in interacting with the reader (s) and other discourse community members. Hopefully, the student survey of conceptualisations of and attitudes toward plagiarism will illuminate the thinking processes behind the use of derivation as a writing strategy. And hopefully, through the case study component of

the current work, those textual features resulting from a decision to appropriate text will be explained in relation to what actually goes on in a writing context where a derivative writer has imported an outside text into the reader-writer interaction.

3.10 Summary and Concluding Remarks to Chapter 3

In this chapter an attempt has been made to develop a theoretical framework from existing L2 writing theory to explain the relevant, significant variables and influences involved in cases of derivation and plagiarism in ESL contexts. It has been suggested that the explanatory variables of writing as a survival strategy, L1 writing ability, knowledge of L2 convention, instructional background, and L2 proficiency, variables which have been useful in explaining other L2 writing problems, are relevant in developing a theoretical framework which also accounts for the dynamic interaction of not just these background influence variables, but also the immediate influence variables in a writing context, which occurs at the juncture of reader-writer backgrounds. The major premises of the proposed theoretical framework suggest that writing takes place in a dynamic discourse community context, and that there is a text-mediated reader-writer interaction occurring at the juncture of reader-writer backgrounds. The interaction of variables within this context results in a decision-making process of the writer, which leads to production of a text. Such text may be a derivative text, exhibiting the textual features which are characteristic of derivation, when variable interactions (immediate and background) result in a writer's deciding to appropriate the language of (a) source text (s).

However, despite the possible influence of explanatory variables, both immediate and background influences, within a writing context, it may be possible that the *immediate* influences of a writing context might be of greater significance in explaining the derivative writing of ESL students.

Other premises of the current theoretical framework propose some possible reasons that derivation might be adopted as a writing strategy. A lack of knowledge of L2 academic convention, and unfamiliarity with academic cultural expectations in

written representation might lead to the use of derivative writing strategies, especially if the instructional background and L1 academic culture differed from the L2 academic context with regard to citation conventions. Possibly, derivative use of source texts may even have been encouraged in the L1 context as a desirable writing strategy, inculcating the values of imitation and memorisation of model, framework texts. The L1 academic culture might also have had a different set of values with regard to perceptions of text, teachers, and authority, and the respect/veneration due to such texts and authorities. Also, the current theoretical framework proposes the possibility of significant immediate influences within L2 writing contexts, extending the dynamic model's suggestion of such in the form of the current work's immediate influence hypothesis. A writer's agency in writing-process-decision-making has also been applied within the contexts of derivation and plagiarism by ESL students.

The premises proposed in the construction of a theoretical framework to explain derivative writing in ESL contexts are a useful starting point, building on the insights from previous research into L2 writing problem areas and difficulties. But these premises, as well as the current theoretical framework, are subject to revision as new insights become available from analyses of case study data, survey results, and further contemplation of the variables and influences observed in the real-life domains of actual writing contexts in which the decision-making-processes, attitudes, conceptualisations, knowledge, social strategies, cognitive/metacognitive skills, and linguistic abilities of students interact (along with other potential factors) with each other in a dynamic, text-mediated reader-writer interchange situated within the *space* allotted by a given discourse community.

4 Derivative Writing Dynamics Continued: Theory Corroboration and Modification¹⁸²

4.1 Introduction

The fieldwork data presented in the appendices to this thesis consists of results obtained from conducting 3 questionnaires and from analysing cases of plagiarism/derivation involving ESL students. Patterns emerged in alignment with predictions that there would be characteristic textual features of derivative texts resulting from decision-making-processes involving the use of derivation as a writing strategy. From the case studies, L2 texts were obtained to support, corroborate, and in some instances modify the tentative theoretical framework, and to complement the questionnaire data. The fieldwork data demonstrates clearly that derivation is a strategy used by some ESL students, particularly by students with a limited English proficiency. For such students, derivation becomes not just a mere composing strategy, but a *survival* strategy within an academic writing context within which it may have become extremely difficult to participate in a text-mediated reader-writer interaction without resorting to strategies outside the discourse community conventions. Some students lift text because it is perceived to be their only alternative, other than not producing a text at all. They might be incapable of paraphrasing a text in the L2 because of a limited vocabulary, a limited lexical proficiency, an unfamiliarity with the terminology of the discourse community, and this might leave them feeling that they are an outsider or "alien" to the community in which they wish to participate and interact in a productive and mutually beneficial interchange.

The fieldwork data suggests strongly that the immediate influence hypothesis is significant in explaining cases of derivative writing involving ESL students, and that while linguistic, cultural, and educational backgrounds can possibly explain certain attitudes toward and conceptualisations of plagiarism/derivation/textual

¹⁸² Chapter 4 will be extensively cross-referenced with the fieldwork appendices in order to support claims and statements made, to refer readers to more specific data and details, and to integrate the volumes of this thesis.

ownership/citation conventions, such backgrounds do not sufficiently account for immediate influences and variables in a *current* writing context, for example the time-constraints of many writing tasks, lack of confidence in writing/linguistic ability (possibly induced by adverse social interactions or negative criticism from an evaluator), students' developing ethical orientations, a writer's agency in decision-making, and developing conceptualisations/definitions of plagiarism.

In this chapter, the dynamics of derivative writing will be discussed further, and the theoretical framework proposed in chapter 3 will be corroborated and modified where necessary based on an analysis of information and data obtained from the fieldwork investigations conducted as part of the current study.

First, before presenting the revised theoretical framework and going into the specifics of the fieldwork data, a general summary will be given of the results preparatory to discussion and detailed application. There was a very small minority of the postgraduate overseas students in this study for whom plagiarism was a novel concept, but the majority had encountered the concept of plagiarism before ever coming to Great Britain, and the majority of students gave good definitions of plagiarism, demonstrating an excellent understanding of the concept. The students were very adamant about their views on plagiarism as being a "wrong" thing to do, and *ownership* was the ethical orientation which for more than half of the students, explained why plagiarism was unacceptable. *Fairness, individual responsibility, and honesty* were the next most frequently mentioned ethical orientations expressed by students to explain why plagiarism is wrong.

But despite their current, existing ethical orientations toward plagiarism, questionnaire results reveal that most students went through a process of developing their views and orientations. Just over half of the 135 ESL student participants had "plagiarised" before, or they had committed what might be interpreted as an act of plagiarism. But for most of the students, the derivation/plagiarism had been done out of a lack of knowledge. They did not know that what they were doing was plagiarism-related, and that it might be considered wrong or dishonest. But over

time, through further development of their views, these students came to appreciate the importance of avoiding plagiarism, especially when they themselves became teachers or thesis supervisors who were responsible for guiding others in their writing tasks.

A number of students had appropriated text to obtain a good grade or high marks (14%), or because they did not have time to do the assignment themselves (25%). Others had appropriated text for reasons related to L2 proficiency and a lack of confidence in their English language abilities. 22% of these students thought that L2 proficiency was an important variable in derivation/plagiarism cases involving a NNS. The picture emerging from early analyses of student questionnaire data was one seeming to indicate that many of these students had appropriated text before, but with further development of their understanding, and with further development of their L2 writing ability, they came to have quite strong views on why plagiarism is a *wrong* thing to do. Instructional background played a very important role in these students' understanding of plagiarism. Most had solidified their views before coming to the UK, but for a small minority, their preessional EAP course experience in the UK was their first encounter with the concept of plagiarism.¹⁸³

From the vantage point of teaching, perspectives related by master's programme course co-ordinators and EAP specialists were quite similar to student perspectives with the main difference that these teachers were on the receiving end--rather than the producing end--of the textual derivation/appropriation. Both course co-ordinators and EAP specialists saw ESL students as using derivation as a strategy for covering up weak language skills, although many respondents mentioned that derivation by ESL students might often be done for the same reasons that L1 writers appropriate text--a desire to get higher marks, laziness, dishonesty, and so on. Some saw no difference at all between derivation by L1 writers and derivation by L2 writers. Others speculated that cultural background was an important variable and

¹⁸³ For at least two students, the study questionnaire was the first experience with the concept of plagiarism.

that students might come from cultures which encouraged a veneration for the written word or the academic authorities who made authorial pronouncements, resulting in students being hesitant to change the wording of a published text or the wording of an acknowledged and respected academic authority.

Course co-ordinators and EAP specialists had numerous anecdotes to offer on derivation and plagiarism by L2 writers, but the most valuable data obtained in this study, at least from the perspective of the current researcher, are the student texts obtained from master's programme course co-ordinators which contain verifiable instances of derivation and plagiarism. Five such cases were analysed, several cases including more than one derivative project or writing task. These instances of derivation/plagiarism included a dissertation (unsuccessfully submitted for a master's degree), 4 research projects, and 2 exam essays, all at the master's degree level of postgraduate study. These cases provide invaluable, practical illustration of the theoretical principles proposed as being relevant in explaining derivative writing from existing L2 writing theory and perspectives, and they complement the questionnaire data, suggesting along with the data obtained by surveying students and teachers that minor modifications of the proposed theory are needed. These instances of derivation/plagiarism range from relatively minor instances of textual appropriation to plagiarism on an extensive scale. Some of the derivation involved direct verbatim copying of large "chunks" of source material, while other instances involved synonym substitution and paraphrase intermingled with copied source text in a hybrid language mixture. Deceitful attempts to disguise plagiarism are evident in these instances of derivation, for example, through skilful recontextualisation using attributive phrases, but no quotation marks to indicate language copied verbatim from source texts. And copying errors were discovered which are similar to the types of errors made by Hebrew scribes who copied religious scripts in antiquity. Such errors reveal the mechanical nature of some copying which takes place when

writers compose a derivative text, recontextualising large "chunks" of language from source texts which they have not understood.¹⁸⁴

The survey data and student texts obtained from fieldwork investigation are solid evidence that derivation is used by L2 writers as a survival strategy to compensate for linguistic deficiency and inadequacy in the L2, or to compensate for a *perceived* (by students themselves) linguistic deficiency which has resulted in a student lack of confidence and possibly in high levels of writing anxiety. These cases demonstrate that L2 proficiency is a highly significant explanatory variable in understanding derivation in ESL contexts. Both L1 and L2 writers appropriate text because of a lack of knowledge or an "ignorance of suitable procedures", perhaps because of an L1 *or* L2 instructional background which did not equip them with knowledge for avoiding plagiarism, and perhaps because of similar desires related to obtaining better marks, indulging in lazy behaviour patterns, and simply avoiding an uninteresting writing task topic. However, it seems that L2 writers alone appropriate text for reasons related to linguistic proficiency in the L2. Much support exists in the fieldwork data obtained in this study for the proposed theoretical premises and the underlying explanations for derivation and plagiarism in ESL contexts. However, minor modification of this theory will be proposed shortly, mainly toward strengthening the existing model's components and elaborating in more detail on the theoretical premises underlying the current work. Following this, discussion and presentation of supporting evidence from the fieldwork will be given in relation to the modified theory after a brief discussion of the pilot study results.

The modifications to the theoretical model of the current work are not extensive. Rather, they are additive in that the theory has been refined, and the specific components of the dynamic model approach have been strengthened to highlight the agency of the writer in writing-process-decision-making, the significance of L2 proficiency as an immediate influence explanatory variable, the

¹⁸⁴ The similarities between student copying errors and scribal errors and the significance of these similarities will be discussed shortly.

disruptive nature of derivation as an importation of exterior texts and authors into the reader-writer interchange, the importance of considering the immediate context of a writing task in explaining observed writing problems, the possible influences of L1 writing successes on L2 writing contexts where (perceived) failure is imminent, the necessity of possessing the appropriate cultural knowledge, the specific features which are characteristic of derivative texts, and the importance of protecting discourse community interchange at both the community *and* individual levels. The modified theoretical model, corroborated by the results of the current investigation to be presented in this chapter, is as follows.

*A Corroborated and Modified Dynamic Model of Derivative L2 Writing in ESL Contexts*¹⁸⁵

General Theoretical Premises

1. Writing takes place within a dynamic discourse community context in which there is a text-mediated reader-writer interaction occurring at the juncture of the reader-writer backgrounds. When unacknowledged derivation occurs within a writing context, the interaction remains text-mediated, but the interaction is imposed upon and disrupted by (an) exterior text (s) and (an) exterior author (s). *This disruption results directly from the writer's decision to import an exterior text into the reader writer interchange.*
2. The explanatory variables for L2 writing problems such as plagiarism and derivation of text are not independent but inter-dependent; there are inter-relationships between/among the variables within a dynamic discourse community context. For the purposes of the current work, explanatory variables may be categorised as being background influence explanatory variables, or immediate influence explanatory variables. These two categories might in some instances overlap, and they are not mutually exclusive, but whereas a background influence variable may become an immediate influence within a writing context, there are certain immediate influences within a dynamic context which are not directly attributable to a writer's background.
3. Derivation of text is an L2 writing strategy which is sometimes adopted by ESL students (and sometimes by professional NNS L2 writers), based on the possible influences and interactions of both background explanatory variables and immediate influence variables within a writing context. However, it is hypothesised that the immediate influence variables within a given context may possibly be of greater significance than background explanatory variables in explaining student writing behaviour. *Thus, the immediate context of writing itself must remain central to explanations of observed writing behaviour, and such explanation must focus on how the writer decided to respond to the features of a given writing task.*

¹⁸⁵ Modifications and additions are given in italics. Refer to section 3.1 (pp 136-138) for the original theoretical principles which were proposed.

A formulaic representation of derivative text composition:

T	=	text
W	=	writing output, or the composing of the writer
A	=	agency of the writer
B	=	background explanatory variables
I	=	immediate influence explanatory variables
ST	=	source text
d	=	the extent to which a text is derivative

Writing is a function of an author's agency in writing-process-decision-making, influenced by background explanatory variables and immediate influence variables (such variables being under the control of the writer's agency) as depicted below:

$$T = W (A (B + I))$$

However, in a derivative writing context, unacknowledged imported source text is added to the equation, and the text produced by the writer (T) becomes derivative (d) to whatever extent source text (ST) has been imported into the interchange as depicted below:

$$T^d = W (A (B + I)) + A (ST1 + ST2 + ST3 \dots)$$

If the writing output of the writer is equal to zero ($W = 0$), then the text is entirely derivative, a compilation of source text (s), but such importation of exterior texts into the reader-writer interchange is still under the control of the writer's agency as depicted above.

Specific Theoretical Premises

- A. Derivation of text might be adopted as an L2 writing strategy when a writer has little or no positive transfer of skills and strategies from the L1 writing and instructional background to draw upon. *But an L1 writing background might also be influential in the sense that a student with past successes in L1 writing, might resort to derivation out of frustration and perceived failures in an L2 writing context.*
- B. Derivation of text might be adopted as an L2 writing strategy when there is a lack of knowledge of L2 convention due to an instructional background and an L1 academic culture which had differing conventions and expectations with regard to acknowledgement and citation of sources. *In an ESL context, the writer may not possess the appropriate cultural knowledge needed to function acceptably in an L2 discourse community with regard to that community's conventions for written representation of community dialogue and interchange.*

- C. Derivation of text might be adopted as an L2 writing strategy when such derivative use of sources has been taught and encouraged in the L1 instructional background, or if the L1 academic culture of students' backgrounds inculcated differing values with regard to plagiarism and originality. *However, a writer's agency in decision-making means that a writer is not constrained to mechanically produce a text according to past experience. The writer is free to respond in a unique, new way to a new dynamic writing context. It might be conceded, however, that a writer might be more prone to rationalise the use of derivation strategies if such have been allowed in a previous instructional background.*
- D. Derivation of text might be adopted as an L2 writing strategy in an attempt to compensate for (a perceived) linguistic deficiency and inadequacy in the L2. *This seems to be the most significant influence in derivative writing contexts. Linguistic deficiencies and inadequacies, especially when criticised by evaluators in what might be characterised as an adverse social interaction between reader-writer, can result in a tremendous influence on a writer to employ strategies of derivation in order to improve the quality of English written expression through copying. Within a writing context, a limited linguistic proficiency can apparently become the most influential immediate influence in that context, at least as far as a decision to appropriate text is concerned.*
- E. Derivation of text might be adopted as an L2 writing strategy when writing-task-induced anxiety and low self-confidence (possibly resulting from adverse social interactions) hinder the writer's perceived ability to participate successfully in the text-mediated interchanges of the discourse community. The features of a writing task itself might increase such writing anxiety and low self-confidence, for example in a time-constrained essay exam context. *It seems that writing anxiety and low self-confidence might have a strong correlation to language proficiency, but this does not necessarily mean that only students of low proficiency will undergo writing anxiety and low self-confidence in writing ability. Equally as clear is the fact that limited English proficiency students are not the only ones to employ strategies of derivation when composing.*
- F. When derivation of text occurs within a given writing context, a disruption of the reader-writer interaction occurs along with a disruption of the discourse community at large. This disruption happens as a result of an exterior text's (and an exterior author's) having been imported into what should have been a genuine, text-mediated interchange between reader and writer. *Prevention of plagiarism and the use of derivative writing strategies should focus on the reasons which influence writers to import text, the underlying motivations for derivation from sources exterior to the reader-writer interchange.*

- G. In spite of the importance of background explanatory variables, linguistic, cultural, and educational backgrounds alone are insufficient in explaining L2 writing. A writer's agency makes possible the independent decision-making processes in composing, and thus the responsibility for the decisions made in composing belongs to the writer.
- H. A derivative text resulting from a writer's decision to appropriate the language of source texts will contain certain features which are characteristic of derivative use of language, and such features will possibly identify a text as being derivative in nature. *Observed features from the current investigation include the following:*
1. *Odd disjunctures or breaks in the text's discourse.*
 2. *Awkward recontextualisations of language "chunks" from other texts.*
 3. *Shifts in grammar and style, and mixtures of fluent source text language with less fluent "non-native like" student language.*
 4. *Mistakes, copying errors, and informational incongruencies.*
 5. *Lack of citations and in-text referencing (but also observed were instances of attributive referencing which introduced unacknowledged, copied text, disguising the fact that copied text was being presented).*
- I. Derivative textual features may be present in the text of a writer who is attempting to learn the terminology of a discourse community to which he/she is a newcomer. By copying words and phrases, the writer is gaining lexical proficiency in the terminology of the discourse community. *However, the writer must accept responsibility for such derivation if he/she is to continue as a contributing member of that community. Writers who do not accept such responsibility, may forfeit their community membership privileges as a protection for the discourse community interchange as a whole, and also as a protection for the rights/privileges of individual community members.*

4.2 Discussion of Pilot Study I and II Results In Relation to the Dynamic Model

In Pilot Study I (P1)¹⁸⁶ involving four NNS overseas postgraduate students, several important observations were made with regard to the group dynamics at work in text-mediated interactions within a discourse community. First, the sense of community was an important factor in students' decision making. In Table 2 (appendix 2.2.1.2.3.10, p 28), which summarises P1 student responses to explanations of why plagiarism should be avoided, the point of group convergence or consensus seems to be explanation C, which explained plagiarism as being wrong because of the adverse consequences for the academic community. Explanation C was the only explanation rated by all four students with a 3, 4, or 5, while the other explanations had no such group consensus.

Another area of consensus or convergence of group opinion was evident in Table 3 (app 2.2.1.2.3.11, p 29) which reported the results of students' responses to statements on plagiarism. Statement D, "If I knew that another student in the class was planning to plagiarise, I'd try to persuade him or her not to plagiarise" seemed to be one of consensus, therefore indicating that encouraging loyalty to the group or community might be a desirable feature of group dynamics and interactions, at least with these four students in P1.

Briefly, these four students in P1 had an excellent understanding of the concept of plagiarism (app 2.2.1.2.3.1, pp 24-25), and their ethical orientations centred on Ownership and Individual Responsibility (app 2.2.1.2.3.2, p25). Their academic writing backgrounds illustrated that some educational backgrounds do not emphasise the avoidance of plagiarism, and as a result, "students resorted quite often to plagiarism" in an institution from one of the P1 student's instructional backgrounds (app 2.2.1.2.3.3, p 25-26). This particular student indicated that she had come from "a rather neglected teacher training college in a smallish city" where "the norm was plagiarism, and the exception was some original work" and she suggested that universities in larger cities might have had a better quality of writing instruction.

¹⁸⁶ For the P1 and P2 results, refer to appendix sections 2.2.1.2 and 2.2.1.3 (p 9, p 30).

Another one of the students had never encountered the concept of plagiarism until coming to do postgraduate work in Edinburgh.

These varied instructional background experiences illustrate that a new academic context will require adaptation and re-orientation to new dynamic writing contexts. That such adaptation and re-orientation can be successfully achieved, even by students from quite different educational backgrounds, is attested to by the fact that the student from the "rather neglected teacher training college" where "the norm was plagiarism" has since gone on to complete her PhD degree.

No broad generalisations can yet be made from this small initial pilot study, but the results do suggest that group loyalty and consequences for the discourse community are factors in the decision-making-processes of L2 writers. The results also suggest that L2 writers might employ strategies of derivation out of not knowing how such strategies will be perceived. As a P1 student said, "You do have to come and live and study in an English speaking country to realise the seriousness of the offence exactly because of different perceptions of plagiarism" (app 2.2.1.2.3.7, p 27). This view was also echoed in the reasons students gave to explain past use of derivation strategies: "I plagiarised because I didn't know any better" (app 2.2.1.2.3.9 p 27). But a lack of linguistic or lexical proficiency might also have been a factor, since the same student also said "I have plagiarised because I didn't think I could have put it in a better way."

Such responses give some idea of the dynamic interactions taking place in new writing contexts: the loyalty to the group, the instructional backgrounds where "plagiarism was the norm", the successful adaptation of students from such backgrounds to new writing contexts, the linguistic and lexical challenges of writing in the L2.

In Pilot Study II (P2), a larger population of ESL students was surveyed. Thirty students enrolled in the University of Edinburgh's pre-sessional EAP courses completed the revised P2 questionnaire. The students in P2 had a generally good, basic, or even ideal understanding of plagiarism, and only 5 students were rated as

having a poor understanding of plagiarism, while no students were rated as having no understanding at all of the concept (Table 5, app 2.2.1.3.3.1, p 44). Ownership was the ethical orientation used by 50% of these students to explain why plagiarism is wrong, followed by Academic Consequences, Individual Responsibility, Fairness, and Honesty (Table 6, app 2.2.1.3.3.2, p 47).

The students had come from a variety of instructional backgrounds, and their current views had developed over the course of time throughout their educational development (app 2.2.1.3.3.3, p 50; app 2.2.1.3.3.4, p 51). Eleven (37%) of the students in P2 had "plagiarised" before, and their responses as to why they employed such strategies of derivation give some further insight into the variables interacting within dynamic writing contexts. Some students who had lifted text before, indicated that they were not aware that what they were doing might be construed as being plagiarism, and that such behaviour could be seen as being wrong or dishonest. At least one of the students employed derivation strategies in the hopes of getting higher marks. Four students stated that they did not have time to complete the writing task themselves (Table 7, app 2.2.1.3.3.8, p 56).

It seems that as suggested earlier in developing the current theoretical framework, the initiation into a discourse community, entailing acquisition of discipline-specific knowledge and the terminology of the discourse community, may have been a variable for at least one student in P2 who wrote "I had to do a report about general subject. But it was impossible to do it by myself in short time because I didn't have much knowledge about that subject. So, I combined materials for my report."

This student also cited not being able to "use English so well" as another factor, so not only is initiation into a specific discourse community a variable along with acquisition of knowledge (most likely including specific disciplinary terminology), but linguistic proficiency seems to be a concern for this student as well, as does the perceived "short time" allotted to complete the writing task.

It was predicted in the theoretical framework outline that there would be certain features which would identify a derivative text. Although there were no texts from P2 students to analyse, there were comments by P2 students on derivative texts which they had produced, for example, the student who stated he had "combined materials" for a report, and another student who chose "specific sentences out of a book" to incorporate into a text.

So although one cannot say with certainty that such texts produced by P2 students exhibited derivative features and characteristics, one can say that the compilation of materials from other texts and the lifting of specific sentences most probably did result in at least some of the predicted odd disjunctions, awkward recontextualisations, shifts in grammar and style, mistakes and copying errors, and absence of referencing which were predicted and observed in the cases for which texts were available for analysis in the current study.

Once again, as in P1, the P2 participants indicated that Consequences for the Academic Community were important. This explanation of why plagiarism should be avoided represented the group consensus with regard to the favoured ethical orientations one might have toward plagiarism (Table 8, app 2.2.1.3.3.9, p 58). And once again, as in P1, these P2 students felt strongly about persuading a fellow group member not to plagiarise, but in P2, the strongest rating was given to Statement A, indicating that these students are inclined to become angry, feeling it would be unfair if a fellow student were to plagiarise (Table 9, app 2.2.1.3.3.10, p 59). Further confirming the group loyalty factor, these students would likely not report a plagiarist, despite the strong feelings they may have about such behaviour. Perhaps it is a case of group loyalty, the concern for the community's well-being, outweighing any desire for recrimination and castigation.

The P2 results illustrate the variety of ways in which students come to develop their views on plagiarism (app 2.2.1.3.3.4, p 51), and they suggest that whatever the previous experience, a point will be reached where plagiarism is seen as being a *wrong* thing to do (based on Ownership, Academic Consequences, Individual

Responsibility, Fairness, and Honesty orientations), as not being situationally relative, as being a behaviour which arouses emotions and feelings of anger when committed by classmates, and as being a writing strategy which was used only when students lacked knowledge of the dishonest nature of plagiarism, when they were pressed for time, when they wanted higher marks, when they were pressured by discourse community initiation constraints, or when they faced linguistic and lexical constraints.

The results of both the P1 and P2 studies are in line with the theoretical framework proposed to explain the phenomenon of derivative writing by ESL students. Indeed, these results support the premises stated earlier, that writing comprises a text-mediated interaction within a discourse community context, that derivation is a strategy used when positive transfer is limited, when knowledge (of either conventions or subject matter) is lacking, when an L1 instructional background encouraged plagiarism as being "the norm", when linguistic difficulties occur ("they can't use English so well"), when a writing task produces anxiety and low self-confidence (as in time-constrained tasks), and that a derivative text will possibly present features and characteristics identifying it as being derivative in nature (indirectly supported by P1 and P2 results from student descriptions of derivation).

These pilot study results presented a tentative picture of things to come as the theoretical framework was developed, expanded, and modified in the course of data collection and evaluation. Grounded firmly in the emerging data comprising student questionnaire results, teacher survey results, and case study results, the theoretical framework was undergoing a transformation from a few statements on why strategies of derivation might be employed by ESL students to both general and specific premises which were grounded in the reality of derivation as a student composing strategy in various dynamic writing contexts. As a precursor to the next stages of the investigation, the P1 and P2 studies were a source of initial disappointment (from low return rates), and then subsequent inspiration in suggesting how the student survey instrument could be usefully modified, and how the raw data could be

analysed and organised so as to present an accurate, reliable, and valid explanation and representation of the explanatory variables involved in cases of derivation/plagiarism involving L2 writers in ESL contexts.

4.3 Case Studies and Survey Results: Possible Evidence for the Dynamic Model's Immediate Influence Hypothesis

Matsuda's criticism of a *Static Model* contrastive rhetoric based approach is that "uncritical proponents . . . assume that the organizational structure of L2 text is the sign of the ways of thinking that are specific to the linguistic, cultural, or educational background of the writer." Such an uncritical approach is a major pitfall to avoid in analysing L2 texts and problems associated with L2 writing. Yet this pitfall seems to have become a stumbling block to several researchers who have commented on the plagiarism related difficulties of ESL students.¹⁸⁷ Uncritical proponents coming from a static model-influenced perspective see the problem as being essentially a "way of thinking" or to put it in their terms, an ideology which is specific to the writer's background. But what such uncritical proponents of static theory are ignoring is that many ESL students, Western and non-Western, employ derivation as a writing strategy, and that many L1 writers employ such strategies as well. Is it not a logical fallacy to maintain that L2 writers (or specific groups of L2 writers, i.e. Hong Kong students) have a "different" ideology or way of thinking because they have been observed to employ derivation/plagiarism strategies which also happen to be strategies which have been employed by L1 writers (as well as L2 writers from various backgrounds)?¹⁸⁸

A more critical approach is needed, one which recognises the fallacies of an uncritical static model influenced approach, and which explores the *immediate* influences of writing contexts where derivation has been employed by a writer to see why a writer's decision-making led to a response involving strategies of derivation.

¹⁸⁷ See especially Pennycook (1993, 1994, 1996) and Scollon (1993, 1994, 1995).

¹⁸⁸ The Aihua case, the Jendryczko/Drozd case, the Spanish scientists case, the Italian students case, all discussed in the previous chapter, demonstrate that similar patterns of derivation are employed across cultural, educational, and linguistic boundaries.

As Matsuda has concisely argued, a writer's identity cannot be equated with the writer's background (linguistic, cultural, educational), and "who the writer is" is not a determiner of a text's composition. Rather, to reiterate from Matsuda, "[t]he process of writing . . . can be seen as the process of deciding how to respond to the context of writing", such decisions being made possible by the *agency* of the writer. Identity does not equate with background. Ideology does not cancel *agency*. And to understand why a text exhibits features of derivation (or other problems), it is necessary to analyse the intentions of the student, it is necessary to consult the student, and it is necessary to offer a valid theoretical framework as a possible alternative to those advanced by uncritical proponents of static model influenced theory and ideology.

Chapter 4 will attempt to do just that, to suggest a theoretical framework which was developed as a result of studying derivative texts, and as a result of consulting both readers and writers from dynamic interchanges (reader-writer interactions) where derivation occurred.

The alternative to the static model view proposed in this chapter is the *Immediate Influence* hypothesis, proposed (indirectly) by Matsuda (1997), which suggests that the immediate influences, constraints, and concerns of a writing context are possibly more important and significant than a writer's background; although the background variables are an important consideration, they alone do not determine how a writer decides to respond to the constraints of a current, dynamic writing context. In this chapter, the results of the current investigation will be discussed and presented in an attempt to validate the proposed theoretical framework, which includes the immediate influence hypothesis. After a selective case study and questionnaire data presentation and discussion, the validity of the current theoretical framework will be re-assessed before concluding this chapter to move on to a discussion of implications and conclusions in chapters 5, 6, and 7.

4.4 L2 Proficiency: A Significant Immediate Influence Variable¹⁸⁹

A question might be posed as to how a variable such as L2 proficiency might be an immediate influence variable. It may seem contradictory to state that a variable such as L2 proficiency, resulting from a student's background, can also become an immediate influence variable. However, a simple observation will demonstrate that such a claim need not be contradictory when it becomes evident that the *Static Model* and the *Dynamic Model*, and their constituent variables, are not mutually exclusive (Matsuda 1997). As Matsuda argues, background explanatory variables are still "salient" features of a writer's decision-making-process, yet they alone do not account for the decisions made in a given context, where a writer is not a machine-like composer producing text in a mechanistic fashion, but a composer whose agency directs the process of determining and deciding how to respond to the constraints of a particular reader-writer interaction.

Claiming that L2 proficiency can be a background influenced variable capable of becoming an immediate influence variable is no contradiction, but an alternative way of perceiving a writing context. Consider that L2 proficiency is a variable which in a writing context may not be as quickly affected by a writer's agency. A writer can decide to adapt to educational insights and instruction received in a new academic context, thus over-riding any possible influences of background instructional variables. A writer can decide to do the same with any background cultural influences. But a writer cannot as easily override the variable of a limited L2 proficiency. He/she cannot say "I am not proficient in the L2" whereas he/she can respond, more quickly perhaps, to challenges of a cultural and educational nature. This is perhaps why L2 proficiency emerged as such a significant variable in the

¹⁸⁹ In responding to the BALEAP questionnaire, EAP lecturer Paul Fanning advised that, in theory, L2 proficiency was an important variable in plagiarism/derivation cases, but that "research is needed to show if it really is." One contribution of this current work is support for the L2 proficiency variable as being highly significant in contexts of derivation involving ESL writers. Fanning's insightful article on language plagiarism by ESL students (1992) was an inspiration to the current researcher, and his questionnaire comment (Fanning was one of the participants in the EAP specialist questionnaire) on the research which was needed to demonstrate the link between L2 proficiency and derivation/plagiarism was another inspiration at a point in this project when there was some uncertainty about the relevance of the study results.

current study, both in the case studies and in the questionnaire data. It is perhaps the variable over which a student has the least amount of control through agency in decision-making, and it becomes, therefore, the variable which was a major feature in cases where derivation was employed as a composing strategy.

In all of the cases of derivation/plagiarism analysed as part of this investigation, L2 proficiency was a component. Not all of the students were of extremely borderline proficiency. Only the students involved in cases 3, 4, and 5 (app 3.5, p 262; app 3.6, p 296; app 3.7, p 331) seemed to have had a limited proficiency in English. The students in cases 1 and 2 (app 3.3, p 180; app 3.4, p 187) seemed to have at least moderate levels of proficiency judging from their written work and from the evaluations of their supervisors and examiners. But it has already been suggested in the literature (Yao 1991) that even ESL students of higher levels of proficiency may appropriate text and that they may lack confidence in their linguistic proficiency in English, which suggests that in a writing context, a student's current proficiency level can become an influential factor in writing-process-decision-making. The proficient student in Yao's study selectively appropriated text, and she had a much higher level of proficiency than the LEP student in the same study who chopped up and re-combined source text language to form a hybrid-language text. Yet even cases involving ESL students possessing moderate to high levels of English proficiency might be related to L2 proficiency in an indirect way. Jones and Tetroe (1987) found in their investigations that quality, but not quantity of planning transfers from the L1 to the L2. Non-native writers, even of moderate proficiency, will face time-related difficulties in planning and executing an L2 writing assignment. In fact, of the 5 cases analysed in this study, 2 instances of derivation involved time limited exam essays (app 3.3, p 180; app 3.5, p 262). Additionally, 18 (25%) of the students in this study who reported that they had "plagiarised" before, said that they had done so because of not having enough time (see app 2.2.2.4.10, specifically Table 16, p 108). The master's programme course co-ordinators and BALEAP respondents gave similar responses. From their perspective, students who otherwise did quite well in course

projects, often "fell to pieces" in time-constrained writing tasks such as exam essays (app 2.2.3.6.5, p139 ; app 2.2.4.4.7, p171) . Respondents cited anecdotal examples of students trying to circumvent time-constrained writing tasks by smuggling pre-written essays into exam rooms (app 2.2.3.6.6, p 143-144) or by copying from classmates, colleagues, and textbooks (app 2.2.3.6.6, p 144).¹⁹⁰ Time seems to be a sub-variable of L2 proficiency, or closely related to L2 proficiency, since less proficient students will take more time to complete a writing task.

Another sub-variable which was evident in the study results was a lack of confidence, or a self-perceived linguistic inadequacy/insufficiency which results in a student feeling that he/she is unable to produce acceptable, native-like, English academic prose. Such a lack of confidence results in an increase in writing task anxiety. This sub-variable came out in student (app 2.2.2.4.10, p 107) as well as course co-ordinator (2.2.3.6.5, p 139) and EAP specialist responses (app 2.2.4.4.3, p 163). L2 proficiency is necessary to comprehend an L2 text, and to be able to paraphrase or summarise that text in one's own phraseology. For some students, comprehension and paraphrase/summary take much time, and the temptation to simply copy segments of text is a great one. It is so much easier to copy, or to substitute synonyms for every other word, than it is to rewrite source text language in a different form while retaining the original meaning.¹⁹¹ Paraphrasing a source text is an extremely difficult task for LEP and even moderately proficient ESL students; it is a slow process involving constant referral to a dictionary for comprehension, and to a thesaurus or dictionary for composition strategy.¹⁹²

In giving advice on dealing with cases of plagiarism involving NNS students, a total of 22% (n=128) ESL student respondents mentioned English proficiency of the student as being relevant.¹⁹³ 36% of the ESL respondents thought that cultural

¹⁹⁰ See Silva (1993) for his similar comments on difficulties faced by L2 writers in writing exam essays.

¹⁹¹ See app 2.2.2.4.9, p 105, regarding advice on dealing with plagiarism/derivation by NNSs.

¹⁹² Such composition strategy, however, often becomes no more than an exercise in synonym substitution for weaker students.

¹⁹³ See Table 15 in Appendix B (app 2.2.2.4.9, p 101) for a category response list of student views on how cases of derivation/plagiarism should be handled and for specific statements relating to

background was relevant, but most of these students explained that the relevance had to do with the likelihood that the L2 writer in question might have a lower level of L2 proficiency or that he/she might not know the "rules" on plagiarism in the UK (app 2.2.2.4.9, p 103). Taking into account both the reasons students gave to explain why they had "plagiarised" before (app 2.2.2.4.10, p107), and the responses relating to advice for handling plagiarism/derivation cases, 45 out of the 135 ESL student participants (33%) mentioned L2 proficiency as an important factor in plagiarism/derivation cases involving NNSs.

One student explained that "It's difficult to write a thought in a foreign language." Some respondents said that they felt proud if they could just understand a difficult text, let alone rephrase it. The strategy for those who could not easily rephrase a text was much the same as what Yao observed in her study participants' techniques involving the "chopping up" of source language to re-combine "chunks" of language in the formation of a "new" hybrid language text. As one student in the current study said,

sometimes I can't find a word or a sentence which most expresses my idea. I match this and that (a phrase from one sentence to another). I look it at times, and I'm not sure whether it is plagiarism or not (app 2.2.2.4.9, p 105).

Another student called derivation/plagiarism a "way of survival if I have no other choices"(app 2.2.2.4.10, p 109). Students spoke of "adapting" source text for their own use, but they recognised that "plagiarising is too easy and it might be possible that sometime the person who plagiarises do not understand anything."¹⁹⁴ The student respondents also frequently mentioned the difficulty they had in learning English, such difficulty making copying to be "necessary." Copying enabled students to make use of pre-existing expressions and phrases to relate their ideas in reasonably well formed English: "Some expressions in a book is really appropriate what I wanted to say. I wanted to use the expressions in my writing." Others stated

cultural background and L2 proficiency.

¹⁹⁴ Students themselves recognised that derivation was a questionable strategy for handling a difficult to comprehend source text.

quite frankly that "Non-native speakers who have language problem would generally tend to copy words."¹⁹⁵

The following statement by one ESL student illustrates the paraphrase difficulty encountered by students of limited English proficiency: "Some overseas students have problems with the English language. Sometimes they do not know how to paraphrase the text." Such limited proficiency resulted in very "frustrating experiences" (or increased writing anxiety) for these ESL students, who empathetically advised, "Yes, please consider as the non-native speaker will face some difficulties in expressing their ideas and thoughts." Certain student statements revealed the strong desire to produce writing which was native-like and free of grammatical and stylistic errors: "Sometimes we realise that we understand the idea, so we want to make as well as theirs [native speakers of English], and their language are better to use! Especially if English is our second language!" This same student said further, "Maybe he doesn't really want to plagiarise, but he feel that 'other' language is far better than his! So just take it!" This particular student explained that NNSs appropriate text in order to "Find a better English!" because "to express it [source text idea] into very good English is very difficult!"

Some student respondents recognised, however, that it was "stupid" [stupid] to plagiarise, since the poor recontextualisation would be evident: "that will show up especially for non-native speakers." Producing "grammatically correct" English was seen to be important by these students, as illustrated in the following comment: "If someone is not good at English, he/she may copy some lines from published book to cover his/her weakness." Along such lines, another student explained why he had lifted text: "Because it was better from what I could do. So I just take some sentences which was very nice and has the accurate meaning that I want to say." The following concise statements by ESL students also illustrate the significance of L2

¹⁹⁵See Appendix B, sections 2.2.2.4.9 (p 101) and 2.2.2.4.10 (p 107) for further student elaboration on why NNSs might employ strategies of derivation.

proficiency as a very immediate influence in reader-writer interactions involving ESL students:

I always find difficulty in expressing what I want to say.

The ways to quote may vary and it is difficult to express the same thing in own words.

Because to utter my own words is very difficult.

And if they are a new student, it means if they can't use English so well, they will face a bigger problem than British students.

I just used some specific sentences out of a book which explained the case clearly.

In English academic writing, you need to be a perfectionists in it. So correct uses of grammar, vocabulary are essential for English academic writing and for this you have had to copy some sentences, paragraph or quotations in order to show that your English academic writing is good.

Our problem is English language itself.¹⁹⁶

I have plagiarised because I didn't think I could have put it in a better way.

I plagiarised because I felt I couldn't say it better and getting the source was not easy . . . I knew it was wrong but I still did it because I thought that I couldn't do it better.

Overseas students are often used to plagiarising because of their lack of vocabulary: it is an easy way to express strong ideas with strong words and few mistakes.

From such statements, it is clear that many of these ESL students saw L2 proficiency to be important in explaining why they had lifted text before, and they saw L2 proficiency as a relevant variable in derivation/plagiarism cases involving NNS overseas students. Such was the perspective from the *producing* end of derivative writing.

¹⁹⁶ The student in case 4, the details of which are presented in Appendix C (app 3.6, see especially 3.6.8, p 327, Writer Tutor Comments, Session 2), stressed along with these ESL students here, that his problem was English proficiency, but it took some time for his writing tutor to realise this.

On the *receiving* end of derivative student texts, that is to say the teacher perspective, L2 proficiency was also seen as a significant variable. The main L2 writing difficulties mentioned by course co-ordinators in the MScCCQ were English proficiency and the *time* sub-variable. 11 (20%) of the MScCCQ respondents saw *time* as being a factor in student writing difficulty (app 2.2.3.6.5 p 139), and 16 respondents (30%) mentioned English proficiency as an important variable. Also mentioned was the L2 proficiency sub-variable of *lack of confidence*.

If quality of planning in the L1 transfers to an L2 writing situation, but not quantity as Jones and Tetroe (1987) discovered, then L2 writers are at a distinct disadvantage in a time-constrained writing task, especially if they are of low or moderate English proficiency, or if their perceptions of themselves as being low in English ability result in increased writing task anxiety. A time-constrained task may heighten such anxiety.¹⁹⁷ According to course co-ordinators, even the proficient students struggled with time limited writing tasks such as exam essays.¹⁹⁸

Lack of confidence, and the correlating anxiety factor, seems to be somewhat of a key sub-variable subordinate, perhaps, to L2 proficiency itself. Students who doubt their ability to produce quality L2 academic prose, may be tempted to copy from published texts to compensate for their perceived language deficiencies.¹⁹⁹ The paradox is that such attempts may often result in obvious appropriation--the hybrid-language text is an obvious intermingling of chopped up source text, "perfect" chunks of source language mixed with non-native like student language.

Some course co-ordinators saw student English proficiency as "relatively poor" while others saw proficiency to be excellent, especially among students from commonwealth countries where English is the medium of instruction. Departments which attracted many professional level students who had been active in their fields for a number of years said that their ESL "students have demonstrated spoken and

¹⁹⁷ See the informative course co-ordinator comments in app 2.2.3.6.5 (p 139)

¹⁹⁸ Refer ahead to 4.4.2 for further discussion of the *time* sub-variable.

¹⁹⁹ Refer again to appendix sections 2.2.2.4.9 (p 101) and 2.2.2.4.10 (p 107) for student comments relating to low self-confidence and writing task anxiety.

written English of a very high quality." Some course co-ordinators stressed that "We only accept those who have a satisfactory score on English." But others, critical of such language test results, stated that these TOEFL/IELTS scores do "not seem to extend to academic writing."²⁰⁰

Quite different views were frequently expressed on expected levels of English proficiency. One respondent said "We regard it as part of our job to assist in improving writing and other skills--without such input/help, half our students would be in big trouble." To the contrary, another course co-ordinator wrote, "We have to assume that their competency in English is at a level that requires no further input from us." Obviously, UK institutions vary in the level of support services which can be offered to overseas students.

When appropriation did occur, one view expressed was that the "appropriation of text has been because they [ESL students] have not been capable of doing anything else."²⁰¹ Another respondent wrote, "With the better students there are no particular problems. Weaker students tend to rely on one text book which they have tried to 'learn' thoroughly by going through it with the appropriate dictionary. One then gets what amounts to plagiarism."²⁰²

This last comment is especially indicative of the plight of a student of limited English proficiency. For such a student the assigned readings are above his/her level of reading comprehension, and he/she resorts to meticulously going through a text with a dictionary, jotting notes,²⁰³ and finally "chopping up" the text and recombining the language "chunks" as Yao (1991) observed in her study. Some respondents felt that such students have no other option but to lift text language when they cannot comprehend a particular text due to limited L2 proficiency. One course

²⁰⁰ See app 2.2.3.6.1 (p 134) for comments relating to observed writing abilities of students.

²⁰¹ c.f. Fanning (1992) who stresses the need for basic linguistic competency.

²⁰² The student in case 1 claimed that he had "learned" or "memorised" a particular text as this course co-ordinator describes. See appendix C, case 1 (app 3.3, p 180). See appendix sections 2.2.3.6.6 (p 140) and 2.2.3.6.7 (p145) for further MSc course co-ordinator comments relating to derivative student writing.

²⁰³ This is analagous to what academic call girl Witherspoon (1995) describes. ESL students came to her essay service company with sheaves of photocopied articles with copious marginal notations in the L1.

co-ordinator put it quite succinctly: "Almost all plagiarists are forced to practice it to survive rather than actually choosing to plagiarise."²⁰⁴

As proposed in the current theoretical framework, and as highlighted by course co-ordinator respondents, a decision to employ derivative writing strategies will result in textual features which are characteristic of derivative texts. The resultant intermingled student and source text frequently becomes easily noticeable as derivative writing: "It is more obvious in the poorer English ability students than the good ones since the plagiarised text has a significantly different quality to that of the student's own material." As another respondent said, "It is most obvious when the style of writing changes."²⁰⁵

Similar views were expressed by the EAP specialists in their questionnaire responses. 22 respondents (81%) thought that L2 proficiency was an important variable in derivation/plagiarism cases involving NNSs (ap 2.2.4.4.7, p171). Derivation was seen as a student survival strategy as illustrated in a statement made by one respondent: "If a subject tutor's tolerance of language errors is low, sometimes plagiarism can be a panic measure by a student trying to reduce his language errors."²⁰⁶ Respondents felt that "The weaker the student, the more prone s/he is to copy whole chunks."²⁰⁷ Another respondent wrote "plagiarism tends to happen more with students of lower linguistic proficiency." And another wrote "My impression is that the worst plagiarists tend to be those with the lowest levels of language proficiency."

From the perspectives of course co-ordinators and EAP specialists, L2 proficiency is a highly significant variable in explaining derivative writing strategies,

²⁰⁴ However, contradictory to this respondent's views, the agency of a writer (Matsuda 1997) allows students to make the choice to lift text, even when they know it is unacceptable, as revealed in student comments such as the following: "I knew it was wrong but I still did it" (app 2.2.2.4.10, p 107)

²⁰⁵ This is a key reason why ESL students are perceived to be persistent plagiarists. Their derivative use of language is more easily, and more frequently spotted by instructors than derivative use of language by L1 students.

²⁰⁶ This comment is substantiated by student statements relating to the necessity of being a "perfectionist" in producing error free English. A "panic measure" seems to be an apt descriptor of writing task anxiety-influenced responses.

²⁰⁷ See app 2.2.4.4.7 (p 171) for further respondent comments on English proficiency as a variable in cases of derivation involving ESL students.

and it seems that this perception is a valid one supported by the case analyses presented in Appendix C and by the student questionnaire data presented in Appendix B. Not only do many teachers and students see English linguistic proficiency to be a key variable, and not only is this perception supported by the case studies, but it seems to be a variable which is exclusive to cases of derivative writing involving ESL students. L2 writers appropriate text for many of the same reasons that L1 writers lift text. Both L1 and L2 writers may come from instructional backgrounds which encouraged derivation or which left students lacking the skills and knowledge for avoiding plagiarism-related writing difficulties. Both L1 and L2 writers may lack the cultural knowledge required by the academic discourse community in order to conform to conventions of source citation and acknowledgement. Both may dishonestly appropriate text out of laziness or out of a lack of interest in a particular assignment. Both may want to "get one up on" their peers by obtaining high marks for unoriginal work downloaded from the numerous Internet cheat sites. But despite the many similarities between derivation by L1 and L2 writers, there is at least one major difference: L2 writers face particular problems related to overcoming a limited English proficiency or with overcoming *self*-perceptions of a linguistic inadequacy in the L2.

The explanatory variable of L2 proficiency involves more than just a basic linguistic ability in English. L2 proficiency will affect every component of an academic writing task undertaken by an ESL student, from comprehending the actual writing task itself and being able to initiate the text-mediated reader-writer interchange,²⁰⁸ to comprehending source texts and mastering the terminology/lexicon of a particular discourse community,²⁰⁹ and finally to paraphrasing and summarising these source texts and recontextualising such

²⁰⁸ The students in Yao's (1991) study had problems comprehending the actual assignment.

²⁰⁹ Yao's (1991) students also had difficulty with reading comprehension. Fanning (1992) also stresses the importance of comprehension, as did the ESL students and teachers in this study.

summary/paraphrase in well phrased English conducive to continuing the ongoing text-mediated interchanges within the discourse community.²¹⁰

4.4.1 Practical Evidence of Derivation Due to Limited L2 Proficiency: Appropriation by an LEP Student in a Dissertation (unsuccessfully) Submitted for a Master's Degree

Case 5, which is presented in Appendix C (app 3.7, p 331), involved an ESL student of extremely borderline L2 proficiency (according to the evaluation of his supervisor and dissertation examiner), although he seemed to be quite otherwise capable of undertaking a master's degree level course.²¹¹ His writing reveals the type of language-related composing difficulties which LEP L2 writers will face, and his dissertation exhibits the distinguishing features of a text which comprises chopped up and recombined source text language. The student in case 5, Student E, "wrote" a master's level dissertation which was a complex hybrid-language text. The complex pattern of "chopping up" and recombining source text language resulted in a mixture of the original source text phraseology--a "chunk" from one source text page was joined with a "chunk" from another page, followed by more and more "chunks" or segments of language from the source texts. Paragraphs from the source texts were omitted in copying, and occasionally, minimal synonym substitution was employed to slightly alter the source text wording. Mistakes in copying occasionally changed the original meaning conveyed by the source text language, and the dissertation was a "hodgepodge" of source text language which had been awkwardly organised and recontextualised into a rather unconventional presentation of academic work. The student in Case 5 was described by examiners as "an extremely weak candidate with a set of essays that just scrapes by" and "[m]uch of his work [was] copied directly from or based very closely on sources." It seems that Student E's derivative

²¹⁰ This is very difficult for LEP students, as revealed in the case studies, in the student questionnaire responses, and in the literature (Yao 1991; Fanning 1992).

²¹¹ i.e. He seemed to have the intellectual capacity--but not the L2 proficiency--for completing the MSc degree, and according to his supervisor he had valuable and useful experience from working in the Sudan which gave him a useful perspective from which to address the Islamisation of the Sudan, his dissertation topic.

composing tactics were part of a strategy adopted in an attempt to counteract an extremely limited level of English proficiency.

4.4.1.1 Obvious Recontextualisation Difficulties in L2 Writing

To Student E's supervisor, the lifted and awkwardly recontextualised source text material was obvious. The supervisor wrote in his evaluation of thesis drafts, "It is usually obvious when you are writing and when you are using someone else's language." Elsewhere, the supervisor wrote, "This language is not yours . . . Much of this great long paragraph does not seem like your own work. I hope you realise that you cannot use the actual sentences of someone else without putting them in quotation marks." Student E had obviously had problems with recontextualising source text language and blending it with his own non-native like English. Upon coming to an instance of the student's non-native like language after a "chunk" of copied source text language, the supervisor said "This is your English." And then the supervisor asked "What does it mean?" The following sentences are an example of the type of awkward non-native like language which appeared in a draft of Student E's MSc dissertation after attempted recontextualisation of unacknowledged source text language:

. . . Is it possible to think a solution to the very serious problems of different nature affecting contemporary Sudan? It is extremely difficult-let alone image-to answer due to the complex contradictory situation of nowadays' Sudan.²¹²

These statements, set off as a paragraph of their own,²¹³ followed nearly a page of copied material, which was of an obviously different style and English quality than the student's language. For example, the sentences immediately preceding the example of student language just presented read as follows:

²¹² See case 5, extracts from earlier drafts of student dissertation (page 21 of the student draft, note 13 of supervisor) in the miscellaneous data section, Appendix C section 3.7.5 (p A378, 2nd to last paragraph).

²¹³ Another unconventional feature of this dissertation was the lack of paragraphing. Page after page of the student writing was presented as a continuous block of solid single-spaced text interspersed with short and terse paragraphs presumably composed and inserted amidst the profuse quantities of copied source text language.

This clash manifested itself in a severe struggle to manipulate the state's apparatus and the economy to their own benefit and resulted in the military coup of July 1989 which was strongly backed by the NIF. The latest phase of Islamic hegemony in the Sudan has led to a polarization of the country between an Islamist Northern nationalism and a (former) SPLA led Southern nationalism.

Thus, there has been a poor and remarkably obvious recontextualisation of unacknowledged copied source text language which contrasted sharply with the student's own language. This is the type of recontextualisation problem which frequently gives away the fact that an ESL student or L2 writer has lifted language from a source text.²¹⁴

The supervisor had made copious notes on the dissertation's early drafts asking questions such as "Is this a quotation from Dekmajian?" and "What is the source of this information?"²¹⁵ and informing the student that the drafts have been "quite derivative [an understatement!]." Because of the student's non-native like English, the supervisor recommended that Student E hire a proof-reader: "If you are unsure of catching all the English stylistic problems yourself then do what our other good foreign students like [another ESL student's name appears here, a colleague of student E] do--they pay someone to correct the English . . . I seriously think you would be ill-advised not to do this."²¹⁶

Ironically, if Student E had followed this advice, his derivation/plagiarism might never have been discovered, and he might have obtained his master's degree. It would be interesting to speculate, and even to investigate, how many LEP students might obtain degrees because of paying someone to correct the English grammar and

²¹⁴ However, poor recontextualisation also gives away L1 derivation in some cases. For example, a teacher-participant in Ritter's (1993) study explained, rather colloquially, how he discovered some instances of L1 derivation: "There'll be diction, there'll be these high-falutin' words that these students have no idea what they mean, a dead give-away." See also Murphy (1990) for a description of poor recontextualisation which gives away L1 derivation. It should also be stressed that L2 writers can gain a degree of facility in disguising appropriated text as the Jendryczky/Drozd case illustrates. Jendryczko and Drozd (1991) very skillfully appropriated Gierek, Lisiewicz, and Pilch's (1979) article, making slight changes in wording, adding several recent citations to convey a sense of legitimacy, but nonetheless deceitfully deceiving readers into believing that the fraudulent data were genuine (refer back to ch 3's discussion of the Jendryczko/Drozd case).

²¹⁵ An example of the lack of referencing which may be a feature of a derivative text.

²¹⁶ See app 3.7.6 beginning p A381 for supervisor comments on the early drafts.

stylistic problems in their work which as a result better disguises their recontextualisation of copied material and lifted source texts.

The appropriation in the final draft of Student E's submitted dissertation was extensive. Extract 2 from case 5 (app 3.7.3.2, p A344), presented on the following page, illustrates the type of copying which was a feature of this student's writing.

Case 5: Extract 2

Student Text:

The role of Arabs and Arabic in Africa

As Trimingham points out Arabs have manifested unique characteristics of assimilation and assimilability. they are easily assimilable into another environment and mix with the indigenous people, and, at the same time, they divulge their linguistic, religious and social characteristics. [skips 7 paragraphs in Trimingham's text] Arabization is especially associated with the spread of nomads, as in the Maghrib and with Arab political domination, as in Egypt. During the primary dispersion of Muslim Arabs, Arabic substituted itself easily for the language of those with a Syriac-Aramaic or Coptic backgrounds. But the immigration and settlement of individual traders does not lead to Arabization. Arabic did not become the lingua franca of the East African coastal region though Arab influence was strong in many aspects of life: instead the immigrants were [word omitted] using a Bantu language. Where Islam's diffusion was accompanied by Arabization there was generally greater social change than among nomads who retained their languages. [skips 4 lines] The spread of a religion having a sacred scripture sets up an interrelationship between the sacred language and the languages of the people who adopt the religion. This is especially the case with Arabic. In Hamitic-speaking Africa Islamisation was accompanied by Arabization [skips several words] but in Black Africa Islam was spread almost entirely by Africans and Arabic was not envisaged as a living language. Thus the great divide between these two African regions has been perpetuated by language, for while the spread of Islam has been accompanied by the absorption of words and expressions into African languages, in Black Africa the mediating factor were the law books of the Muslim clergy. Arabic in Black Africa was wholly a sacred language with little or no secular usage. Few colloquial or daily-life words penetrated, but the language of the law books has evicted the languages of Muslims with religious, political, commercial and abstracts words and expressions

Source Text:

5. The role of Arabs and Arabic in Africa

Arabs have manifested unique characteristics of assimilation and assimilability. They are easily assimilable into another environment and coalesce with the indigenous people, and, at the same time, they impart their linguistic, religious and social characteristics. Thus in Nilotic Sudan they have mixed with both Hamites and Negroes, and though they became considerably modified in physical characteristics they transmitted their language, social patterns (tribal system) and ethos (pride in an Arab *nasab*).

[. . .]

Arabization is especially associated with the spread of nomads, as in the Maghrib, and with Arab political domination, as in Egypt. During the primary dispersion of Muslim Arabs, Arabic substituted itself easily for the language of those with a Syriac-Aramaic or Coptic background. The the immigration and settlement of individual traders, even in considerable numbers, does not lead to Arabizations. Arabic did not become the lingua-franca of the East African coastal towns though Arab influence was strong on many aspects of life; instead, the immigrants were captured by a Bantu language. Where Islam's spread was accompanied by Arabization there was generally greater social change than among Hamitic nomads who retained their languages— Tuareg in central Sahara and Niger bend, and among Beja, Saho, 'Afar, Somali and Galla in north-east Africa.

The role of Arabs in the history of Africa is too vast a subject to be treated here, but we need to stress the effect of their language. The spread of a religion possessing a sacred scripture sets up an interrelationship between the sacred language and the languages of the people who adopt the religion. This is especially the case with Arabic. In Hamitic-speaking Africa Islamization was accompanied by Arabization, and the effect we have shown to be profound, but in Negro Africa Islam was spread almost entirely by Africans and Arabic was not envisaged as a living language. Thus the great divide between white (Hamitic) and black (Negro) Africa has been perpetuated by language, for whilst the spread of Islam has been accompanied by the absorption of words and expressions into African languages, in Negro Africa the mediating factor has been the law books in the memories of the clergy. Arabic in Negro Africa was wholly a sacred language with little or no secular usages. Few colloquial or daily-life words penetrated, but the language of the law books has enriched the languages of Muslims with hundreds of religious, political, commercial and abstract words and expressions. (99)

In extract 2, it is evident that Student E has prefaced the copied material with the attributive phrase, "As Trimingham points out" It is also evident that the student has minimally employed synonym substitution to alter a number of words. Synonym substitution is highlighted with blue text, while direct copying is highlighted with red text in the case study extracts. Toward the end of extract 2, it is evident that the student has made a copying error, writing "the language of the law books has evicted the languages of Muslims" rather than "the language of the law books has enriched the languages of Muslims."²¹⁷ Quite a change in meaning takes place with this simple copying error! Such miscopying indicates that the student may not have completely comprehended what he read, but opted for sidestepping the difficult texts by copying them (Fanning 1992).²¹⁸ Extract 2 is a representative illustration of the type of derivation strategies employed by Student E--profuse copying interspersed with minor changes, synonym substitution, and occasional copying errors. There was, however, slight variation in Student E's method of appropriation. Extract 3 from case 5 (app 3.7.3.2, p 345), is presented on the following page, and this extract presents further illustration of Student E's derivative composing strategies, or source text re-combination strategies as they might be better categorised.

²¹⁷ Underlining added for emphasis by current author.

²¹⁸ Another explanation for this copying error is the possibility that the student was copying quickly and made a mistake, or that maybe even the student's word processing spell-check was to blame. He may have misspelled the word in copying/typing, and his computer spell-check may have suggested *evicted* as an alternative to *enriched*.

Case 5: Extract 3

Student Text:

Another effect was to stimulate Africans to write their own languages in arabic characters, sometimes with the use of additional signs. Harari, a Semitic language, is unique, but Tokolor and Fulbe, Jalon, Hausa, Songay and Swahili corresponded through the medium of their own languages [word omitted] even transcribed poems and other compositions. The impact of secular culture has not missed even this sphere. Arabic has stimulated Africans to write their own languages but the effect of the West has been to spread the usage of Latin script and it has all but substituted itself in the writing of Hausa and Swahili, both languages where the usage was greater then elsewhere. One reason for this easy conquest is that Latin is more suitable than the voweless Arabic script for expressing African languages. Another cause Derives from the ambivalent attitude of African Muslims towards Arabic as a sacred script. The 'ulama' did not encourage its secular use. They wrote their compositions in stilted Arabic and vernacular writing in Arabic tended to be mainly for secular usage such as commercial correspondence.

Source Text:

Another effect was to stimulate Africans to write their own languages in Arabic characters, sometimes with the use of additional signs. harari, a Semitic language, is unique, but Tokolor and Fulbe in Futas Toro and Jalon, Hausa and Songhay, and Swahili corresponded through the medium of their own languages and even transcribed poems and other compositions. The impact of secular culture has not missed even this sphere. Arabic had stimulated Africans to write their own languages, but the effect of the West has been to spread the usage of the Latin script and it has all but substituted itself in the writing of Hausa and Swahili, both languages where the usage was greater than elsewhere. One reason for this easy conquest is that the Latin is more suitable than the vowelless Arabic script for expressing African languages. Another cause derives from the ambivalent attitude of African Muslims towards Arabic as a sacred script. Clergy did not encourage its secular use. They wrote their compositions in stilted Arabic and vernacular writing in Arabic script tended to be mainly for secular usage such as commercial correspondence. Thus there was no stimulus to compose in one's own language. Hausa clergy employed the term *Ajami* (Ar. 'ajami, 'ajamiyya, 'outlandish') for vernacular texts written in Arabic characters.

Extract 3 presents nearly a complete paragraph of verbatim copying, while extract 7 (see Appendix C, section 3.7.3.7, p 349) presents some of Student E's own writing in the form of paraphrase and summary mixed with less extreme copying of phrases and several sentences rather than whole paragraphs and pages of source text. Extract 8 (see Appendix C, section 3.7.3.8, p 350) presents more of the student's own paraphrase, followed by copying from the source text in a hodgepodge fashion.

In the theoretical framework presented earlier in this chapter, a formulaic representation of a (derivative) text's composition was given. A text (**T**) was represented as writing output of the writer (**W**), governed by a writer's agency (**A**), and influenced by both background (**B**) and immediate influence (**I**) variables. The composition of a derivative text (**T^d**), **d** representing the extent to which a text is derivative), has another factor in the equation: a source text (**ST**) or source texts which has/have been imported into the reader-writer interchange. In the case of Student E, the source text factor is the largest variable in the equation, and the MSc dissertation, or the derivative text (**T^d**), seems to be almost entirely a sum of the various source text components, with only a very minimal writing output (**W**) of the student himself.

4.4.1.2 Errors in Scribal Texts and Errors Made By ESL Students In Derivative Hybrid Language Texts

A feature of Student E's derivative compositions may quite possibly be one of the textual features which characterise derivative texts. Copying errors and mistakes were found upon analysing Student E's derivative writing strategies, and it may be that such errors are a general feature of texts which have been "composed" through laborious and tedious copying. The fact that copying errors were discovered in student texts from 2 other cases would support this possibility.

In addition to scribal-type copying errors and mistakes, there is another category of error which does not result from rote copying. This latter type of error occurs when an article template based on a previous model text is appropriated and

minimally modified in a plug-in substitution approach.²¹⁹ When such a method is used, there is always the possibility that the recontextualised information, which is to be conveyed by the minimally modified and appropriated model text's framework, will not align or be smoothly contextualised because of information incongruencies.

For example, the student in the Bowling Green case (refer back to chapter 3), attempted to minimally modify the appropriated text framework from an article about Hawaii by "plugging in" *Florida* instead of *Hawaii*. He made an error in stating that "the rainfall in *Florida* [originally *Hawaii*] is not heavy because the mountains, north of the peninsula, stop storms." There are no mountains directly north of the Floridian peninsula, and thus an error of informational incongruency has occurred.

In adopting the same sort of model text framework appropriation strategy, the Polish scientists Jendryczko and Drozdz seem to have also made an error of informational incongruency, in their case at the professional level of derivation/plagiarism. In the second to last paragraph of their (entirely) derivative (and fraudulent) article entitled "The intracellular enzymatic response of neutrophils and lymphocytes in patients with precancerous states and cancer of the uterine cervix" Jendryczko and Drozdz "wrote" :

Our observations are of importance in the light of other studies indicating, that in women with cancer of the uterine cervix, an existence of chromosomal instability in lymphocytes [11, 12], and in patients with squamous cell carcinoma of the head and neck the increased activity of cyclic adenosine monophosphate-phosphodiesterase and a decreased cell-mediated immune response [3]. (Jendryczko & Drozd 1991: 1180)

In "writing" their treatise on *uterine cervical cancer*, Jendryczko and Drozdz have copied not only this segment of text, but nearly the entire article from a previous article on *cancer of the larynx* by Gierek, Lisiewicz, and Pilch (1979) entitled "The intracellular enzymatic response of neutrophils and lymphocytes in patients with precancerous states and cancer of the larynx."

²¹⁹ See chapter 3, section 6 (p155) for elaboration on this category of appropriation, particularly the discussion of the Bowling Green case and the Jendryczko/Drozd case.

However, in "plugging in" or substituting *uterine cervix* for *larynx* throughout the copied text, it seems that Jendryczko and Drozd committed an error of informational incongruency as seen in the preceding text. How can Jendryczko and Drozd's observations in their purported uterine cervical cancer study be related to the "squamous cell carcinoma of the head and neck" which Gierek, Lisiewicz, and Pilch referred to in their laryngeal cancer study report? Whether or not this is truly an informational incongruency must be determined by the experts in oncology, but the method of derivation/plagiarism used, as in the Bowling Green student case, seems to have resulted in such an error which falls into the category of general characteristics and textual features resulting from a decision to appropriate text from an exterior text into a discourse community (in this case the medical oncology community) context's reader-writer interaction.

The next type of error to be discussed, a type of scribal copying error, is another variety of the mistakes made in deriving language from source text. Student E's MSc dissertation represents a hybrid language text composed of source text language interspersed with attempted paraphrase. There are clues in the text that Student E had problems with not only the actual L2 composing process, but especially with the comprehension of the difficult source texts. The type of errors made by Student E were made by several other students in these case studies as well, including Student A in case 1 (app 3.3.2.3, p 184), and Student C in case 3 (app 3.5.2.1, p 270)²²⁰. These copying errors have many similarities to scribal errors made by copyists in the ancient practice of transcribing Hebrew texts.²²¹ There are a number of scribal error types which have been categorised. Some scribal errors occurred when in the process of copying a text, a scribe skipped or misread the wording of the text. Other types of scribal errors have to do with misunderstanding of the text. For example, copying a letter, a syllable, or a word only once, when it

²²⁰ Student C skipped a line of source text while copying.

²²¹ The current author here expresses his indebtedness to a former linguistics student, J. Durrand, who brought these types of scribal errors to his attention in her unpublished paper "Scribal Errors in the Hebrew Texts" (1997).

should be written twice, is an error known as *haplography*. *Dittography* is an error involving the copying of a letter, a syllable, or a word twice when it should be written only once. These types of errors are simple copying mistakes having to do with misreading of the source text. In making the mistake of copying "evicted the languages of Muslims" rather than "enriched the languages of Muslims" (Case 5, extract 2, app 3.7.3.2, p 344), Student E seems to have made a copying mistake quite similar to the scribal error known as homophony, which involves the replacement of one homophone by another. However, homophony was usually a *hearing* mistake which occurred when one scribe read out loud the text to be copied to another scribe. In the case of Student E's copying mistake, it was not a *hearing* error, but a *seeing* error. The two words, *enriched*, and *evicted*, look very much the same at a quick glance, and conceivably the student could have been copying very quickly, such haste resulting in this copying error.²²² The student made another similar type of copying error which is presented in extract 11 of case 5 (app 3.7.3.11, p 353). He wrote "embracing a wide range of islamic literacy, theological, and legal subjects" when copying the source text phrase "embracing a wide range of islamic literary, theological, and legal subjects." If a *hearing* error has been called an error of *homophony*, perhaps a *seeing* error should be called an error of *homography*--the substitution of a similarly written, but different word in place of source wording.²²³

It seems that Student A in case 1 may have made a copying error which was an actual instance of *genuine* homophony. The student wrote "acquisition is unvariable for self-correction" which differed from the source text phrase "acquisition is unavailable for self-correction" (app 3.3.2.3, p 184). Two similar sounding words

²²² These types of *seeing* errors are quite similar to problems involved in optical character recognition (OCR). Through OCR a text may be scanned for electronic storage on a computer server or database. This scanning is useful since it is faster than manually re-typing a text. Problems with OCR involve inadequate optical technology to overcome the computer's not being able to recognise certain text fonts or damaged/faded text, as well as not being able to differentiate between certain character combinations. The character combination *rn* looks very much like the letter *m* to a computer scanner, and the character combination *cl* is very similar to the character *d*.

²²³ However, a *homograph* already has the meaning of "a word spelt like another but of different meaning or origin" (*Concise Oxford Dictionary of Current English*). Perhaps *homovisography* might be an apt technical term to describe the error of seeing one term and writing another similarly spelled word, a *homovisograph* of the word being copied.

could easily be interchanged, especially since many Far Eastern students²²⁴ are known for having difficulty with *l* and *r* distinctions in spoken English.²²⁵ It is easy to see how the student could have made a homophonic copying error, reading out loud (or hearing in his mind) the wording as he copied, and writing *unvariable* instead of *unavailable*.

A copying error made by Student C in Case 3 is quite similar to the scribal errors of *homeoteleuton*, and *homeoarkton*. *Homeoteleuton* and *homeoarkton* involve the omission of a portion of text in copying due to similar sentence or line endings within the text. Two source text sentences or phrases end with the same word or word combination, and the scribe, or student copyist, skips the text intervening between the identical phrases/sentences. He/she skips from one ending which might have served as a textual reference point, and referring back to the wrong reference point, he/she begins copying again having omitted a portion of the source text. The scribe's/student copyist's eyes have skipped from one phrase/sentence ending to the next instance of identical text wording.

Student C in case 3 made a type of copying error which is analogous to, if not actually the same thing as, *homeoteleuton* and *homeoarkton*. In copying, the student skipped from one sentence ending with the word *unmarked* to the next line of the source text containing another word *unmarked*. He thus had returned to the wrong reference word in the source text to resume copying, and this resulted in the omission of nearly a line of source text (app 3.5.2.1, p 270).

The point in relating these student copying errors to scribal errors has been to demonstrate that students might employ a "blind" mechanical method of directly copying a text which they have not fully comprehended. They "sidestep" such difficult texts by "copying the troublesome piece of text blindly or learning it off pat" (Fanning 1992). One predictable result of such student copying of an uncomprehended text is the occurrence of copying mistakes. Such mistakes and

²²⁴ The student in case 1 was from Japan.

²²⁵ e.g. *Fried rice* often sounds like *flied lice* since in some Far Eastern languages (Korean, for example), *l* and *r* are allophones of the same phoneme.

copying errors have much in common with the errors made by Hebrew scribes who followed the principle of never copying a word, letter, or *yod* from memory, but constantly referred directly to the codex for the manual copying except when another scribe read out loud the text to be copied. Similarly, students with a limited English proficiency may not understand a difficult text without spending hours of referring to a dictionary, and the easy way out, as other researchers have already observed (Fanning 1992), is to simply copy the source text (or "chunks" of source text) in a scribal manner or fashion while continuously referring to the text from which they are tediously deriving the components for constructing a "new" hybrid language text. In copying large "chunks" of source text in a scribal fashion, however, students are prone to make scribal-types of copying errors.

4.4.2 Time-Constrained Writing Tasks

The factor of time is an important variable in the dynamics of derivative writing equation, a variable which has been portrayed in the literature as being essential, in substantial amounts, if a student is to perform up to a satisfactory level on a par with NES peers. As Janopoulos (1995) puts it, "all they need is extra time" is a common view among American university faculty members and teaching staff. Time constraints have been documented as contributing to a decision to use derivation/plagiarism as an academic survival strategy, and despite the fact that copying itself is a laborious, time consuming process, it can be seen by students as a means of "saving time" (Currie 1998).

Up to 25% of the ESL students in this study who had "plagiarised" before had done so because of *time*, not having the time to do the assignment themselves (app 2.2.2.4.10, Table 16, p 108). In a sense, time might be seen as a sub-variable of the L2 proficiency explanatory variable since time is often a factor in derivation/plagiarism cases related to a student's ability to complete a given writing task in a specified time frame.²²⁶

²²⁶ However, it should be recognised that this sub-variable of *time* might also be related to

Hirokawa (1986) has investigated the particular difficulties faced by NNSs in taking essay examinations. Exam essays, either in-class or take home essays, are perhaps the most frequent form of time-constrained writing tasks which ESL students will encounter in their academic experience. Such time-limited writing exams are described by Hirokawa as "one of the most frustrating experiences foreign students encounter in American colleges and universities," and she presents an enlightening student perspective on the issue. She illustrates the anxiety and nervous feelings induced by the time pressure constraints of a writing exam. Students panic in such time-constrained writing tasks, losing their ability to organise ideas and think about the task at hand, and they grapple with the language problems which are severely heightened by the pressures and constraints of time limitations.

It thus seems to be no coincidence that in 2 of the 5 cases analysed in this study, the writing tasks in which derivation/plagiarism was discovered involved exam essays, both of them being the take-home variety of exam with less pressure than an in-class essay exam, but a time-constrained writing task nonetheless, with perhaps more opportunity and temptation to copy "chunks" of text while composing. It may be useful to consider some of the strategies students use to cope with such time-constrained writing tasks, and to consider possible reasons underlying the particular difficulty which ESL students exhibit in such writing contexts. Hakner and Cutolo (1998) report the case of a Chinese student at St. John's University in Jamaica, New York: "On an exam, a Chinese student wrote an essay that had obviously been memorized from a travel brochure."²²⁷ For this student, memorising a source text was the strategy chosen to cope with the task. Other strategies might include smuggling pre-written exam essays (self-composed or otherwise) into the

appropriation for reasons other than L2 proficiency. For example, an L1 or L2 writer might procrastinate until the last minute before a project is due, and then resort to copying to quickly finish a writing task. However, the fieldwork data from this study as well as other research results (Jones and Tetroe 1987; Silva 1993) suggest that in most cases, time is secondarily related to L2 proficiency. ESL students have difficulty when time constraints are involved when they are unable to write as quickly as an L1 writer, or as quickly as a more proficient L2 writer.

²²⁷ This memorising of a travel brochure is quite similar to the Bowling Green exam case described in chapter 3 of this thesis. The student had used a "plug in" framework approach to write an exam essay.

exam room, as in fact one study respondent reported (app 2.2.3.6.6, p 144). These are some possible variations of similar means of dealing with a time constrained writing situation, but why do students resort to such strategies in the first place?

In discussing the "distinct nature of L2 writing" Silva (1993) outlines some key differences between L1 and L2 composing processes. In reviewing the research that has been done on L2 writing, he reported findings of L2 writing researchers.²²⁸ L2 writers do less planning in their writing (Jones and Tetroe 1987; Skibniewski 1988; Whalen 1988; Yau 1989) since the L2 composing process is a more laborious and less effective and productive one than the L1 composing process. L2 writers spend much *time* "referring back to an outline or prompt" (Moragne e Silva 1989) and looking up words in a dictionary (Skibniewski & Skibniewska 1986). It has been reported in the literature that L2 writers write much more slowly than L1 writers and that L2 writers are not as productive in generating text in the L2 as they are in the L1 (Skibniewski & Skibniewska 1986; Moragne e Silva 1989). A consistent finding of L2 writing researchers, one with particular and significant relevance to the current study, relates to the amount of words produced by L2 writers within specific time limits. L2 texts have been found to be shorter by many researchers, with fewer words produced by L2 writers in a given time frame.²²⁹ Exam essays were particularly problematic as noted by Silva in his critique of Hirokawa's study of exam essay difficulties faced by L2 writers.

In recommending principles for practice, Silva suggests that even L2 writers "with advanced levels of L2 proficiency" will struggle in performing "as well as L1 writers on writing tests." The L2 writing process is a slow one, and time is an important sub-variable in the current theoretical framework. It seems highly significant that *time* was a major reason listed by ESL students to explain their

²²⁸ This section is an abbreviated summary of Silva's review. However, the current author has directly consulted all sources cited herein. At the time, Silva's literature review in this article was one of the most comprehensive L2 writing literature surveys available with regard to L1/L2 writing distinctions.

²²⁹ Silva cites sixteen studies in support of this assertion including Benson, Deming, Denzer, & Valeri-Gold 1992; Hirokawa 1986; Linnarud 1986; Ragan 1989; Yau 1989; Yu & Atkinson 1988.

derivation/plagiarism. It also seems significant that from the receiving end of the derivation/plagiarism, both course co-ordinators and EAP respondents emphasised *time* as being an important element of derivation/plagiarism cases which they had encountered.

Nine course co-ordinators (17%) specifically mentioned time as a factor involved in derivation/plagiarism cases.²³⁰ One course co-ordinator said "The [ESL students] face time-constraints since it takes very much longer than native speakers." This particular respondent had the impression that it took an L2 writer twice as long to complete a writing task as an L1 writer. Another respondent made the comment that "Their [ESL student] work is often well produced but it takes time. Reading in English is often slow for them, and I suspect they put a lot of work into grammar and spelling." Time-limited exams were mentioned by respondents, and one course co-ordinator said that ESL student's "main difficulty is unseen, time-limited examinations--virtually impossible if not perfectly fluent in written English." Another respondent said that "Exam pressures show up weaknesses; students who can communicate orally sometimes go to pieces in a time-constrained exam paper." ESL students were generally seen as writing "much more slowly than native speakers" and referring frequently to dictionaries while writing and reading. One respondent reported that because of the time factor, extra time was always given for exams, but even then the extra time did not seem to help much in his view: "They [ESL students] are particularly bad at writing under exam conditions. Extra time is given but this is never enough. Many of them have no real experience in having to write extensively (despite what appears on their records) and they often fail to produce extensive and full answers."

To get around these time-limited essay exams, ESL students sometimes used strategies such as writing essays ahead of time and then smuggling them into the

²³⁰ Refer to app 2.2.3.6 (p 134) for various respondent comments relating to the *time* sub-variable, particularly 2.2.3.6.5, p 139.

exam room. The following is one course co-ordinator's description of such an attempt to circumvent the time-limitations of an exam:

I was involved in one strange case involving a Korean student who was found to be cheating by writing 'fair summary' answers in refill examination books which he smuggled into the examination room and exchanged for the blank books he was given. This represented a curious misunderstanding of what was required for a first class degree since the answers were highly impressive resumes on a given topic, which could be predicted, but did not answer the specific question, which could not be predicted. In this case the examining board failed the candidate. (app 2.2.3.6.6, p 144)

Only 2 of the EAP respondents mentioned time as being an important variable in plagiarism/derivation cases involving ESL students. The BALEAP questionnaire respondents focused mainly on the more general explanatory variable of English language proficiency and on students' lack of confidence than they did on time as a factor. But they did stress the L2 proficiency variable quite strongly with 81% seeing English proficiency as relevant, and as has already been suggested in the literature, the less proficient students take much longer to compose a text. It takes much longer for a student of limited or moderate proficiency to compose a text than a student of advanced proficiency or a NES student, but as Silva has pointed out, even L2 writers of advanced proficiency will face difficulties related to the amount of time spent in the composing process.

4.4.2.1 Minor Instances of Derivation in a Take-Home Exam

Two cases of derivation analysed in this study involved time-limited take-home exam essays. In case 1 (app 3.3, p 180), Student A had apparently lifted text in one of his exam essays. He had seemingly copied phrases from a source text, presenting in his essay the same section titles as the section titles which appeared in Krashen's *Second Language Acquisition Theory*. Extract 2 from Case 1 (app 3.3.2.2, p 183) is given on the following page.

Case 1: Extract 2

Student Text:

2. The natural order hypothesis
Learners may follow a more or less invariant order in the acquisition of formal grammatical features. In other words **grammatical structures are acquired in a predictable order. Thus certain grammatical structures tend to be acquired early and others to be late.** For example, present progressive morpheme '-ing' tends to be acquired earlier than third person singular verb morpheme '-s' or '-es'.

Source Text:

The Natural Order Hypothesis

This hypothesis states that grammatical structures are acquired (not necessarily learned) in a predictable order. It states that we will see similarities across acquirers; certain structures will tend to be acquired early, while others will tend to be acquired late. Before giving some examples from the language acquisition research, it may be helpful to make some qualifying statements. The natural order hypothesis does not state that every acquirer will acquire grammatical structures in the exact same order. It states rather that, in general, certain structures tend to be acquired early and [sic-words missing?] to be acquired late. It also allows the possibility that structures may be acquired in groups, several at about the same time. Some examples might help to make this clear. . .(p28)

It is clear from this extract that the student has copied many of the words from Krashen. But he has omitted words from the source text in a fashion similar to the "chopping up" strategies observed by Yao (1991).

The student's explanation of his derivative writing was that he had memorised the course material, and that when he was writing, he was unable to remember which were his own words, and which were the source text words. He claimed that his memorisation learning techniques had resulted in his writing resembling a "mishmash" or hodgepodge of source text language and his own language. The student's claim might have been believed if it were not for an apparent instance of mis-copying (or possible mis-memorisation if he had indeed memorised the source text language). He had written "acquisition is unvariable for self-correction" which differed from the source text's "acquisition is unavailable for self-correction." The examiners doubted this student's memorisation explanation since he had apparently miscopied, and also because the overall structure of the source text had been appropriated as well as specific phrases and sentences. But in the examiners' view, this was not an extremely serious case of derivation/plagiarism, so the student received a stern warning about avoiding plagiarism, and no further action was taken.

It is likely that this student of a fairly high level of L2 proficiency had referred to the source text while composing, and that he searched for key words and phrases to borrow in composing his exam essay.²³¹

4.4.2.2 More Serious Instances of Derivation in a Take-Home Exam

Case 3 involved much more serious instances of derivation. Student C in case 3 was described as being limited in his English proficiency.²³² One of Student C's exam essays consisted of copied "chunks" of source text joined together and

²³¹ This was the strategy employed by the proficient student in Yao's (1991) study who searched for well-formed phrases and sentences to combine in a "jigsaw" method of composition.

²³² The fact that Student C in case 3 (app 3.5, p 262) seemed to have had a more limited English proficiency than Student A in case 1 (app 3.3, p 180), and that he appropriated on a more extensive scale, supports course co-ordinator and EAP respondent assertions that derivation/plagiarism seems to be more of a problem among LEP students.

rewritten by hand in the exam booklet. Nearly 99% (app 3.5.1, p 262-263) of the handwritten material had been copied from source text articles, and even several diagrams had been copied.²³³ It seems that in writing on the linguistic topic of markedness, the student had collected relevant articles, "chopped" them up, and then pieced them back together in a somewhat organised fashion. He had attempted to recontextualise the lifted source material by inserting here and there throughout the text attributive statements including "as White explains" and "according to Eckman."²³⁴ He also gave parenthetical references to authors as if he had just paraphrased or summarised from a source text. In the Examiner's Summary and Recommendations document (app 3.5.4, p 295), the student text is described as being "peppered with reminders of the works which have been consulted (but with no references, quotation marks or any other sign to indicate that the candidate had copied the chosen sentences and paragraphs verbatim)." Both before and after these "peppered" attributive statements and parenthetical references, Student C had presented copied material directly from the source texts without quotation marks, as if the text had been composed by himself. What made the case even worse for the student was the fact that he had given several correct references, so it appeared that he knew how to give a correct reference, but that he had chosen not to do so. This in fact was the examiner's conclusion: "the candidate (a) knows how to acknowledge a quotation in the proper manner and (b) consciously chose not to do so" (app 3.5.4, p 295).

The student had begun his appropriation with his dictionary, Crystal's (1985) *Dictionary of Linguistics and Phonetics*. Extract 1 of case 3 (app 3.5.2.1, p 270) is presented on the next page.

²³³ See app 3.5.3 (p A285-A294) for a copy of the original student text.

²³⁴ This is exactly what Student E in Case 5 did (app 3.7, p 331). See, for example, Extract 2 from case 5, app 3.7.3.2, page A344, where Student E prefaces unacknowledged, copied material with the attributive phrase "As Trimmingham points out . . . "). These students knew how to use attributive statements, but they used them to present disguised, copied material as if it were summary or paraphrase.

Case 3: Extract 1

Student Text:

By definition, markedness is an analytic principle in Linguistics whereby pairs of linguistic features, seen as oppositions, are given different values of positive (marked) and neutral or negative (unmarked). In its most general sense, this distinction refers to the presence versus the absence of a particular linguistic feature (Crystal, 1985). There is a formal feature marking plural in most English nouns, for example; the plural is therefore 'marked', and the singular is 'unmarked'.

[9 lines of Crystal's text omitted]

One of the earliest uses of the notion was in Prague School Phonology, where a sound would be said to be marked if it possessed a certain distinctive feature (e.g. voice), and unmarked if it lacked it. [2 lines of Crystal's text skipped] As Crystal (op cit) argues, in Generative phonology, the notion has developed into a central criterion for formalising the relative naturalness of alternative solutions to phonological problems. Here, evidence from frequency of occurrence, Historical Linguistics and language acquisition is used to support the view that marking is a basic principle for assigning Universal (and possibly innate) values to phonetic features (by contrast with the language specific, phonological approach of the Prague School). The distinctive features are each assigned marking values, e.g. [+ voice] is seen as marked, [- voice] as unmarked [appear to be unintentionally omitted words here, copying error] features, and thus be compared with each other, e.g. /a/ is the maximally unmarked vowel because it is [- high], [- back] and [- round]; / / is more complex because it is [+ low] and [+ round], and so on. (Crystal op cit).

In recent generative linguistics, a more general Theory of markedness has emerged. here, an unmarked property is one which accords with the general tendencies found in all languages; a marked property is one which goes against these general tendencies—in other words, it is exceptional (Crystal. op cit). [This last paragraph is not in Crystal 1980, but presumably it has been copied from Crystal, 1985).

Source Text:

markedness (mark-ing, -ed) An analytic principle in LINGUISTICS whereby pairs of linguistic FEATURES, seen as OPPOSITIONS, are given different values of POSITIVE (marked) and NEUTRAL or NEGATIVE (unmarked). In its most general sense, this distinction refers to the presence versus the absence of a particular linguistic feature. There is a formal feature marking plural in most English nouns, for example; the plural is therefore 'marked', and the singular is 'unmarked'. The reason for postulating such a relationship becomes clear when one considers the alternative, which would be to say that the opposed features simply operate in parallel, lacking any directionality. Intuitively, however, one prefers an analysis whereby *dogs* is derived from *dog* rather than the other way round – in other words, to say that '*dogs* is the plural of *dog*', rather than '*dog* is the singular of *dogs*'. Most of the theoretical discussion of markedness, then, centres on the question of how far there is intuitive justification for applying this notions to other areas of language (cf. *prince/princess, happy/unhappy, walk/walked, etc.*).

One of the earliest uses of the notion was in PRAGUE SCHOOL PHONOLOGY, where a sound would be said to be marked, if it possessed a certain DISTINCTIVE FEATURE (e.g. VOICE), and unmarked if it lacked it (this unmarked member being the one which would be used in cases of NEUTRALISATION). In GENERATIVE phonology, the notion has developed into a central criterion for formalising the relative NATURALNESS of alternative solutions to phonological problems. Here, evidence from frequency of occurrence, HISTORICAL LINGUISTICS, and language ACQUISITION is used to support the view that marking is a basic principle for assigning UNIVERSAL (and possibly innate) values to PHONETIC features (by contrast with the language-specific, phonological approach of the Prague School). The distinctive features are each assigned marking values, e.g. [+ voice] is seen as marked, [-voice] as unmarked. SEGMENTS, in this view, can then be seen as combinations of marked or unmarked features, and thus be compared with each other, e.g. /a/ is the maximally unmarked vowel because it is [-high], [-back] and [-round]; / / is more complex because it is [+low] and [+ round], and so on.

(Crystal, 1985. *Dictionary of Linguistics and Phonetics*)

This extract gives an illustration of the type of copying employed by Student C. Also evident in extract 1 is the copying error which was discussed earlier in relation to scribal errors in Hebrew texts.²³⁵ The student followed the copying from his dictionary with more extensive copying from several other articles on markedness. The student text presented in extract 2 (see app 3.5.2.2, p 271) was labelled by examiners as a "failed attempt to modify White (1989:129)." The student seems to have begun with an attempt at paraphrase, but he then shifted back to direct copying from source texts and also from class handouts.

A non-native like expression appears in extract 11 (app 3.5.2.11, p 280). The student wrote "So far so much." This expression was one of the few language fragments which were of the student's own construction, and the phrase contrasted sharply with the preceding and following copied source text. This particular non-native like language fragment caught one examiner's attention, and she exclaimed "This is definitely [Student C]!!"²³⁶ This statement was an awkward attempt at recontextualisation, but it might be seen more accurately as an attempt by the student to contextualise his own language within the corpus of copied material. This is yet another example of the textual features or recontextualisation "clues" which can give away derivation and copying by LEP students to teachers and examiners.

Of the 5 cases analysed, it would seem that case 3 best illustrates the importance of the time sub-variable in derivation/plagiarism by L2 writers. At first, examiners were completely baffled by the student's response to questioning. The student repeated several times "I am a Muslim!" as if to imply that he had not, or would not, do anything wrong. But this seemingly bizarre exclamation, when seen in the context of religious commitments, seems to have been a comment related not to his moral integrity as a Muslim, but to the more limited time which he had to write the exam essay. The exam, it seems, had been over a Muslim holy day when work is not allowed, on a Friday (*juma'a*, or day of gathering/meeting) when Muslims go to

²³⁵ Refer back to section 4.4.1.2 (p 255) where this copying error was discussed.

²³⁶ This comment was written in the margin of the student's paper after evaluation by one of the examiners.

the mosque for communal ablution, worship, and prayer. The examiner remembered that other students, such as a Yemeni student, had received permission from the Imam to work on take home exams over a Friday. Such an explanation resolves the student's bewildering response "I am a Muslim!" He may have been trying to explain that he had less time because of his religious commitments. And it may be that he had run out of time after writing several other exam essays, so that by the time he came to the last essay, copying text was the only way to fill up the exam booklet by the deadline. The attempts at paraphrase labelled as "failed attempts" by examiners, followed by a resorting back to copying in the student text, would justify such an explanation. Time was working against this student who felt immense pressure to complete his exams by a deadline. Of course the time limitations are no excuse for plagiarism if one is aware that unacknowledged derivation is unacceptable, as indeed Student C seemed to realise.

4.4.3 Lack of Confidence and Writing Anxiety

In addition to the time variable, another factor to be considered in derivative writing contexts might be characterised as a lack of confidence, or perhaps as writing-task-induced anxiety. A situation in which time is limited is almost certain to result in heightened levels of anxiety, or perhaps even panic as one of Hirokawa's (1986) students called it. To reiterate from the previous section, Hirokawa called in-class essay exams "one of the most frustrating experiences" for L2 writers, and she described the anxiety, the panic, the frustration, and the depression of students who grapple with time-limitations within which language difficulties can seem insurmountable.

Along the same lines of writing confidence (lack thereof) and writing anxiety, Ravi Sheorey (1998) has written of the state of English language teaching in India, and his comments regarding students from regional-language schools are quite informative. Many ESL/EFL students do not have a strong English medium of instruction background, and this can result in what Sheorey calls an "inferiority

complex" because "they are unable to use English well." Such students/professionals, as Sheorey mentions, may become used to situations and contexts which require only minimal use of English, but when faced with contexts which require more extensive use of English, the L2 inferiority complex is manifested.²³⁷

When suddenly faced with a task requiring a greater level of language proficiency than is currently possessed by an individual writer, such an inferiority complex, or what might also be called a lack of confidence in linguistic ability, may result in panic measures being taken by that individual. In such a writing context, in some situations it seems that a strategy of derivation is one such panic measure. As Currie (1998) reported, the response (resulting from a decision-making process), becomes a strategy of survival. The current author has, in fact, referred to the writing task struggles of L2 writers as a "survival of the fittest" type of discourse interaction. Those writers who can integrate, recontextualise, and acknowledge source texts, following the accepted convention, *survive* or succeed academically, while those who cannot do so, do not survive, or succeed academically. But this is not actually the entire picture of a *survival of the fittest* analogy. Taking this concept one step further, those writers who can successfully disguise unacknowledged derivation through smooth recontextualisation (or through gullible teaching assistants) will also *survive* as opposed to those less skilled in the dexterities of text re-combination. Either way, a useful analogy can be made to a *survival of the fittest* scenario.²³⁸

In light of such survival, panic measure mentalities, it would seem that L2 writers are somewhat justified in resorting to strategies of derivation. That is, justified enough for one to understand why such strategies might be used, but not justified in the sense of excusing such derivation/plagiarism or relaxing the academic

²³⁷ Sheorey's observation is an illustration of the interdependency between explanatory variables in L2 writing. Instructional background is related to L2 proficiency, especially when a student has never had instruction in which the L2 was used as the teaching language.

²³⁸ Lesko, J. (1996). "Survival of the fittest? Plagiarism used as a survival strategy by borderline NNSs in taught postgraduate courses." *British Association for Applied Linguistics*, 29th Annual Meeting. University of Wales, Swansea (September 9-11).

standards for acceptable research practice. The use of such strategies might be seen as a "knee jerk" reflexive response in one sense, and as a rationalised, deliberate response in another sense. With a limited ability to produce acceptable English academic prose, the response to a time-constrained task might be more of a reflexive response than rational and deliberative, as in the time-constrained exam essay contexts which were features of cases 1 and 3 in the current work. A response to ongoing difficulties might result in a more deliberate and rational response, as in the case of Diana (Currie 1998) or in the context of the MSc candidate in case 5 of the current work. Writing in a second language can be an overwhelming challenge. Silva (1993) wrote "My attempts at writing in an L2 have given me nothing but respect for ESL writers. I am frequently amazed and humbled by their efforts and abilities" (660).²³⁹

L2 writing, as Silva reports from his extensive survey of the L2 writing research panorama, is characteristically "less complex . . . less mature and stylistically inappropriate . . . and less consistent and academic with regard to language, style, and tone." NNSs are well aware of the morphosyntactic and stylistic features of their writing which reveal it to have been produced by a non-native writer, although they often are not able to recognise exactly how to make their writing more native-like other than working with an L1 proof-reader or directly copying text produced by a native speaker. Such awareness of--and seeming powerlessness to correct--language problems results in a lack of confidence and writing anxiety for even the most advanced writers, and this L2 proficiency-related lack of confidence can be the impetus driving ESL students to appropriate text as a panic measure or as

²³⁹ The current author wholeheartedly concurs with Silva. Writing in an L2, as the current researcher has learned from his French language learning experience, is a tremendous challenge, even more so for students whose L2 is in a completely different language family with no cognates which the Indo-European languages share. And the current author must confess here that he himself is well aware of the temptation to "chop up" and recombine source text language, having employed such strategies himself while attempting to write in the L2 at the intermediate level. Constant referral to a dictionary, lack of vocabulary, and feelings of inadequacy in the L2 were all too common features of this L2 writing experience.

an academic survival strategy, whether that strategy is of the synchronic, immediate "knee jerk" reflexive variety or the diachronic, deliberated, rationalised variety.

Consider the following statements from the current study which illustrate a lack of confidence, and a high level of anxiety, resulting in the use of language derivation as a panic-driven survival strategy.²⁴⁰ Some students saw the source text language as being "better" than their own language constructions as revealed in the following student comment: "Maybe he doesn't want to plagiarise, but he feel that 'other' language is far better than his! So just take it!" Another student wrote, "Sometimes maybe they've not found the sentences are very good, grammatically correct (and couldn't make their own sentences)." Another wrote "If someone is not good at English, he/she may copy some lines from published books to cover his/her weakness." In explaining why they had "plagiarised" before, some students wrote statements such as the following: "I felt I couldn't say it better" Fear of failure was also mentioned:

I can't express my idea in English. Maybe because of my limited language skills. I think one thing a student plagiarises because they are afraid that they will fail an exam or can't get a degree. Frankly say, I will do whatever I have to to pass an exam . . . To me, if I plagiarise, it is because I am afraid that I will fail, not to receive a good grade. I know that I'm here to gain knowledge but as long as you have a passing grade system, nobody wants to be a loser. *It is a way of survival if I have no other choices.* [emphasis added]

At least some ESL students, as seen in the statements just presented, at some certain points in their L2 writing experience, and in certain writing situations, lack confidence in their ability to write as well as L1 writers, and they see derivation/plagiarism as "a way of survival if [they] have no other choices."²⁴¹ Such students may even have a high degree of proficiency as L2 writers, but they may

²⁴⁰ Statements drawn from appendix sections 2.2.2.4.9 (p 101), "Student Advice in Dealing with Cases of Plagiarism Involving NNS Overseas Students", and 2.2.2.4.10 (p 107), "Students Who Have Appropriated Text: Reasons Why."

²⁴¹ ESL professionals may lack such confidence as well, as seen in the case of the Chinese scientists who feared that they could not compete in the world of English language scientific publications because of their limited L2 proficiency (Xiguang Li & Xiong Lei 1996). See also St. John's (1987) description of Spanish scientists' difficulties with composing in the L2. The case of the Polish scientists (Marshall 1998) may be related, but it seems most likely that the Jendrycko-Drozdz affair was one of outright fraud.

nevertheless perceive their linguistic skills to be inferior or inadequate for the writing task.

In addition to students themselves, course co-ordinators also mentioned lack of confidence as a factor in cases of derivation and plagiarism involving ESL students (app 2.2.3.6.5, p 139-140). For example, they wrote that "it takes courage [for ESL students to] change the words but not the meaning." However, it was the EAP specialists who seemed to have the most insight when it comes to the lack of confidence sub-variable. Perhaps this is because BALEAP respondents were usually the ones who dealt with those struggling ESL students who were referred to university language centres/institutes for assistance when they had L2 writing problems. The EAP respondents seemed to be quite familiar with the challenges faced with regard to feelings of linguistic inferiority and inadequacy. For example, BALEAP respondents gave statements such as "non-native speakers lack confidence in their own work and feel more secure if they borrow from elsewhere." They felt that "the higher the level of language and confidence, the less the 'need' for plagiarism." But students of advanced L2 proficiency were also seen as facing lack of confidence problems: "At high levels of proficiency, however, there are cases of students who feel inadequate because they cannot write like published or proficient NS writers." Weak English ability was cited as the reason many students appropriate the " 'perfect' English in their textbooks." One respondent mentioned a student who said that "the man in the book had written so well that it seemed better to copy him!" Students were seen by BALEAP respondents as frequently being "anxious and under-confident of their own writing skills."²⁴²

Nine BALEAP respondents (33%) mentioned reasoning related to lack of confidence to explain why ESL students employ derivation/plagiarism as a strategy. A lack of confidence in linguistic skills may have been involved in several of the cases analysed in this study, but the current researcher hesitates to maintain that the

²⁴² Such statements were interspersed throughout the BALEAP questionnaire results. See app 2.2.4.4 (p 155).

cases are neatly classifiable according to certain, specific explanatory variables. As the theoretical framework currently stands, derivation and plagiarism must be seen as emanating from a dynamic multi-variable reader-writer interaction within a given discourse community context. L2 proficiency, and the related immediate influence variables of time, confidence level, anxiety level, seem to be highly significant variables, but even then, it is impossible to say exactly how much instructional background or other variables, whether immediate or background variables, might have influenced a student in his/her use of derivative writing strategies without actually sitting down with the student involved and eliciting a thorough explanation for the observed derivation/plagiarism.²⁴³ What is clear from the available data is that L2 proficiency was involved in at least several of these cases, but it is becoming increasingly apparent that each case of derivation/plagiarism is complex and unique, even within patterns of similar strategies of derivation. For example, the Aihua case and the Jendryczko/Drozd case which were previously discussed, both occurred within the scientific community. Both of the cases involved extensive derivation and a plug-in template or text framework substitution approach, yet the research data in the Aihua case appears to have been genuine, while in the Jendryczko/Drozd case, the data was fabricated and falsified.

Nevertheless, despite the differences, despite the similarities, despite the uniqueness or complex qualities of each dynamic derivative writing interaction, it does seem that more than any other variable, L2 proficiency is a highly significant factor involved in the equation when ESL students appropriate text, especially since variables such as knowledge of convention and instructional background might be factors in cases involving L1 writers, whereas L2 proficiency would never be a factor in a case of derivation/plagiarism involving an L1 writer. When a student of moderate to advanced proficiency appropriates text, if there is no apparent need for such derivation strategies, judging from the student's level of L2 proficiency, it seems

²⁴³ According to the immediate influence hypothesis, such investigation would likely uncover very immediate influences and pressures which led to a student use of derivative writing strategies.

that a lack of confidence and writing anxiety may have been the predominant (sub) variables. Such might have been the situation with the student in case 2 (app 3.4, p 187) who admitted that he had plagiarised. The common denominator in many contexts characterised by the use of derivative writing strategies, seems to be linguistic proficiency in the L2, or linguistic proficiency-related (sub) variables such as time-constraints, lack of confidence, and writing anxiety. But whether the use of such strategies is proportional to the actual proficiency level of the student is open to debate. Indeed, in a panic-driven survival context of writing, a possible anticipated "knee jerk" reflexive response by a low-in-confidence, highly anxious student might be one which is completely out of proportion to the actual level of proficiency and writing skill in the L2.

4.4.3.1 Appropriation by a Proficient ESL Student in a Literary Stylistics Paper

In Case 2 (app 3.4, p 187),²⁴⁴ a fairly proficient student had lifted text from a book loaned to him by his project supervisor. He had appropriated another author's stylistic analysis of a particular passage from V. Woolf's *To the Lighthouse* without giving any form of acknowledgement to Leaska (1970), who had done the analysis.

The student's supervisor was understandably quite upset upon discovering that Student B had appropriated text from a book which she herself had loaned to him. It seemed foolish for such a student of moderate language proficiency, perhaps even high proficiency, to have appropriated text in the first place; and in the second place, he seemed to have gone to the height of folly in appropriating from a book with which his supervisor was familiar.

Student B had borrowed the numeration²⁴⁵ employed by Leaska in analysing a Woolf passage, as well as Leaska's critical analysis, including much of the very same wording used by Leaska. The extract on the next page, Extract 3 from case 2a (app 3.4.2.3), presents the type of appropriation employed by Student B.

²⁴⁴ Case 2 involved several instances of derivation/plagiarism, subdivided into 2a and 2b.

²⁴⁵ Extract 1 in Appendix C (app 3.4.2.1, p 197) presents the appropriated numeration of Woolf's passage from Leaska.

Case 2a: Extract 3

Student Text:

The opening of the second paragraph is almost similar in form to the opening sentence of the preceding paragraph. Mrs. Ramsay's response to the question is presented directly, and again the omniscient narrator makes a (10) comment adding more information concerning Mrs. Ramsay's mood and tone of voice. The next sentence, marks the shift in focalization (11), as it presents Mr. Bankes' views. The mode of presentation changes as well and Mr. Bankes' thought is presented by means of direct interior monologue. It continues in the next sentence (12) with added mediation on the part of the omniscient narrator by the comment 'they agreed'. In the next three sentences (13), depiction of Bankes consciousness continues which is fairly obvious as his description of English food goes on unhindered until a link is established between Bankes' thought and direct speech in (14), but, (13) might remain ambiguous as far as its voice is concerned. In the next sentence (15), Mrs. Ramsay's thought is presented by mean of indirect interior monologue as the presence of the omniscient narrator may be assumed by the occurrence of 'reporting verb'. The beginning of sentence (16) is marked by the narrational comment, but a shift takes place as we move to (17), where Mrs. Ramsay's thoughts are presented through indirect interior monologue. This is indicated by the tense (past perfect and imperfect), the third person pronoun and the use of Bankes' name in an intimate (William) way. Sentence (18) adds another narratorial comment (omniscient) by pointing out Mrs. Ramsay's sense of accomplishment. But these two independent clauses also mark a shift in perspective by leading to the revelation of Lily Briscoe's consciousness. This transition is completed in (19) 'till Lily Thought', and Lily's consciousness (20) is revealed through indirect interior monologue. The mode of presentation changes again in (21), and it shifts towards direct interior monologue, which is followed by indirect interior monologue again.

Source Text:

The first sentence of the second paragraph is identical in *form* to the opening sentence of the preceding paragraph: (9) the 'audible' report, followed by (10) the Omniscient Narrator describing and interpreting the tone. The second sentence, (11), is clearly Mr Bankes' thought presented by means of direct interior monologue. The next sentence is likewise his; the '(they agreed)' is simply an economical touch of omniscience. The next three sentences, (13), are also filtered through Bankes' consciousness as evidenced by his manner of enumerating and his attention to detail--both characteristics belonging to a scientist and a food faddist. Further, Mrs Woolf finishes his sentence, a fragment though it is, with the traditional use of quotation marks and so connects (14) with (13) which might remain ambiguous in so far as voice is concerned. The next sentence, (15), though clearly Mrs Ramsay's utterance, appears visually as indirect interior monologue; and neither the content nor the conversational tone would indicate the necessity for Mrs Woolf's ignoring conventional punctuation. In sentence (16) we have an omniscient beginning, shifting at (17) to Mrs Ramsay's thoughts, now by means of indirect interior monologue-- as the third-person pronoun, the past perfect and imperfect tenses, and the intimate use of Bankes' first name attest. The two independent clauses in (18) are omniscient statements in one sense. But they are also a very delicate shift towards Lily Briscoe's consciousness, a shift which is completed by (19): 'till Lily thought', after which, the content of her mind is presented through indirect interior monologue at (20), direct interior monologue at (21), and indirect again at (22).

It is evident that this student's appropriation comprises a more skilled strategy of lifting or appropriating text than the strategies used by Student C in case 3 (app 3.5, p 262) or student E in case 5 (app 3.7, p 331). He might be seen in a sense as being more fit for academic survival, and indeed, he did survive the duration of his academic course of study, in spite of his derivative composing strategies having been discovered. Student B, as is evident in the foregoing extract, has employed synonym substitution, and he has not appropriated extensive portions of text all together. Rather, the appropriation has been "piecemeal"; the source text has been altered, more than minimally, but the overall text structure remains the same, and although whole phrases have been lifted, no whole paragraphs have been directly copied verbatim. Yet it is obvious that this appropriation is an unacceptable form of unacknowledged derivation, especially since Leaska has not been cited. Student B has been more skilful than students C and E in his synonym substitution, paraphrase, and composition, but his instructor's familiarity with the source text resulted in discovery of the derivation just the same. He gave correct acknowledgement throughout the rest of the paper, and he seems to have been able to write well on his own, but Student B may have lacked confidence in his own language ability, resulting in a decision to adopt strategies of derivation, such as the piecemeal appropriation technique employed, a technique analogous to the strategies of more proficient ESL students, such as those described in Yao's (1991) study.

Even proficient students, as one of Yao's study participants demonstrates, can get bogged down in a difficult text, especially in texts containing discipline-specific jargon, as also happened with the Chinese students described by Witherspoon (1995). The confused students brought sheaves of photocopied articles to Witherspoon, a self-described academic "call girl", after having made numerous marginal notations in an attempt to understand the jargon-ridden texts. It seems that Student B may have similarly become bogged down in a jargon-ridden stylistic analysis of the Virginia Woolf-type stream-of-consciousness genre, and that he may have lacked confidence

in his ability to rephrase the jargon employed by Leaska in critically analysing Woolf's use of this genre style.

4.4.3.2 Appropriation by a Proficient ESL Student in a Psycholinguistics Project

After the first instance of Student B's appropriation had been discovered, past papers and projects of his were analysed to see if there had been a pattern of derivation/plagiarism in his writing. Parts of another course project were found to be heavily derivative. Sections of a paper on psycholinguistics were derived from Levelt (1989). Paraphrase and synonym substitution were again interspersed with some copying of words, phrases, and section titles from Levelt.²⁴⁶ The student seems to have had much more difficulty with the psycholinguistics project than the literary stylistics project. The articles for the psycholinguistics project were extremely technical, containing jargon and difficult-to-understand concepts. In extract 9, from case 2b (app 3.4.4.6, p 228), presented on the following page, it is evident that the student has misunderstood Levelt's text.

²⁴⁶ See case 2b extracts, Appendix C, p 222.

Case 2b: Extract 9

Student Text:

The following example explains the rule:

- (1) Here is a-er a vertical line
(Levelt, 1989:478)

This is an example of **covert repair** because participants do not know what **troublesome item** was involved in that case. In **overt repair**, the interruption can take place either during the **utterance of the troublesome item or after its utterance**. For instance, consider the following utterance in which the repair occurs **after the troublesome item**:

- (2) straight on to *green*-to red
(Levelt, 1989:479)

Source Text:

12.2.1 Interrupting the Utterance

The present evidence on spontaneous self-interruptions allows us to maintain the following *Main Interruption Rule*. (One minor but interesting exception to the rule will be discussed below.)

Main Interruption Rule:

Stop the flow of speech immediately upon detecting trouble.

This rule was first suggested and discussed by Nootboom (1980) in his analysis of the repairs in the Meringer (1908) corpus. A detailed empirical analysis of the rule on the basis of almost 1,000 tape-recorded spontaneous self-repairs in the visual-pattern descriptions discussed above was presented in Levelt 1983. Some of the main findings of that analysis will be summarized here.

There is a variable distance between the troublesome item and the point of self-interruption. The speaker may discover trouble and interrupt himself before the trouble item is uttered. That is probably the case in a *covert* repair, such as the following:

- (19) Here is a -er a vertical line

We do not know in this case what the troublesome item was. Maybe the speaker was about to say *horizontal*. At any rate, there was some reason to interrupt and restart. The repair is called "covert" because we don't know what was being repaired; 25 percent of the repairs in the corpus were of this kind. Not knowing the source of trouble, we cannot be sure about the delay between the source of the trouble and the moment of interruption. In the following we will, therefore, ignore these covert repairs and limit ourselves to *overt* repairs. The troublesome items will be italicized.

In overt repairs, interruption can take place during the utterance of the troublesome item, or right after it, or one or more syllables later. Figure 12.5 shows the distribution of interruption moments in the overt repairs of the pattern-description data. If indeed interruption follows on the heels of detection, the curve in figure 12.5 also reflects the distribution of error detection.

Let us begin with the immediate within-word interruptions. The following repair is an example:

- (20) We can go straight on the the *ye-*, to the orangenode

About 18 percent of the overt repairs in this corpus were of this type. Interruption can also occur just after the troublesome item, as in the following:

- (21) Straight on to *green*-to red

This is, in fact, very common. It is the most frequent place of interruption, occurring in 51 percent of all self-repairs.

(pp478-79)

Problems with reading comprehension can result in paraphrase difficulty, and just as lack of confidence and writing anxiety may have been the important (sub) variable in case 2a, associated with the possible student difficulty with the literary stylistics jargon, it seems that reading comprehension difficulty may have again been the L2 proficiency related difficulty in case 2b, along with the accompanying anxiety that comes when a text is difficult and above a student's comprehension ability. Such was the case with Diana (Currie 1998), who after similar reading comprehension difficulties and the associated fear-of-failure mentality, resorted to a survival strategy of derivation and plagiarism.

Student B's textual comprehension difficulties are evident in the foregoing extract. In the text presented in extract 9, the student wrote "participants do not know what troublesome item was involved in that case" to explain why a covert repair is called such. This implies to the current author that the student *mis-*understood Levelt's text to mean that a *covert* linguistic repair is called such because the *speaker* did not "know what troublesome item was involved" when actually Levelt was explaining that a *covert* repair involves the *listener* not being aware of the troublesome item.²⁴⁷ Levelt's text may have been a difficult one for someone not acquainted with the terminology used, someone who has not quite yet mastered the lexicon of the discourse community. If in fact lexical proficiency was the issue, and the student did not understand parts of Levelt's text, reading comprehension difficulty, associated writing-task anxiety (from having to summarise a poorly understood text), and perhaps a cultural/educational background habit of copying difficult texts may be the most important variables in Case 2b. Copying may have been resorted to by Student B as a way of "sidestepping" this difficult, jargon-ridden text (Fanning 1992) which was beyond his level of proficiency in the lexicon of the discourse community within which he was interacting.

²⁴⁷ Levelt, as seen in the foregoing extract 9, uses the editorial *we* in writing "We do not know in this case what the troublesome item was." It seems that the student did not understand this, and thought that the "troublesome item" applied to the speaker, when in fact the speaker, as Levelt explains, is well aware of a pending linguistic error and initiates an interruption and a self-repair called a *covert* repair, because only the speaker knows what he/she was thinking during the interruption and repair.

Student B later confessed that he had plagiarised in the literary stylistics paper, after first denying any wrongdoing, and he was given a stern warning about avoiding plagiarism. He resubmitted the project after giving proper acknowledgement to Leaska,²⁴⁸ and he then went on to successfully write his master's dissertation and obtain his master's degree.

Case 2 illustrates that reading comprehension related lack of confidence and writing anxiety (from having to summarise a poorly understood text) may be factors in cases of derivation/plagiarism involving L2 writers, but the case also illustrates that often, a case of derivation/plagiarism cannot be neatly compartmentalised according to one specific (sub) variable. But taken together with the number of students and teachers who specifically mentioned *lack of confidence* as a component of derivation/plagiarism, it is evident that lack of confidence and writing anxiety levels are important reasons explaining why ESL students might appropriate text--they feel that the language of a published text is better than their own English, which as they are well aware, is non-native like, containing morphosyntactic, lexical, and stylistic features which identify the writing as having been written by an ESL student. Paradoxically, however, the lifting of text and ensuing recontextualisation in a survival-strategy, panic-measure attempt to produce English which is more *native-like* results in a hybrid language text which may be even more noticeably *non-native like* with the recontextualised source material contrasting sharply with the student's own L2 language productions. Recontextualisation difficulties, informational incongruencies, and other textual features resulting from derivative composing strategies may render a text identifiable as an *unoriginal* composition, an exterior intrusion into what should have been a genuine reader-writer interchange within a given discourse community context.

²⁴⁸ See Appendix C (app 3.4.6, p 235) for a copy of the resubmitted project.

4.5 Previous Instructional Background and Lack of Knowledge as Background Explanatory Variables in Derivative Writing

Instructional background of a student may be a variable in cases of derivation/plagiarism involving L2 writers. But as other researchers have found (Dant 1986; Sterling 1992), instructional background can also be a variable in L1 cases. L1 and L2 writers will not be able to avoid "plagiarism" if they are ignorant of the cultural knowledge (Fanning 1992) or the academic conventions (i.e. Fanning's procedural knowledge) for using source texts properly and giving acknowledgement for quotation, summary, and paraphrase. Some instructional backgrounds, it would seem, do not equip students with plagiarism-avoidance skills, and it would even seem that some instructional backgrounds (both L1 and L2) might actually encourage the unacknowledged appropriation of text,²⁴⁹ and hence in an L2 writing context the problem has been referred to as one of "learned plagiarism" (Deckert 1992).

Lack of knowledge was the most frequently cited reason by ESL students in this study to explain why they had "plagiarised" before. Nearly half of the students (45-48%)²⁵⁰ who had appropriated text before without acknowledgement had done so because they were not aware that what they were doing was plagiarism or that their behaviour might be considered wrong or dishonest (app 2.2.2.4.10, p 107).

Some students, however, were aware that plagiarism is "wrong" but chose (writer's agency) to employ derivation/plagiarism as a composing strategy anyway, saying "I knew it was wrong but I still did it", or "Frankly say, I will do whatever I have to to pass an exam . . . nobody wants to be a loser." Lack of knowledge is a variable in cases of L1 derivation/plagiarism, and it is also a variable in L2 cases. Lack of the necessary knowledge is a common reason why both L1 and L2 writers

²⁴⁹ See Dant (1986) and Sterling (1992) for discussion of L1 instructional backgrounds which might possibly encourage the use of derivation-type composing strategies. See Deckert (1992, 1993), Scollon (1994, 1995), Xiguang Li & Xiong Lei (1996), and Yao (1991) for discussion of L2 instructional backgrounds which might encourage the use of derivation-type composing strategies.

²⁵⁰ 45% of the students selected reason A to explain their use of "plagiarism" as a composing strategy: "I plagiarised because I was not aware that what I was doing might be considered wrong or dishonest." 48% selected reason B to explain their use of "plagiarism" as a composing strategy: "I plagiarised because I did not know what I was doing was plagiarism." Such derivation, resulting from a knowledge deficit, is not *genuine* plagiarism if plagiarism is defined as an act requiring *intent* to deceive. Without having a knowledge of the proper convention, a student cannot be held responsible for *intentionally* violating such conventions.

appropriate text, such lack of knowledge resulting from instructional background experiences of the writer.

4.5.1 A Developmental View of Derivation/Plagiarism Difficulties

In coming to a new academic context, a student will be required to learn the new expectations and conventions of the discourse community to which he/she wishes to belong, and within which he/she wishes to interact, participate, and contribute toward the goals of that community. In this sense, such a transition can be seen as a process of development, not only one of developing communications skills (i.e. written communications skills), but one of developing the requisite knowledge and developing the discourse community relationships in order to participate and interact, socially, cognitively, and metacognitively, with the people, ideas, materials, and resources of the community (Riazi 1997).

The following sections will discuss insights related to student conceptualisations and definitions of, and orientations to, plagiarism, as well as student-reported instructional backgrounds and English academic writing experiences which have affected their current views on plagiarism and their initiations into various academic discourse communities.

The ESL students in this study may have appropriated text before, as 53% of them indicated they had (app 2.2.2.4.10, p 107), and at one point in their English academic writing experience they may not have had an adequate knowledge of L2 writing convention, but from the student questionnaire responses it becomes obvious that these students have gone through a process of development, linguistically, socially, cognitively, and metacognitively, and this development at various points in their academic writing experience has resulted in most of them having a good, and even an excellent understanding of the concept of plagiarism. This is seen in the student responses to question 1 of the student questionnaire which investigated how ESL students defined plagiarism (app 2.2.2.4.1, p 77).

4.5.1.1 ESL Student Conceptualisations and Definitions of Plagiarism

In analysing the student questionnaire, student definitions of plagiarism were rated on a 5 point scale ranging from an ideal understanding of plagiarism (a rating of 1) to no apparent understanding of plagiarism (a rating of 5). In between were the ratings of 2 (good understanding), 3 (basic understanding), and 4 (poor or confused understanding).²⁵¹ Out of 135 students, the overall average or mean of the ratings was 2.16, and nearly half of the students' definitions were rated in the 2 category, representing a good understanding of plagiarism. The following table presents the breakdown of student definitions of plagiarism and the ratings of those definitions (from app 2.2.2.4.1,p 77).

Table 12: Rating of Student Definitions of Plagiarism

Rating	Number who received rating	Percent (N=135)
1 Ideal Understanding	33	24%
2 Good Understanding	60	44%
3 Basic Understanding	33	24%
4 Poor Understanding	6	4%
5 No Understanding	3	2%

According to the evaluation of the current researcher, most of the student participants (44%) had a good understanding of plagiarism. About a quarter of the students (24%) had an ideal understanding of plagiarism, and a quarter again (24%) had a basic understanding of plagiarism, while only 4% of the students had a poor understanding, and only 2% had no apparent understanding of the concept. The ratings assigned to these student definitions may not have been completely reliable

²⁵¹ Refer to Appendix B (section 2.2.2, p 62) for a complete description of the student questionnaire procedures and methods, including a description of how student definitions of plagiarism were rated. See also the P1 and P1 results (2.2.1.2, p 9; 2.2.1.3, p 30).

since many students may have had a better understanding of plagiarism than they were able to express in English.²⁵² However, the rating of the definitions does differentiate between those who had at least a basic understanding of plagiarism and those who had a poor or no apparent understanding of plagiarism. From this perspective, 94% of these ESL students had at least a basic understanding of plagiarism.

The students who participated in this study conceptualised plagiarism as involving copying without acknowledgement, and their conceptualisations were expressed in a variety of ways.²⁵³ Clearly, at the time of completing the study questionnaire, most of these students had arrived at a point in their development as writers where they were able to define plagiarism. And judging from responses given to question 2 of the student questionnaire (asking students *why* plagiarism was wrong), they were also able to defend their views on why they perceived plagiarism to be a "wrong" thing to do.²⁵⁴

4.5.1.2 ESL Students' Ethical Orientations Toward Plagiarism

Student responses to explain why plagiarism is wrong fell into 11 categories. The following table presents the categories of reasoning and ethical orientations which students used to explain why plagiarism should not be an acceptable practice in academia.

²⁵² If these ratings are at all inaccurate, the current researcher's perception is that students had a much better understanding of plagiarism. This perception is based on conversations and discussion sessions with students, and on the fact that the questionnaire was a time-limited writing task. No doubt, students could have written essays of high quality on the topic of plagiarism if they had been given more time.

²⁵³ See sections 2.2.2.4.1.1-2.2.2.4.1.5, (pp 79-83) in Appendix B for examples of student definitions in each category of the 5 point rating scale.

²⁵⁴ The overwhelming majority of these students saw plagiarism to be wrong. However, one BALEAP respondent observed that ESL students regularly deplore plagiarism, but she also made the qualifying comment that "they do tend to employ the tactic." This observation would seem to support the idea that students rationalise the use of derivative writing strategies in panic-driven, survival scenarios where derivation might be the rationalised response, or quite possibly a reflexive reaction as suggested earlier.

Table 13: Students' Reasons that Plagiarism Is Wrong²⁵⁵

Category of Reasons	Frequency (N=135) (percent of students who mentioned each reason)
Individual Responsibility	12.5%
Ownership	54% ²⁵⁶
Fairness	24%
Honesty	13%
Laziness	7%
Crime and Punishment	3%
Academic Consequences	4%
Moral Issue	6%
Not Wrong	1%
Miscellaneous	5%
Unclassifiable	9%

Note: The figures in this table represent the percentage of students who mentioned reasons that could be classified in each particular category. Since some students gave more than one reason to explain why plagiarism is wrong, the figures sum to more than 100%.

Ownership was the ethical orientation preferred by over half (54%) of these ESL students to explain why plagiarism is wrong.²⁵⁷ In their explanations, they presented the idea that plagiarism is wrong because it violates the ownership right of another. Fairness was the next frequently mentioned ethical orientation, mentioned

²⁵⁵ Table 13 has been taken from Appendix B, Questionnaire Data, "Reasons Given Why Plagiarism is Wrong" (app 2.2.2.4.2, p 84, Table on p85). .

²⁵⁶ As was found in P2 (the second pilot survey conducted preparatory to conducting the student questionnaire), *Ownership* represented the most important category to students.

²⁵⁷ This common student perception goes very much against Scollon's (1994, 1995) view that ESL students face an ideological conflict with the Utilitarian Discourse System's valuing of text as a commodity. To the contrary, these students value text as a type of possession, and according to their own explanations, it is for reasons relating mainly to lack of knowledge and L2 proficiency that they have employed derivation as a writing strategy, and not because of Scollon's hypothesised ideological conflict posed by the so-called "Western" Enlightenment engendered concept of plagiarism.

by 32 students (24%), followed by Honesty and Individual Responsibility, mentioned by 18 students (13%) and 17 students (12%) respectively. Laziness was next, mentioned by 9 students (7%) as an ethical orientation followed by the Moral Issue perspective which came out as an ethical orientation in the responses of 8 students (6%). Academic Consequences was an orientation mentioned by 6 students (4%), and only 2 students' responses suggested that they might not consider plagiarism to be wrong, but it is likely that these 2 students did not understand the question or that they did not fully understand the requirements for avoiding plagiarism, for example, that source text could be used, but that such use must be properly acknowledged . This was a surprisingly lower percentage of students who saw nothing wrong with plagiarism than what had been expected by the current researcher in light of the prevailing relativistic attitudes toward issues such as cheating, academic dishonesty, and an accompanying attitude of non-judgmentalism. These ESL students clearly go against the trend among American college students of seeing cheating to be a relative issue. Brownfeld (1998) presented troubling information on the moral laxity of many young American college and university students, but these ESL students had no problem with asserting that plagiarism is wrong, and they made their views quite clear in concise, well-phrased explanations.

Seven students (5%) mentioned miscellaneous ethical orientations and 12 students gave reasons which were unclassifiable. Since many students gave more than one reason to explain why they believed plagiarism to be wrong, these figures tally to more than 100% in Table 13. According to the data represented in this table, these students favoured explanations of why plagiarism is wrong based on Ownership, Fairness, Individual Responsibility, and Honesty principles.

In addition to the free response item results in the first section of the questionnaire, the rating of explanations of why students should not plagiarise and the ranking of statements on plagiarism at the end of the student questionnaire, provide useful supplemental data with regard to students' ethical orientations relative to plagiarism. In the Rating of Explanations section of the questionnaire, students

expressed to what degree the given explanations (of why students should not plagiarise) accurately expressed their views. The explanations were based on the 5 ethical orientations of Self-Respect, Fairness, Consequences for the Academic Community, Obedience to Rules, and Teacher-Student Relationship. The following table presents the results of the rating of explanations section of the student questionnaire.

Table 17²⁵⁸
Explanations of Why Students Should not Plagiarise: Mean Ratings

Explanation based on:	Total (n=130)
A Self-Respect	3.66 (1.36)
B Fairness	4.23 (1.04)
C Consequences for Ac. Community	4.17 (.94)
D Obedience to Rules	3.74 (1.29)
E Teacher-Student Relationship	3.74 (1.12)

(based on 5 pt scale, 5 being "expresses my views very well" and 1 being "does not express my views") note: standard deviations printed in parentheses below means.

From these results, it seems that the students preferred the Fairness explanation over the other ethical orientations, but it is clear from the ratings given to the other orientations of Self-Respect, Consequences for the Academic Community, Obedience to Rules, and Teacher-Student Relationship that these also were part of students' ethical frames of reference. From students' free responses, however, the ethical orientation of Ownership emerged as the most frequently mentioned

²⁵⁸ Table 17 has been taken from Appendix B, Questionnaire Data (app 2.2.2.4.11, p 110).

orientation, one which was not an optional response given in this rating of explanations section of the questionnaire.²⁵⁹

The free responses of these students reveal the importance of Ownership, Fairness, Honesty, and Individual Responsibility in students' ethical frames of reference (refer to Table 13), and as shown in Table 17, students replied at the high end of the 5 point scale to the explanations based on ethical orientations relating to Fairness and Consequences for the Academic Community. Thus, while ownership ethical orientations dominated the various explanations students gave to explain why plagiarism is a *wrong* thing to do, it seems important to consider the well-rounded and inter-related ethical viewpoints which a group of students will possess as a potential contribution to a discourse community.

In other words, the very diversity and complexity of the inter-related ethical orientations can itself become a discourse community asset. Plagiarism is not just wrong because it violates a community member's ownership rights, but because it is also unfair to those community members who have worked diligently to submit a contribution of their own making, after putting in time and effort to master the pre-requisite discourse community knowledge, learn the community conventions and lexical terminology, and to socially interact with other members in order to maximise contribution potential. So not only does plagiarism violate ownership rights of a fellow community member, not only does it unfairly minimise the genuine contribution of a community member, but it also results in consequences for the entire community, such consequences including time wasted in redundantly evaluating an unoriginal contribution, trust lost and morale lowered as a result of discovered plagiarism, contamination of community knowledge with potentially

²⁵⁹ A strength of the current study is the focus on free responses of students and teachers. By limiting respondents to a certain number of pre-formulated responses in a multiple choice type of questionnaire surveying views and attitudes, a great danger is that the results might not be a true representation of respondent views. The free response focus of this study hopefully helped to avoid this skewing effect. The rating and ranking of statements and explanations on plagiarism was seen as a complementary means of obtaining data in addition to the free response results. See section 2.2.1.1 (p 6) in Appendix B for a further discussion of precautions taken in an attempt to ensure that reliable and valid results were obtained by avoiding skewing of results by the reactivity effect.

inaccurate or fraudulent reports (i.e. the Jendryczko/Drozdz case), and so on. Community members have a responsibility (Individual Responsibility orientation) to maintain progress toward community goals, a responsibility to represent individual contributions honestly in order to benefit the entire community rather than selfishly serving their own relatively short-term needs (i.e. a further academic qualification, a published paper to list in their CV, a tenure review highlight) at the costly expense of the community's progress toward long-term goals such as a reliable, continually expanding, accurate (uncorrupted with fraudulent research reports) corpus of knowledge (i.e. the literature), reliable interchange and discorsal interaction, and a reliable public image portrayed to the society which has supported and made possible the existence of centres of academic leaning and discourse, a society which in return can justly expect to receive dividends from the societal investment made.

The final section of the questionnaire involving the rating of statements on plagiarism, reveals further perspectives relative to how these students conceptualise the issue of plagiarism, particularly how they feel, and how they might react in a situation where a colleague or classmate had plagiarised, or was planning to plagiarise. The following table presents the results from the rating of statements, which are listed below the table.

Table 18²⁶⁰**Statements about Plagiarism: Mean Ratings**

Statement	Total (n=130)	
	M	SD
A. Angry	3.78	(1.15)
B. Don't Care	2.80	(1.36)
C. Situations forced to plagiarise	2.62	(1.33)
D. Persuade another not to plagiarise	3.47	(1.13)
E. Persuade another to confess	2.64	(1.15)
F. Report student	2.10	(1.22)
G. Plagiarism always wrong	3.73	(1.29)
H. Plagiarist should fail	3.40	(1.17)

(mean based on 5 point scale, 5 being 'strongly agree' and 1 being 'strongly disagree')

Statements

- A. I would be angry and feel it was unfair if I discovered that another student in the class had plagiarised a paper.
- B. I don't care if other students want to plagiarise; it's their business, not mine.
- C. I don't think plagiarism is right, but there are still some situations in which a student might be forced to plagiarise in order to get a decent grade in a course.
- D. If I knew that another student in the class was planning to plagiarise a paper, I'd try to persuade him or her not to plagiarise.
- E. If I discovered that a student had plagiarised, I'd try to persuade him or her to confess.
- F. If I discovered that a student had plagiarised, I'd report him or her to the instructor.
- G. Plagiarism is always wrong, regardless of circumstances.
- H. If a student in this class got caught plagiarising a paper, he or she would deserve to fail the course.

²⁶⁰ Table 18 is taken from the Appendix B Questionnaire Data (app 2.2.2.4.12, p 112).

Generally these students would be angry if a classmate were to plagiarise (A=3.78), and they would be concerned if someone were to benefit unfairly from plagiarism (B=2.80). For these students, plagiarism is *not* situationally relative (C=2.62; G=3.73). These students might try to persuade another student not to plagiarise (D=3.47), but they would not go as far as persuading a plagiarist to confess (E=2.64), and they would not report plagiarists (F=2.10). But they do see plagiarists as deserving of penalties, such as failing a course (H=3.40).

Such were the ethical orientations of these students taken as a whole. Variety and diversity of expression, yet possessing a universality in application. Plagiarism is wrong because of many inter-related reasons, threading their way back to a few main ethical frames of reference, namely the concept of Ownership, the concept of Fairness, the concept of Honesty, the concept of Individual Responsibility, and the concept of Community (consequences for the academic community). And the community consensus, at least as far as this particular group of students is concerned, remains that plagiarism, or unacknowledged use of any author's texts or ideas, is something which should definitely not be done. This having been said, the following section will present some perspectives on the backgrounds and experiences which have contributed to the students' ethical orientations, conceptualisations, and views which have just been presented.

4.5.1.3 An Interpretation of Student-Reported Instructional Backgrounds and Writing Experiences

Coming from a wide variety of instructional backgrounds as they did, it is amazing that these students expressed similar ideas in relating their conceptualisations and perceptions of plagiarism and that they shared a consensus on plagiarism as being a wrong thing to do, such consensus being supported by several main inter-related categories of ethical explanations and orientations. From these student responses, it would seem that plagiarism is universally despised, or as one student put it, "there is no culture in the world" which tolerates plagiarism or theft,

which would be a violation of *Ownership*, a relevant ethical orientation for just over half of these students (app 2.2.2.4.2.1, Table 14, p 87). The students had come from a wide range of instructional backgrounds representing 41 different countries and 34 different language backgrounds.²⁶¹ Coming from such varied backgrounds, how had these students come to hold their current views? This seemed to be an important question since it may have been that some students had formulated their views in the process of attending pre-sessional EAP courses in Great Britain.²⁶² This was not the case for most students, however, since a majority (58%) of the students reported no significant changes in their views on plagiarism since coming to the UK (app 2.2.2.4.6, p 99). However, 21% did report a change in their views since coming to study in the UK.²⁶³ Additionally, the majority of these students (75%) had encountered the concept of plagiarism before ever coming to the UK, yet a small but significant minority (13%, 18 students) indicated that the pre-sessional course was the first time they had encountered the concept of plagiarism (app 2.2.2.4.5, p 98).²⁶⁴ Two students within this minority said that the student questionnaire was their first encounter with the concept of plagiarism, and one student said that it was "During my first year of a PhD course" in the UK which was her first experience with plagiarism! According to statements such as these, in rare cases, students may have never before encountered the concept of plagiarism in their previous cultural experience.

So exactly what is the relevance of the student questionnaire data relating to background variables and influences which have led to the formation of these students' conceptualisations of plagiarism? The interpretation to be presented in this section will consider the previous instructional backgrounds and writing experiences

²⁶¹ See section 2.2.2.1 in Appendix B (p 62) for figures relating to student questionnaire participants, particularly Table 10, (p 63).

²⁶² This was the reason that the current researcher decided to investigate English academic writing experience relative to how students had formed their views in an attempt to rule out the skewing or mis-interpretation of results by pre-sessional course influence.

²⁶³ This appears to be a significant minority for whom the pre-sessional EAP courses played an important role in the development of their views on plagiarism (see app 2.2.2.4.6, p 99).

²⁶⁴ This figure roughly corresponds with the 10% who said that the current EAP course played a significant role in the development of their views on plagiarism.

of these students as represented in the questionnaire by the students themselves. This interpretation will include a consideration of how the immediate influence hypothesis relates to the background influence variables as described by students.²⁶⁵

To review, the immediate influence hypothesis proposed in the current theoretical framework postulates that the most important variables in a derivative writing context are the immediate influence variables, rather than the background variables comprising students' linguistic, cultural, and educational experiences. As noted previously, however, these background variables are inter-related and non-mutually exclusive, and they might be seen in a sense as being transformed into an immediate influence variable, for example, in the case of limited L2 proficiency. But more important than the background influences and experiences which students bring with them to a new, dynamic writing context are the immediate interactions and reader-writer interchanges which take place under the *agency* of the writer, as a result of writing-process-decision-making which takes place at the juncture of reader-writer backgrounds within a discourse community. The text is the medium of negotiation in this discourse community interaction, and the important question at hand is whether the immediate influence hypothesis possesses validity in claiming that the immediate constraints and variables involved in writing-process-decision-making outweigh the background experiences and influences from a writer's past.

The following will be an attempt to validate the immediate influence hypothesis through observations made in analysing the student questionnaire data. As has been stated in the previous section, students coming from a variety of instructional background and writing experiences demonstrated a significant convergence of ethical orientations and viewpoints with regard to plagiarism, and these ethical orientations were described by students themselves in a free-response context. A simple observation will suggest a proof for the validity of the immediate influence hypothesis. If there is such a congruency or consensus of viewpoints and

²⁶⁵ See appendix 2.2.2.4.4 (p 96) for descriptions of how students came to hold their views. See appendix 2.2.2.4.3 (p 93) for descriptions of student writing experiences.

ethical orientations with regard to plagiarism (notwithstanding the complex ways of expressing these views and orientations), from students of greatly varying backgrounds and instructional experiences, with the majority (99%+) agreeing that plagiarism is a *wrong* thing to do, does not this fact alone directly support the immediate influence hypothesis view that when L2 writers lift text, it is for reasons other than background influence constraints? In other words, if they know plagiarism is wrong, yet still practice unacknowledged derivation as a writing strategy (whether occasionally or frequently),²⁶⁶ does this not strongly suggest that a significant influence at hand is affecting their writing-process-decision-making?

Perhaps this was one reason that students generally tended to believe that plagiarism is always wrong, while at the same time maintaining that they would hesitate to report a plagiarist or hesitate to persuade a plagiarist to confess (app 2.2.2.4.12, Table 18, p 112). They may have been remembering their own use of derivative writing strategies, prompted by the survey question asking about such use of plagiarism as a strategy, and they may have felt uncomfortable with the thought of being turned in by a fellow classmate. Of course they might also have felt uncomfortable with the thought of the recriminations and peer disapproval which "blowing the whistle" or "tattling" might bring from their classmates. The observation that this group of students condemned plagiarism for similar and related reasons, and the observation (by students and teachers) that derivative writing strategies are nonetheless employed on occasion in some writing contexts seems to support the immediate influence hypothesis.

However, there are some "sticking points" in the process of attempting to validate the immediate influence hypothesis. Consider for example the results relating to student advice on how an ESL student case of plagiarism should be dealt with.

²⁶⁶ Both student and teacher respondents indicated that plagiarism might be employed by some L2 writers, even though the writers themselves deplore the act of plagiarism by others. Derivation is used by some students, and perhaps many students, in spite of an awareness of its unacceptability.

The knowledge explanatory variable featured in student advice regarding how plagiarism cases involving NNS students should be dealt with. Since knowledge results from previous instruction, there is some validity to the view that a lack of knowledge can be seen as a background variable. But at the same time, if a current educational context has not provided the requisite knowledge on acknowledgement conventions, then this could be also be seen as an immediate influence variable. The advice which students gave was classifiable according to 11 categories of advice as illustrated in the following table.

Table 15²⁶⁷

Categories of Advice On Handling a Case of Plagiarism by an ESL Student

Category	% of Students who mentioned category (N=128)
1. Cultural Background should be taken into account.	36
2. Cultural background is irrelevant.	17
3. Knowledge about plagiarism/warnings is relevant.	45
4. English proficiency of the student is relevant.	22
5. Same treatment as NS UK students should be standard.	2
6. Intention of the student is relevant.	8
7. Talking with student is important.	3
8. Extent and type of plagiarism is relevant.	3
9. Leniency/understanding of student situation is important.	8
10. Harsh treatment for offenders should be standard.	2
11. Miscellaneous	7

Note: These figures tally to more than 100% since some students gave more than one category of advice in their responses.

As noted above, 45% of the students felt that knowledge about plagiarism was important as a variable in handling plagiarism cases involving ESL students. When cultural background was mentioned by students as being a relevant variable, it was often seen as relevant in the sense that students might be used to a different educational background where copying from source material was tolerated and even advocated. This view is seen in the following student response:

If the administrator have not given advise to the class about why they should not do plagiarism, then he/she doesn't have the right to punish them. I say

²⁶⁷ Table 15 has been taken from Appendix B, Questionnaire Data (app 2.2.2.4.9, p 102).

this because I've talked with some friends about this, and at school in their country they were asked to copy from books and not necessarily acknowledging it.²⁶⁸

However, along with such cultural background oriented responses, knowledge was also mentioned as a variable. Students asked, "Did this person in question know about the rules?" Other challenges to the validity of the immediate influence hypothesis come from the MScCC and BALEAP questionnaire respondents.²⁶⁹ Instructional background and knowledge were seen to be important variables by course co-ordinators as is evident in the following statement:

Many students come from academic backgrounds where questioning of teachers is simply not done (to some extent, eg in Greece). They often feel they have to 'repeat' the argument and may be quite unaware that this can lead to plagiarism. The extent to which you take it into account depends on how systematic was the information provided to the student.

Another respondent wrote "Certainly I do think that administrators, members of appeal committees etc. should take the person's educational background into account when dealing with plagiarism cases."

BALEAP respondents also mentioned knowledge and instructional background as variables. Students might be confused "regarding the conventions of quoting/referencing/use of footnotes and associated academic writing skills mechanics." Others felt that "there is a tendency [among ESL students] to reiterate material directly from sources because of academic conventions in home countries." This may be a valid perception since some students also believed practices relative to plagiarism to be somewhat different in their home countries. 61 students (45%) thought penalties for plagiarism were just as severe in their home countries as in the UK, but 33 students (24%) thought that penalties were not as severe in their home countries. This perception could be related to the students' levels of study. It could

²⁶⁸ This response contains advice relating to both cultural background and knowledge orientations. When cultural background was seen as important by students, it was usually in the sense that a differing cultural background equates with a different educational/instructional background, as this student has explained.

²⁶⁹ Refer to appendix section 2.2.3 (p 119) for MScCC questionnaire results, and appendix section 2.2.4 (p 150) for BALEAP questionnaire results.

be that at lower levels of education in students' home countries, plagiarism was not as serious of an issue.²⁷⁰

Others felt that students might come from a background where they were not encouraged to "debate/contradict or otherwise vary material produced by more erudite academics." Even if students had come from a different background, a number of course co-ordinators and BALEAP respondents stressed that the university culture took precedence and that their background would not excuse plagiarism "unless it can be demonstrated that the student had not been made aware of academic norms." This view ties in nicely with the Dynamic Model's concept of a writer's agency in decision-making, a responsibility for decisions made while composing a text for submission to the reader-writer interchange. Some BALEAP respondents felt that attitudes toward plagiarism were related to a reverence for published texts with students being hesitant to "desecrate the venerable original" :

Students from near and middle eastern and also East Asian cultures tend to 'lift' chunks of text in the belief that *they* [underlined in original response] could not express the idea (s) contained as well as the writer/authority. This reverence for the written word is deeply ingrained in their academic culture/background.

Another respondent said that "some cultures see the printed word as sacred and therefore they should simply replicate it." Another felt that "even EU students often believe that the main task is to give back the material taught to them" but he also wrote "The influence of learning by rote, eg the Koran--is well known."

Several respondents saw the problem of derivation/plagiarism as one related to students' coming from a non-European background: "Students from some non-

²⁷⁰ This is the case in many educational systems, for example in some American high schools where plagiarism is not an extremely important issue (Dant 1986; Brownfeld 1998; Sterling 1992). When the students in the current study came to the UK to pursue postgraduate work, they began to realise how important of an issue plagiarism is. But they may have arrived at the same understanding of plagiarism had they undertaken higher education in their home countries, rather than in the UK. For example, an American student coming from a US high school where plagiarism standards are lax, might perceive plagiarism to be more of an important issue in the UK, but had he/she gone to an American university, he/she might have been exposed to nearly the same instruction on plagiarism.

European cultures have not been trained in critical thought and the process of reviewing the literature and then putting forward their view of the literature."²⁷¹

Respect for authority was also mentioned by respondents as a feature of instructional backgrounds which might influence students to reproduce texts and lecture notes verbatim. Respondents suggested that some educational backgrounds might see "rote learning, copying and use of other people's work [as] . . . acceptable and even flattering to the original author." Along with this, some respondents described students as coming from backgrounds where it might be culturally wrong to contradict teachers, which would result in students being eager to demonstrate that they are familiar with an authority's work by copying and presenting that authority's words verbatim, in a context where that authority will recognise that the student knows the author-produced work, and the *author* will reward the student accordingly. In such a case, the student's derivative use of his/her teacher's work is a sign of respect. In a Western context, if such appropriation were done without acknowledgement, it would be labelled as plagiarism. The Far Eastern countries, however, were seen as encouraging such respect for authority: "Certainly the Eastern culture with their respect for authority, teachers and 'the written word' tend to allow plagiarism." Another respondent asked, "How is it possible for them to write better than a respected author? Can it be acceptable to criticise a respected authority?" "Eastern" culture was described as encouraging "rote learning" which results in students lacking their own opinions and being weak in critical thought processes.

These comments on instructional background were quite informative, and suggested why some students might be hesitant to change the original wording of a text or an authority. These views were echoed in the literature (Fanning 1992; Yao 1991), and rarely in students' responses there were some statements which revealed some of the differing perceptions ESL students might have as a result of their

²⁷¹ This Euro-centric view is untenable. Sherman (1992), Eliot (1998), and St. John (1987) have demonstrated that derivation occurs among European students and professionals, and Sherman has demonstrated that Italian students may lack training in cultural thought processes conducive to plagiarism avoidance.

educational background. One student wrote "It [view on plagiarism in home country] is seen more liberal. As long as you do not quote too obvious from something, nobody cares too much." Another student said "My definition of plagiarism is different." But in another example that plagiarism problems are not strictly an East/West ideological conflict (Scollon 1994, 1995), a student from France said "During studies in Paris, many students were used to copying chapters from books." This was the same student who felt that ESL students employed derivative writing strategies "because of their lack of vocabulary" and who saw derivation as "an easy way to express strong ideas with strong words and few mistakes."²⁷² Some students saw the British as more "anxious" and "nervous" about plagiarism than academics in their home countries: "In Japan people tend not to pay attention to plagiarism so nervously." A Korean student gave an interesting response: "Plagiarism might be allowed in many cases and to some extent it can be called popular [in my home country]." Some felt that at lower levels of education in their home countries the issue of plagiarism was not as important as at higher levels: "In undergraduate courses, it seems not to be important whether student plagiarise." Along the same lines another student wrote "In secondary school they'll said that it [plagiarism] is not right, but they will accept. Only in the university they will put a zero on it." This seems to be the case in many instructional backgrounds. Plagiarism becomes a very serious issue the higher one moves up the educational ladder.²⁷³

In contrast to BALEAP respondents who felt that a respect for the written word might influence a student's views on plagiarism, one student said to the contrary, "I don't place so much importance on written words as you do." For the small number of students who made comments such as these, instructional background had influenced their perspectives on plagiarism, although the same students had come to

²⁷² Perhaps the French academic who translated/copied Duranti's work without acknowledgment also was accustomed to such copying in his instructional background. See Duranti (1993).

²⁷³ See Dant's (1986) description of American college freshman views on plagiarism. See also Brownfeld (1998) who describes the moral and ethical re-orientations which newly arrived students in American universities must undergo in order to preserve the university as an island of moral integrity, rather than allowing it to become a mirror of society and a reflection of what Brownfeld has termed "rampant moral illiteracy."

see plagiarism as unacceptable in the course of developing their academic writing skills.

But just how do such perceptions translate into writing-process-decision-making in an actual writing context? There do seem to be some valid explanations of background influences which can result in a decision to appropriate text for insertion into a reader-writer interaction. But are such influences resulting from student background more important than immediate influences, and how can this relative importance be measured? At this point it seems necessary to concede that background influences might, in some cases at least come close to equalling the importance of immediate influence variables. But an important reminder is necessary of the reasons students gave to explain their own use of derivation/plagiarism strategies, as represented in the following Table 16.

Table 16: Frequency of Reasons Given for ESL Student Plagiarism

Reason	Number of students who mentioned reason to explain plagiarism (N=71)
A	32 (45%)
B	10 (14%)
C	18 (25%)
D	34 (48%)
E	19 (27%)

-
- A. I plagiarised because I was not aware that what I was doing might be considered wrong or dishonest.
 - B. I plagiarised because I wanted to get a good grade
 - C. I plagiarised because I did not have the time to do the assignment myself
 - D. I plagiarised because I did not know that what I was doing was plagiarism
 - E. Other Reason

Lack of knowledge is the primary reason students gave to explain the use of derivative composing strategies, as seen in Table 16 (A=45%, B=48%), followed by not enough time (C=25%) and a desire to get a good grade (B=14%). As suggested

earlier, a lack of knowledge may result from previous educational experience, but if the current educational context has not provided an explanation of plagiarism avoidance and acknowledgement conventions, then it would seem that this knowledge deficit must be seen as an immediate influence variable. The variables of *time* and *desire to get a good grade* are without a doubt immediate influence variables, and the significant variable of L2 proficiency, as proposed earlier, is also an immediate influence variable when it becomes such a constraining factor that a writer has a low self-confidence and a high level of writing anxiety in a given writing situation.

An important point to be made in this Dynamic Model framework discussion of the current issue is that a reader-writer interaction takes place at the juncture of reader-writer backgrounds. Without question, some influence from previous backgrounds will occur. But within a dynamic context, the present, current, or immediate variables, and their interaction, constitute the basis for *agency* supervised writing process decision-making. To reiterate, a writer is not a mechanistically background-influence controlled performer in a predetermined writing context. He/she is a dynamic constituent in the context, responsible for producing a text to submit to the reader-writer interchange, following the conventions of the discourse community. A Static Model dependent view would explain L2 writing problems in terms of previous linguistic, cultural, and educational experiences of the writer, but a Dynamic Model of L2 writing effectively highlights the importance of a writing context's immediate constituents while at the same time accounting for the juncture of reader-writing backgrounds.

Writers do bring background influences with them, as the questionnaire data reveal. But as also evidenced by the data, writers from various backgrounds and experiences converge in a consensus of opinions and ethical orientations with regard to plagiarism, yet students nevertheless occasionally employ strategies comprising unacknowledged derivation in composing, and such use of a deplorable strategy by those who deplore it, after a convergent experience-developing process of attitude

formation with regard to conceptualisations of plagiarism, seems to be the strongest evidence from the current study that there are significant reasons and influences *other* than background influences which affect the writing-process decision-making of L2 writers.²⁷⁴

4.5.1.4 A Possible Combination of L2 Proficiency and Instructional/Professional Background Variables Involved in a Case of Derivative Writing

In the case to be discussed in this section, it would seem that both background and immediate influence variables were interacting in such a way that the student had developed a high level of writing anxiety and resorted to use of derivative composing strategies. A possible perspective on this case is one of seeing the immediate influences, in this case related to a limited English proficiency, as creating a more abrasive reader-writing background juncture than would have otherwise been the case if the immediate constraints of the writing context had not resulted in such a high level of writing anxiety and the consequent employment of derivative writing strategies.

Case 4 (app 3.6, p 296) seems to have involved a combination of borderline L2 proficiency and an instructional/professional background which had possibly accustomed Student D to deriving text material from the work of others. The student was a government employee from Jakarta who in one examiner's view had plagiarised in a course project. Other projects of this student revealed problems with source acknowledgement and confusion regarding citation conventions. A project on computer assisted language learning (CALL) had been returned with a letter of warning from the department head asking the student to review his text "line by line and acknowledge each quotation from an outside source" (see app 3.6.6, p 325 for a transcript of this letter). The student had paraphrased and summarised portions of

²⁷⁴ Knowing it (plagiarism) is wrong, but doing it anyway, as one student admitted, or deploring plagiarism while tending to employ the tactic, as teacher respondents observed, highlights the importance of variables other than the background influences which have molded students' current conceptualisations of plagiarism as being an unacceptable practice.

Cook's (1985) article on CALL, and his writing was of very poor quality as far as English proficiency is concerned. But in case 4a, it does not seem that the derivation was as serious of a case as the letter from the department head would imply.²⁷⁵ It seemed that the department staff had been concerned that the student's writing would be derivative since there had been tutorial session "scenes" in which the student had regularly expressed an extreme point of view in saying that no one could write anything if every quotation had to be acknowledged. For example, he would say with a *chip-on-his-shoulder* type attitude, "We're not allowed to quote" in an apparently confused state regarding academic convention for source acknowledgement and referencing.

Understanding this student's background is important in reviewing the details of Case 4. According to the reports of teachers who knew the student, in his home country he had been a fairly high ranking government official who was responsible for the publication of official reports. However, it seems that he did not write the reports himself, but assigned sections of the reports to subordinates. He then compiled these separate sections written by his subordinates to produce the final report. This method of collating the various sections of a project seems to have been carried over to his L2 writing in some ways, and his professional background seems to be somewhat analogous to an instructional background which has encouraged derivative use of sources without acknowledgement. Simply stated, Student D was not used to writing in English on his own, and he needed constant input from supervisors and writing tutors who became exhausted by the supervision demands. The student, as his writing tutors attested, would have been quite happy for them to have done his writing for him (see "Writing Tutor Comments" app 3.6.7-3.6.9, pp 326-329).

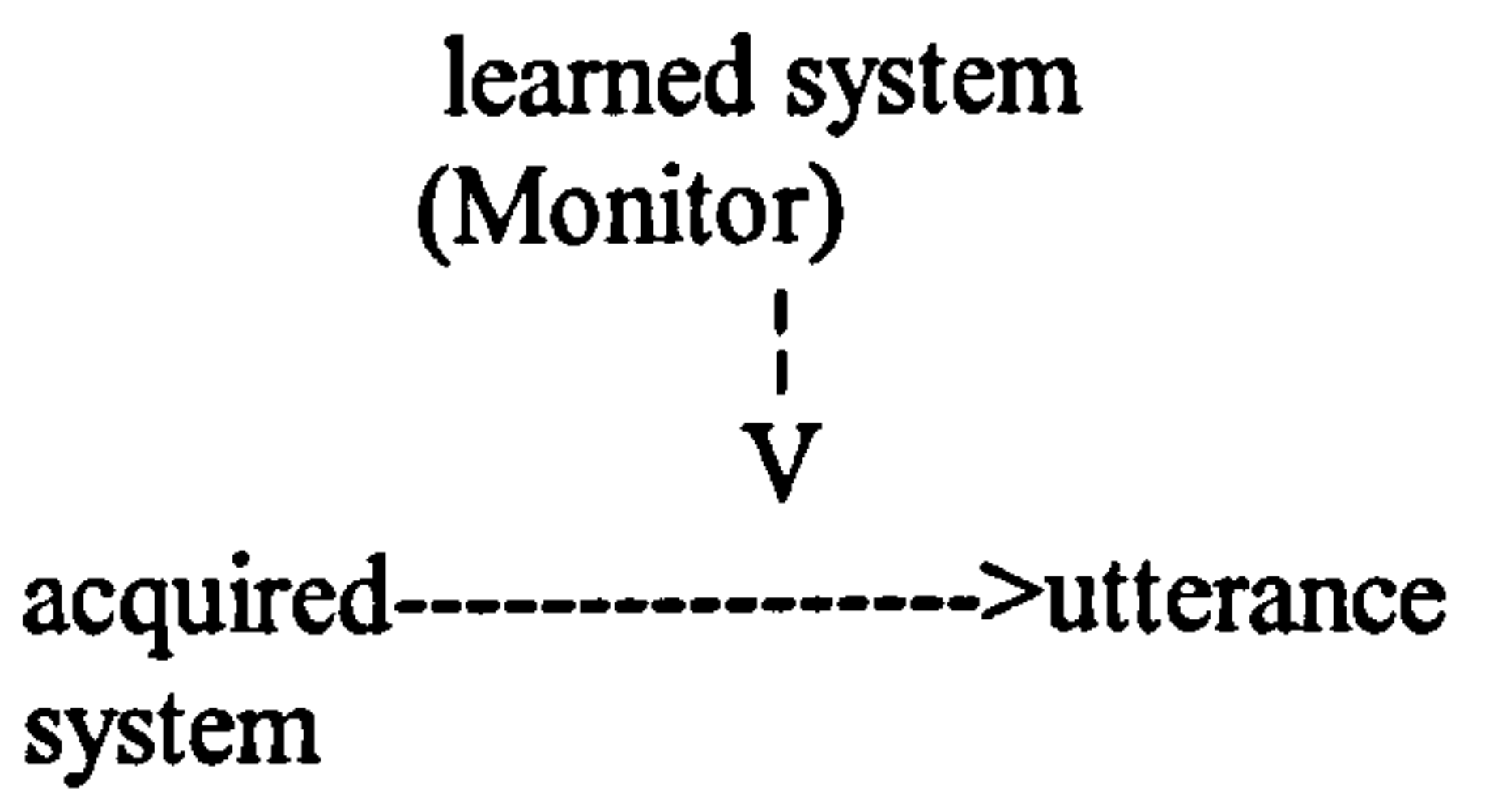
Extract 5 from case 4b is presented on the next page in which Student D's confusion with source acknowledgement conventions is evident.

²⁷⁵ See 3.6.6 (p 325), Miscellaneous Data, Letter from Department Head, in Appendix C as well as extracts 1-4 in case 4a (app 3.6.2.1-3.6.2.4, pp 304-307).

Case 4b: Extract 5

Student Text:

However, this argument has been criticised to the effect that it is not an effective way of teaching second or foreign languages. It has been argued in the Monitor theory developed by Krashen et al. (1983) that this strategy does not enable students to produce the language they have learned; it only helps students learn language system or rules that can be used to monitor the utterances they are going to produce or have produced. In other words, he maintains that with this strategy, students do not actually acquire the language, they only learn. According to Krashen, acquisition is a subconscious process of acquiring language which can be used through a **mechanism that guide automatic performance**. The concept is illustrated in the following diagram:



Monitor model (Krashen, 1981:2)

Source Text:

We make these changes to improve accuracy, and the use of the Monitor often has this effect. Figure 1 illustrates the interaction of acquisition and learning in adult second language production.

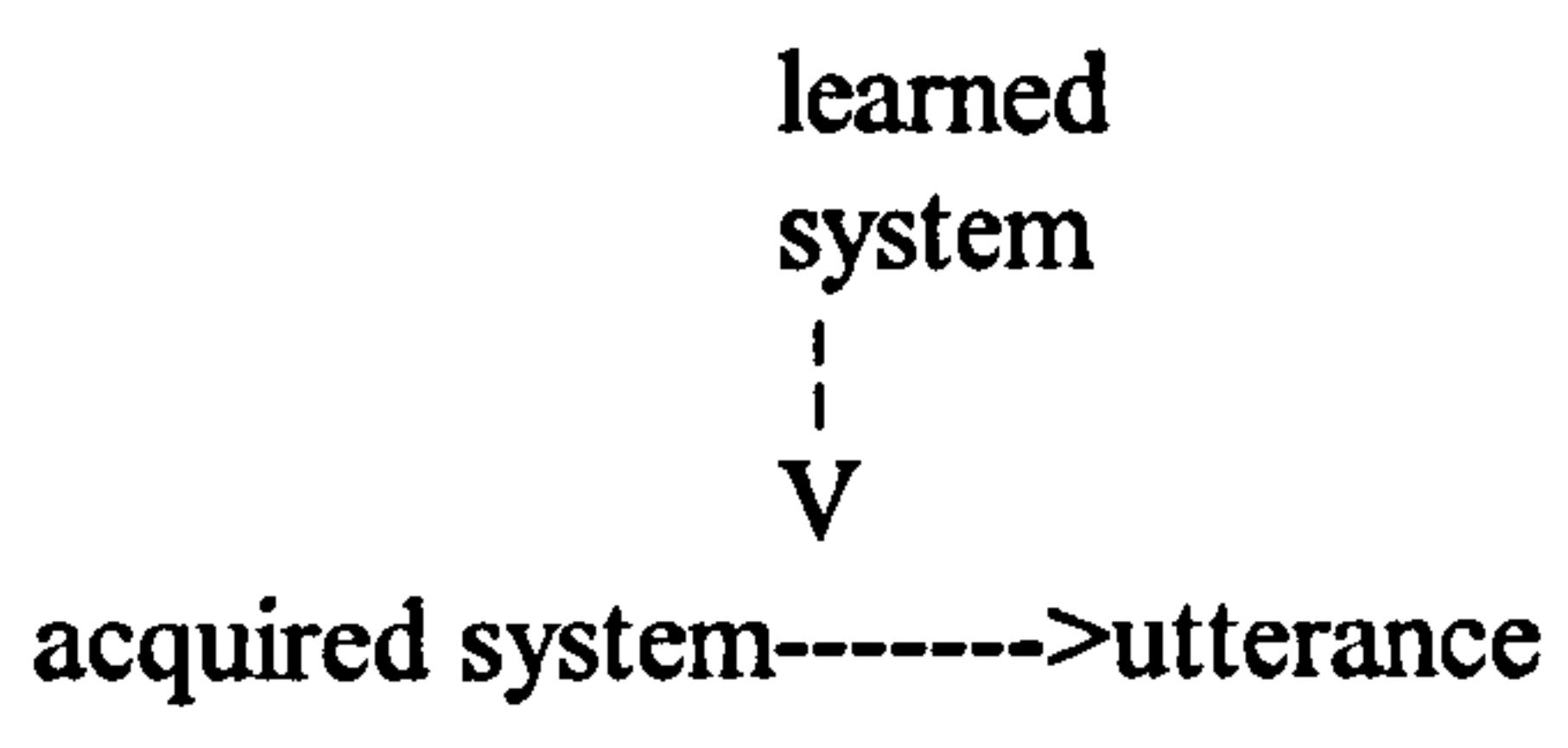


Fig. 1. Model for adult second language performance

The acquisition-learning distinction, as I have outlined it, is not new: Lawler and Selinker (1971) propose that for rule internalization one can "postulate two distinct types of cognitive structures: (1) those mechanisms that guide 'automatic' language performance . . . that is, performance . . . where speed and spontaneity are crucial and the learner has no time to consciously apply linguistic mechanisms . . . and (2) those mechanisms that guide puzzle- or problem-solving performance . . ." (p. 35).

(Krashen, 1981. *Second Language Learning*)

This extract reveals the student's confusion with conventions for source acknowledgement and citation and gives a glimpse into the writing process difficulties encountered by both reader (s) and writer throughout the attempted text-negotiated interchange. As shown in the preceding extract, Student D had copied a phrase from a text by Krashen, but he mistakenly attributed the idea, but not the copied words, to Krashen by introducing his derivation with the phrase, "According to Krashen" However, this unacknowledged quotation is actually from Lawler and Selinker (1971)²⁷⁶, and the brief quotation should have been acknowledged as being a quotation cited within another source.

This student's difficulty with writing, and the abrasive characteristics of the social aspects of this reader-writer interchange, seem to stem partly from his having been accustomed to "jobbing out" his L2 writing tasks to others, and perhaps primarily from his borderline level of L2 proficiency. Minor instances of unacknowledged copying and synonym substitution were the main features of this student's writing. It would not have been a serious problem if the writing difficulties had stopped here, but the main problem was that such writing represented the result of much input and painstaking supervision from course staff, supervisors, and writing tutors. Such supervision, as already mentioned, was an abrasive, relatively unproductive encounter between the student and those who were assisting him throughout the writing process. It is interesting to speculate what Student D's writing would have been like without any such input at all. Unfortunately no earlier drafts of this student's work were available. However, comments by one of the student's writing tutors give some clues as to what type of L2 writing the student was capable of generating on his own. The student was directed to a writing tutor at the university's language institute for assistance in re-submitting his first project. The tutor's comments provide a useful evaluation of this student's writing ability, shedding some light on the English academic writing difficulties he faced.

²⁷⁶ Who was cited in Krashen.

In the first tutoring session at the university language centre, the tutor discussed academic conventions of source acknowledgement, but the student "seemed baffled, anxious [*writing anxiety*] and unconvinced."²⁷⁷ After the student had revised his first paper, the tutor's evaluation was that "The new version consisted of more or less copied material, i.e. he had used a synonymous word or phrase in most sentences rather than copy verbatim." In a subsequent meeting with the tutor²⁷⁸ the student was unable to verbally summarise the "main points of the chapter he had used as a first source." This inability to summarise indicates a lack of reading comprehension and reveals the extremely limited English proficiency of the student. In helping the student to reformulate his writing, the tutor gave guidance on source acknowledgement, and the student expressed "surprise and maybe even a little disbelief that so much acknowledgement was necessary."²⁷⁹ He also defended "his position in that he had to 'take things out of books' as he had no previous experience of CALL", and there was also a "refusal to reduce the number of acknowledgements by heading the sections 'A Summary of X's Views.' 'A Summary of Y'S Proposals.' etc."

Interestingly the student gave "repeated assertions that he thought his English was a problem rather than acknowledgements or content."²⁸⁰ The writing tutor agreed that "His English was not good" but she did not yet "think it such a problem that he would have an assignment returned or failed on that account." The student also made "requests that [the writing tutor] should correct his whole assignment in detail, and that [she] should look at it again on Friday morning (the day of submission) to tell him 'if it is all right.' " The student also made "complaints that he was not getting enough supervision. His supervisors, he said, simply told him to rewrite his assignment. He knew of other students (unnamed) whose supervisors sat with them and went through every sentence with a red pen, correcting their English

²⁷⁷ See session 1 tutor comments in Miscellaneous Data section 3.6.7, Appendix C (p 326).

²⁷⁸ See session 2 tutor comments, 3.6.8, Appendix C (p 327).

²⁷⁹ Another indication of this student's writing anxiety.

²⁸⁰ The student seemed to have been more correct in his assertion than the writing tutor at first realised.

and helping them with what to say." The student wanted the tutor to assist him to "rewrite the assignment."

Later in the term the student again came to see the tutor for writing assistance.²⁸¹ As seen again from the tutor comments, the student was still having serious difficulty. The tutor made the following observation: "His writing was in fact conceptually incoherent, and the English correction had to include clarifying arguments."²⁸² The student was "resistant" to these clarifying arguments, believing himself to be experienced in the topic of the project.

In addition to struggling with his course projects, the student also struggled with the course exams. His writing was of low quality, and the exam responses were short and weak. He wrote essays which in the view of examiners did not fulfil the writing task objectives, and it seemed that the student had drawn on previous course projects rather than developing appropriate responses to the exam questions.²⁸³ One examiner felt that the student "did not really address" the exam questions. In the take home exam component, the student claimed that time was a factor in his poor response. As one examiner put it

The student wrote just two sides of paper, prefacing the answer with an explanation that (s)he had only 10 minutes to write it. This made it difficult to assess - particularly as it is not possible to verify whether shortage of time was in fact the problem.²⁸⁴

Student D did not receive the master's degree. He was awarded the lower qualification of a diploma only, which was a great disappointment considering the pressure from his home country's government which had sent him to obtain the degree. Complicating the matter in this particular department was another student

²⁸¹ See session 3 tutor comments, Miscellaneous Data, Appendix section 3.6.9 (p 329).

²⁸² Here it seems that the writing tutor begins to realise just how serious of a problem she is dealing with as far as the student's limited English proficiency is concerned.

²⁸³ Refer to examiner's comments given in the miscellaneous data section for this case, Appendix section 3.6.10 (p 330), Miscellaneous Data.

²⁸⁴ This examiner comment gives a clue that the time sub-variable may have been involved in the student's difficulty with these exam essays. He may have struggled to complete earlier essays which resulted in a shortage of time for his last exam essay.

from Africa in the same taught course who had exhibited even greater problems with limited English proficiency. She also was awarded a diploma only. She had also had problems with derivative writing, and she had admitted to using a "jigsaw" approach to writing, putting together chunks of unacknowledged source text in composing. Student D complained about receiving the diploma only, reasoning that since he was obviously "better" than his fellow LEP colleague, "Why had they both received a diploma?" He felt that he had deserved the master's degree. But the view of senior department staff was that neither of these students should have ever been admitted to the course in the first place because of their limited English proficiency.

From a perspective taking into account the currently proposed theoretical framework, the immediate pressures and constraints of this student's writing context, specifically his limited-English-proficiency-induced writing anxiety, created an abrasive and confrontational reader-writer background juncture, which became all the more confrontational when the student resorted to composing strategies which he may have been accustomed to using in his previous professional experience. In this scenario then, while background experience is important, the confrontational nature of the reader-writer background juncture was magnified by the immediate influences of a limited English proficiency, and a concurrent high level of writing anxiety stemming from a seeming inability to achieve the desired writing goals and academic qualifications. Seen from this perspective then, the catalyst, or the most important agent in this reaction, was the magnifying influence of the immediate context constraints, assuming of course that there has been a valid interpretation of the data available for this case.

4.6 Perceptions of ESL Students as Persistent Plagiarists: Valid or Invalid?

There exists a common perception of ESL students as being persistent plagiarists (Fanning 1992; Deckert 1993).²⁸⁵ One of the research questions on which this investigation is based inquired as to why this common perception exists, and whether or not the perception is a valid one. The other central research question had to do with identifying the relevant explanatory variables involved in derivation/plagiarism in ESL contexts, and in constructing a valid theoretical framework by incorporating these explanatory variables into existing L2 writing theory. The proposed variables involved in derivative L2 writing contexts have been set forth in the construction of a tentative theoretical framework, and such theory has been refined/modified to account for observations and analyses made in reviewing the case-study and questionnaire data. Having presented a discussion of the study data relating to construction of a valid theoretical framework, attention will now be given in this final section before the chapter 4 conclusions to discussing the validity of perceiving ESL students to be persistent plagiarists. In fact, an attempt will be made to explain the invalidity of perceptions which describe ESL students as such.

4.6.1 Invalidity of Such Perceptions Due to the More Obvious Recontextualisation Difficulties Faced by L2 Writers

There are several ways in which the L2 proficiency variable provides an understanding of why ESL students are perceived to be persistent plagiarists. First of all, although both L1 and L2 writers appropriate text, L2 writers have been described in the literature (Fanning 1992) as being less skilful at recontextualising lifted "chunks" of source text, and examples have been given in the current study of such problematic recontextualisation from the case studies. The grammatical errors and stylistic *unusualities* in the non-native like language of an ESL student's own L2 writing contrast sharply with lifted language from a published text.²⁸⁶ One reason

²⁸⁵ Whether or not this perception exists is an assumption which itself open to debate. However, such a perception has been documented in the literature, and has been expressed by at least some educators as evidenced in the attention the topic is increasingly receiving in recent years (Currie 1998, for example).

²⁸⁶ Although L1 writers also face recontextualisation difficulties, they have the distinct advantage of

that ESL students might be perceived to be persistent plagiarists is that their derivation/plagiarism is more easily and more frequently noticed due to the greater contrast between L1 (published text language) and L2 (non-native like student language) text.²⁸⁷ Instructors are able to spot the appropriation more easily in an L2 text. This noticeability of derivation and copying in L2 texts was mentioned by both course co-ordinators and BALEAP respondents as a main difference between cases of derivation/plagiarism involving L1 writers versus cases involving L2 writers. Such poor recontextualisation has also been presented as a feature in the cases analysed in this study--especially cases 3 and 5.

The recontextualisation difficulties in L2 writing might also be more obvious because of the extent of the lifting from source text (s). When ESL students do lift text, in some cases the appropriation can be quite extensive as seen in both cases 3 and 5. Thus a student who relies heavily on a source text and appropriates extensively to cover language weaknesses is more likely to be confronted about his/her appropriation than an L1 student who appropriates less extensively, and who is able to better recontextualise the lifted language by making appropriate modifications.²⁸⁸

The odd disjunctures and breaks in an L2 text's discourse pattern, the awkward recontextualisations of language "chunks" from other texts, the shifts in grammar and style, the mistakes and copying errors, are likely to be more frequent in text produced by an ESL student (or professional L2 writer)²⁸⁹ than in a text produced by a more

being able to conceal their appropriation better than L2 writers are able to do since English is their native language. Murphy (1990) describes the recontextualisation difficulties faced by one L1 writer as follows: "Much of the first sentence here is sensible . . . The second sentence, however, is nonsense. . . One sentence, then, is substantial and coherent. The next is gummed with vagueness. So stark is the contrast between the two that it was difficult for me to imagine the same person writing both."

²⁸⁷ Of course, a text which is entirely copied from one source, or which has been written by another author, would not necessarily exhibit such features and contrasts.

²⁸⁸ More research is needed to investigate the specific differences and similarities between L1 and L2 derivation/plagiarism by analysing data from both L1 and L2 texts.

²⁸⁹ For somewhat of an independent validation of the current study's description of the textual features of derivative writing, see the final epilogue of the current work and the discussion of a professional instance of plagiarism. The reviewers of a derivative text submitted for publication, described this text as being highly unorganised (disjunctures), as lacking source referencing for specific data, as containing informational incongruencies resulting from material copied from several

proficient L1 writer whose mother-tongue command of English may have enabled him/her to more skilfully employ strategies of derivation, or in fact may have negated that necessity of even using such strategies of derivation since language-related constraints are not an issue.

4.6.2 Invalidity of Such Perceptions Due to Persistent Plagiarism-Related Problems of a Few ESL Students Being Extrapolated to the ESL Student Population as a Whole.

There is second way in which the explanatory variable of L2 proficiency might explain the mis-perception of ESL students as persistent plagiarists. Some ESL students of borderline or extremely limited English proficiency are indeed persistent in their appropriation of text. Seemingly, they are unable to do much more than appropriate text in composing, or as Fanning (1992) and many course co-ordinators and other BALEAP respondents have put it, lifting of text is their only option because of their extreme linguistic inadequacies--they do not have the basic linguistic skills necessary to read with comprehension or to paraphrase/summarise in English. Such students pose very serious problems for teachers and language centre/institute staff who attempt to offer remedial assistance. An abrasive and confrontational 'reader-writer background juncture occurs within the immediate pressures and constraints of the writing context, serving as the catalyst for such an encounter.

Student D from case 4 and Student E from case 5 are prime examples of L2 writers who were severely limited in their ability to produce adequate English writing without input from writing tutors or without copying from published texts.²⁹⁰ Throughout the entire academic year both Student D and Student E experienced difficulties with their projects and finally with their end-of-the-year master's degree dissertations. Such students may cause instructors to unjustifiably extrapolate their

sources, and as falling short of the standards for acceptable research practice. Additionally, the current author's analysis revealed that there were also the same type of copying errors which resulted from mechanical copying in scribal fashion.

²⁹⁰ The writing tutor notes for case 4 in sections 3.6.7, 3.6.8, 3.6.9 (pp 326-329) of Appendix C are especially revealing of Student D's language difficulties. Similarly, the supervisor and examiner notes and comments in Case 5 highlight the severe language difficulties of Student E (see app 3.7.6, 3.7.7, pp 381-388).

impressions from a few extremely difficult cases involving one or two LEP students to the ESL student population as a whole. From these two ways in which L2 proficiency might possibly result in ESL students being seen as persistent plagiarists, it becomes clear that such a general impression is an invalid one.

A few confrontational encounters with writers such as Student D in Case 4 (app 3.6, p 296), can leave a very unfavourable impression with a teacher, as indeed was the case with Student D's instructors, examiners, and tutors. One would hope that common sense and reason would prevail, and that educators might see the isolated nature of such confrontational writing encounters, but it is quite possible that an academic course might have relatively few numbers of L2 writers per year, which can adversely affect perceptions of ESL students when problems arise. But at the same time, it should be pointed out that L2 writers *do* employ strategies of derivation in composing, at least in some contexts, and that reports of ESL students as being persistent plagiarists have come from academic contexts where ESL students comprised 99.9% of the student population (i.e. Deckert 1993). So while L2 writers do employ derivation/plagiarism as a writing strategy (as more than half of the ESL students in the current study reported they had), it seems unfair to characterise L2 writers as persistent plagiarists when L1 writers lift text just the same, but might remain less conspicuous due to a greater mother-tongue enabled linguistic facility in recontextualising lifted source text.²⁹¹

4.6.3 Invalidity of Such Perceptions Based on a Developmental View of L2 Writers

Therefore, considering that the impression of ESL students as writers who lift text is a valid one, as evidenced by the fact that over half of the students in this study admitted to "plagiarising" before, it seems necessary to consider one more possible explanation of why the *ESL-student-as-persistent-plagiarist-perception* is an invalid *mis*-perception. Taken as a whole, the student questionnaire data completely

²⁹¹ The exact nature of L1 derivation/plagiarism is open to further investigation through empirical research.

invalidates the perception of ESL students as being persistent, hardened, recidivist, career plagiarists. A persistent problem is one that continues despite attempts to stop it. And from these student questionnaire results, it becomes evident that although many of the students have appropriated text at some previous time, they have apparently come to a point in their development as L2 writers where they see the importance of avoiding plagiarism, especially because it violates the ethical principles of Ownership, Fairness, Individual Responsibility, and Honesty. At some point in their development as L2 writers, usually even before coming to Great Britain, these students determined that plagiarism was a wrong thing to do, and they came to value the importance of individual, original, creative effort. Even those in the minority who experienced a change in their views after coming to Great Britain stressed how important it was not to plagiarise, realising the serious nature of derivation/plagiarism, and being willing to adapt to the L2 conventions of the host institution. Generally the ESL students in this study felt that plagiarists should be punished, and they would even encourage a plagiarist not to plagiarise, although most, it seemed, would not turn in a plagiarist.²⁹²

Clearly then, the problem of derivation or plagiarism among ESL students cannot be called persistent if students have come to hold such views of plagiarism as being a despicable, dishonest, disgusting, unfair, criminal type²⁹³ of behaviour that they themselves had committed only because they did not know that the behaviour might be perceived as such, or because their limited English proficiency appeared to give them no other option. Hypothetically speaking, even if the students in this study were persistent plagiarists, it seems that it would be unfair to classify them as being more persistent in their plagiarism than L1 writers.

To be sure, some ESL students do have persistent problems with derivation/plagiarism, but it also seems that with further development of L2 proficiency and knowledge of L2 convention, most ESL students work through their

²⁹² However, to the contrary, some students (2%) did recommend harsh penalties for plagiarists to make an example to discourage other students from plagiarising (see app 2.2.2.4.9, Table 15, p 102).

²⁹³ These descriptors were used by students themselves in explaining their views on plagiarism.

problems and developmental difficulties associated with learning to write in a second language. The perception of a few ESL students having persistent problems with derivative writing has some validity, but the over-generalised perception of ESL students as persistent plagiarists is an unfortunate, invalid mis-perception which, if allowed to persist itself, will result in unfortunate consequences for teacher-student relationships which are best built on trust rather than pre-conceived mis-perceptions.

4.7 Summary and Concluding Remarks to Chapter 4

Within chapter 4, the modified Dynamic Model influenced theoretical framework has been presented and corroborated through discussion of case study analyses and survey data. From a Dynamic Model theoretical framework approach following Matsuda's (1997) general framework, L2 writing has been proposed to be a text-mediated reader-writer interaction occurring within a dynamic discourse community context at the juncture of reader-writer backgrounds. In the case of a derivative writing context in which an L2 writer appropriates text without acknowledgement, a disruption occurs, perhaps even confrontationally or abrasively, and although the interaction remains text-mediated, the interchange is imposed upon by (an) exterior text (s) and by (an) exterior author (s) being imported into what should have been a genuine reader-writer interchange, excepting the acknowledged use of other writers' text language and ideas.

Examples of such derivative text-mediated writing interchanges have been presented in this chapter, and an attempt has been made to analyse the dynamic interaction of explanatory variables in such interchanges. Although background variables were, and still are, seen to be important, an uncritical Static Model approach has been rejected in favour of the Dynamic Model approach, particularly the Dynamic Model's hypothesis that the immediate influences or variables in a writing context may possibly play a more significant role than allowed by a Static Model interpretation of background influence variables.

Although there is still more work to be done in proving this hypothesis, the current study data suggests that there is some validity to this hypothesis, particularly

since the majority of the study participants' backgrounds resulted in a consensus of views and ethical orientations along similar lines, expressed in a variety of ways; these students generally deplored the act of plagiarism, yet they, and the teacher respondents, remarked that it was a common strategy employed, despite their adverse opinion toward plagiarism and plagiarists. This seems to indicate strongly that other reasons, local and immediate in nature, affect writing-process-decision-making in such a way that derivation/plagiarism is seen to be an only option, a survival strategy, whether in a time-constrained writing task such as an essay exam, whether in a writing task requiring comprehension of difficult jargon-ridden texts above the students' receptive lexicon/terminology level, or perhaps because of extreme limitations due to a low level of English language proficiency.

Background influences are not excluded from this model, as depicted in the reader-writer background juncture, but instead, the immediate influences are relegated to a position of prime importance in writing-process-decision-making, and immediate influence variables are seen as the catalyst, the magnifier, the determining factor in interacting with background influence variables and perhaps leading to a writer's decision to fall back on strategies and patterns which had been a feature of previous instruction and writing experiences.

An important component of the theoretical model presented is the concept of *agency* in decision-making. The writer, while influenced by background and immediate, local variables, retains responsibility for decisions made. The writer is not a background influence dependent or situationally dependent producer of only certain kinds of texts put out in a machine-like fashion. The writer is a participant in a dynamic discourse community interchange, a contributor to the ongoing community goals of productive interaction, and a stimulus for the further development of the community through the text produced as a medium of negotiation.

If however, the writer chooses to submit a derivative text, a compilation of source text "chunks" which should have been exterior to the interchange, the discourse community interaction is disrupted, and the writer's potential contribution

is negated, and even if the unacknowledged importation of extraneous texts and authors is never discovered, the community's resources are wasted in evaluation of unoriginal texts and ideas in an unproductive interaction with a writer whose participation within the interchange is not genuine, but falsified.

Derivative texts have been shown in this chapter to contain characteristic features which identify such a text as being derivative. A derivative text will frequently contain odd disjunctures and breaks in text discourse, awkward recontextualisations of source text "chunks", shifts in grammar and style, mistakes and copying errors, as well as lack of citations and referencing. However, it is also possible that skilful derivation can disguise such characteristics, and some forms of derivation/plagiarism can eliminate their presence altogether, for example in the case of a writer hiring someone to write a paper instead of composing it him/herself.

In addition to presenting the dynamic interactions of variables within derivative writing contexts, the current chapter has also included a discussion of the possible reasons why the perception exists of ESL students as persistent plagiarists. It has been suggested that one reason for such a mis-perception is that the obvious recontextualisation difficulties of ESL students make derivation/plagiarism more obvious than the skilled derivation/plagiarism of an L1 writer possessing the benefit of a mother-tongue knowledge of English. This possibility needs to be further investigated through actual case studies of L1 derivation/plagiarism instances, yet it seems to hold potential for being validated. Another possibility is that the derivation/plagiarism problems of a few L2 writers, especially problems resulting in a confrontational, abrasive reader-writer background juncture, might result in a tendency to extrapolate the problems of a few ESL students to the ESL population at large. Again, such a possibility needs further investigation and corroboration, but as mentioned previously, it seems unfair to label ESL students as persistent plagiarists when L1 writers employ strategies of derivation/plagiarism too, and when questionnaire results such as the data from the current study reveal the consensus of

views, conceptualisations and ethical orientations, overwhelmingly considering plagiarism as being a *wrong* or unacceptable thing to do.

Thus the original research questions have been answered, at least tentatively, in this study's analysis of the explanatory variables involved in derivative second language writing, and the development of a useful theoretical framework for integration within the existing Dynamic Model approach to issues in L2 writing practice and pedagogy. But how can the insights gained be practically applied to L2 writing contexts, L2 writing pedagogy, and L2 writing problem solving approaches? This will be the focus of the next chapter in which implications for practice and pedagogy will be discussed.

5 Practical Application of Insights Gained from the Study of Derivative Writing Dynamics: Implications for Practice and Pedagogy

5.1 Introduction

The goal of chapter 5 is to outline the practical implications of the current theoretical framework by applying Ritter's (1993) motivation and opportunity approach to plagiarism in an L2 context, and making use of her chronological subdivision of dealings with plagiarism into the three stages of prevention, detection, and investigation. Preventing plagiarism and unacknowledged derivation is a great concern for educators. The current research and the concurrent formulation of theoretical principles within a Dynamic Model framework hold potential for stimulating ideas for EAP instructors and university teachers in their professional responsibilities associated with English academic writing. Most, if not all, language centres/institutes and departments in UK universities already have particular methods of dealing with the issue of plagiarism in pre-sessional courses and department orientation meetings.²⁹⁴ This chapter is not an attempt to make specific prescriptive recommendations regarding how a pre-sessional EAP course should be run or how departments should deal with plagiarism-related issues. Rather, the research should be seen as helping those concerned with the English academic writing of ESL students to make informed decisions, and to improve existing policy and procedures if necessary, based on those policies and procedures other professionals have found to be successful, and based on research which consisted of investigating the dynamic explanatory variable interactions involved in derivation/plagiarism by L2 writers in ESL contexts.

Institutional educational practices vary according to student needs and particular educational philosophies, and institutional distinctives often dictate pedagogical practices and policies. For example, at London University, the large

²⁹⁴ For example, some institutions use a standard text, such as Trzeciak and Mackay's *Study Skills for Academic Writing*. Other institutions and departments have developed their own very specialised guides, such as "A Guide to Writing an Assessed Essay in Law" published by the law department at the University of Leicester. This guide contains very specific guidelines on avoiding plagiarism.

numbers of students from a Japanese educational background have resulted in instructors giving special attention to the particular needs of students from Japan. A BALEAP respondent from London University said "We have a statement/explanation [on plagiarism] in English for all students and one in Japanese because we have so many Japanese students" (app 2.2.4.4.4, pp 165-166). This seems to be an excellent idea for courses which attract many students from the same instructional background.²⁹⁵

Whatever the philosophy or practices of an institution relative to plagiarism, the findings of the current research have great potential for contributing to informed decision making when it comes to questions of plagiarism and unacknowledged derivation. Additionally, it is hoped that summarising certain practices relative to derivation/plagiarism as related by master's programme course co-ordinators and BALEAP respondents²⁹⁶ will provoke thought as to how NNS overseas students can be more effectively and successfully initiated into mainstream British academia, in particular the minority of ESL students who may be on a collision course with derivation/plagiarism problems, and the minority of students who may have differing knowledge levels, differing practices, and differing perspectives relative to plagiarism than what are considered acceptable in a British academic context. General suggestions and recommendations will be made in this chapter, but of course, it is up to the particular institutions and departments to decide how to use the information presented, how to specifically apply the suggestions, and how to relate the pedagogical implications to existing institutional policy.

This first part of chapter 5 will be based on a discussion of derivation/plagiarism as a function of motivation and opportunity, and the second

²⁹⁵ Translating the study questionnaire into students' native languages was an option at one point in this investigation, but the extremely varied instructional backgrounds of study participants mitigated the feasibility and practicality of such an option.

²⁹⁶ Many of the ideas expressed in this chapter come from various British professionals who are at the forefront of developing effective pedagogy for instructing ESL students in English academic writing.

part of this chapter will be based on a chronological sub-division of dealings with derivation/plagiarism. The chronological subdivisions are as follows:

- (1) Prevention of plagiarism and unacknowledged derivation
- (2) Detection of plagiarism and unacknowledged derivation
- (3) Investigation of plagiarism and unacknowledged derivation

Ritter (1993) saw plagiarism as being a function of motivation and opportunity. Her approach to the problem, and that of the professors interviewed as part of her study, was to focus on decreasing either the motivation students had to plagiarise, or the opportunity students had to plagiarise (or both), which as a result, would decrease the overall frequency of plagiarism. Ritter condensed this approach into the concise formula presented below:

$$P = f(m + o)$$

Such an approach to plagiarism/derivation among ESL students is a very worthwhile one to consider, especially since there are possible similarities between derivation/plagiarism by L1 writers and derivation/plagiarism by L2 writers, with one main difference being L2 proficiency, a variable which does not play a role in cases of derivation/plagiarism involving L1 writers. To account for the variety of derivation patterns observed in L2 writing, and also to take into consideration the fact that although plagiarism is a form of derivation, but not all derivation is equal to plagiarism, the formula will be slightly adjusted as follows, with **D** representing *derivation*:

$$D = f(m + o)$$

Evidence has already been presented that some ESL students are highly motivated to appropriate text, for example when they lack confidence in their L2

proficiency, when they face high levels of writing anxiety, or when they lack basic English linguistic skills. Such strong motivation to lift text, and the consequent employment of derivative composing strategies, has contributed to the common misperception that ESL students are persistent plagiarists. This perception might be true for *some* students, but it becomes a mis-perception when it is extrapolated to the general ESL population as a whole.

Writing tasks in the L2 represent an opportunity to lift text, but some writing tasks, such as time limited take home exam essays, present more of an opportunity to lift text than other types of writing tasks. Education policies and practices which reduce or eliminate altogether student motivation and opportunity to employ derivation as a composing strategy, should, therefore, result in an overall reduction in occurrences of derivation/plagiarism.

The first stage in dealing with derivation/plagiarism is the preventative stage, in which university pre-sessional EAP courses play an extremely important role. The second stage, detection of derivation/plagiarism, and the third stage, investigation of derivation/plagiarism, occur after the preventative stage when students have already employed derivation/plagiarism as a writing strategy. Before further discussion of prevention, detection, and investigation stages of dealing with derivation/plagiarism, derivation will be analysed as a function of motivation and opportunity.

5.2 The Motivation and Opportunity Behind Derivation/Plagiarism

Derivation does indeed seem to be a function of motivation and opportunity. But the simple formula, $D = f(m + o)$ seems to present motivation and opportunity as equal variables, when actually it would seem that *motivation* frequently outweighs opportunity judging from ESL student questionnaire responses and from the cases of derivation analysed in this study.²⁹⁷ Thus the formula might be expressed more

²⁹⁷ The reasoning behind this statement is as follows. Motivation would have to be high for someone to use a composing strategy with which his ethical orientation does not align. This would not be the case if lack of knowledge were a variable, but at least 25% of the students in this study employed derivation as a writing strategy because of time constraints, and another 14% reported a desire for good grades as the reason for their plagiarism (see app 2.2.2.4.10, Table 16, p 108).

accurately to reflect the strong motivation which drives some L2 writers to appropriate text:

$$D = f(M + o)$$

The motivation to lift text is a very strong one when basic linguistic skills are lacking which are needed for reading comprehension, summary, and paraphrase of source texts. In combination with a lack of confidence, a high level of writing anxiety, and a fear of failure, the motivation may be even stronger, and some of a student's motivation to lift text may actually stem from a background in which such derivation was encouraged, where plagiarism-avoidance skills were not an important pedagogical focus.

But the opportunity to lift text without acknowledgement is also a factor in the equation. Time limited writing tasks, such as take home essays, seem to present a greater opportunity for plagiarising or deriving text without detection, and the time limitations seem to exacerbate writing anxiety levels and increase student motivation to employ derivation as a strategy for overcoming the L2 proficiency-related difficulty of producing quality L2 writing within a short time period. Analysing and understanding the student motivation and opportunity behind derivation/plagiarism is the first step in addressing the plagiarism-related writing problems of ESL students.

5.2.1 L2 Proficiency

L2 proficiency has been determined to be a highly significant explanatory variable in cases of derivative L2 writing,²⁹⁸ and it seems to be an important motivating factor behind unacknowledged derivation by ESL students. As a King's College (London) BALEAP respondent stated, "it's much easier to reword something and paraphrase with higher proficiency." But for ESL students of lower proficiency,

²⁹⁸ 81% of the BALEAP Questionnaire respondents saw L2 proficiency to be an important variable in plagiarism/derivation cases involving ESL students (see app 2.2.4.4.7, p 171).

derivation and plagiarism become a "way of survival" and a strategy for avoiding failure. For LEP ESL students, unacknowledged copying is a "necessary" component of English academic writing because "to express it [source text ideas] into very good English is very difficult!"²⁹⁹ and because derivation/copying "is an easy way to express strong ideas with strong words and few mistakes." LEP students "chop up" source text language and recombine it in their "jigsaw" composition strategies, although as seen in the case studies, the "chopping up" is sometimes very minimal, and entire sections of text are often copied verbatim, perhaps with incorporation of some synonym substitution as well as other slight textual alterations, for example, the insertion of token references and attributive phrases or the "peppering" of work with "reminders of the works which have been consulted [i.e. copied from]." A "plug in" framework approach is another appropriation strategy which some LEP ESL students (and NNS professionals) might employ. A model textual framework is appropriated, and key words are substituted for source text words as was seen in the Bowling Green case, in the fraudulent Jendryczko case³⁰⁰ (Marshall 1998), and also in the case of the Chinese scientists who plugged their data into an article framework copied from Misra and Gedamu (1989).³⁰¹

81% of the EAP specialists surveyed believed L2 proficiency to be relevant in derivation/plagiarism cases involving ESL students. This supposition is supported by the case study data and by student questionnaire responses. Not only did 22% of the student participants see English proficiency as a relevant variable in cases of plagiarism involving ESL students (see app 2.2.2.4.9, p 102), but in each of the 5 cases analysed in this study, L2 proficiency (or a lack of confidence in L2 proficiency) seems to have been a highly significant variable. Student A was motivated to copy brief segments of published source text in a take home exam. This fairly proficient student may have employed derivation as a composing strategy for

²⁹⁹ These are quotations from student participants in the current study.

³⁰⁰ i.e. in the lifted article in which Jendryczko substituted cancer of the *uterine cervix* for cancer of the *larynx*.

³⁰¹ Refer to chapter 3 for discussion of these cases.

reasons relating to the L2 proficiency-related variables of time, lack of confidence, and writing anxiety. Student B was motivated to appropriate another author's literary stylistic analysis in one course project, and in another project, lack of reading comprehension (possibly L2 proficiency related) is evident which suggests that difficulty with a jargon-ridden L2 text motivated him to copy selected phrases and sentences and affected his writing-process-decision-making. Student C employed derivation on quite an extensive scale out of an L2 proficiency-related inability to complete a time-constrained exam essay in the L2. Student D had very severe L2 proficiency difficulties as evidenced in the comments of his writing tutor, and Student E had similar L2 proficiency difficulties which were documented by both his supervisor and his examiners. L2 proficiency is clearly a motivating factor in these cases of derivation, and it seems to be a very important explanatory variable and motivating factor in a great number of cases involving ESL students. However, it is important to remember that L2 proficiency is only one variable in a dynamic writing context, and that other variables and influences may interact in such a way that writing anxiety is increased, and that the perceived ability to successfully compose a text is affected. Exactly which variable becomes the catalyst which finally results in a decision to plagiarise or derive text seems impossible to determine apart from interviewing students directly after an occurrence of derivation/plagiarism. When an opportunity to appropriate text arises, as in a take home exam essay or in an assignment or project involving difficult-to-comprehend source texts, an LEP student is likely to resort to some form of derivation as a composition strategy when survival becomes the prominent goal, over and above the goal of continued productive interchange and contribution to the discourse community.

5.2.2 Time-Limited Writing Tasks

In cases 1 and 3 (app 3.3, p 180; app 3.5, p 262) time-limitations were involved in the instances of derivation/plagiarism. Both Student A and Student C appropriated text in a time constrained exam situation in which they had the freedom to copy text

at home. There seems to be a strong correlation between the motivating factor of time and L2 proficiency, as Jones and Tetroe (1987) found in their study; quality but not quantity of planning transfers from the L1 to the L2. Given enough time, an L2 writer may produce a well-written essay on a certain topic, but under a time-constrained exam situation, as master's programme course co-ordinators reported, ESL students may "fall to pieces" with increased time pressures (see, for example, app 2.2.3.6.5, p 139), and the combination of an increased *motivation* to employ derivative composing strategies along with an *opportunity* to employ the same, may result in an otherwise capable ESL student resorting to unacknowledged derivation as a strategy to complete an exam essay.

5.2.3 Lack of Confidence in Linguistic Ability and Writing Task-Induced Anxiety

L2 writers also lack confidence in their linguistic skills, and they feel that copying the language of a published source may be a more effective strategy than composing in their own non-native like English. Even L2 writers of advanced proficiency may lack confidence in their linguistic skills. Such students feel that " 'other' language is far better" and they appropriate text in order to cover their self-perceived language weaknesses. Helping such students to develop confidence in their own summary/paraphrase skills is the remedy for reducing verbatim copying as BALEAP respondents emphasised.³⁰² When a proficient ESL student appropriates text, it may be that such appropriation is a result of a lack of confidence combined with a high level of writing task-induced anxiety, as may have been the situation with Student B in Case 2 (app 3.4, p 187), at least in his literary stylistics paper.

Lack of confidence in linguistic ability and anxiety resulting from a given writing task are strong motivating factors related to L2 proficiency. Not only has this

³⁰² A respondent from the University of East Anglia felt that summary skills were the key to reducing verbatim copying, and he, as well as other respondents, emphasised the importance of confidence building exercises, which will be discussed later as part of a pedagogical philosophy of candour, contact, and confidence building.

lack of confidence in linguistic ability been proven to be a variable involved in student cases of derivation/plagiarism,³⁰³ but it has also been documented as being a factor in the English academic writing of ESL professionals. For professionals, the writing anxiety is not about passing a course or getting a degree, but about publishing in English, a language other than their mother tongue. Professionals feel a certain disadvantage in submitting articles which might be rejected not on research merit grounds, but for reasons related to the language of the text used in conveying the research results.³⁰⁴ Both the Chinese and Spanish scientists from the cases discussed earlier felt that they were on unequal ground in being able to compete in the realm of English-medium scientific publications. The Spanish scientists dealt with their lack of confidence in linguistic ability by adopting a "jigsaw" approach involving the appropriation of bits and pieces of source text (St. John 1987). The Chinese scientists adopted a "plug in" framework approach, appropriating the text structure of nearly an entire published article, and plugging in the original data from their research (Xiguang Li and Xiong Lei 1996). The ensuing debate among Chinese academics focused on whether the plagiarism was a problem of morality in scientific endeavour, or a problem of language proficiency. Lack of confidence in linguistic proficiency, and possibly anxiety relating to potential discrimination by English-medium-of-publication editorial staff and referees, motivated these scientists to appropriate text in an attempt to set themselves on equal footing with those scientists for whom publishing in mother-tongue English was more facile.³⁰⁵

³⁰³ The current researcher considers this to have been proven by student comments made in the ESL student study questionnaire. Refer to Appendix B, section 2.2.2.4.10 (p 107) for student comments relating to why they had lifted text before.

³⁰⁴ The language used in crafting an article can be a deciding factor as the current author has seen in article referee comments returned along with manuscripts reviewed for possible publication. Comments by manuscript referees often highlight language weaknesses, for example, with a reviewer stating "The research is fine, but the English problems are more than even a willing editor could help."

³⁰⁵ It has been speculated earlier that the Jendryczko case might also have been influenced by the same lack of confidence expressed by the Chinese and Spanish scientists who wanted to publish in English. Until further details are known in the Jendryczko case, one can only speculate whether the Polish scientists also felt that they were on unequal footing in the realm of English language publications.

5.2.4 Ignorance of L2 Academic Writing Convention

An ignorance of L2 academic writing convention may sometimes result in apparent plagiarism. Students who employ derivative composing strategies out of such a lack of knowledge will be motivated to employ those strategies even more strongly if they have become accustomed to using derivation as a writing strategy in their instructional backgrounds. Thus, the reader-writer background juncture for such students may be characterised by conflicting reader-writer expectations regarding source use and acknowledgement. At such a juncture, the motivation to employ derivative composing strategies can be decreased by instruction on plagiarism-avoidance skills and by increasing awareness of the penalties that exist for plagiarism.

Lack of knowledge is often a feature of derivative L1 writing as well, and both L1 and L2 writers may appropriate text or incorrectly/insufficiently acknowledge use of source material out of ignorance of the proper conventions. In such cases, it could be said that the *absence* of a motivation to acknowledge source use is more of a factor than the *presence* of an actual motivation to lift text. Students are simply not aware that what they are doing might be interpreted as plagiarism. As seen in student questionnaire responses, most of the students who had "plagiarised" before had done so because they did not know that what they were doing was plagiaristic, or because they did not realise that such behaviour might be construed as being dishonest (app 2.2.2.4.10, p 107).

5.2.5 Instructional Background

A student's instructional background, if it is one where derivation/plagiarism was tolerated and perhaps even encouraged, may have an effect on that student's motivation to employ derivation as a writing strategy. In case 4 (app 3.6, p 296), Student D's reported professional background was one in which he had become accustomed to relying on others to do his L2 writing for him. Similarly, students from some instructional backgrounds will be motivated to "sidestep" (Fanning 1992)

difficult source texts by copying them, or committing them to memory as Student A in case 1 (app 3.3, 180) claimed he had done with a text. For such students, explicit instruction on L2 academic writing convention is necessary, along with examples of proper and improper ways of acknowledging use of source text. Motivation to lift text will be very strong when there are pre-existing habitual patterns of copying which were developed in an instructional background which placed little emphasis on avoidance of plagiarism and perhaps even encouraged the unacknowledged copying from sources.³⁰⁶

5.3 Prevention of Plagiarism and Derivation

A very important, possibly *the* most important stage in dealing with derivation/plagiarism is the prevention of unacknowledged derivation before it happens at a stage in an L2 writer's academic experience when he/she could face serious consequences and long-lasting repercussions. This is especially important since an instance of plagiarism on the permanent academic record of a student can follow that student for the rest of his/her life. Being expelled from school or having to discontinue studies because of plagiarism, receiving a failing grade on an exam or course project, or even failing a course of study are extremely serious consequences for plagiarism or for writing behaviour which is interpreted to be plagiarism (i.e. *apparent* plagiarism), but which is not in actuality *genuine* plagiarism deserving of penalties. It is in the best interests of both students and institutions to try to *prevent* occurrences of plagiarism and unacknowledged derivation, rather than to decide what to do after the fact.

The following Figure 5 illustrates what happens when student motivation to import an exterior text and author into the interchange is reduced. The search for an exterior author/text is pre-emptively blocked, or at least the temptation to import an

³⁰⁶ It has already been noted that both L1 and L2 students can come from such instructional backgrounds. Both L1 and L2 writers might lack the appropriate cultural knowledge, coming from a different academic culture, or an L1 sub-culture in which the narrower cultural knowledge needed to avoid plagiarism was not a necessary component of that culture or sub-culture.

exterior author/text is weakened so that a student decides instead to contribute a text of his own composing to the interchange.

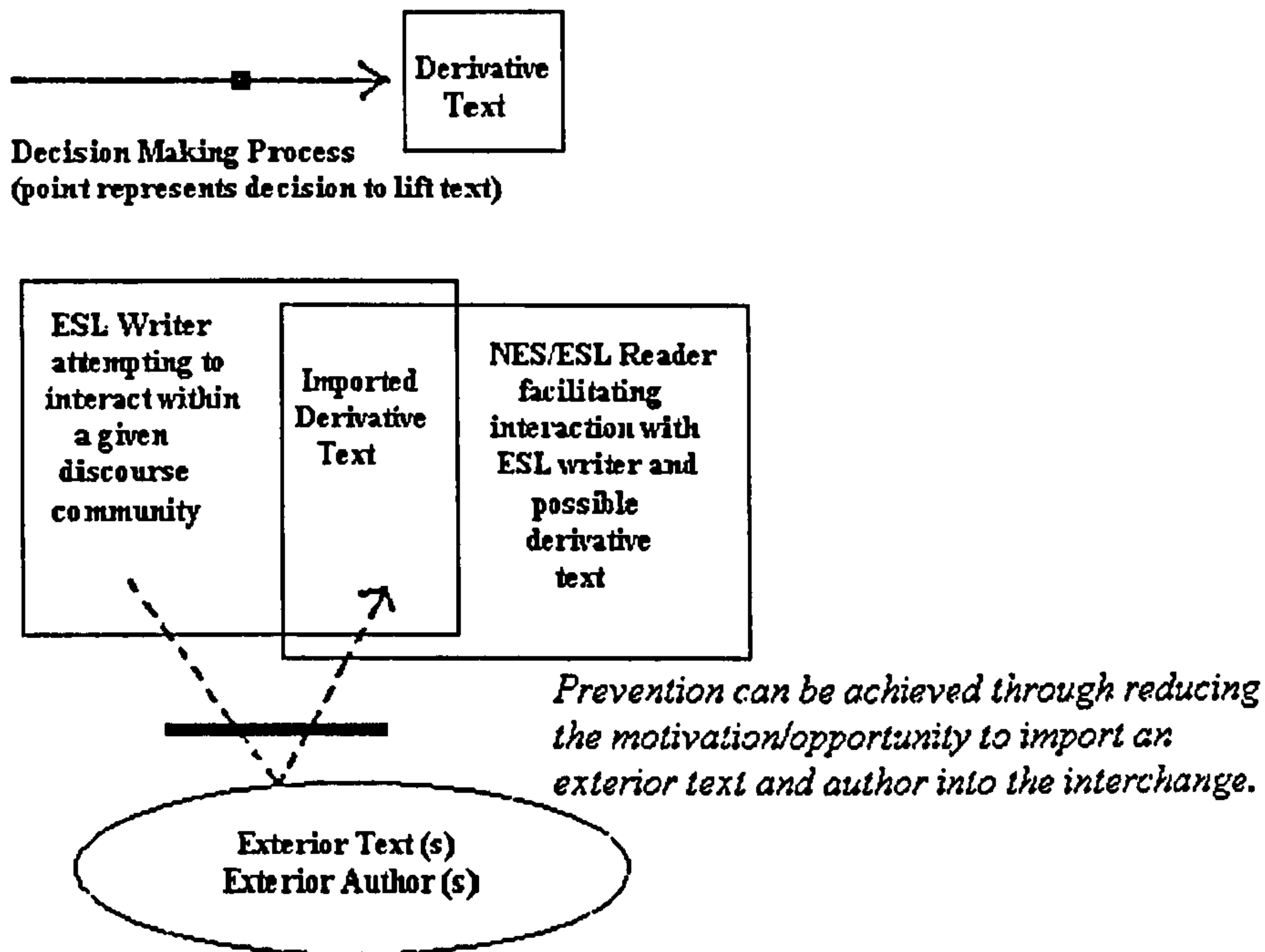


Figure 5: Prevention of Plagiarism/Derivation

The following sections will present some important components of a plagiarism/derivation prevention strategy, including the role of pre-sessional EAP courses, identification of LEP ESL students, identification of students lacking the requisite knowledge, orientation of students to acceptable academic writing conventions, pedagogical philosophies, and aspects of *post*-pre-sessional prevention approaches.

5.3.1 The Role of Pre-Sessional EAP Courses in Prevention

In the UK, pre-sessional EAP courses play a vital role in preventing derivation and plagiarism by L2 writers who have come to Britain to undertake study toward a university degree. In these EAP courses, NNS overseas students are initiated into their British academic experience, and for some students, the pre-sessional writing is

their first experience with English academic writing (see app 2.2.2.4.3, p 93), while for others the courses are a useful review of English academic writing convention. Some students may have experience in only general English writing instead of English *academic* writing, while others may come from instructional backgrounds where exams rather than writing were the key means of gauging and evaluating student progress. Pre-sessional courses offer an opportunity for students to overcome writing difficulties without serious or permanently recorded penalties before actually undertaking writing tasks in their regular course of study.

The view that pre-sessional courses are an important component of initiation into British academic experience was expressed by BALEAP respondents.³⁰⁷ They saw it as important to "make sure that all international students are briefed and shown clear examples of what is and what isn't plagiarism in UK academic culture from the start."³⁰⁸ In cases of apparent plagiarism which might arise later in the academic year, whether a student had "had any teaching on this subject [plagiarism] in a pre-sessional course . . . [and] whether the subject teacher had made it plain that plagiarism is not acceptable"³⁰⁹ was seen as a significant variable. Pre-sessional courses were seen as a way to "monitor [student] work with plagiarism in mind"³¹⁰ and pre-sessional writing was viewed as an opportunity for ESL students to put plagiarism-avoidance instruction into practice in a "trial-run" situation before the start of the academic year. BALEAP respondents spoke of the

detailed information about rules for quotations, information on compiling bibliographies, heavy emphasis on importance of clarity of sources, explanation of research processes involving use of other's bibliographies, importance of conveying oneself as an honest writer.³¹¹

This instruction was seen as an integral part of pre-sessional coursework preparatory for later L2 English academic writing once the regular academic year began. Pre-sessional writing was seen as "an opportunity to work on the problem

307 See app 2.2.4 (p 150) for BALEAP Questionnaire results.

308 Quote from a University of Westminster respondent.

309 Quote by a University of Buckingham EFL lecturer.

310 Quote by a University of Wales questionnaire respondent.

311 University of St. Andrews study participant.

[plagiarism] without penalty at this stage." By this statement, the respondent seemed to mean that any penalties given would not become a part of a student's permanent record. Other respondents stressed that the pre-sessional stage penalties for derivation/plagiarism were not as serious as what a student might encounter later in a taught course or research degree programme if unacknowledged derivation were to occur. For this particular reason, informing students of the serious consequences of plagiarism in British academic culture was seen as a vital mission of university language centres and institutes. A BALEAP respondent from York University exclaimed, "We stamp on it!! We make students aware of the fact that it [plagiarism] is a very serious offence." Along the same lines, another respondent from the University of Leicester said, "I land on any cases [of apparent plagiarism] in course projects very heavily which, after the first draft are usually altered for the final version." Another respondent from Hull University indicated that at the pre-sessional level "it is wise to reduce marks or even give a zero as a warning that could prevent plagiarism when consequences would be more serious."

After going through a pre-sessional course and then beginning study and research within a university department, students are less likely to obtain leniency for any transgression of English academic writing conventions, especially the unacknowledged appropriation of text, and in any case, they should not expect to obtain any more leniency than L1 writers who lift text just because English is their L2. In the following sections, a distinction will be made between pre-sessional course prevention and *post*-pre-sessional course prevention of derivation/plagiarism. The discussion will focus first on pre-sessional practice and pedagogy in prevention of derivation/plagiarism followed by a focus on *post*-pre-sessional practices and pedagogy which will help prevent plagiarism and contra-conventional use of source text in composing.

5.3.1.1 Identification of Limited English Proficient (LEP) ESL Students

TOEFL and IELTS scores are not always a valid indication of whether or not a student possesses the L2 proficiency needed to undertake a particular course of study without resorting to derivation/plagiarism in his/her writing tasks. Hamp-Lyons (1998) has written a critique on the notorious, widespread, unethical TOEFL preparation courses. The majority of TOEFL-preparatory textbooks surveyed by Hamp-Lyons were of the unethical/indefensible type which diverted student and teacher energy into test mimicking rather than into productive classroom endeavour. One result of such an approach to test-preparation is that there is less of a focus on the development of L2 proficiency and broader language skills. Hamp-Lyons' call for a code of practice on test preparation procedures is a step toward eliminating such unethical/indefensible test preparation courses. Her call is one which is well worth heeding, and such a code of practice might aid in inspiring language programmes and institutes to create a needed focus on the development of broader L2 proficiency.

The problems which Hamp-Lyons has highlighted in the unethical/indefensible test-preparation courses might be seen as symptoms of a more general problem. A language programme which remains test-based will generally have deficiencies and weaknesses in teaching the communicative, productive use of the target language (s). Question which teachers and programme administrators must ask include "Are we teaching for the test? Or are we teaching the communicative, productive language skills which students will need to actually use the language in speaking, in writing, in functioning?" One possible reason why such test-based programmes remain popular is that the results are more quickly available in the form of improved (and continuously improving) test scores throughout a course of language study. Yet such short term results demonstrate near-sightedness when administrators and teachers do not look ahead to further goals. A student who "breezes" through a test-based program may be seriously ill-equipped for an overseas academic context in which any deficiencies in the productive, communicative, and functional use of the L2 will become quickly apparent.

If Hamp-Lyons' recommendations were implemented, one result might be a reduction in the numbers of incoming LEP students who can pass a test, but who cannot do much else in the L2, and who resort to derivative composing strategies when faced with a writing task for which they have not been prepared in their previous educational experience.

Pre-sessional EAP courses present an important opportunity for further evaluation of students' English proficiency levels in order to determine whether or not they need further intensive English instruction before proceeding with a particular course. The danger of letting LEP students "slip by" is that such students will in some cases have no option but to employ derivative composing strategies in a course which is too difficult for them to undertake in the L2.³¹²

Although overseas students have come to be seen as a valuable commodity of sorts, and an important source of revenue because of the higher fees charged to overseas students coming to study in Great Britain,³¹³ the difficulties which some students experience with English academic writing and the potential for serious academic consequences should outweigh the desire to recruit large numbers of overseas students. Perhaps one possible solution to the dilemma of departments wanting to recruit overseas students, while at the same time maintaining standards of English proficiency levels, might be to test incoming students' ability to comprehend, summarise, and paraphrase the text of unabridged, unsimplified articles which are typical of reading material to be included in a particular course. Students who lack the ability to read such articles with comprehension, or to summarise/paraphrase the articles in their own phraseology, might be given the option of taking intensive English instruction for one term, for several terms, or even for one academic year

³¹² Student E in case 5 (app 3.7, p 331) is a case in point. With perhaps one term of intensive English instruction he may have been able to develop his L2 proficiency to a point where he would have been able to capitalise on his vast experience and knowledge of the Islamization of Sudan, and with a preparatory intensive English course, he might have written a unique, original dissertation on the Sudan instead of relying so heavily on derivation as a composition strategy which resulted in apparent plagiarism and finally in his receiving a lower diploma instead of the MSc degree.

³¹³ See Kinnell (1990) for a discussion of overseas students as a commodity. For a more up to date report, see Clare (2000). See also Lightfoot (1999).

until they can demonstrate that they are ready to perform writing tasks in the L2 without resorting to derivative composing strategies. Such a text would identify students who might be predisposed to "chopping up" and regurgitating "chunks" of language in composing a hybrid-language text. Of course writing samples could be requested from overseas, but such samples, like TOEFL/IELTS scores, are often unreliable indications of L2 proficiency.³¹⁴ British education is a valuable export, but students' academic careers and future employment opportunities are valuable commodities as well which should not be jeopardised by allowing LEP students to undertake postgraduate study before demonstrating an acceptable level of English language proficiency. Some departments may tolerate a low level English proficiency and work with students in helping them with their writing, but as seen in the MScCCQ responses,³¹⁵ others assume that students' levels of L2 proficiency are at a stage where no further input is required.

Pre-sessional EAP courses, as one BALEAP respondent from St. Andrew's University put it, are designed--or should be designed--so that a "lack of [L2] proficiency [will] . . . attract remedial action." The L2 proficiency-related "cases of desperation" and the use of copying as a panic-measure survival strategy can be reduced and hopefully eliminated by effective identification of ESL students who lack the L2 proficiency to undertake postgraduate study straight away.

A recent *Telegraph* report claims that the commodification of education continues apace: "British universities are under such pressure to recruit overseas students on to postgraduate courses that charge fees of up to £10,000 a year that they are accepting people who can barely speak English" (Clare 2000).

Once recruited, such LEP postgraduates turn to the "mini-industry" of proofreading, editing, and advising services for the English corrections needed to ensure their passing the course, or in the worst case scenarios, the students pay

³¹⁴ Invariably, *some* students always attempt to "beat the system" by dishonest means, such as having someone else take an English test for them, or submitting a paper which was written by someone else.

³¹⁵ See app 2.2.3 (p 119), particularly section 2.2.3.6.5 (pp 139-140). Those respondents who indicated that language proficiency standards were strictly enforced, also reported few problems with derivation and apparent plagiarism among overseas students.

someone to do their writing for them. The *Telegraph* article by Clare highlights the dismay of academics at such commercialization of "academic" products, and their feelings of frustration at being unable to stop the undermining of genuine academic inquiry. Instead, students are admitted to courses for which they are linguistically ill-equipped, and they "become totally lost in the fog of copying chunks out of textbooks that they don't understand." Such students complete their PhDs, MAs, MScs, and return to their home countries to receive attractive salary packages based on their cheaply "earned" academic qualifications.

If the export drive of British education (or American education, or Australian education . . .) is to continue--and it seems that it will--then the host countries should take steps to see that the export drive is conducted in an ethical manner. This would mean possible delay of student entry to coursework for which linguistic preparedness is lacking, as determined by pre-course assessment. It should also mean that a sizeable portion of revenues be channelled into the areas of education which need funding to help assess students' English proficiency and to prepare them for postgraduate academic studies in the UK (i.e. pre-sessional program funding, language centre/institute funding, overseas student advisory service funding, hiring of additional support staff, etc.). If academic qualifications are to be cheapened further, education export drives must be accompanied by parallel ethics drives, which as the current study illustrates, must include safeguards against the extinction of honestly obtained academic qualifications, against the awarding of degrees to students who didn't write their dissertations or their exam essays, and against the admitting of students to courses above their linguistic capabilities.

5.3.1.2 Identification of Students Lacking Knowledge of L2 Convention

In addition to identifying students with limited levels of English proficiency, it is also important to identify students lacking knowledge of L2 English academic writing convention due to an instructional background which might not have stressed plagiarism-avoidance skills. Some students may have even become habitually

accustomed to using derivative writing strategies. One way of identifying such students might be to conduct a simple questionnaire similar to the current study questionnaire in which students would be asked to explain their understanding of plagiarism. Such a questionnaire might also include a section similar to Deckert's (1993) questionnaire in which students were asked to identify correct and incorrect use/acknowledgement of source texts. Students who fare poorly on such a test might be directed to attend a more in-depth orientation than the general orientation given to all students on conventions in English academic writing. Or perhaps more discreetly, the survey might be used as an indicator to evaluate incoming students' needs, and the orientations/presentations could be tailored to group needs.

Of course, as BALEAP respondents have explained, it is very important to check students' pre-sessional writing for derivation/plagiarism, and to address any unacknowledged derivation or apparent plagiarism at a stage when consequences are not as severe as they might be at a later stage. For some students, part of preventing derivation/plagiarism at a later stage might include the detection and investigation of apparent plagiarism in pre-sessional writing tasks. Very serious admonitions should be given to students following any detection of such derivation/plagiarism combined with warnings about the serious consequences which can result from plagiaristic writing. Such instruction and such an approach to the pre-sessional writing of ESL students serves to increase student awareness of the L2 conventions in British academia, and hopefully student motivation to employ derivative composing strategies will, as a consequence of such increased awareness, be reduced.

5.3.1.3 Orientation of All Students to English Academic Writing Convention

Pre-sessional courses are a vital first step for most ESL students in their British academic experience, an introduction to the "implicit parameters of British academic culture."³¹⁶ Some students come to the UK before pre-sessional courses begin for additional English instruction, and some have perhaps been in the UK previously, but

³¹⁶ Quote from a University of Bristol BALEAP respondent.

the majority begin their UK academic experience in the summer months at language centres and institutes across the UK. As seen in the student questionnaire responses, for a significant minority of overseas students, the pre-session courses play a large role in development of student views on plagiarism,³¹⁷ and for some students, it is even their first experience with the concept of plagiarism.³¹⁸

A general orientation on conventions for English academic writing sets the stage for the rest of a student's academic study in the UK, and BALEAP respondents had much to offer by way of practical approaches to introducing the concept of plagiarism and initiating discussion on the topic. Some respondents said that their orientations consisted of giving students an opportunity to discuss their understanding or lack of understanding of L2 writing conventions on plagiarism. Students were given worksheets with questions which asked them to write notes on acceptable practices in their home countries' educational systems, for example whether or not reproducing source texts without acknowledgement was considered to be acceptable. Discussion followed completion of the worksheets, and most respondents indicated that in addition to verbal discussion of plagiarism, they used some form of textual introduction to the topic of plagiarism, either a relevant section of a textbook, or materials which teachers had developed themselves. Such materials often gave examples of student writing and samples of correct and incorrect acknowledgement of sources. Some instructors even brought in samples of student writing from previous years in which students had appropriated text without acknowledgement, and these writing samples were contrasted with samples of student writing which did give correct acknowledgement of source use. A respondent from the University of Aberdeen said that as part of their orientation on English academic writing, students were asked to "produce evidence from their own

³¹⁷ 10% of the student participants reported that their pre-session EAP course had influenced their views on plagiarism. See app 2.2.2.4.4 (p 96).

³¹⁸ 13% of the study participants reported that their current pre-session course was their first experience with the concept of plagiarism. See app 2.2.2.4.5 (pp 98-99).

department library of texts that are subject-specific and in which they can identify examples of attribution/citation/reference/quotation etc."

The importance of explicit instruction in L2 English academic writing, such instruction being complemented and illustrated by examples and detailed explanations, can hardly be over-emphasised. As BALEAP respondents reported, sometimes students outwardly agree with what they are taught, but there were times when instructors felt that "students are not completely cognizant of what" is being discussed.³¹⁹ Cultural practices of respecting teacher-authority and an unwillingness to ask for help (because such requests would reveal ignorance), were seen by respondents to be factors which necessitate not only explicit instruction, but also verification of comprehension. Whether verbal or written verification is obtained that students have comprehended the instruction on English academic writing convention, such verification must be obtained in order to determine whether or not students realise the serious consequences of plagiarism.³²⁰

Effective instruction on L2 English academic writing convention is needed as a preventative measure to decrease the motivation behind student use of derivative composing strategies. Ideally, the knowledge that plagiarism is a serious offence with potentially severe consequences will decrease the motivation of students to resort to the lifting and recontextualising of unacknowledged source text language. But practically speaking, it will never be possible to completely prevent derivation/plagiarism, and this realisation calls for a pedagogical philosophy which will not only help *prevent* derivation, but which will also help facilitate *detection* of unacknowledged derivation when it occurs.

³¹⁹ Several respondents made the express point that in some cultures it is considered culturally wrong to contradict a teacher, which might explain student hesitation to express opposing points of view, or to ask questions when they do not understand.

³²⁰ Such verification of comprehension might be combined with a type of pre-sessional contract which will be proposed later. Students would sign an agreement to abide by English academic writing conventions, acknowledging that they understand the serious nature of plagiarism, and pledging to avoid the unacknowledged appropriation of text and the use of derivative composing strategies in their academic studies.

5.3.1.4 Pedagogical Philosophy: Candour, Contact, and Confidence Building

Yali Zou's (1998) discussion of personal experience in the acquisition of English proficiency is an analysis of the motivation, support structures, and teacher-student relationships which are necessary to guide students through the L2 acquisition process. Although Zou's discussion is not specifically restricted to L2 writing, the implications for L2 writing pedagogy are obvious. Zou writes:

Success will bring a sense of self-sufficiency in performing tasks and accomplishing educational goals. Without feeling successful in intellectual transactions and other social interactions, one cannot develop the motivation to achieve or feel a sense of accomplishment and be capable of learning.

Because writing is an intellectual transaction and a social interaction, a lack of confidence in linguistic skills needed to succeed in such a transaction/interaction, as Zou so poignantly relates, can result in a lack of motivation to achieve, and as discussed previously, in a high level of writing anxiety. Translated into an L2 writing context, a lack of confidence can result in a lack of motivation to achieve by the usual or regular means of writing in one's own L2 phraseology. For Zou, a pedagogy of hope (after Freire's model) was a solution to student empowerment. Empowering students with the ability/motivation to write with their own L2 language constructions (rather than re-combining borrowed text) should be the central focus of pedagogical approaches to the L2 writing problems associated with plagiarism and derivative writing.

A pedagogical approach to such problems should include a candid relation of information related to plagiarism, close contact and interaction with students to ensure comprehension of and adherence to instructions, and confidence building measures to increase student control of the composing process. As Fanning (1992) has already emphasised, the first determination to be made must be whether or not the student possesses basic English proficiency before beginning instruction on plagiarism-avoidance skills. A candid discussion of the serious nature of plagiarism-related writing problems will hopefully reduce student motivation to employ

derivative composing strategies. And close contact with students will enable instructors to become aware of L2 proficiency problems, lack of knowledge, or habitual tendencies to appropriate text which need to be addressed. Close contact with students involves constructing assignments in such a way as to be able to recognise when source text has been lifted. For example, an assignment might be given with students being required to consult only a few specific sources with which the instructor is familiar.³²¹

Ritter (1993) suggested that reducing the number of outside assignments might be one way to reduce the motivation and opportunity to appropriate text without acknowledgement. But as one master's programme course co-ordinator reported, L2 writers might adapt to such measures by resorting to the smuggling of pre-written essays into an exam room.³²² Ritter also suggested that instructors might ask for in-class writing samples to compare with out-of-class writing assignments. Such an approach fits in well with pedagogy based on close contact with students. Becoming familiar with students' writing styles is one way to prevent plagiarism and derivative writing, especially if students are made aware of the fact that the instructor is asking for in-class writing samples for this very purpose. In fact, this approach was mentioned by several BALEAP respondents--they told their students quite candidly that if they did lift text, it would be obvious, since the writing style of the lifted text would be different from their normal style of writing.

It is important to note, however, that L2 proficiency seems to supersede other considerations, and an instructor should first become familiar with a student's L2 proficiency in order to determine whether he/she will benefit more from instruction in English academic writing and plagiarism avoidance skills, or from instruction designed to increase basic English proficiency.³²³ Also along the lines of contact with students, it may be advisable in certain contexts to ask for student writing topic

³²¹ The current researcher has found this to be an effective pedagogical approach with both L1 and L2 students in preventing and sometimes detecting unacknowledged derivation.

³²² See app 2.2.3.6.6 (p 144) for an anecdote of a student who did this.

³²³ Students who are already struggling in a course may not be motivated by threats of consequences for plagiarism.

choices early, and to ask for copies of source texts used, refusing to accept papers which have not gone through the draft stages of composing (Ritter 1993). Jones (1998) suggests one instructional practice which might be effective in preventing plagiarism. He prefers restriction of writing topics in theme-oriented writing courses and advises

When insecure writing students are given nearly unlimited freedom to draft papers on whatever topics they choose, teachers may actually be encouraging plagiarism because these students, struggling with their individual topics in isolation, may be tempted to copy from reference sources or even to substitute for their own writing a copy of a friend's paper originally written for some other course. By frequently discussing the need not to plagiarize, and by having students help each other from the beginning of the course with the research, planning, and editing of papers on teacher-selected topics in a theme-oriented writing course, plagiarism becomes unnecessary and withers away.

In replying to Jones in the *TESOL Quarterly* "Forum" dialogue, Silva (1998) counters Jones' theme-oriented writing pedagogy with his advice that a "hot" topic or theme might lead to an increase in paper recycling and paper purchasing from the numerous paper mills. It seems that in either a theme-oriented writing course as advocated by Jones, or in a free-choice-in-topic-oriented writing course as advocated by Silva, instructor familiarity with student writing styles and capabilities is important in reducing student motivation and opportunity to lift text.

Student-teacher writing conferences are an excellent way to maintain contact with students and to minimise opportunity for students to appropriate text, as professors in Ritter's study reported. In combination with candid instruction on plagiarism-related issues and close contact with students in their writing tasks throughout the composing process, confidence building is important, especially since an L2 proficiency related lack of confidence seems to be a major variable in cases of derivation/plagiarism involving ESL students. BALEAP respondents related details of instruction geared toward building student confidence in their ability to express themselves in English academic writing (using their own words instead of borrowed text). A respondent from the University of Dundee referred to their particular pre-session approach as "a drip feed approach" in which students were encouraged to

reformulate texts at the sentence level to begin with, before moving on to the paraphrase and summary of lengthier texts. An EAP study skills tutor from the University of Sussex gave an excellent description of the confidence-building measures used at her institution to help students take control of their writing:

We try to make them more confident, responsible and in control. We try to persuade subject tutors to give credit for text organisation, structure and argument and to be more tolerant of language errors. If a student is able to produce a clear argument etc. then language problems become less intrusive and language errors often do mean students are at least attempting to use their own words, i.e. they can be seen as a positive developmental stage, provided the students are in control of the structure and objectives of their written work.

This EAP study skills tutor has astutely emphasised here that language errors in a student's text are a sign that the student is writing in his/her own words, and thinking on his/her own--a valid point which is well worth mentioning to students who are fearful of making grammar and stylistic errors. When students "feel more in control" they are "less likely to present chunks of undigested text" concluded this University of Sussex EAP tutor. Freeing students from excessive worrying and anxiety about the mechanics of L2 writing is, as this tutor has said, a positive developmental stage toward students being able to present their own critical thinking in their own language constructions, rather than in the hybrid-language constructions which result from "chopping up" source texts on which students are sometimes so heavily dependent.

Because some NNSs are so "concerned with making mistakes" they turn to the "original text [as] the easiest way to produce correct language" as one respondent wrote. Excessive concern over language errors sometimes leads to the unacknowledged use of source text language, and an important method of decreasing this *motivation* to appropriate text is a confidence-building pedagogical philosophy applied by encouraging students to reformulate texts in their own language constructions and by pointing out that language errors can actually be evidence of original critical thinking, whereas blind copying--the opposite of critical thinking--

will be obvious because of recontextualisation difficulties and the *intra-* or *inter-*textual variations in writing style.

Toward the end of a pre-sessional course after students have demonstrated their ability to summarise and paraphrase source texts in their own wording, instructors might want to consider making a type of contract with students as both a recognition of progress made, and also as a pledge on the part of the student that in future academic writing, L2 conventions for source acknowledgement will be followed. The contract might contain recognition of the progress made by a student in demonstration of knowledge and practical application of English academic writing convention. It might also contain an agreement by the student to adhere in the future to the accepted conventions for referencing and acknowledging use of source texts. Not only would such an agreement be a recognition of student progress, but it would hold students responsible for what they have been taught, and it would be a way that institutions could protect themselves if in future cases of plagiarism, students were to claim that they had been given inadequate instruction on L2 writing convention.³²⁴

5.3.2 *Post* -Preessional EAP Course Prevention of Plagiarism and Derivation

After pre-sessional courses end, and the regular academic year begins, ESL students begin to face the challenge of writing essays and projects as part of their regular coursework. The discussion thus far has focused on the role which pre-sessional courses play in preventing plagiarism and unacknowledged derivation. But what can departments within universities do to prevent plagiarism/derivation by ESL students? It seems that there are a number of ways in which practices for the prevention of derivation/plagiarism can be implemented. First, departments can rely on the continued support of the services offered by language centres and institutes, as in fact many departments do. Students with language difficulties can quickly and easily be referred to language centres/institutes for assistance; ideally such referral

³²⁴ This contract idea derives from an Edinburgh University MSc course co-ordinator who mentioned that all students in his department sign an agreement to represent source use truthfully and accurately.

should take place early in the first term as soon as it becomes evident that a student is struggling with his/her English academic writing. Secondly, departments can minimise student motivation and opportunity for students to plagiarise by exercising a certain degree of tolerance of minor language errors. Thirdly, by giving reasonable amounts of time in time-limited writing tasks, departments can minimise motivation and opportunity to plagiarise. Finally, continuation of a pedagogical philosophy based on candour, contact, and confidence building seems to be important in plagiarism/derivation prevention strategies.

5.3.2.1 Liaison Between Departments and University Language Centres/Institutes

A strong liaison between university departments/schools and university language centres/institutes is a means of receiving feedback on how effective pre-sessional courses have been in identifying LEP students and in orienting ESL students to British academia. Language centres/institutes should be open to suggestions and requests from departments, and likewise, departments should consider recommendations made by language centre/institute staff, for example in cases where EAP staff recommend that a student needs to increase basic English proficiency levels before undertaking a particular course.

Language centre staff can relay relevant information on to departments regarding a student who has had problems with academic writing, and perhaps department staff could continue to work with such a student in continuing to develop effective academic writing skills and acceptable research strategies. An example of a pre-sessional situation where inter-departmental liaison might have been useful was described by a BALEAP respondent. A pre-sessional tutor from the University of Swansea found out that a student had collected several theses on his subject. These theses had been successfully submitted at other universities, and the tutor said "We suspect he will use them [other theses] wrongly." Liaison between language centres and departments might ensure that in such situations, theses would not be used "wrongly." Unfortunately, it seems that productive liaison is not a feature of some

universities' interdepartmental co-ordination. Several BALEAP respondents indicated that they rarely heard back from university departments when ESL students had writing difficulties, plagiarism-related or otherwise, which points to the need for a better liaison, at least at some institutions in the UK.

In case 4 (see app 3.6, p 296), student D was referred to the university language institute for writing assistance. Although it seems that the student should never have been admitted to do postgraduate study in the first place, that is at least not without further improvement of basic English proficiency. The writing tutor was able to communicate her evaluation, after several writing sessions, of the student's extremely limited L2 proficiency. In this case, inter-departmental liaison proved to be useful in monitoring the progress of a struggling student, even if in the end, the results were not what had been hoped for. In some cases, language centre/institute support might confirm what had already become a foregone conclusion (i.e. failure of the student to successfully complete the course of study).

However, in a more positive scenario, the extra attention given to a struggling student, facilitated through interdepartmental liaison, might provide the needed support and encouragement for a student to overcome the difficulties and adversities of learning to write in a second language.

5.3.2.2 Minimisation of Motivation to Employ Derivation as a Writing Strategy

Just as preessional EAP courses can emphasise plagiarism-avoidance skill development, departments can also focus on minimising the motivation of students to employ derivative writing strategies, and departments can try to prevent students from jeopardising their academic goals through a decision to plagiarise. By continuing to stress the serious nature of plagiarism, and by warning students of the consequences, teachers can decrease student motivation to appropriate text. Other options in plagiarism avoidance orientations might include emphasising the moral and ethical orientations which students might have toward plagiarism, such as the most frequently mentioned reasons why ESL students feel that it is wrong to

plagiarise.³²⁵ Working the orientations based on Ownership, Fairness, Honesty, and Individual Responsibility into a discussion of plagiarism seems to be an excellent starting point for encouraging students to use their own ideas and language in writing. Instructors might also seek to draw out the ethical orientations of a particular group of students, to see which orientations are most important to them.

As mentioned previously, increasing student awareness that derivation/plagiarism is likely to be spotted, due to awkward recontextualisation and differences in language style, may be another effective aid in preventing the use of derivative writing strategies. Once students realise³²⁶ that language lifting results in awkward text structure when lifted text is juxtaposed with non-native like text, they will hopefully be less motivated to employ such a (likely-to-be-detected) strategy in their writing tasks.

5.3.2.3 Prevention Through Minimisation of Opportunity to Employ Derivation as a Writing Strategy

Minimisation of opportunity is also important in preventing plagiarism and unacknowledged derivation. Time-limited take home essays seem to present a great temptation for L2 writers to appropriate text. One could, and indeed one should, take the view that students are responsible for what they write (*agency* in writing-process-decision-making) whether in class or out of class. According to the current Dynamic Model perspective, a writer's *agency* in decision-making equates with a writer responsibility for decisions made while composing, whether or not derivation or plagiarism results. Such agency is independent of a writer's background since writers are not pre-programmed to write in a mechanistic fashion without deviating from background influences.

In light of the high anxiety levels caused for L2 writers by time-limited writing tasks, and considering that limitations on time may reduce the quantity (but not

³²⁵ In this study, the most frequently mentioned reasons to explain why it is wrong to plagiarise included orientations based on Ownership, Fairness, Honesty, and Individual Responsibility. See Appendix B, section 2.2.2.4.2 (p 84).

³²⁶ In student questionnaire responses, it is evident that some students recognised the folly of lifting text since it would be obvious to instructors.

necessarily the quality) of work produced, it seems reasonable to consider giving more time for all students, L1 and L2, to complete time-constrained tasks such as essay exams. Of course it is also important to preface such exams with reminders about plagiarism and the importance of documenting sources, as well as reminders that copied material will be obvious to examiners. Such warnings will hopefully serve to minimise motivation to copy text, before a potential opportunity arises in an exam situation to lift text as a way of coping with the time limitations.

In the early stages of the academic year, instructors might also want to limit student use of source texts to articles with which they are familiar in order to be able to recognise lifted language more easily. Vigilance at the beginning of the year, serious warnings, and appropriate penalties for derivative writing which does occur in the first term, will hopefully establish precedents and solidify student patterns of diligence in source acknowledgement throughout the rest of the academic year and on throughout their academic careers. And as has already been mentioned, teachers may also minimise student opportunity and motivation to plagiarise by requesting in-class writing samples from students to place on file as evidence of individual writing ability and style. It is important for students to realise that a teacher is familiar with their styles of writing and level of ability. Thus, students will be more inclined to see derivation/plagiarism as more of a *risk* than an *opportunity*.

5.3.2.4 Prevention Through Exercising Tolerance of Minor Language Errors

Another way in which instructors can minimise L2 writers' motivation to appropriate text is to exercise a certain degree of tolerance when it comes to the minutiae of grammar and stylistic errors. Such tolerance would result in some students being less likely to resort to derivative composing strategies as a "panic measure"³²⁷ or as a survival strategy in an attempt to decrease the frequency of language errors.³²⁸ Students are hesitant "to expose their linguistic weakness by

³²⁷ A University of Sussex EAP study skills tutor used this phrase to describe some instances of derivation/plagiarism.

³²⁸ See Currie (1998) for discussion of plagiarism as a survival strategy. Although Currie uses the

using their own words" explained a BALEAP respondent from Queen Mary and Westfield College, and students may "consequently [be] tempted to 'borrow' the 'perfect' English in their textbooks."

Santos (1988) presents informative results of a study conducted at the University of California Los Angeles (UCLA). 178 professors were asked to give their reactions to several essays by ESL students--one written by a Chinese student, and the other by a Korean student. The essays contained typically non-native like expressions and stylistic and grammar errors. The study results indicate that "professors are willing to look beyond the deficiencies of language to the content in the writing" of ESL students. The professors were able to separate linguistic acceptability of grammar and stylistic errors from the content of an essay. Santos observed that

Professors are realists and have come to accept, if not appreciate, the fact that the writing of NNS students--and, all too often, NS students--will contain numerous errors of language and that it would only be punitive, and probably futile, to downgrade heavily for them. (84)

Some errors did catch professors' attention, however, and were particularly irritating. A double negative error was especially bothersome to professors, but this seemed to be more of a *social* reaction to linguistic errors which are typical of students possessing lower levels of education. Interestingly, Santos found that older professors were more tolerant of language errors than younger professors, and that NNS professors judged the linguistic errors of students more harshly than NS professors. Santos explained that older professors are perhaps "more realistic in their expectations of students' performance and thus more tolerant" and that NNS professors have invested much time and effort into achieving their own L2 proficiency, and therefore "judge the errors of other NNSs more severely than do NS professors."

term *survival strategy* in her 1998 article, the term was in circulation among British EAP lecturers and MSc course co-ordinators surveyed in the current study as early as 1995/96 (Lesko 1996).

The relevance of Santos' study to the current discussion has to do with a greater degree of tolerance which should be exercised toward L2 writers out of a realisation that the students are still developing their writing skills, and that language errors are signs of a developmental stage in which students are learning to write using their own L2 language constructions. Actually, language which is suspiciously free from linguistic errors means that either the student has hired a good proofreader or that the language constructions are not of his own composition.

Intolerance of language errors can influence a student to engage in more serious language problems than minor errors of grammar and style. Intolerance can result in an increased frequency of apparent plagiarism problems. It is important to point out errors of English grammar and style, and to be able to assist students in improving their English composing skills, but not to make the student feel as if he/she must produce *perfect* language constructions in the L2.

In at least one case in this study, a perfectionist attitude toward L2 writing might have contributed, in a small way perhaps, toward a student's use of derivative writing strategies. In case 5, student E's supervisor warned that the external examiner was a "stickler for correctness" and that he would be well-advised to hire a proofreader as other ESL colleagues of student E had done.³²⁹ This warning may have actually intimidated Student E, increasing, rather than decreasing, his motivation to appropriate text. Part of creating an optimum learning environment for the development of L2 writing ability involves creating an atmosphere of tolerance, particularly of minor language deficiencies. Students need to have their confidence built up, and they certainly do not need undue attention to be drawn to the non-native like qualities of their writing. As most L2 writers are already painfully aware, their writing differs from the "perfect" writing which appears in published texts and in the essays of their NS peers.

³²⁹ See app 3.7.6 (p A381) for supervisor comments which decidedly demonstrate an *intolerance* for non-native like errors of grammar and style.

5.3.2.5 Facilitating Positive, Dynamic Interaction: Continuation of a Pedagogical Philosophy Comprising Candour, Contact, and Confidence Building

By continuing to candidly present the serious nature of plagiarism and the serious consequences, by continuing to maintain close contact with L2 writers throughout the composing process, and by continuing to work on building student confidence in L2 writing ability, university department staff can ensure that ESL students will be able to progress in the development of advanced L2 writing skills, avoiding the risks which derivative writing strategies pose to their academic pursuits. Such a philosophy might be expressed in a variety of ways, beginning with a department orientation to English academic writing conventions within particular disciplines. Interaction between students and project supervisors throughout the process of writing an essay or writing up research results is an essential component of maintaining the necessary contact which will decrease student motivation and opportunity to lift text. And the teacher-student relationship is an opportunity for the L2 writer to develop greater confidence in his/her ability to express him/herself in original language constructions with the support of a project/essay supervisor who tactfully tolerates a certain degree of language errors, realising that these errors are a demonstration that the student is attempting to use his/her own phraseology in writing in the L2.

Positive, dynamic interaction between reader-writer should be the sought after goal, avoiding where possible the abrasive background junctures and social interactions which are likely to occur with linguistic intolerance, with unmet knowledge acquisition needs, with lower levels of linguistic proficiency than what is needed for undertaking a course of study, and with non-recognition of the time needed by L2 writers to generate quality text in the L2.

Undoubtedly, some problematic background junctures are unavoidable, but in all cases an attempt should be made to preserve the reader-writer relationship through continued interaction and evaluative feedback on texts submitted to the interchange, and through the intra- and inter-departmental involvement of other discourse

community members. Since the reader-writer interchange is not just a simple and singular reader-writer interchange, but a process within the broader discourse community, it makes sense to involve other community members in the interchange, with a future potential investment dividend of productive contribution to the community by the developing student writer.

5.3.2.6 Initiation Through Inclusion: Constructing Writing Contexts Which Facilitate Contribution and Participation Rather than Derivation

Along the lines of a Dynamic Model approach to the issues involved in derivation and plagiarism in ESL contexts, a community-based approach seems to hold potential for preventing derivation/plagiarism by encouraging community contribution and participation rather than derivation. Such an approach can be seen as an *initiation through inclusion* approach to L2 writing pedagogy. It may also be seen as an approach which attempts to expand the writer's *space* within the discourse community, as illustrated in Figure 6.

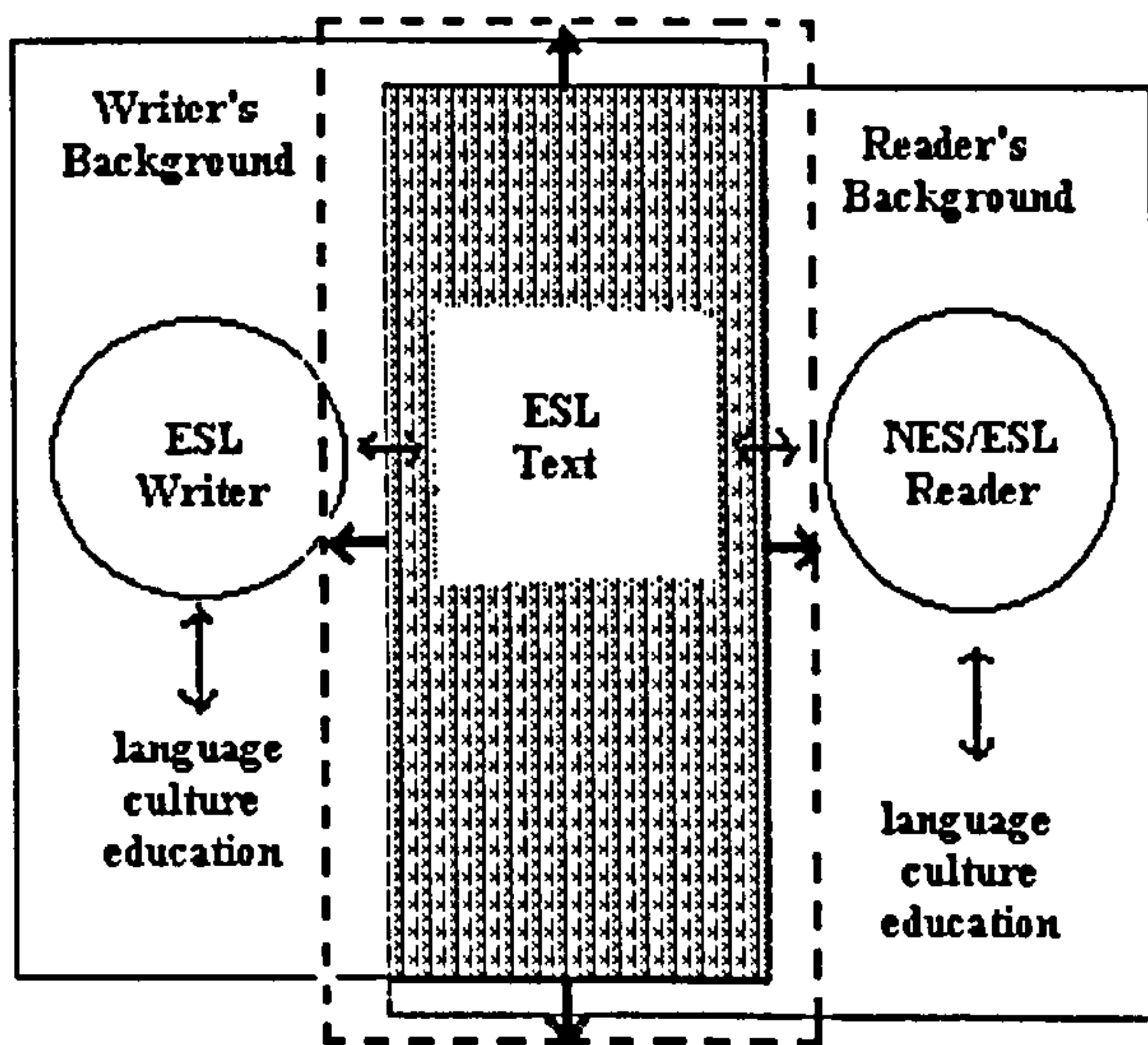


Figure 6: Expanding a Writer's Discourse Community Space

As pictured in Figure 6, expanding the *space* allotted to a writer will hopefully result in the writer feeling as less of an *outsider* or *alien* to the discourse community, and more of a member whose productive, original, genuine contributions are of value to the community. Such an approach need not be complex or difficult, but it may require a re-thinking and re-evaluation of currently used academic grading criteria and procedures for some institutions. And perhaps this approach presented here merely describes what many institutions are doing already--encouraging L2 writers to participate as contributing members of discourse community interchanges.

Helping students to realise that they are part of a broader discourse community to which they have potential for contributing, can be one component of an *initiation through inclusion* approach. Other components might include an emphasis of those ethical orientations expressed by the ESL students in the current study as being relevant to the issue of plagiarism. The design of a course itself, with possible collaborative and groupwork assignments, is another possibility for an initiation through inclusion approach.

The objective of this generally described approach is to get students to see themselves as participants and contributors to the ongoing discourse and dialogue of the community. Engaging them in this discourse, negotiating through the medium of a text, is the sought after goal. If students can be encouraged to see themselves as active participants and contributors within a dynamic discourse community context, and to see that their contribution is a valued and desired input to the community interchange, and if they can become aware of the incomplete, imperfect contributions of other discourse community members (i.e. early text drafts, impromptu lectures, email correspondence), then a level of confidence might be reached where students feel less inhibited by linguistic inadequacies in the L2.

It has been speculated that L2 writers might feel themselves to be as *outsiders* to the community, as perhaps not entirely welcome participants, or as participants who are still in somewhat of a coloniser-colonised relationship. If such a mindset can be changed through genuine inclusion in the authentic discourse of the community

(i.e. conference participation, correspondence with recognised authorities in the community, collaborative efforts involving students and teachers), then certain motivations for derivation/plagiarism might be reduced and even eliminated all together. The following is a list of possible contexts and ideas for initiating L2 writers through inclusion in the discourse community interchange:

Initiation Through Inclusion Idea List

- Group projects and papers with highlighting or color coding of individual contributions.
- Conference participation--discussion moderating, workshop presentations, works-in-progress presentations . . .
- Correspondence (email or otherwise) with recognised authorities in the discourse community.
- Rewarding noteworthy contributions and efforts at participation (verbal/written praise, detailed draft comments, creation of special awards).
- Co-authoring of papers by students/teachers, students/students.
- Including students in agenda setting and the project planning for the community.
- Involving students in editing or refereeing of manuscripts submitted to institutional/professional publications.
- Involving students in mentoring of junior discourse community members.
- Engaging students in discussion of cases of fraud, cheating, and plagiarism which arise within the community at large.
- Seeking creative, new ways to interact with text, for example through "chatting" on the Internet, creating web pages . . .

Involvement, inclusion, contribution, participation, and engagement within the discourse community, rather than derivation from the previous products of previous community interactions will hopefully inspire students to avoid the intellectual stagnation of excess derivation and copying. Unfortunately, however, the picture of the reader-writer relationship is not always a "rosy" one, and the best preventative measures can be circumvented or unheeded by students.

5.4 Detection of Derivation

Despite preventative measures, derivation and plagiarism still occur. But being able to recognise and detect derivative writing is a step toward preventing future repeat occurrences of derivation/plagiarism. There are certain indications and

characteristics of derivative writing and certain ways in which plagiarism is frequently discovered. Derivation, whether L1 or L2, is detected in quite a similar fashion. Instructors may sometimes recognise copied text within a student paper, or they may become suspicious when a paper seems to appear out of nowhere. Also, variations in writing style within a text, or between texts, provide textual clues which make derivative writing obvious to observant readers. This section is a discussion of how derivation and plagiarism have been detected by instructors in derivative writing contexts, and how such derivation frequently continues to be detected by instructors in such contexts.

Detection of derivative text is especially important in the draft stages of assessed writing so that a student can be warned before an essay or project reaches the examination stage. One BALEAP respondent advised that derivation/plagiarism should ideally be detected before assessment because otherwise students "may perhaps claim a lack of supervision or guidance." Master's programme course co-ordinators also stressed the importance of pre-assessment detection of derivation/plagiarism. One course co-ordinator said "It would not get that far!" but his exclamation seems to have been only wishful thinking, and the current researcher's impression is that some course co-ordinators surveyed as part of this study were more concerned with presenting a good image of their department, and covering up the "dirty laundry" than in recognising that sometimes lifted text does get through to the assessment stage of examining dissertations³³⁰ and projects.³³¹

³³⁰ For example, a University of Glasgow BALEAP respondent described a case of a "PhD thesis being rejected because an inexperienced tutor/supervisor had failed to spot plagiarism in it."

³³¹ See Appendix B, section 2.2.3.4 (p 132) for a discussion of course co-ordinator fears of bringing out the departmental "dirty laundry." Plagiarism is a sensitive issue, and admitting that it does occur is perceived by some to be a reflection on the department, since it should have been recognised earlier.

5.4.1 Detection Through Recognition of Derivative Text by Instructors

One way in which derivative writing is detected occurs when an instructor recognises the wording of a published source text or the wording from a paper written by another student. In case 1 of the current study (app3.3, p 180), an examiner noticed the derivative wording of the student's exam response. Upon checking the relevant source article, the examiner's suspicion was confirmed, and the case moved into the investigation stage because the examiner had been familiar with the source text wording and had recognised it in the student's essay.

This was also the situation in case 2a (app 3.4, p 187), where a student had appropriated text from a book he had borrowed from his project supervisor, who also happened to be one of the project examiners. Unwisely, the student had appropriated (without acknowledgement) a literary stylistic analysis passage with which his supervisor/examiner was familiar. In case 5 as well (app 3.7, p 331), the dissertation supervisor of Student E became suspicious of certain parts of the dissertation drafts, asking if certain phrases and sentences were unacknowledged quotations from authors with whose works he was familiar.

In these cases, familiarity with source material resulted in detection of derivation/plagiarism.³³²

5.4.2 Detection Through Last Minute Changes in Topic and "Instant" Papers

Another way in which suspicion is often aroused regarding unacknowledged, derivative use of source text involves a radical change in writing topic, or a departure from earlier plans (Ritter 1993). A paper seems to appear out of nowhere, and the instructor cannot help but suspect whether the student might have borrowed a previous paper written by a friend, whether he/she might have bought the paper from

³³² A recent case of L1 derivation/plagiarism encountered by the current author illustrates another variation of how derivative text might be recognised by an instructor. In a course on early British literature, two students wrote papers on the same topic, and they both used one particular source from which they had both copied (with no acknowledgment). The derivative writing was discovered when similar wording was recognised in the student research projects in the process of evaluating the papers. As it turned out, the students had not copied from each other's work, but they had both copied from the same source text which resulted in the recognition of the derivative text by the instructor.

one of the numerous paper mills (Internet, fraternity house, or campus-based essay service), or whether the student might have copied extensively from a published source.

None of the 5 cases analysed in this study seem to have been detected because of a radical change in topic and departure from original writing plans, but in the MScCCQ results, one respondent gave an example of one such case. A student, Student F, from a college in England, had "lent his diploma project to a student at [the respondent's institution]." The student who had borrowed this project, Student G, had copied large portions of Student F's project in writing his master's degree dissertation, and he received the master's degree. But it was later discovered that his dissertation was derived from Student F's project when Student F himself came to study at Student G's institution and informed department staff of the plagiarism after reading the copied dissertation. Student G's dissertation was of the "instant paper" variety which should have aroused his supervisor's suspicion earlier.³³³

In her expose of paper mills, Witherspoon (1995) described ESL student customers who frequented the instant essay company for which she wrote. This type of derivation should be recognisable if an instructor maintains close contact with a student and if there is a radical change in topic. However, there seems to be little that an instructor can do to detect plagiarism when an ESL student pays a writer to write an essay on a certain topic which might have been the chosen topic all along. If the paid writer writes the paper in "simple English" as Witherspoon and the essay service company writers did for ESL students, then such plagiarism is virtually undetectable, unless the style is significantly different enough from the student's usual style to attract attention.³³⁴

³³³ But of course students can fake the different draft and proposal stages of a dissertation, especially if they obtain early on the material from which they are going to plagiarise.

³³⁴ But there is nothing to prevent students from providing hired writers a sample of their writing with instructions to produce a paper in a similar style of "simple English."

5.4.3 Detection Through Inter-textual Variation in Writing Style

Differences in writing style from one writing task to another are inter-textual variations. None of the cases in this study were detected as a result of inter-textual variations in writing style.³³⁵ However, several MScCCQ and BALEAP respondents indicated that they had become aware of derivation/plagiarism because of intertextual variations in student writing when the student writing improved dramatically.

Inter-textual variations can be detected when an instructor is familiar with a student's writing style and level of ability. When a paper is submitted which is significantly different in style than a student's normal writing style, and which seems to be above the student's normal ability, the student should be tactfully confronted to see if he/she wrote the paper him/herself. Tact is essential since instructors do not want to put students in the dilemma of being suspected as plagiarists if their writing is poor (due to the fact that LEP students do face a greater motivation to lift text), or being suspected as being plagiarists if their writing seems to be too advanced and above their level of ability. This is a type of "heads I win, tails you lose" dilemma which needs to be tactfully avoided. Undoubtedly ESL students can and do improve their English academic writing, but such improvement takes much time, and it occurs over the course of an academic year rather than being an instant improvement which occurs between papers. One course co-ordinator described the development and improvement of ESL writing ability as follows:

First essays are generally poor, and often very poor in Autumn (end of first term) exams. First drafts of dissertations are much better by end of first year. The level of expression, however, requires a great deal of superior input to produce scientific prose.

Thus, as seen from these comments, student improvement is gradual, not dramatic, and by keeping in contact with student writing development and ability,

³³⁵ However, in case 3 (app 3.5, p 262) involving Student C, his exam essay comprised 99% copied material which would have been quite different from his usual writing style. What actually gave the copying away, however, was not the *inter*-textual variation, but the *intra*-textual variations in the form of brief non-native like language fragments interspersed throughout the essay which contrasted with copied material.

out-of-the-ordinary inter-textual variations can be tactfully investigated when they occur.

5.4.4 Detection Through Intra-textual Variation in Writing Style

Variations within a student text seem to be a more common way of detecting derivation/plagiarism than inter-textual variations. It could be that minor copying within a paper is a more common problem among ESL students than copying of an entire paper, although as Witherspoon (1995) has demonstrated, ESL students sometimes do hire writers to do their writing for them and to write an entire essay or project. Intra-textual variations were definite features of student writing in cases 3 and 5 (app 3.5, p 262; app 3.7, p 331), and the awkward recontextualisation of lifted source text caught the attention of supervisors and examiners. Both MScCCQ and BALEAP respondents mentioned intra-textual variation as an obvious sign of derivation/plagiarism saying that "It [lifted text] is most obvious when the style of writing changes" and that they "can clearly see which bits [are] plagiarised (often with words or whole lines left out)." This second comment aligns exactly with the "chopping up" methods of derivation employed by students in the cases of derivation/plagiarism analysed in this study. Omission of bits and pieces of source text, whether as a scribal-type of copying error,³³⁶ or as a copy-editing type of strategy,³³⁷ was a major feature of the derivative texts analysed in this study. Lifted source text from a published article, whether or not it is "chopped up" contrasts quite sharply with a student's own non-native like L2 writing. As stated in the revised theoretical principles in chapter 4, intra-textual variations in writing style seem to be one major reason that ESL students are commonly perceived to be persistent plagiarists, because their awkward attempts at recontextualising lifted source text are

³³⁶ Refer back to chapter 4 for a discussion of the similarities between student copying errors and scribal copying errors.

³³⁷ By copy-editing the current author means the intentional omission of words, phrases, sentences, and paragraphs. Students frequently skipped from mid-sentence in one paragraph to the middle of a sentence several paragraphs later in their copying strategies, attempting to smooth out such omission of source text by selectively choosing where to begin, continue, and end copying from sources.

more frequently discovered than the perhaps more skilled integration of lifted text by L1 writers.

5.4.5 Detection Through Internet-Provided Plagiarism Identification Services

Relatively recent developments in plagiarism detection services which should be mentioned are Internet companies which provide teachers with a powerful counter-measure to the proliferating paper mill sites such as *Schoolsucks.com*. Companies such as *Gatt Plagiarism Services*, *Integriguard*, and others³³⁸ narrow the chances that plagiarists have of remaining undetected.

A GATT Plagiarism Services program will automatically eliminate random words from a student text. A student who is suspected of having plagiarised will be asked to fill in the missing words. If the student cannot do so with a text which he/she has purportedly composed, then this is possible evidence for plagiarism, at least so the company maintains.

With more sophisticated means of plagiarism detection, sites such as Integriguard.com maintain a database of texts (essays and papers) collected from students and various Internet "cheatsites." Teachers who register for plagiarism identification services can have students upload a copy of their paper directly to the Internet for comparison with the company's existing database of papers. If the paper has been plagiarised from a text on file with the company, an exact percentage of copied material will be given, and teachers will have evidence of the derivation which has occurred. Such a means of plagiarism detection does not work unless the material copied from exists in the service provider's database (i.e. it would not work for hired-writer strategies, or for copying-from-textbook strategies unless the teacher uploaded the course text to the database), but the services do provide a very strong deterrent to would-be plagiarists, reinforcing the possibility that any unacknowledged copying or borrowed language will be discovered.

³³⁸ See the Internet sites www.plagiarism.com, and www.Integriguard.com.

5.5 Investigative Procedures In Addressing Cases of Apparent Plagiarism

5.5.1 Obtaining Evidence of Derivation

Once derivation has been detected, or once strong evidence of derivation has been discovered, the investigation stage of dealing with apparent plagiarism begins. Ritter (1993) found from her discussions with college professors that an "essential prerequisite" for confrontation of the student is evidence that unacknowledged derivation has actually occurred. In the case studies analysed in the current work, this essential prerequisite was obtained by supervisors and examiners who had found the source text (s) from which students had appropriated. Source texts are perhaps the most important evidence that an instructor can obtain before student confrontation, but as it has already been suggested, there are also textual clues upon which an instructor can base student confrontations in investigation of apparent plagiarism and derivative writing.

Inter-textual and intra-textual variations in writing style, sudden changes in writing topic, and "instant" papers comprise circumstantial evidence which can be used in asking a student if he/she has lifted text without acknowledgement. However, without the more solid evidence of the actual source text (s) from which students have appropriated, more tact and diplomacy is needed in broaching the issue with students.

5.5.2 Confrontation Procedures

Ritter (1993) described college professors' confrontation procedures. These procedures varied, and professors tended to be either very diplomatic and tactful in their confrontations, or they were extremely direct and to the point in accusing students of plagiarism.

Whatever approach is used, apparent plagiarism and derivative writing need to be confronted, but it would seem wise to use a tactful approach with ESL students unless an instructor had in hand the textual evidence that unacknowledged derivation had in fact been employed by a student as a composing strategy. A tactful approach

involves avoiding premature accusations of plagiarism and outright cheating. Some professors in Ritter's study explained that they dealt with cases of apparent plagiarism by inviting students in for a discussion of the text in question. Professors would ask students to expound on a section of text which seemed suspicious, and students would be asked to defend their work in one way or another. In such approaches, students frequently denied any wrongdoing, but some admitted to lifting text after further questioning as student B in case 2 did (app 3.4, p 187). As part of their approach, some professors would probe student intention by beginning with a statement such as "tell me . . . what you were thinking when you wrote this paper" or they would ask "What source did you find most useful?" The following is an example of a diplomatic, tactful approach described by a professor interviewed by Ritter:

I will talk with them about the piece of writing. I'll try to find out if it was something they were really interested in, . . . that maybe that was how they attained a different kind of voice or a more sophisticated style . . . if I don't get answers that . . . tell me "well, no, okay, there were reasons why the student wrote differently this time," . . . then I will directly say to the student that I suspect that this was not entirely the student's own work and I will see how the student responds to that. You know, how outraged are they . . . [Before I directly accuse them]³³⁹ I will point to specific sections and ask them if perhaps they got, were they using a source that said something very much like this? Was this a paraphrase of a source? . . . did you forget to cite? . . . And again, if I can't get satisfactory answers, if they're being very close-mouthed about it, . . . then I allow my suspicion to come forward and say, "well, I really suspected that this is not all of your own work." Like I said, I'll just go from there with what the student's reaction is. (97)

Coming from quite a different angle than this professor, some professors advocated a more confrontational and direct approach, such as saying to the student "I know you didn't write this. Now tell me where you got it or who wrote it, or what."

In investigating apparent plagiarism, finding out the motivation behind the derivation is a main goal. Was the derivation done for reasons related to L2

³³⁹ Ritter's annotation appears in brackets.

proficiency? Lack of knowledge? Was time a factor? What was the intent of the student? In investigating case 1 (app 3.3, p 180), examiners accepted the student's memorisation explanation of his derivation, giving him the benefit of the doubt. In this case the student claimed that his intent had not been to deceitfully present copied text as his own language. However, in case 2 (app 3.4, p 187), the department committee investigating the textual appropriation by Student B felt very strongly that the student had intended to deceitfully present source text as original material, and a few department members thought that the student's studies should be discontinued by not permitting him to write the master's degree dissertation.

If the intentions behind apparent plagiarism and derivation can be uncovered, and if a student's writing-process-decision-making can be understood, then the investigative committee's work is made much easier. Thus, speculation and conjecture can hopefully be eliminated from the discussion and implementation of institutional policy.

A common element in each of the 5 cases analysed in the current study is that the investigative work was done by more than one person. This seems to be an important principle, since a group decision is likely to be more of a balanced one than a decision made by one person. The strong views of one committee member can be moderated by input from other voices from the committee.

For example, the external examiner, who would normally be on a committee formed to investigate a case of apparent plagiarism, plays an invaluable role in British universities, since he/she is able to provide an impartial evaluation of the case in question, and he/she can give unprejudiced advice from outside of the department and current educational context, providing a moderating voice of input by virtue of his/her relative distance from outside what has become a confrontational background juncture of reader (committee members) and writer (the student). At some point in the investigative stage, the external examiner can become involved in confronting a student with the derivation and apparent plagiarism. In fact, in case 2 (app 3.4, p 187), it was the external examiner who was able to obtain an admission of plagiarism

from Student B. It seems that the student may have found it easier to admit to wrongdoing, easier to discontinue the confrontation in the presence of an outside moderator.

In Case 3 (app 3.5, p 262) the investigation and confrontation of Student C were complicated by the student's bizarre response "I am a Muslim!!"³⁴⁰ Cases 4 (app 3.6, p 296) and 5 (app 3.7, p 331) involved a whole series of confrontations over the course of the academic year, but in the end, it seems to have been the limited English proficiency of these students which hindered their academic pursuit of a higher degree and prevented them from doing much more than copying source text as a composing survival strategy..

Each case of apparent plagiarism varies, as is becoming evident from the current study data, and occasionally, unexpected and misunderstood student reactions to confrontation are likely to occur, for example, the case of the Muslim student's *Juma'a* time constraint increase. But confrontation sessions can establish some key facts in the case which then allow completion of the process for dealing with apparent plagiarism according to particular institutional policy. Some vital items of information which should be sought in cases of apparent plagiarism are suggested as follows:

³⁴⁰ This bizarre student reaction seems to have resulted from a religious commitment conflict. The student seems to have been referring to the increased time constraints of writing a take-home exam essay over a Friday (*Juma'a*), the Muslim holy day.

Information To Be Obtained In Investigating Apparent Plagiarism

- Did unacknowledged derivation in fact occur? (if this has not yet been determined)
- What was the motivation behind the unacknowledged derivation?
- How extensive was the derivation?
- Is this a first instance of unacknowledged derivation, or have there been past instances of such by the student?
- Has the student previously received explicit instruction on plagiarism avoidance and on the serious nature of plagiarism and unacknowledged derivation in British academic culture and worldwide scholarly discourse communities?
- What type of evidence exists to prove that derivation has occurred? Circumstantial or non-circumstantial? Direct copying?
- Has the source text been identified?
- Should the student be given an opportunity to rewrite the text? (dependent, perhaps, on institutional policy)
- If the derivation is due to a limited English proficiency, is the student's proficiency level such that continuation in the course of study would be inadvisable? Is there an intensive language programme in which the student could enrol to achieve a target proficiency level before continuation of the course?
- Will fairness be maintained between how L1 and L2 cases of apparent plagiarism are handled? (an institution must not be left open to charges of discrimination)

Once the basic facts and information involved in a case of apparent plagiarism have been established, and once the confrontation procedure has been decided upon, implementation of institutional policy should begin.

5.5.3 Implementation of Institutional Policy

Institutional policy should be, and usually is, represented in a written form available to students. By following a written policy, institutional staff protect themselves from a possible legal entanglement with a student who claims that he/she was denied procedural rights (Ritter 1993) or that he/she was not given proper supervision and guidance in his/her writing tasks.³⁴¹ A type of contract which students sign at the end of a pre-sessional course, as has been suggested earlier, might

³⁴¹ Lack of supervision/guidance was seen by BALEAP respondents as an important issue which might come up in cases of apparent plagiarism.

be a good means of ensuring that institutional policy is understood by students. By signing a type of academic writing contract, students would agree to abide by English academic writing conventions and institutional policy on avoidance of plagiarism and acceptable research practice.

To avoid discrimination, policy must be the same for all students, L1 and L2. However, since L2 proficiency is the key difference between derivation by L1 writers versus derivation by L2 writers, a case of derivation due to L2 proficiency might be handled in a slightly different way by discontinuing studies for such an LEP student until further proficiency is achieved. Other than this, it seems that there should be no variations between how similar L1 and L2 cases are dealt with. Once the basic facts of a case have been established, the appropriate penalties as specified in the institutional policy should be implemented.

Regarding what such policies should actually contain is, of course, up to individual departments and institutions, but it seems that a written policy on plagiarism should include possible consequences for unacknowledged derivation and plagiarism, such as rewriting and resubmission of a derivative paper for lower marks, no academic credit for derivative projects which have been copied verbatim, or even discontinuation of studies if the seriousness of the case warrants such (i.e. a copied thesis). But also in the written policy, allowance should be made for committees to handle each case with discretion as committee members work toward a decision on what would be the best action to take in a particular case.

Another important component of most policies would seem to be an appeal procedure. Students must have clear guidelines on how to appeal against a decision which they feel is unfair or unjust. But there is also the problem of a long process of appeals.³⁴² To shorten appeal processes, or to eliminate spurious appeals, policies on plagiarism might specify that there must be a good cause for an appeal, such as the

³⁴² The current researcher was unable to obtain information on a particular case of apparent plagiarism at Dundee University because of a long appeal process which went on for more than a year, and which was still continuing once fieldwork for this research had terminated.

unavailability of important evidence at the time of the original committee decision, or other relevant information which became available after the committee decision.

Adherence to written policy of which students have been made aware early on in a course of study seems to be one of the best ways to prevent future instances of derivative writing and plagiarism. Word gets around quickly when a case of apparent plagiarism is being investigated³⁴³ (as BALEAP respondents reported), and motivation to lift text decreases because of the deterrence factor resulting from enforcement of existing policies. Students (and instructors) do not want to become involved in a long, drawn out process of investigating a case of apparent plagiarism, and if students perceive derivation and plagiarism to be a *risk* rather than an *opportunity*, they will hopefully be less likely to employ derivative writing strategies out of a desire to avoid entangling themselves with institutional policy, a necessary bureaucratic evil of institutional culture. Risks are acceptable to students with a survival mentality in *panic measure* contexts, but if plagiarism and derivation can be shown to be long-term survival-inhibiting, failure-prone, growth-stunting strategies, as such sidestepping strategies indeed are, then hopefully student will be persuaded not to take the risks associated with the unacceptable research practice of plagiarism.

5.6 Implications for Other Areas of L2 Writing

In this section, some implications for other areas of L2 writing theory will be discussed, including the possibility that L2 writers undergo some developmental difficulties which are similar to the experiences of L1 writers. Also, the current study's value in extending Matsuda's (1997) Dynamic Model of L2 writing will be discussed.

³⁴³ The student "grapevine" facilitates the dissemination of information about student cases of apparent plagiarism, although as a matter of policy, instructors should never discuss cases with anyone except the student involved or other department staff members involved in the investigation. Any other discussion of a case should be done in such a way as to protect the anonymity of a student, a procedure which was followed in the case study component of this research.

5.6.1 Developmental Factors in L2 Writing Problems

The current research results suggest strongly that in many cases of derivative writing involving ESL students, developmental factors rather than negative transfer or L1 cultural interference are involved. Thus, the research results align closely with Mohan and Lo's (1985) assertions that developmental factors should be a primary consideration in L2 writing problems before considering whether negative transfer or L1 cultural interference are involved. Focusing on the rhetorical aspects of L2 writing, Mohan and Lo postulate that "what may be more critical is the student's general level of development in composition." Going against mainstream views in contrastive rhetoric, Mohan and Lo downplayed the role of negative transfer and cultural interference, calling for concrete evidence that transfer and interference are involved in L2 writing problems, but not ruling out their influence completely.³⁴⁴ Mohan and Lo based their assertions on their study of Chinese classical texts as well as modern Chinese writing, in which they found no evidence that Chinese and English organisation patterns are vastly different. Good Chinese writers had much in common with good English writers. Mohan and Lo's claim was that experience and skill in L1 writing would actually benefit L2 writing rather than serving as a negative influence. Positive transfer is more of a feature, claim Mohan and Lo, than negative transfer.

However, advanced writing skills in either the L1 or L2 develop late, as Mohan and Lo maintain, and it is the writing instruction and educational backgrounds of students which facilitate the eventual development of skill in writing. Lack of competence in writing is widespread among both L1 and L2 young adults. So it is illogical to maintain that L2 writing problems are attributable to cultural interference and negative transfer, while at the same time maintaining that L1 writing problems are attributable to developmental factors. In fact, both L1 and L2 writing problems

³⁴⁴ Mohan and Lo's approach, as it turns out, shares some interesting similarities with Matsuda's (1997) Dynamic Model approach. Both approaches highlight the importance of more local variables in problematic L2 writing contexts, rather than quickly associating the problems with background variables or cultural interference.

seem to a large degree, to be attributable to developmental factors associated with previous educational experience. L2 writing difficulties are more accurately interpreted, according to Mohan and Lo, as developmental writing problems which are remedied with further instruction and practice in writing.

The current research findings support Mohan and Lo's claims that a model of second language writing difficulties should include a proper emphasis on developmental aspects of L2 writing. Apparent plagiarism in ESL texts may be a developmental type of difficulty in some cases. Students are developing as writers at the same time that they are continuing to develop their L2 proficiency, and it seems that they may sometimes appropriate text for reasons related to their L2 proficiency or their inexperience with English academic writing. When the problem is not developmental in nature, it could very well be that derivative composing strategies are employed by ESL students for many of the same reasons that NES students employ such strategies. However, this does not rule out completely the possibility that in some cases, L2 writers may be lifting text because of a transfer of a commonly used L1 writing strategy, such as a Chinese rhetorical "plug in" framework approach, to an L2 writing situation. This possibility cannot be ruled out.

While it seems that both L1 and L2 writers might lift text because of developmentally oriented writing problems, the current study's lack of L1 data leaves such a hypothesis in the realm of mere speculation for the present time. But it seems reasonable to suggest that in certain cases, for basically the same reasons, L1 and L2 writers might employ derivation as a writing strategy, that is, with one key exception. L2 writers alone appropriate text for reasons related to their proficiency in the L2. This too might be viewed as a developmental type of writing difficulty, since L2 writers are developing competence in English academic writing *and* L2 proficiency simultaneously, but it is a *dual* developmental challenge which L1 writers do not face. The developmental challenge of L1 writers is equal to that of L2 writers, *minus* the task of developing L2 proficiency. The dual developmental challenge undertaken by L2 writers of developing both composing competence and L2 proficiency equates

with a strong motivation to appropriate text when writing difficulties are encountered; whereas L1 writers may have the same motivation to lift text, they will not be motivated, as L2 writers are, by the additional influence of L2 proficiency-related difficulties.

Further research will hopefully give a better picture of the similarities and differences between the apparent plagiarism of L1 and L2 writers. Although the literature, and the current research results, suggest that L2 writers might face the same developmental difficulties in writing as L1 writers, the lack of L1 data in the current study precludes the possibility of further comparisons. There *may* some important similarities between derivation in L1 and L2 contexts. All that can be said for now with regard to developmental influences, is that L2 writers may face some of the same developmental difficulties as L1 writers, and perhaps these difficulties are magnified in L2 contexts where ESL students face an additional burden of linguistic proficiency related constraints and pressures, influences which developing L1 writers are unaffected by, excepting, of course, the acquisition of specific terminology and lexical items when entering a new discourse community.

5.6.2 L2 Writing Theory: Extension of the Dynamic Model

In 1993, Silva (1993) lamented the fact that "There exists at present, no coherent, comprehensive theory of L2 writing." Since Silva's call for a comprehensive L2 writing theory, Matsuda (1997) has provided a contrastive-rhetoric-based critique of what he has termed a Static Model of L2 writing, and out of this critique has come Matsuda's Dynamic Model of L2 writing which is proposed as an alternative theoretical construct for depicting the complexities of a text-mediated reader-writer interaction in an L2 context.

The Dynamic Model has provided to the current study's theoretical framework a number of concepts as well as some useful terminology for depicting the dynamics of a *derivative* L2 writing context--for describing what happens in a writing interaction where a decision has been made to appropriate text from an exterior

author for importation into what should have been a genuine reader-writer interchange. Terminology and descriptive phrases such as *static, dynamic, immediate influences, mechanistic, agency of the writer, reader-writer interaction, background juncture, discourse community as the "space" surrounding a text, writing-process-decision-making*, and others have been usefully extended into discussion and analysis of derivative second language writing. The Dynamic Model framework came at a point in the current work when an enrichment of the theoretical framework was needed to more accurately depict the realities observed in studying the phenomenon of apparent plagiarism in ESL contexts.

Of course such influence and use of Matsuda's Dynamic Model approach has been acknowledged, so although the current author has emulated in a sense (minus the extensive borrowing of language "chunks") the derivation of others who have borrowed conceptual frameworks or templates, the use of authors' concepts, ideas, and terminology has been acknowledged, and the research reported has actually been conducted (as opposed to fraudulent research reports which report on research which was never actually conducted), and an attempt has been made to make a genuine contribution to current L2 writing theory by extending Matsuda's Dynamic Model into an area which, as far as the current author is aware, has not been explored or discussed from a Dynamic Model perspective.

An implication of the successful application of the Dynamic Model concepts and theoretical framework to the current issue of apparent plagiarism in ESL contexts is that the Dynamic Model might serve as a useful one for studying other problems and issues in L2 writing. Indeed, for such a new model as the Dynamic Model of L2 writing, the current study is perhaps one of the first to make such extensive use of the model's ideas, concepts, and terminology, and in this sense it might be seen as one of the first tests of its validity and reliability as a replacement or alternative for long-dominant Static Model approaches.

5.7 Practical Application of Insights in the Second Language Writing Classroom

In his own L2 writing classroom experience, the current researcher/teacher has had occasion to apply the knowledge gained from conducting the current investigation. Indeed, without a link between the classroom and the research, between the development and the application of theory, a research contribution might be suspected of being somewhat removed from reality, of not being grounded in the context which has supposedly been investigated.³⁴⁵

The most recent example for me to apply insights from the current research in my own L2 writing classrooms occurred in January 2000. While teaching an ESP course (English for Specific Purposes) for political science and economics research trainees (UAE nationals) at the Emirates Center for Strategic Studies and Research (ECSSR), I became aware of several cases of derivation and direct copying in student summaries and paraphrases. The course curriculum which I had developed included a number of texts in political science and economics with which I had become familiar after developing supplementary exercises such as speed reading checks (using the authorable *Ultimate Speed Reader* application), comprehension questions, and discussion-oriented activities. So the detection of derivation came quite naturally upon perusing drafts of student texts, without an extensive plagiarism-detection campaign or intrusive investigative procedures.

All of my research trainees had completed either bachelor's or a master's degree from a US or UK university, but their writing skills were very weak, and they admitted that they had utilised copying as a composing strategy for many of their past assignments. It seemed that this was the first occasion where they had actually been directly confronted with the unacceptability of copying without acknowledgement. In two "summaries" by two different students,³⁴⁶ I discovered that they had simply "pasted" together a string of sentences from the articles which they were supposed to have summarised in their own wording.

³⁴⁵ To facilitate ease of presentation, the rest of this section will be written using the first person singular.

³⁴⁶ These summaries are presented in Appendix D (p 392).

My response to the students was not an innovative, dramatic, or novel pedagogical approach, but a simple reminder (following up on several previous lessons on paraphrasing/summarising) that verbatim copying was unacceptable without acceptable conventions (quotation marks) for indicating such, an exhortation to paraphrase a text's main ideas rather than "stitching" together copied phrases and sentences, and finally, a request that the students rewrite and resubmit a new version of the summary. On one student's derivative summary I wrote "Most of this 'summary' has been copied! Copying is unacceptable unless acknowledged with quotation marks. I would rather have a paraphrase of these main ideas than a collection of copied sentences in 'perfect' English." On the other derivative summary I wrote, "Well done! (copying, that is). Paraphrase is needed--saying the same thing in your own words. For this summary, paraphrase of the main ideas is needed instead of a collection of copied phrases. Please rewrite and resubmit. I'll be more happy with a summary of your own crafting, than the 'perfect' English of copied text."

In addition, I also discussed with my research trainees a case of plagiarism which had arisen in the strategic studies discourse community. Fortunately, while working concurrently in the department of publications and translation of the same research center, I was able to analyse a case of plagiarism which had arisen in this department.³⁴⁷ A contributing researcher had compiled a hybrid-language manuscript, a series of copied paragraphs from various sources joined together in a disorganised and disjunctured manner. The derivation had been discovered by one of the paper referees, and his comments, as well as another referee's comments,³⁴⁸ provided some extremely valuable lesson materials, and an example from Arab scholars (both the referees and the derivative manuscript author) of the same discourse community as that of my research trainees,³⁴⁹ of exactly what constitutes acceptable versus unacceptable research practice.

³⁴⁷ See the epilogue of the current work (chapter 7) for a more extensive discussion of this case.

³⁴⁸ See Appendix D (p 392) for copies of the referee comments and a sample of the derivation involved in this case.

³⁴⁹ My research trainees, the derivative manuscript author, and the paper referees were members of what I have termed the strategic studies discourse community, comprising those scholars, academics,

My students and I read the reviewers' comments (See Appendix D), discussed the implications of submitting fraudulent contributions to the discourse community, and moved on to continue developing vocabulary acquisition skills (i.e. learning the lexicon of the discourse community) and summary/paraphrase skills. Subsequent papers were not "written" with the perfect English from copied texts, but they did represent student attempts to compose rather than copy, to develop rather than derive, to plan a paper rather than plagiarise one.

Given that these were research trainees, who might one day be writing up the results of their own research (primary and secondary) for publication and submission to the strategic studies community, perhaps going on to complete PhD studies in economics or political science, I realised the importance of communicating an awareness of how seriously plagiarism is viewed in the academic community with regard to acceptable research practice. I also realised that what would not help these trainees were obscure representations of the issue, or anemic excuses for plagiarism in certain contexts depending on the ideological views of the culture or the "identities" of the writer. No, these were straightforward instances of derivation with language weakness as an immediate influence as evidenced by my research trainees going into great detail to explain the difficulties inherent in composing in a second language, difficulties with which I could very well relate having just taken up the study of learning to read and write Arabic myself. Learning to write and read from right-to-left, instead of left-to-right, and facing an enormous lexical impoverishment in the L2, was/is a feature of this new language learning experience. But nonetheless, in spite of any sympathies for their hardships in L2 composing, I realised even further that any equivocation on my part could cost them their jobs,³⁵⁰ if not now as research trainees after submitting a plagiarised report, in the future as professional researchers whose professional livelihoods could be ruined by an instance of plagiarism.

politicians, and others with an interest in international strategic issues, such as issues affecting the Arabian/Persian Gulf region.

³⁵⁰ According to the local anecdotal lore here, one researcher lost his job at the ECSSR after submitting a copied report.

Toward the end of this course, an indication was given to me that my teaching was having some effect, and that without my direct request. My research trainees, in addition to their English language reports in the Training Department, were assigned (by the other departments in which they worked) various writing and research tasks to write in Arabic, their L1. After class one day, one of the students who had previously copied without acknowledgment in his summary exercise came up to me and said, "I was writing a report today, in Arabic. And I came across a good paragraph which I wanted to use [through directly copying it]. But I remembered what you said [about plagiarising] and I didn't" Better that our students can say "I didn't" in such scenarios than we as teachers or researchers having to look back regretfully and say "I didn't"

5.8 Concluding Remarks to Chapter 5

In the current chapter the implications of the current research findings have been presented, and suggestions have been made as to how insights from the current work can be practically applied within L2 writing contexts where derivation and apparent plagiarism have occurred. As has been noted previously, the suggestions made are not prescriptive, but informatively and heuristically motivated, intended to supply teachers with decision-making tools for their particular institutional approaches and policies.

A motivation and opportunity approach was presented as a means of exploring why ESL students employ derivative composing strategies and how the motivation and opportunity factors can be decreased in an overall approach to the problem. Preventing derivation/plagiarism involves decreasing student motivation and opportunity to lift text by addressing the explanatory variables associated with derivative writing strategies and by decreasing the potential situations in which students might face additional "temptation" to lift text. Identifying LEP students, identifying those who lack a complete knowledge of L2 English academic writing convention, and a comprehensive orientation of students to English academic writing conventions in university pre-session courses are vital components of a preventative pedagogical philosophy based on candour, contact, and confidence building.

Prevention of derivation/plagiarism begins at the pre-session stage³⁵¹ in preparing overseas ESL students for English academic writing in their future coursework in British institutions of higher education. *Post*-pre-session prevention of derivation/plagiarism consists of a continuation of a pedagogical philosophy based on candour, contact, and confidence building, as well as liaison with university language centres/institutes, tolerance of minor language errors, and continued

³⁵¹ That is to say that from the perspective of British institutions of higher learning, prevention begins at the pre-session stage. However, most students will have encountered the concept of plagiarism before ever arriving in the UK, so from the student perspective, prevention of plagiarism has begun prior to their British educational experience.

minimisation of the motivation and opportunities students might have to plagiarise or lift text.

Detection and investigation of derivation/plagiarism are the next stages of dealing with apparent plagiarism which instructors hope to avoid and prevent, but when these stages must be dealt with, certain features of derivative text aid in the identification of lifted source material. Sometimes instructors recognise lifted text. Other times they recognise the signs of derivation such as a last minute change in topic, errors of copying, informational incongruencies, an instant paper, or the inter- and intra-textual variations in style which characterise a derivative text compiled from various sources. Increasingly, detection of derivation/plagiarism may include the use of Internet services such as the plagiarism identification services of GATT Plagiarism Services and Integriguard. Such Internet services are a strong deterrent to would-be plagiarists, yet there are always ways to "beat the system" and to move one step ahead in a teacher-student "arms race" which features the proliferation of both detection strategies and detection-*avoidance* stratagems.

Finally, suggestions have been made in this chapter regarding the investigative procedures to be followed in dealing with cases of apparent plagiarism according to institutional policy. After the discussion of the motivation and opportunity approach to apparent plagiarism by ESL students, and the prevention, detection, and investigation stages of handling such cases of derivative writing, the possible developmental characteristics of derivative L2 writing difficulties were discussed followed by an explanation of the current study's Dynamic Model orientation, and the contribution as such to L2 writing in general, and the Dynamic Model of L2 writing in particular, and following this, an example of how the current researcher has applied the current research insights in his own teaching has been given. In extending the Dynamic Model concepts and terminology into a discussion and analysis of a particular L2 writing problem--apparent plagiarism and derivation in ESL writing contexts-- not only has the current analysis and theory construct been enriched, but the Dynamic Model has been shown to be a valid theoretical framework

from which to analyse specific L2 writing problems and issues. In the next chapter, chapter 6, some conclusions and recommendations will be presented and the relevance of postmodern thought to the academy of the information age will be discussed. Postmodernism has many disciples and followers, but are postmodern ideas worthy of integration within academic disciplines? And what will happen to the communicative interchange of discourse communities if postmodern ideology is followed and permitted to influence centers of learning?

6 Conclusions and Recommendations

In chapter six, some conclusions and recommendations will be presented with regard to limitations of the study conducted, perspectives on plagiarism, ideas for further research, and the relevance of postmodern thought to academe in the Information Age.

6.1 Limitations of the Study

There were a number of limitations to the current study which must be mentioned. Hopefully, these limitations do not seriously affect the reliability or validity of the results. However, if any unreliability or invalidity did result from the limitations of the study, the steps taken to ensure that data interpretation was not askew will likely minimise the effects of such limitations. To obtain reliable and valid data in this Dynamic Model influenced explanatory variable approach to the issue of apparent plagiarism in ESL contexts, a variety of data collection procedures were used, including the conducting of 3 questionnaires among 3 study populations (after 2 student questionnaire pilot studies), and including the analysis of apparent plagiarism cases involving ESL students. In addition to the varied data collection procedures, a thorough literature review was conducted as a means of determining whether or not the data aligned with what other researchers have found. Brown (1988) advised that avoiding the reactivity effect could be achieved by "thoughtful study of the measures themselves . . . by carefully questioning the subjects after the test or filling out the questionnaire, or by conducting a well-planned pilot test and review of the literature on the topic" (38). As much as possible the current researcher has attempted to follow Brown's advice by studying and revising the survey instruments over a period of time, by conducting informal interviews and discussion sessions with students, by conducting pilot studies, by conducting a thorough literature review, and by comparing the questionnaire results (student, MScCCQ, and BALEAP results) with actual cases of apparent plagiarism by L2 writers, both

student and professional. Thus, a quadrangulation³⁵² method of obtaining data was used in an attempt to collect information on explanatory variables in a number of different ways. A case study approach was used to solidly plant the study in the domain of L2 writing reality, and a Dynamic Model framework was used to enrich the theoretical model with terminology and concepts for representation of textually derivative reader-writer interchanges.

Despite these measures taken to ensure that a valid and reliable investigation was conducted, some limitations were unable to be completely eliminated, and it will be the task of future researchers to overcome these limitations with appropriately designed research projects. The limitations of the current study included the survey methodology itself, the absence of an independent measure of participant proficiency levels, the specificity of the student study population, the L2 proficiency related difficulties encountered by some students in completing the questionnaires, the study focus on apparent plagiarism by ESL students in English-medium-of-instruction contexts, the relatively small number of cases analysed, and the absence of original L1 data for comparison with L2 data obtained in this study.

6.1.1 Survey Methodology

Upon completion of the survey, it became evident that there were some weaknesses of the methodology used in surveying study participants. These weaknesses had to do with the use of self-reported data and study results and with the survey instruments themselves.

6.1.1.1 The Use of Self-Reported Data

A weakness of the survey methodology used in the current study stems from the use of self-reported data throughout the investigation. All aspects of the research data collection procedures were implemented by the current researcher with the

³⁵² Taking *tri*-angulation methodologies one step further.

exception of the few instances where teachers were asked to distribute questionnaires to their students. The current researcher had no research assistants to help in reporting the study data or to provide an independent review, evaluation, and analysis of the data. So although this reliance on self-review, self-evaluation, and self-analysis of survey results gave the current researcher a great degree of familiarity with the data, it also left a weakness in the methodology used to evaluate and process such data. It can only be hoped that if indeed the biases and pre-conceived notions of the current author did find a way into the current work, the employment of a reliable theoretical framework (Matsuda's Dynamic Model), the extensive literature review and familiarity with the research on issues related to this study, the meticulous and varied data collection and analysis procedures, and the scrupulous application of rigorous comparisons between survey data (questionnaires) and the reality of derivation/plagiarism in ESL contexts (case studies), will counteract the effects of the possibly intrusive biases and pre-conceived notions of the current researcher. As far as possible, questionnaire data was correlated with case study data in order to present in this final report only those dynamic variable interactions having a basis in both survey data and case study data.

6.1.1.2 The Survey Instruments

The questionnaires used in surveying students, MSc course co-ordinators, and EAP lecturers on issues related to plagiarism and derivative writing resulted from a "thoughtful study of the measures themselves" (Brown 1988) and, in the case of the student questionnaire, from several pilot studies. It became apparent after analysing the survey data that there were some deficiencies in the survey instruments, which ideally should have been caught earlier in the study before using the instruments to collect data.

There were perhaps some leading questions, there were complex questions which yielded complex and not easily classifiable data, there were questionable

ethical issues conveyed by the instruments, and there were generalities which should have been phrased as more specific questions.

For example, item 2 in section 1 of the student questionnaire (app 2.2.2.2, p A68), adapted from Kroll (1988), might be viewed as a leading question, one which conveys an expectation of agreement with the view that plagiarism is wrong.³⁵³ Item 9 in section 1 of the student questionnaire was rather complex, asking for quite a bit of information at one time, and resulting in some difficult to analyse data. This question was also used in the MScCC questionnaire (item 8, app 2.2.3.2, p A128) and resulted in a similar variety of complex and difficult to analyse results. Item 3 in the MScCCQ contained the term *strategy*, which might have (unintentionally) conveyed a questionable ethical view toward ESL students, as if they might be pre-disposed toward using strategies which were dishonest.³⁵⁴

Similarly, some EAP respondents objected to the use of the term "persistent plagiarist" to describe ESL students (Item 3, app 2.2.4, p A153), again a questionable ethical view which might have been conveyed by the survey instrument. Several respondents evidently objected (and rightly so, as the current research reveals) to such a perception of ESL students, even though such a perception has been reported in the literature as being a common one among Western instructors (Deckert 1992, 1993, 1994; Fanning 1992).

Also questionable from an ethical standpoint was the final question in the student survey instrument (app 2.2.2.2, p 73) asking if students had completed the questionnaire thoroughly and honestly (as if to imply they might have been dishonest). Again this was not the intention. The intent was to somehow get an indication of those questionnaires which were incomplete, to identify those responses

³⁵³ Despite this being a possibly leading question, the fact that students gave overwhelmingly negative perspectives on plagiarism as being an unacceptable practice, along with quite detailed explanations of their views, suggests that they were not simply being "taken" by a leading question and trying to please the researcher with their questionnaire responses.

³⁵⁴ In fact, this was not the intention of the current researcher. The word *strategy* was used neutrally to mean a technique, procedure, or tactic in successfully composing a text. However, at least one questionnaire respondent seemed to view *strategy* in a negative sense, and the respondent circled the word, placing a big question mark above it as a response to this particular question.

which might not be an accurate reflection of student views and conceptualisations of plagiarism.

Finally, generalities existed in the questionnaire which could have been conveyed as more specific inquiries. But general questions also left room for participants to elaborate in a free-response mode, a means of collecting a richer variety of data than specific multiple choice type question items would allow.

Despite these difficulties with the survey instrument itself, a wealth of data was collected, which with the omniscience of hindsight might have been collected in a more efficient, ethically less offensive, and methodologically more sound manner. And to reiterate from the previous section, it is hoped that the correlation of survey data with the case studies, has resulted in a valid and reliable interpretation of the apparent plagiarism and derivative composing strategies employed at times by L2 writers in ESL contexts.

6.1.2 Specificity of Student Study Population

The student questionnaire was conducted among L2 writers in very specific context--ESL students who were in pre-sessional EAP courses preparing to undertake study toward a higher degree in a British university. By limiting the questionnaire to such students, there may have been a limitation of the type of data which might have been obtained in a different context. Students with less English academic writing experience or less advanced proficiency than the current study's ESL participants might have given different types of responses than the current study participants did who were of fairly advanced English proficiency and who for the most part had had extensive English academic writing experience.

However, there were also distinct advantages to conducting the questionnaire among this specific population of students. First, a positive outcome of the ESL students in pre-sessional EAP courses having high levels of English proficiency was that they were able to express themselves fairly well in English, with only moderate difficulty. Second, there was an advantage with such students of being able to

investigate student experience with English academic writing, and their experience with the concept of plagiarism. An investigation of past experience with English academic writing would have been less informative if it had been conducted among students with less experience in English academic writing than the pre-sessional EAP students in the current study. Additionally, students of lower English proficiency than the pre-sessional EAP students might have had extensive difficulty³⁵⁵ with complex questions asking about the development of their views on plagiarism and their previous experience with English academic writing.

Furthermore, despite the specificity of the student population, within the actual study population of pre-sessional ESL students, there were great variations in student academic experience, nationality, instructional background, L1 background, and English writing background. The students in this study represented 41 different countries and 34 different language backgrounds (app 2.2.2.1, Table 10, p 63). This variation was a positive aspect of the study, but it also rendered useless any attempts to conduct a statistically valid analysis of questionnaire results since such an analysis would be invalid if conducted with a heterogeneous participant population such as the current study population of ESL students. Also, there were not enough students from any particular language or instructional background to sub-group students into homogeneous study populations. So the specificity (postgraduate, pre-sessional EAP students) as well as the variation (language and educational backgrounds) of students in the study population were simultaneous limitations on the types of analyses which could be conducted with the questionnaire data obtained during the fieldwork phase of this investigation.

³⁵⁵ In fact, the current researcher faced what seemed at the time to be a major setback when a group of ESL students from Dundee College's Blackness Language Centre had extreme difficulty in comprehending the student questionnaire. 50 questionnaires were never returned because of comprehension difficulties, explained the TESOL programme director Alec Edwards.

6.1.3 L2 Proficiency of Student Respondents and Time Limitations

Despite the high levels of English language proficiency³⁵⁶ among students in the current study population, it was evident that *some* students had difficulties in completing the questionnaire. Students were asked to skip questions they did not understand, and many students did in fact skip several questions in the free response section of the questionnaire. Some students also indicated, either in the questionnaire itself or verbally after the questionnaire session, that they knew what they had wanted to say, but had experienced difficulty expressing their thoughts clearly and coherently in written English. This L2 proficiency difficulty was accompanied by the related difficulty which some students had with the time limitations of the questionnaire sessions. Most students completed the questionnaire taking from around 30 to 45 minutes for the writing task, but with more time, the students may have been able to write more extensively on the topic, expanding their thoughts in the free response questionnaire section. As a means of overcoming this L2 proficiency limitation, the current researcher had considered translating the student questionnaire into target L1 languages, but this proved to be infeasible, unaffordable, and impractical. There was no way to predict how many students would be willing to complete such a translated questionnaire, or how many students of a given nationality or language background would be present in a questionnaire session.

6.1.4 Study Focus on Plagiarism and Derivation in English Medium of Instruction Contexts

A further limitation of the current study has to do with the focus on plagiarism and derivative writing within the contexts of English-medium-of-instruction institutions. The currently proposed theoretical framework is grounded on cases of apparent plagiarism involving English texts written by L2 writers and on research results obtained from participants relating to apparent plagiarism and derivation in English language texts. A study of apparent plagiarism and related issues in other

³⁵⁶ Unfortunately an independent validation of such was not possible, so this evaluation is based on the current researcher's perceptions of student questionnaire responses.

language contexts besides English might result in modification of the current theory if different data were obtained. On the other hand, additional data from other L2 contexts might provide an even more solid basis for the proposed theoretical framework and a further validation of the dynamic interactions of explanatory variables in derivative writing contexts.

It is an established fact that many L2 writers appropriate text when writing in English. But what about native speakers of English writing in another language? Do native speakers of English appropriate text when writing in an L2 for the same reasons that many non-native speakers of English appropriate text when writing in English? Might there be universal explanatory variables for L1 writers of any language background resorting to derivation as a composing strategy in any L2 context? The current researcher's view³⁵⁷ is that native speakers of English do lift text when writing in the L2 for the reasons hypothesised in the currently proposed theory, and the same explanatory variables of writing strategy, L1 writing ability, knowledge of L2 convention, instructional background, and L2 proficiency are involved in derivative writing contexts whether the derivative writing is in English or in another L2. And it also seems feasible that a Dynamic Model framework might be reliably extended into such derivative L2 writing contexts other than English medium of instruction contexts. However, this hypothesis cannot be substantiated without further research into such use of derivative writing strategies in languages other than English, but it seems that such a study might yield valuable results.

³⁵⁷ This view derives from the current researcher's personal experience of writing in French. While studying in France in an intensive language course at the *Institut de Touraine*, the author adopted some of the derivative writing strategies for some of the same reasons that NNSs lift text when writing in English. The current author found that because of his limited proficiency, his ability to compose original text in the L2 was extremely limited, and a strategy of composing a hybrid-language text from pre-existing phrases and fragments from dictionaries and textbooks was adopted. Entire articles were not copied, so the L2 writing technique was more analogous to the "jigsaw" approach described by St. John (1987) than to the "plug-in" framework approach described by Xiguang Li and Xiong Lei (1996).

6.1.5 Small Number of Cases Analysed

Considering the great difficulty involved in obtaining the textual data for the 5 cases analysed in this study, the current researcher is somewhat inclined to view 5 cases as a rather larger than expected outcome. The difficulties in obtaining texts involved in apparent plagiarism cases involving ESL students were numerous because of various individual and departmental reservations about divulging sensitive and confidential information, because of time lapses since previous cases, and because of the unavailability of textual data due to misplacement of texts or due to the return of derivative texts to students for revision.

Despite this bias of the current researcher to see 5 cases as a large number, the number of cases analysed in this study is actually quite minuscule when viewed in light of the fact that just over half of all ESL students lift text at some point in their English academic writing experience.³⁵⁸ Although the cases analysed in this study seemed to be representative of the different types of appropriation employed by ESL students, and although the cases did align with what other researchers have reported (Yao 1991; Deckert 1992, 1993; Fanning 1992; Marshall 1998; Li 1996), 5 cases is in all actuality a very small number to form a solid basis for supporting a theoretical framework. If the case studies had not been accompanied by other fieldwork data, the theoretical framework support would indeed be weak.

6.1.6 Absence of L1 Data

Yet another limitation of the current study is the absence of original L1 questionnaire data relating to perceptions and conceptualisations of plagiarism as well as an absence of L1 case study data relating to apparent plagiarism by NESs. The obtaining of L1 data was not a priority or focus in this study, so some of the propositions made in the current work are based partly on what other researchers have found in studying L1 and L2 use of derivative composing strategies and related

³⁵⁸ Over half of the ESL students (53%) in the current study had "plagiarised" before (app 2.2.2.4.10, p 107, Table 16, p 108).

issues in L1/L2 composition. For example, the current researcher's proposal that there are similarities between apparent plagiarism and derivation in L1 and L2 contexts is not actually based on a comparison of original L1 and L2 data from the current research. Rather, the proposal is based on a loose comparison of original L2 data with data which has been reported in the literature by researchers who have investigated plagiarism-related questions in L1 contexts.³⁵⁹ Careful consideration of the existing literature was opted for as an alternative to collecting L1 data in the current study. This alternative was adopted partly because a focus on obtaining both L1 and L2 data would have detracted from the prioritised efforts aimed at obtaining a variety of reliable and valid L2 data relating to apparent plagiarism and unacknowledged derivation in ESL texts.

6.1.7 Questionnaire Focus of the Study

Although initial plans involved conducting in-depth structured interviews with student questionnaire respondents, this turned out to be impractical and infeasible due to time limitations for both the questionnaires and interviews, and the workload for one individual researcher. However, the current researcher did conduct informal interviews with student respondents, and he did conduct follow-up discussion sessions with groups of ESL student participants when feasible. These informal interviews and discussion sessions provided a useful complement to the study questionnaire data. In-depth interviews were conducted with some master's programme course co-ordinators in investigating apparent plagiarism cases, but the bulk of the data in this study was obtained through written responses to questionnaires.

An interview of each student (following completion of the questionnaire) might have yielded information in greater detail than what students wrote down on paper. Better yet, a think-aloud protocol might have been an even more effective way to determine what students were thinking as they wrote. A think-aloud protocol would

³⁵⁹ e.g Dant (1986), Kroll (1988), Sterling (1992), Brownfeld (1998), Murphy (1990).

also have enabled the researcher to rule out for certain the undesirable reactivity effect (i.e. the questionnaire itself serving as an agent for change in students' views, perceptions, and conceptualisations of plagiarism).³⁶⁰ The questionnaire focus of the current study was definitely a limitation, but within the limitations imposed by working as an individual researcher there were also the advantages of being able to obtain a large number of responses, and of being able to have a written copy of student responses rather than tape-recorded copies of interview sessions needing to be laboriously transcribed. In combination with the case studies, the written questionnaire results are a useful data source, admittedly not in as much detail as structured interview responses or think-aloud protocol data might be, but nevertheless providing information on student, master's programme course co-ordinator, and EAP specialist views relative to plagiarism and derivative writing.

6.2 Perspectives on Plagiarism and Derivation in the Modern Panorama of Plunder

In the introduction to this work, plagiarism was analogised to a recipe, to a spectrum, and to a panorama. The postmodern age, by many accounts, is one of plunder and appropriation. Appropriation of every imaginable shape and form has been, and is increasingly becoming, a distinct feature of this age. Perhaps this results from an increase in the creation and production of original works in post-modernity, and from the exponential increase in knowledge and information in the postmodern age--there is simply more for motivated pilferers to plunder. Whether a news article, a music video, Internet website graphics,³⁶¹ web-page plundering,³⁶² an artistic creation, an academic text, or a research project framework, multiple opportunities exist for the plundering of intellectual and artistic property for someone who possesses the motivation and opportunity.

³⁶⁰ But such a protocol might also have revealed the influence of the reactivity effect.

³⁶¹ One wonders how many times per day the *right click*, "save image as" function is used by Internet subscribers.

³⁶² The "borrowing" of web pages is also known as *web-whacking*.

6.2.1 Plagiarism and Plunder as a Predictable Feature of Various Populations

Stealing, pilfering, purloining, appropriating, lifting, plagiarising. Such terminology has been used throughout history to describe the act of taking (without permission) something which belongs to another. Throughout history, as Shaw (1982) has argued, there have been proper and improper, correct and incorrect, legitimate and illegitimate means of borrowing from one's textual predecessors. Throughout history, such appropriation and plunder of another's property has been frowned upon and discouraged, but it has persisted through to the modern age, up to the postmodern era, and with the increased opportunity for appropriating without detection, it seems that there has been a corresponding increase in motivation to appropriate, resulting in such plundering phenomena as entire research careers devoted to the fraudulent appropriation of text (Marshall 1998), in vast networks of conspiratorial plagiary utilising the most up-to-date audio and visual technology (Demopoulos 1996), in unspoken reciprocal agreements to maintain silence about journalistic plagiarism (Jones 1997), in jealous thefts of rising junior authors' romance concoctions by popular fiction novelists (Peyser & Chang 1997), in academic pilfering by teachers of students' works, and in purloining of obscure articles by fraudulent academics.

Such an age of plunder, along with the expanded post-modern niche of opportunistic plunderer, has also given rise to the niches filled by plagiarism sleuths such as Marek Wronski (Marshall 1998) and Ned Feder and Walter Stewart³⁶³ who have also been called "plagiarism police", and who prey on post-modern pilferers for their livelihood.³⁶⁴ Unfortunately, ESL students have been perceived to be persistent

³⁶³ Wheeler (1993) writes that plagiarism sleuths Stewart and Feder have been called the "science police" as well as "moralistic zealots." But as investigators of research fraud, they have also been called "the best friends science ever had." As Princeton academic P. K. Woolf advised, plagiarism sleuths such as Feder and Stewart who "mind other people's business" do best to proceed with caution since their sleuthing is highly dangerous to those in the postmodern niche of opportunistic plunderer. Survival of the fittest in these postmodern niches is evident in alleged plagiarist Stephen B. Oates' confrontation with Feder and Stewart. By complaining about Feder and Stewart to senators and congressmen, Oates had the two plagiarism sleuths ousted from their National Institute of Health positions and reassigned to different posts.

³⁶⁴ The current researcher may one day fill such a niche if he continues researching plagiarism-related issues, but he currently prefers not to be seen as a plagiarism sleuth preying upon plunderers.

plagiarists, as if their appropriation were synonymous with the more serious cases of plagiarism and plunder in the post-modern age. In some cases derivation by L2 writers may indeed be *genuine* plagiarism. Predictably, plagiarism is a feature across various populations from academic discourse communities (and other communities) across the globe, including ESL student populations. But the results of the current research suggest that, generally, apparent plagiarism by L2 writers is more correctly viewed as resulting from particular influences within writing contexts involving the dynamic interaction of contextual variables such as a lack of knowledge or an unfamiliarity with L2 writing convention, a borderline L2 proficiency, L2 proficiency-related time constraints and an L2 proficiency-related lack of confidence in linguistic ability. When derivative writing strategies are not cases of *genuine* plagiarism, they are an L2 writing difficulty of a developmental nature, as opposed to a difficulty relating to an inherent dishonesty, an internal ethical short-circuit, or an intrinsic character flaw. Moral laxity, when it comes to cheating and academic dishonesty, may be widespread in postmodernity (Brownfeld 1998), but moral laxity and outright dishonesty are--in most (but certainly not all) cases--not generally frequent as explanatory variables in cases of apparent plagiarism involving ESL students.

6.2.2 Understanding Derivative Writing Dynamics for Apparent Plagiarism in ESL Contexts

The dynamics involved in cases of apparent plagiarism in ESL contexts are fairly obvious at this point in the study, at least as far as understanding the types of appropriation patterns and textual features of derivative texts, as far as understanding the motivation behind the use of derivative writing strategies, and as far as understanding the immediate and local influences of a writing context which affect a decision to employ derivative composing strategies, and result in apparent plagiarism within an L2 text.

Rather, he is attempting in this work to distinguish the derivation/plagiarism of ESL students from other forms of appropriation within the post-modern age of plunder, and trying to illustrate that the use of derivative composing strategies is in most cases quite different from the rampant cases of serious plagiarism.

L2 writers engaged in a text-mediated reader-writer interaction decide to resort to the use of derivative composing strategies for reasons related to the immediate influences of a writing context including linguistic proficiency in the L2 (actual or perceived proficiency level), time constraints, writing-task induced anxiety, and a lack of knowledge of L2 referencing conventions. A derivative writing context can also involve an abrasive and confrontational background juncture of the reader-writer which is characterised by differing expectations with regard to source acknowledgement, intolerance of the reader for minor non-native-like errors of grammar and style, and possibly a weak L1 writing background (with no benefits of positive transfer) as well as an instructional background which valued respect for authority (and authorial texts), and emphasised the use of repetition, memorisation, and model imitation as means of composing and textually representing knowledge.

What these variables equate with in a derivative writing context is the use of composing strategies as a *survival strategy* when it seems that failure is imminent, and that the interaction will result in unsuccessful completion of an exam, a paper, a course of study, or in the case of professional L2 writers, a published paper in an English medium journal. The immediate influences hypothesis proposed in this current work, adapted from Matsuda (1997), states that the derivative writing related problems of ESL students can be understood best from the influences and interactions present in the immediate locality of the writing task in which the derivation has occurred, although it has also been conceded that background influences may play a part in influencing student writing behaviour, but not to the extent that the Static Model of L2 writing would represent. The main support for the immediate influence hypothesis comes from the current study data itself, particularly the questionnaire survey results which revealed a strong student disapproval of plagiarism, which despite such approval, remains a commonly employed strategy which students might use even given their belief that it is a *wrong* thing to do. But also in the BALEAP and MScCCQ results, and in the case study data, there is strong support for the immediate influence hypothesis, for example the cases where

derivation was a strategy of desperation during exam time, or throughout a difficult process of L2 proficiency-affected composing, or at the end of an MSc course when the elusive goal of an MSc degree was kept just out of reach because of dissertation difficulties.

In these various contexts L2 writers are not pre-programmed *writing machines* constrained by linguistic, cultural, and educational background influences to produce text according to a particular pattern or template. No, these writers are autonomous decision-makers who possess the freedom or *agency* to assess a writing task situation and formulate a decisive course of action. If that course of action results in plagiarism, although one can understand why such use of derivative writing strategies was a great temptation, and although one can probably sympathise with the writer, excuses for plagiarism based on background influences (i.e. the Static Model) are not easily defensible when a writer has agreed to participate in the interchange of a new discourse community according to that community's conventions, and those who attempt to defend plagiarists do so at the risk of offering explanations which seem absurd and far-removed from the real world of discourse community interchange.

Apparent plagiarism in a dynamic writing context should not inspire attempts at justification for plagiarism, but rather an attempt to find out how a discourse community participant's continued contribution (both long and short term) can be maintained, and this depends on getting to the specific dynamics and variables involved in particular cases of apparent plagiarism. Was it done out of a lack of knowledge? If so, how can the writer be helped to learn more about the community's conventions for referencing and source acknowledgement? Was the apparent plagiarism a possible result of a student's limited English proficiency? If so, then what type of language skill training is available to improve the English proficiency of the writer? Did the apparent plagiarism occur in a high pressure, high-anxiety context? If so, how can these pressures and influences be reduced to relieve the writer of the accompanying anxiety, and free him/her to contribute and participate in a more inclusive environment, in an expanded discourse community space? Is the

community itself exercising any forms of intolerance which might be increasing L2 writers' motivations to employ derivative writing strategies? (i.e. intolerance of minor, non-native-like linguistic errors) If so, this also needs to be addressed. And finally, considering the extent of the plagiarism and the contravention of community standards, is it possible to maintain the participation and contribution of the writer? Or has the interchange and interaction of the discourse community been disrupted to such an extent that continued membership of the writer cannot be permitted? Has the writer shown a willingness and desire to continue (genuine) participation and contribution according to community conventions? If not, then a discontinuation of the plagiarist's discourse community membership (along with related privileges) will in some cases be necessary.

These are some important questions and important issues for ESL students and their respective discourse communities. Hopefully, the current study has provided some information, suggestions, and proposals relating to the dynamics and variables involved in derivative writing ESL contexts, which will be useful in explaining why apparent plagiarism is sometimes a feature of ESL texts, and how academic communities can pro-actively respond when it does occur, while continuing a productive community interchange to which all members (old, new, and potential) are encouraged to contribute in original and creative ways.

6.2.3 Recommendations for Institutional Policy and Procedure

To reiterate from the implications discussion in chapter 5 of this thesis, a main goal of institutions should be the prevention of derivation/plagiarism by ESL students before it occurs, or at least before it occurs at a point in an ESL student's academic career where he/she will face serious and long-lasting consequences. Prevention of derivation/plagiarism should focus on a reduction in student motivation and opportunity to plagiarise. This can be done through systematic, thorough instruction on English academic writing conventions including instruction on the consequences for plagiarism. But such instruction is pointless if students do not possess a basic

level of L2 proficiency. Proficiency requirements are the first step in preventing derivation/plagiarism by students whose language skills will permit nothing more than the composition of hybrid-language texts and compilations of copied source text.

A desire to attract overseas students should not outweigh the necessity of maintaining English proficiency standards. High requirements with regard to English proficiency will benefit both students and institutions. Students who are not at a proficiency level necessary to comprehend, paraphrase and summarise the reading material of a particular course, should be required to attain the necessary L2 proficiency level before ever being allowed to begin a course.³⁶⁵ Also, the structuring of assignments and exams can be done in such a way as to prevent the use of derivative writing strategies. Time constrained writing tasks should be designed to include more than enough time for ESL students to complete their essays and written responses. Pedagogical philosophy can also help prevent plagiarism. By candidly relating the consequences for plagiarism, by maintaining contact with students and being aware of their writing styles and abilities, and by building their confidence in being able to use their own L2 language constructions rather than copying, teachers can prevent apparent plagiarism and reliance on derivative composing strategies out of desperation in a survival situation. Awareness of consequences seems to be important in reducing the underlying motivation of students to employ derivative composing strategies, but not where desperation results in employment of such strategies. In less than desperate situations, however, a realisation by students that derivation will be obvious to an instructor who knows their writing styles and abilities, will hopefully result in students being inclined to see derivative composing strategies as more of a *risk* than an *opportunity*.

When apparent plagiarism does get to the examination stage and is detected in a submitted project, an investigation will follow. In an investigation, the same

³⁶⁵ Intensive English courses at a university language centre might be an option. If a particular institution did not have its own intensive English program, the student might be directed to an institution which did.

procedures should be used whether the case is one involving an L2 or L1 writer, and any penalties should be the same in similar cases of apparent plagiarism involving native or non-native speaking students. Such a policy will protect institutions from charges of discrimination, and it will ensure fairness for all students. Additionally, if students of low L2 proficiency have been screened from a course, there should be no need to handle NES and NNS cases differently. In the (hopefully) rare case that an LEP ESL student does slip through to begin an academic course, subsequently employing unacknowledged copying and derivation as a composition strategy, it seems that discontinuation of study for such a student would be advisable until the student develops a higher level of L2 proficiency. Also, in investigations of apparent plagiarism, a written policy should be followed of which students should be made aware early on in a course of study.

A main problem in any case of apparent plagiarism is the dilemma of determining what the student's intent was in appropriating text without proper acknowledgement. The results of the current research indicate that many cases of apparent plagiarism involving ESL students might be in some way related to a limited English proficiency, or a student lack of confidence in linguistic ability, and an anxious perception that desperate measures are needed if success is to be achieved in a given writing context. However, as much as this may be true, there are always cases (among both L1 and L2 writers) where an outright attempt to deceive is involved, and the task of academic institutions is that of determining whether a case of apparent plagiarism is an instance of "criminal" plagiarism, or an instance of unacknowledged derivation which on the surface looks the same as "criminal" plagiarism, but in reality is an instance of inadvertent or unintentional derivation. This current research report makes no attempt to change the underlying definition of plagiarism: "The deceitful verbatim copying of words from another source without acknowledgement, placing such words into one's own work with the intention of presenting them as having been composed by oneself with the knowledge that such unacknowledged copying is unacceptable and dishonest." But one goal of the current

work is to explain writing behaviour and derivational use of source text which might wrongly be construed as "criminal" plagiarism. The dilemma of determining whether a student has "criminally" plagiarised with deceitful intent, or whether he/she has inadvertently/unintentionally appropriated text might be analogised to the dilemma a jury or judge faces in evaluating a murder/manslaughter case. In both murder and manslaughter cases, a death has resulted from the actions or behaviour of the accused, but in a murder case, there was a premeditated, conscious intention to kill. Such intent is not present in a manslaughter case. Both murder and manslaughter cases have resulted in a death, and they both might be easily misinterpreted to be the same type of behaviour without a witness to the actions of the accused or without other evidence, but murder is intentional killing whereas manslaughter is accidental. Quite similarly, plagiarism is intentional lifting of text, whereas derivation can be inadvertent or unintentional, for example, when mistakes in note-taking occur, or when source text wording is not acknowledged due to lack of knowledge that such derivation is *contra-conventional*.

Unfortunately, both proficient and limited English proficient ESL students are capable of what might be called "criminal" or intentional plagiarism. A proficient ESL student might not *need* to plagiarise, but under certain circumstances, a decision to deceitfully appropriate text might be made.³⁶⁶ On the other hand, a less proficient ESL student might face greater temptation than a more advanced student to deceitfully appropriate text, but this does not justify such appropriation.³⁶⁷

Further research is necessary to investigate student intent in cases of apparent plagiarism involving ESL students, perhaps using a think-aloud protocol methodology. Such research might expand knowledge of ESL student behaviour

³⁶⁶ For example, refer to the details of Case 2 involving Student B (app 3.4, p 187). Student B seems to have made a decision to "criminally" plagiarise despite his apparent ability to write well without resorting to such a strategy.

³⁶⁷ For example, students C and E in cases 3 and 5 respectively (app 3.5, p 262; app 3.7, p 331), seemed to have extremely weak language skills, but they also demonstrated a knowledge of proper citation convention in their writing, even in their deceitful use of acknowledgment phrases which introduced direct quotes, and not summary or paraphrase as the deceptive wording would lead readers to believe.

with regard to intent as an explanatory variable in L2 cases of plagiarism and derivation. The task of institutions in dealing with cases of apparent plagiarism is to investigate such cases in order to determine whether intent to deceive was present, whether English proficiency skills are lacking, or perhaps even whether there might have been both an intent to deceive, *and* a limited English proficiency on the part of the student.³⁶⁸

A thorough investigation of L2 cases of derivation/plagiarism will comprise the obtaining of textual evidence prior to student confrontation, and a committee, not an individual, should conduct the investigation. An external opinion or evaluation, such as that given by a person in the role of external examiner in British universities, is an option which should always be considered since a committee comprised of department members familiar with a student and his/her work may be biased either in favour of, or against, a student. An external opinion and evaluation will help to facilitate a balanced and fair decision³⁶⁹ on what consequences should result from a case of apparent plagiarism involving an L2 writer.

6.3 Ideas for Further Research

The limitations of the current study provide some useful ideas for investigating many related issues which the current research could not address and the many questions to which the current research could only provide an incomplete answer. An investigation into derivation and apparent plagiarism in L2 contexts besides English might demonstrate whether the theoretical framework proposed in this study can be applied in academic writing contexts related to apparent plagiarism and derivation in other languages. A longitudinal approach to a study of apparent

³⁶⁸ Comments by some students clearly indicated that there might be such a combination of deceitful intent *and* limited English proficiency. i.e. "I knew it was wrong but I did it anyway [because of a desire to do well in the course]." Thus, both proficient and LEP students are capable of "criminal" plagiarism, but it seems that culpability is greater with increasing levels of proficiency, and hence the consequences should perhaps be more severe when language proficiency is higher.

³⁶⁹ Committee members who are well-acquainted and on good terms with a student might be predisposed to excuse apparent plagiarism in a manner inconsistent with institutional or department procedure and policy. On the other hand, committee members who dislike a student might be predisposed to unjustly mete out a harsher penalty than what is called for.

plagiarism might yield more solid evidence of the developmental nature of ESL plagiarism-related problems, or contrarily, and against the current researcher's predictions and expectations, such a study might yield results demonstrating the opposite.³⁷⁰ Translation of a questionnaire on plagiarism and derivation into specific target languages would be a fascinating inquiry for someone with the means and resources for such an endeavour. A case study focus would be another fruitful line of inquiry if a researcher were able to obtain large numbers of derivative L2 texts to analyse. Similarly, an in-depth interview focus might yield fascinating results. Additionally, a study of the writing-process-decision-making involved in the use of derivative writing strategies may suggest further insights on the specific motivational factors which contribute to a student's deciding to appropriate text without acknowledgement. Finally, a pedagogical methodology focus, the use of internet resources, and a diachronic study of textual conventions are further options for researchers with an interest in plagiarism-related issues.

6.3.1 Investigation of Derivation and Apparent Plagiarism in Other Languages

Do native speakers of English face plagiarism-related difficulties when writing in a language other than English? Judging from the current researcher's own L2 writing experience, as mentioned previously, it seems highly likely that native English speakers do face the same proficiency-related difficulties of a developmental nature which ESL students face when writing in English, and the same dynamic contexts with the interplay of both immediate and background influence variables. There are several ways in which one might go about investigating derivation/plagiarism in other languages. First, one might conduct a questionnaire among L2 writers composing in Arabic, Spanish, Chinese, Russian, Korean and other

³⁷⁰ But such results might be expected if longitudinal research were conducted among students from a particular language background. *Some* students might face more difficulties than others with negative transfer and interference, although it seems that this is a rare situation lacking hard evidence as Mohan and Lo (1985) have already ably illustrated. L2 and L1 writers have more similarities in their writing experiences than most contrastive rhetoricians and L2 writing theorists would like to admit. Perhaps this stems from a vested interest in protecting the domain of L2 writing theory.

L2s to see what their experience has been in second language composition. Second, one might try to obtain details of derivation/plagiarism cases in other L2s as was done in the current study. Third, one might test the theory that derivation/plagiarism problems are proficiency related by conducting a study across different populations of L2 writers (including L2 writers in English) for comparison purposes. By specifically isolating L2 writers at various stages of proficiency, one might contrive a writing task in such a way as to test participants' ability to write in the L2 using source texts, and to then check for instances of derivation. Of course, the genuine purpose of the writing task might need to be concealed to avoid the "halo" effect (Brown 1988)³⁷¹. With the right equipment and technology, one might develop an efficient computer based method of scanning student texts for derivative language use (or one might make use of already developed text-scanning technologies). Whatever the approach, and whatever the procedures and methodology used, it seems important to determine upon the basis of solid evidence whether L2 writers in *any* second language face the same plagiarism-related difficulties as many developing ESL writers face when composing in English.

6.3.2 Longitudinal Approaches: Following up on Cases of Apparent Plagiarism

A longitudinal approach to cases of apparent plagiarism might be another angle from which to investigate plagiarism-related issues in second language composition. It has been theorised in this work that the plagiarism-related writing problems of ESL students might be developmental in nature, related to L2 proficiency as well as the interaction of other immediate influences in a dynamic context, but this theory is based on how students described their English academic writing experience, and on what master's programme course co-ordinators and EAP specialists said about ESL student writing, but *not* on a longitudinal study of developing L2 writers over a

³⁷¹ The halo effect is "the natural tendency among human beings to respond positively to a person they like" (Brown 1988 33). Researchers must attempt to guard against study participants' desire to produce the desired results. If participants know that a researcher is looking for a particular outcome, this could skew the data, and for this reason researchers must often disguise the purpose of their surveys and inquiries.

period of several years. Such a study might indeed reveal some important information about L2 writers who have appropriated text. One might design a study in such a way that one could follow up on derivative L2 writers over time to trace the development of their L2 writing ability and skill. If at the same time one kept track of participants' L2 proficiency level, one might attempt to demonstrate a type of correlation between L2 proficiency and derivative writing if such a correlation exists.³⁷²

A standard type of summary/paraphrase exercise might facilitate scanning for derivative language in participant writing samples, while proficiency in the L2 might be measured by a standardised type of language test. Such a longitudinal approach would require cooperation from students over several years, and a willingness to complete the writing tasks and language proficiency tests. Especially valuable results might result from following up on L2 writers who had been involved in cases of apparent plagiarism to see how they dealt with future writing tasks after penalties and/or further instruction in English academic writing convention.

6.3.3 Translation of a Questionnaire on Plagiarism into Target Languages

Another approach to studying derivation/plagiarism issues might include the translation of a questionnaire into target languages. This approach would eliminate some of the difficulties associated with conducting a questionnaire in the second language of study participants. The language proficiency difficulty would be overcome, and students would be able to express themselves with more ease than they would in the L2. Also, students might be able to give a more clear expression of what they were trying to say, and they might be able to write extensively in great detail on the topic in the time given for completing the questionnaire.

In such an approach, however, one would need to have large numbers of students from the same language background willing to complete the questionnaire in

³⁷² Admittedly, the feasibility of this longitudinal proposal seems questionable. The study attrition rate might be high, with students returning to their home countries or otherwise losing contact with the researcher.

order to make translating the questionnaire worthwhile. One would also need to have access to translation services, unless one could translate the questionnaire oneself. It seems that if one could adopt such an approach to studying derivation/plagiarism among L2 writers, the result would be a wealth of data in students' native languages which could then be analysed.

6.3.4 In Depth Case Studies and Analyses of Derivative Texts

Another approach which might be a worthwhile endeavour is a textual analysis approach and an in-depth case study approach to particular instances of appropriation in ESL texts. If a researcher were able to obtain a number of texts and substantial information for analysis, a very useful study might result. What additional textual features might be discovered in such an analysis of derivative texts? What textual features might be found to corroborate the features discovered from the current study? In the current study, some very interesting patterns of textual appropriation, such as "plug in" framework approaches and "jigsaw" hybrid language approaches, have been discovered. Textual evidence was presented which demonstrates that L2 writers have recontextualisation difficulties which make their derivation more obvious to instructors. It was also found that in some cases, the student copying is done in a scribal manner which results in errors that are quite similar to the errors made by ancient Hebrew scribes in copying the sacred texts. Some apparent plagiarism is only minimally derivative with synonym substitution being the major feature, while other examples of such have involved the lifting of entire language "chunks" and the recombination of these "chunks" to form a text which is essentially a product of language recycling. Further study of cases of apparent plagiarism and further analysis of such is warranted to search for other patterns of derivative writing and for textual features which might be similar to those observed in the current study.

6.3.5 In Depth Interview Focus: A Writing-Process-Decision-Making Approach

An interview focus might be another valuable approach to the issue of apparent plagiarism in ESL texts as a means of studying the writing-process-decision-making which occurs in derivative L2 composing contexts. Along with conducting a questionnaire in the students' L1, a researcher might consider conducting interviews in the L1. Interviews might be combined with a think-aloud protocol to investigate what is going on inside students' minds when they write and when they appropriate text. Yao's (1991) study comes very close to, and even approaches the question of what is going on inside students' minds when derivation is employed as a composition strategy, yet it seems that further research might reveal even more about the thought processes involved in L2 composition. Solid evidence might be found for asserting beyond doubt that the use of derivative writing strategies is related to L2 proficiency and developmental difficulties. Students who are asked to think out loud while they write might give some fascinating answers to research investigating the explanatory variables involved in cases of derivation and apparent plagiarism involving L2 writers. Such a think-aloud protocol, followed up by interviews, seems to hold much promise for further investigation.

6.3.6 Pedagogical Methods Focus

A very practical approach to the issue of derivation/plagiarism in ESL contexts would be a pedagogical methods approach which might provide answers to question such as "What methods are the most effective in teaching L2 writers about plagiarism avoidance techniques? Which pre-sessional course pedagogies are at the cutting edge of EAP teaching methodology when it comes to plagiarism-related issues?" Although the current researcher did conduct a questionnaire among many EAP specialists from language centres across the UK, and although teaching material samples were obtained in this inquiry, there is much room for more work to be done on effective pedagogy for preventing plagiarism and teaching incoming overseas ESL students about the conventions for English academic writing. A researcher might

concentrate on collecting pedagogical materials for teaching about plagiarism avoidance as well as institutional plagiarism policies and statements.³⁷³ Also, a researcher might consider classroom interaction himself/herself, becoming involved in pre-sessional EAP course instruction on English academic convention.³⁷⁴ Such research might result in a published course text on English academic writing (i.e. a writing manual), or a published teacher text containing valuable exercises for teachers to use in conducting tutorials in summary, paraphrase, and source documentation conventions.

6.3.7 Use of Internet and Computer Database Resources for Plagiarism Sleuthing

Marek Wronski was able to discover nearly 30 instances of alleged plagiarism by using the Internet's PubMed gate in combination with the invaluable "find related articles" function (Marshall 1998). It has been suggested that the niche³⁷⁵ of plunderer in post-modernity has given rise to the niche of plagiarism sleuth. Sleuths are needed to uncover the many cases of plagiarism which yet await discovery. With the increasing role of the internet and the electronic form of texts which are available from databases, sleuthing is made possible to a degree not known prior to the modern Information Age. Wronski followed up on a clue which he found in the form of an obscure note in the *Danish Medical Bulletin*. Plagiarism sleuths who come across such clues might be fortunate enough to stumble across a "mother lode" of textual treasure to analyse as did Wronski.

³⁷³ Wikoff's (1992) dissertation was based on the analysis of plagiarism policies obtained from universities across America. The current researcher is not aware of a British counterpart to her study. A study of both British and American institutional policies on plagiarism might yield fascinating results and trans-Atlantic similarities/differences in the way plagiarism-related issues and academic dishonesty are dealt with.

³⁷⁴ The current researcher had several opportunities to give presentations in pre-sessional EAP courses on plagiarism-avoidance techniques. These sessions might be a way for a researcher to maintain a "hands-on" approach while conducting an investigation.

³⁷⁵ Carolyn Phinney compared the criticisms of Feder and Stewart to the "competition between organisms" (Wheeler 1993). She says "If there is an ecological niche where parasites and cheaters live without any predators around, then the cheaters and parasites will thrive. Walter and Ned [plagiarism sleuths known for their ruthless investigation of scientific fraudsters and plagiarists] act as predators in science, getting rid of the cheaters and parasites." In the same way, Wronski might be seen as a predator helping the Polish academy to get rid of some of its cheaters and parasites (see Elliot 1998).

Cooperation with Internet plagiarism detection service providers (such as GATT and Integriguard)³⁷⁶ might be a productive means of obtaining data on instances of plagiarism and derivation in student texts. Such cooperation might also be a way of accessing powerful text-scanning software to use in identifying derivation and plagiarism in student texts if these companies were willing to contribute to an investigation. Although the potential for mis-use of the increasing availability of texts exists, such information accessibility also permits discovery of derivation and copying if the source text is one available on the Internet, whether directly, or whether through a plagiarism identification service provider such as Integriguard.

6.3.8 Cross-Cultural Diachronic Analysis of Plagiarism-Related Issues

A cross-cultural diachronic analysis of plagiarism-related issues would be a valuable line of inquiry given the fact that the modern conventions for English academic writing which ESL students must learn are the result of a long history of development. It has been suggested and demonstrated early on in this thesis that contrary to those who maintain a recent date for the concept and construct of plagiarism,³⁷⁷ there have always been proper and improper means of using the work of others. Text is as old as literate humanity, and some of the oldest texts available today bear evidence that ownership and authorship of text have been valued throughout the history of civilisations where literacy (reading and writing) was present. The ancient colophonic authorship/ownership references on the earliest clay tablet texts, the acknowledgement of borrowings made by ancient Hebrew scholars such as King Solomon, and the painstaking references made by ancient historians such as Josephus bear witness to the fact that stealing another's words has long been an unacceptable practice. But this could be studied in much greater detail. For example, exactly when did quotations come to be set off using special symbols?

³⁷⁶ See the internet sites www.plagiarism.com, www.Integriguard.com.

³⁷⁷ e.g. Scollon (1994, 1995), Pennycook (1994, 1996).

What other symbols besides quotation marks and *guillemets* (French quotation marks) have been used in antiquity to indicate quotation? How did the transition occur from the pre-quotation mark era (e.g. Boys' 1638³⁷⁸ use of elliptical wording³⁷⁹ to set off quoted text) to the quotation mark-standard era? Have there been other means throughout history of identifying direct quotation, referencing ideas, and acknowledging the influences of other texts and authors (i.e. colophonic references to text authors/owners)? And looking to the future, where will the continuing history of referencing lead to in the near future? The distant future?

A history or diachronic analysis of conventions for quotation and use of another's work would be an invaluable addition to scholarly understanding of the postmodern state of textual conventions. Although such a study might not be directly concerned with derivation/plagiarism in ESL contexts, it would demonstrate the diachronic variations in textual conventions which are in some ways similar to the modern synchronic cross-cultural variations in academic writing conventions in post-modernity.³⁸⁰

6.4 A Concluding Statement on the Relevance of Postmodern Thought to Academe in the Information Age

In this final section of chapter 6 some concluding thoughts will be given on the relevance of postmodern thought to academia in the Information Age. The discussion will consider the distinctive nature of the plagiarism-related problems of ESL students, particularly whether the needs of L2 writers would be well-served by a relaxation of academic standards relative to plagiarism, referencing, and acknowledgement conventions. Next, postmodernism as an ideology will be re-summarised (from chapter 2), in preparation for considering the relative costs and benefits of maintaining standards of academic integrity. In other words, the question

³⁷⁸ *An Exposition of the Dominicall Epistles and Gospels . . .*

³⁷⁹ e.g. Boys introduces quotations by writing "as their old friend in his *Quodlibeticall* discourse [said]" followed by a colon. See section 2.6 "A Brief History of Referencing and Source Citation."

³⁸⁰ However, with the rise of English as *the international language of publication and international communication*, conventions are becoming increasingly standardised, even across cultural barriers and political boundaries.

of "Whose ideology is right?" will be addressed. Is postmodernist ideology a desirable influence, or is there an ideology which is more universal in application than the relatively recent postmodernist thought?

Universalist Ideology as it might possibly be called, is the *anti*-thesis to postmodernism. It encompasses the view that scholarly, academic dishonesty in the form of plagiarism has been viewed as being unacceptable since the earliest history of literate humanity, as being a variation from truthful representation of a text and a text's ownership/authorship. As the *anti*-thesis to postmodernist ideology, *Universalism* represents a continued struggle for the maintenance of truthfulness, genuine interchange, and protection of text-mediated interaction in academic discourse (but not necessarily limited to academic discourse).

Indeed, there is a great need for developing a challenge to postmodernism's pervasiveness, a need which the concluding sections of this thesis can barely introduce. But in initiating a challenge to postmodernism as a desirable source of influence, a cost/benefit analysis of protecting the rights of authors and genuine contributions to academic discourse will be used to argue that such protection is necessary to preserve the genuine interchange and interaction of academic discourse community members within a context where truth is valued (*versus* fraudulent representation) and where the freedom exists for a community to regard certain behaviours and actions (results of individual decision-making, agency) as being *wrong*, or unacceptable due to their detrimental effects on the community's endeavours.

It has become evident in the course of this investigation that the derivative writing problems and plagiarism-related difficulties of ESL students are distinct from the radical *anti*-establishment postmodernist views, and different from much of the dishonest, fraudulent types of appropriation which are rampant in the diverse domains of journalism, music video production, romance novel authoring, and so on. Appropriation of text by ESL students is quite different from the reactionary challenges to tradition posed by many artists and writers in the post-modern *Festival*

of *Plagiarism* school of thought described by Cosgrove (1989). Appropriation by ESL students is also quite different from journalistic plagiarism in which reporters, radio broadcasters, and media companies steal text from each other in the competitive world of news reporting. ESL students are *usually* not trying to advance their careers when they appropriate text. They are most likely just trying to survive in an academic course for which they lack the L2 proficiency to handle, or the knowledge to reference a source correctly, or the low-anxiety levels needed to rationally handle the immediate influences and pressures of perceived desperate survival situations.

Given this knowledge that apparent plagiarism by ESL students is quite distinct from the varied postmodern, radical forms of plunder, and the less radical popular forms of appropriation, would it be in the best interests of ESL students (or would it be in the best interests of anyone?) to relax the academic standards which are designed by academic institutions to prevent plagiarism? It seems not! Those in academe who are influenced by the constant postmodernist call for a relaxation of such standards would do well to bear in mind that there are important costs and benefits associated with acceptance of ideologies, and that acceptance of an ideology which endangers the very goals and *raison d'etre* of a community, will affect every member of that community, from the ranking members down to the new initiates such as ESL students just beginning their membership roles in a given community. Acceptance of radical, postmodernist ideology would not result, perhaps, in an immediate disintegration of a community, but more subtly and slowly³⁸¹ it would affect the quality of debate, interaction, knowledge dissemination, and academic interchange.

Even in an age of information explosion, commonly referred to now as the Information Age, the responsibility and importance of acknowledging influence and making genuine contributions remains, at least in those communities where

³⁸¹ The gradual change in academe might be likened to the gradual evolution of postmodernism itself, the slow transformation out of earlier forms of modernism, the gradual mutations into the varying forms of postmodernism seen today.

information truthfulness and concurrent reliability/validity are valued as promoting progress toward community goals. This is a *universalist* view or ideology. To the contrary, a community which values the nihilistic disintegration and destruction of original and genuine contributions, and which heralds the *Death of the Author* as a watchword, holds truthfulness as being unimportant or relative and esteems genuine contributions of little value. Relatively unsurprising since social breakdown and civilisational disintegration itself (WWI+II era) fomented the development of modern postmodernism, giving fertile ground to the cultivators of nihilistic, bizarre, incohesive ideas and works³⁸² which today are recognised as early forms of postmodernism. Refusal to fix meaning (truthfulness), and *Death-of-the-Author* ideology are synonymous with postmodernist ideology, yet in considering a cost/benefit analysis of these conflicting postmodernist and universalist ideologies it becomes evident that a resurrection of the *Author*, a resurrection of truthfulness in individual participative interaction/interchange is needed if the community (academe) is to survive, if it is to escape and be saved from a slow but certain disintegration into a meaningless jumble of contributions, untruthfully represented participative interchanges, and fraudulently negotiated (textual or otherwise) interactions where the validity or reliability of the information and reported knowledge remains constantly, perpetually, eternally in doubt.³⁸³ Truthfulness in individual, participative interchange prevents such disintegration of a discourse community, and unless such disintegration is valued as the sought after goal or state-of-being of the community (as with postmodernists it would seem to be), then standards of truthful representation must be upheld, along with the freedom of a community to do so by disallowing certain behaviours (i.e. plagiarism, fraud) as being *wrong*, or unacceptable to the community standards and as limiting progress toward community goals.

³⁸² i.e. T.S. Eliot's *The Wasteland*, which as it turns out was derived/plagiarised. See chapter 2.

³⁸³ Such a descent into a lowly morass of disorderly academic interchange and meaningless babble might be analogised to a *Dantesque* or *Dantean Inferno* of a postmodernist (de) construction. As the initiators and leaders of postmodernism, who would find themselves in the bottom levels of such an *Inferno*? Those who (thought they) killed the *Author*? Roland Barthes? Michel Foucault?

A discourse community cost/benefit analysis of upholding a universalist ideology in favour of postmodernist ideology will be presented according to the following proposal:

A Proposal for Rejecting Postmodernist Influence

1. A community should have the freedom to disallow certain behaviours and actions as being wrong, unacceptable, or unethical if such actions/behaviours are detrimental to the community's goals and existence.
2. A community should have the freedom to suspend membership privileges of individuals who do not follow the community standards.³⁸⁴
3. The academy of the Information Age should reject (but not prevent the free expression of) postmodernist ideology since it threatens the academic discourse community goals of truthful, genuine interchange, and since by doing so it threatens the very state of existence of a productive, genuinely participative, academic discourse community.

³⁸⁴ This would also imply the suspension of priveleges of those who incite and stir up activity which is harmful to the community. Revocation of degrees and academic posts should be an option for countering the noxious pervasiveness of postmodernism. A good place to start would be with a posthumous revocation of Roland Barthes' and Michel Foucault's qualifications. Their works are the fountain head of much postmodern disinformation and propaganda today. Next might come those who unrepentantly and slavishly follow the ideological path of postmodernism, a way which has already been well-trodden, and as such attracts followers instead of leaders, fashion-wearers, instead of fashion-creators, and imitators instead of originators.

A Cost/Benefit Analysis of Postmodernist Influence Rejection

Costs

- A *seeming* monopoly on knowledge.
- Potential, and perhaps only perceived, commodification of ideas, art, and language.
- A *perceived* continued empowerment of *The Establishment*.
- Administrative and enforcement costs; bureaucratic procedures for developing, maintaining, and protecting the rights of genuine participants and contributors to the academic interchange.

Benefits

- All who follow the community standards have the freedom to contribute to and participate in the life of the discourse community.
 - Protection and reward of genuine, participative contribution will stimulate inventiveness and novel originality.
 - Dissemination of genuine knowledge advancements, with even further stimulation of ideas and inventiveness building on former contributions (which are acknowledged).
 - Protection against fraudulent "contributions" containing false data provides a security against the adverse effects of mis-information and dis-information.
 - Contribution ownership ensures a just reward for individual effort.
 - Continued existence of a productive, truth-valuing academic discourse community where the freedom exists to contribute, and to benefit from the contributions of others, toward a profitable interchange and mutually beneficent working together toward shared goals.
-

The preceding cost/benefit analysis presents the *pros* and *cons*, from a *universalist* perspective, of upholding standards of academic integrity, honesty, and truthfulness when it comes to genuine, individual, participative, interchange within a discourse community.

The costs seem minuscule in comparison to the life and continued existence of the community. And some of the apparent costs, when analysed, might also be seen as benefits. For example, is a monopoly of knowledge really a factor, when knowledge is made available so long as use of such knowledge is acknowledged? Is the commodification of art, ideas, and language a cost when compared to the

stimulation of inventiveness, the generation of new ideas, and the continued development and reward of productive interchange which protection of ownership rights creates? And is the continuation of any *Establishment* a negative factor when individuals possess the freedom to join an establishment to participate, contribute, and give guidance to the future direction of that establishment?

It seems that the benefits of rejecting postmodernist ideology would outweigh even the true costs of maintaining the bureaucratic, administrative, and enforcement procedures for developing, maintaining, and protecting the rights of genuine participants and contributors to the discourse community interchange. The freedom to contribute and participate in a community where truth is valued, and where information is reliable and accurate, is necessary for the advancement of meaningful interchange.³⁸⁵ A productive, truth-valuing academic discourse community allows for the dissemination of accurate knowledge, the stimulation of inventiveness and further productivity, and the reward of novel and original contributions. Conversely, in an oppositely oriented community, dissemination of inaccurate information (fraudulent contributions), stimulation of idea-theft and further appropriative acts (unacknowledged), and the rewarding of expropriation and dispossession inevitably lead to a morass of stagnation and intellectual sterility, quite a different sort of interaction and interchange which unfortunately occurs in certain sub-communities of the broader worldwide academic community. A selfish greed for recognition of (ungenuine) contribution and participation leads to falsified data, plagiarised articles, fraudulent interchanges, and a general state of discourse community malaise, the cure of which are the preventative, detective, and investigative procedures carried out by community members and potentially the excision of the offending community members if warranted by the seriousness of the anti-community, contra-conventional infractions.

³⁸⁵ How can meaningful communication occur in a context where participants cannot trust the truthfulness of those with whom they are interacting?

Thus, if the academic discourse community is to remain one in which meaningful, truthful, productive interchange can be exercised in the knowledge super-abundance of the Information Age, then postmodernist ideology must be rejected as an unviable doctrine for academe in the dawn of this new millennium, and plagiarism must continue to be viewed by the academic community as a "moral and philosophical outrage" (Cosgrove 1989). Postmodern thinkers, rather than trying to convert the academy and disciple all academics to their creeds of radical *death-of-the-author*, anti-social, anti-political, anti-theological, anti-artistic, anti-*whatever* ideology, should confine themselves to their own ideological wastelands.

Why must they insist on keeping dead an *Author* who is very much alive? A text cannot assume "the right to kill, to become the murderer of its author."³⁸⁶ It rather seems that postmodernists are themselves the ones seeking in vain to murder any conceptions of authorship. Where will a refusal to "fix meaning" and acknowledge authorship eventually lead if not "to refus[ing] God and his hypostases--reason, science, law" (Barthes 1977: 147). A refusal of reason? Science? Law? What better reason than this for the modern academy at the dawn of the new millennium to refuse postmodernism itself and the silly idea that the very foundations of modern academic inquiry, indeed the modern world--reason, science, law--should be rejected in favour of a radical, but *not-so-revolutionary* ideology which seems to have come from the nursery school temper tantrums of would be intellectuals who can't have it their way, and so must jeopardise the very foundations of the academic discourse community with their temperamental ravings.

Lest this judgement seem too harsh, as an isolated criticism of the oft-eulogised *College de France* dandies,³⁸⁷ suffice it so say that other authors are beginning to offer their criticisms of the problems and contradictions inherent in postmodern thought (Sower 1999)³⁸⁸, and its slavish embracement, not necessarily by idiots who

³⁸⁶ Foucault, M. (1986: 140).

³⁸⁷ Barthes and Foucault.

³⁸⁸ The current author is grateful to Sower, whose article stimulated the *postmodernism-as-fashion* analogy which follows.

could quote Horace learned by rote,³⁸⁹ but by uncritical followers of the latest fashions in academia.

As the fashion monkeys in Paris dictate world fashion, the hats, the robes, the arrogant and haughty expressions, the vulgar forms of entwining and embondaging the female form, so the fashion monkeys in Postmodernism attempt to dictate the discursal directions of modern academia--they expect us to slavishly mimic their scratching, strutting, screeching, grimacing, and grunting, in discourse community interchanges when a more noble use of the innate human linguistic faculty is called for. Today it is unpopular to criticise, especially in an environment where every idea is deemed to have some merit. But criticism is necessary to expose the relative, obfuscated, and hence meaningless morass of nonsense created by postmodern thought, nonsense which is perpetuated by postmodern disciples and missionaries, those monkeys of the postmodern world of fashion, who like their cousins from the catwalks look to Paris for inspiration, from *College de France* dandies.

In concluding this discussion of the relevance of postmodern thought to academe in the Information Age, and to return to the issue at hand, namely the dynamics and explanatory variables involved in cases of apparent plagiarism involving ESL students, a reminder is necessary with regard to the distinct nature of derivative writing strategies of ESL students in desperate situations as compared to the radical nature of postmodern forms of plunder and popular forms of appropriation. Plagiarism-related issues are an exciting area of research, and judging from the state of things in the postmodern age of plunder, these issues seem to hold much promise for investigations and sleuthing well into this new century.³⁹⁰ The concept of plagiarism itself has not changed much throughout history--misuse of another's work has always been frowned upon. But what has changed, and what is continuing to change, are the ways in which plunderers appropriate, and the types and forms of creative, original, productive property which are appropriated, and the

³⁸⁹ Jonathan Swift mocked such "idiots" who could "quote Horace learned by rote."

³⁹⁰ Well into this new millenium even, and into the very distant future if the past milleniums of textual history are any indication of textual things to come.

assaults of the postmodernists on reason, science, law, the very foundations of academic, scholarly inquiry.³⁹¹ As in the Roman poet Marshall's day, orators after Fidentinus' plundering breed exist today who stoop to steal the creative wording crafted by better orators and better minds who are able to make servants of their own imagination rather than kidnapping the servants of another's creative capacity.³⁹² But quite differently from Roman times, mediums of communication exist today which permit more extensive, more efficient, and more easily disguised pilfering. Copy machines, camcorders, digital scanners, cameras, recorders--the many technological inventions of the modern era enable reproduction (whether ethical or unethical) of images, texts, architectural designs, successful store advertising displays,³⁹³ artistic novelties, and other original ideas and inventive contributions.

But within this age of plunder, appropriation and derivation by ESL students must be clearly distinguished from the multi-forms of plagiarism and theft. ESL students are sometimes presumed to be persistent plagiarists, but this perception has been revealed to be an invalid one by the current study. To the contrary, the ESL student population in the current study revealed a strong antipathy toward plagiaristic writing and they expressed well-formed ethical reasoning and arguments on why plagiarism is wrong.

Their ethical orientations were sophisticated and well-reasoned, and well-equipped with an education, they had come to further enrich not only themselves, but to contribute toward the advancement of reason, science, law, medicine, biology, engineering They had not been duped by postmodernist ideology, and they were not going to be duped. They knew that plagiarism was unacceptable, saying that "Theft is unquestionably wrong" and emphasising that "It [plagiarism] is morally

³⁹¹ But as previously noted, the plagiarism-predators are adapting to their changing ecological niche, using more advanced technology to prey upon plunderers.

³⁹² Take for example recent cases of politicians who have stolen ideas and words from others and who rarely, if ever, write their own speeches.

³⁹³ The protectiveness of a store chain owner in Philadelphia brought this point home to the current researcher. As a student photographer some years ago taking a time-lapse picture of passing pedestrians in a store mall, the current researcher was approached by a (seemingly) over-reacting store manager who objected to the tripod-mounted camera pointed in the direction of his store.

wrong because you have to be truthful with what are your ideas and those that do not belong to you."³⁹⁴ Students in this study reaffirmed the academic community's right to view certain behaviours as unacceptable and as detrimental to the community, and the right to mete out consequences to offenders: "It's universal for punishing people who steals things."

What about murder? Has a text indeed, as Barthes and Foucault assert, attained "the right to kill, to become the murderer of its author"? Or are/were postmodernists such as Barthes and Foucault themselves seeking the right to kill and to murder? And if so, should they in fact be tried for murder? Or *attempted* murder?³⁹⁵

³⁹⁴ i.e. Genuine contributions to the discourse community interchange.

³⁹⁵ Any such trial must be conducted posthumously, for the deaths of the (would-be) author-killers have occurred. Barthes died from injuries sustained in a Paris traffic accident near the Sorbonne in 1980, run down by a lorry/truck making its rounds to pick up the Parisians' dirty laundry; Foucault succumbed to AIDS in 1984. In fact, some critics believe that such a trial of anti-*Authorialism* has already been successfully concluded. Sean Burke's *The Death and Return of the Author: Criticism and Subjectivity in Barthes, Foucault and Derrida* (Edinburgh University Press), is described by one critic as "A magisterial study [that] demolishes the structuralist and deconstructive positions on authorship" (Alastair Fowler). Another critic surmises that "The author - killed in Paris, embalmed at Yale, mourned in Cambridge - makes a sly and spectral return in this marvellous book" (James Wood). Yet another critic concludes "The whole concept of the death of the author has been finally put to rest by Sean Burke" (Brian Vickers). Described as "fundamentally misguided and philosophically untenable" *death-of-the-author-ideology* has itself been shown to be but a corpse, a temporarily animated zombie strolling the gutters of Paris, now depending for life-support on wizened queer theorists, *wanna-be* postmodern fashion followers, and post-structuralist cult members (Source of quotations: The Edinburgh University Press homepage, <http://www.eup.ed.ac.uk/books/burke.html>).

7 Epilogue: Propaganda, Disinformation, Plagiarations,³⁹⁶ and Prophecy in a Postmodern Age of Plunder

In the epilogue to this work, one final case of unacknowledged derivation will be discussed, and an analogy will be given which suggests that plagiarations and postmodernism (s) are forms of disinformation and propaganda in a war of conflicting ideologies. Next, the likely root sources of this conflict will be analysed, including the source of postmodern thought itself, and a prophecy will be made as to the likely outcomes which result when members of a community, whether a global or regional/local community, resort to nihilistic destruction of their environment. The argument will be made that those who resort to such nihilistic destruction of their local or global environments will themselves face ultimate destruction.

7.1 Plagiarations and Postmodernism as Forms of Disinformation and Propaganda

In the final stages of preparing this thesis for re-submission, a serious case of plagiarism at the professional level came to the attention of the current researcher. This case seemed to have all of the elements needed to illustrate the disruptive nature of a discourse community interchange where a writer has chosen to import an exterior text into the reader-writer interaction and the *space* surrounding the text, or the discourse community itself. In this particular case, the discourse community was the community of strategic studies and research, comprising statesmen, professors, researchers, and scholars from prestigious institutes, centres, and universities from around the globe.³⁹⁷ The writer was an Arab scholar from the Middle East region,

³⁹⁶ A plagiarism (*plagiarism + creation*) is a derivative work compiled from previously existing creations of other authors and artists. A word coinage of the current author.

³⁹⁷ For example, institutions in this community include the Center for Strategic International Studies, the American Near East Refugee Association, and the Emirates Center for Strategic Studies and Research (ECSSR). The ECSSR has in recent years hosted conferences and seminars on issues of strategic, international importance, at which notable dignitaries, politicians, and leading scholars have debated and discussed their views. These community members have included persons such as Lord Owen, Mikhail Gorbachev, Warren Christopher, Casper Weinberger, Prince Charles, Margaret Thatcher, French Joint Chief of Staff General Jean Pierre Kelch, scholars in international studies and relations, military attache representatives, delegates from the Chinese Association for International Understanding, representatives from war and strategic studies/defense colleges (i.e. the US National War College, the US Institute of Crisis Management, the French Ministry of Defence), ministries and institutions of various countries, ambassadors of various nations, and many others.

who will be referred to by the pseudonym *Tariq Saeed* in the following discussion. The initial readers in the interaction were referees who evaluated Mr. Tariq Saeed's paper which he had submitted for possible publication in the Emirates Occasional Papers (EOP) series, and the text itself was related to the impact of the petroleum industry on the environment.

The derivative manuscript submitted to the publications department of the ECSSR³⁹⁸ was found to contain plagiarism by a manuscript referee in the process of evaluating the paper for possible publication as a monograph supposedly representing research by a leading scholar on petroleum and the environment. Here was a case of plagiarism which, thanks to the examiner who discovered it, had been prevented from creating a larger disruption to the discourse community than the disruption already caused by its discovery prior to publication. Out of three referees, one had already (conditionally) recommended the article for publication. What might have happened had not the other perceptive reviewer, an Arab scholar from Saudi Arabia, noticed the derivation due to his familiarity with the sources cited by Tariq Saeed? What if two of the reviewers had recommended the paper for publication, conditional or otherwise?³⁹⁹ Conceivably the disruption to the discursal interchange of the strategic studies community could have been much worse.

But why should this instance of plagiarism be seen as a disruption to the discourse community in the first place? For that matter, why should any instances of derivation/plagiarism be seen as a disruption to a discourse community? In attempting to answer these questions by showing how such derivation/plagiarism does indeed constitute a discourse community disruption, the case of Tariq Saeed will be briefly analysed, and an analogy will be made of *plagiarism* and *plagiarations* as forms of postmodern *disinformation* and *propaganda*. As such,

³⁹⁸ The current researcher had the good fortune to encounter this case while working in the training department as well as the publications and translation department of the ECSSR. Thanks is due to Aida Abdullah Al-Azdi, head of publications, for her permitting the current author to analyse this case on the condition that the anonymity of author and referees be maintained.

³⁹⁹ In the review process, 2 out of 3 reviewer recommendations are needed to approve a manuscript for publication.

plagiarism, and plagiarism-propagandists/disinformers should be given no quarter in the ideological warfare occurring within discourse communities of scholars, researchers, and intellectuals who wish to maintain the integrity, vitality, and genuineness of their communicative interchange.

At stake is the very life of a discourse community. If an attack is made on the texts and written communications of a community, the lifeblood of genuine interchange is spilled. And as the attack is, so should the response be, one which will thwart the enemy's influence, one which will preserve the lifeblood of dynamic and genuine interchange, one which will strategically target the supply lines, ammunition, and logistical support of an enemy who hopes to gain in territory, power, and superiority of influence while continuing a hostile invasion of the domains of genuine, relevant, meaningful, unfalsified, accurate, truthful, *bona fide*⁴⁰⁰ scholarly interaction. Where the enemy has infringed and encroached, in the journals, in the infiltrated institutions, in the subversive indoctrination camps, these must remain until their liberation from postmodernist influence as the abode of war, and warfare is always a very unpleasant reality. As Todd Leventhal (1999) has explained in his study of Iraqi propaganda and disinformation, "The harsh glare of war throws the actions of states as well as individuals into stark relief. War demands an all-out effort that sweeps away niceties and illuminates what may have previously remained hidden. Policies, practices and people reveal themselves *in extremis*."

The case which infiltrated the strategic studies community aptly illustrates the disruptive nature of plagiarism and ideological warfare to genuine, academic, scholarly interchange, and it provides a sort of independent validation of certain observations made in the current work, particularly with regard to the features of derivative text, and the (disruptive) nature of (derivative) discursal interchange. In this case,⁴⁰¹ an Egyptian scholar had submitted a paper relating to oil and the

⁴⁰⁰ In the case to be discussed shortly, one of the manuscript referees explicitly stated his trust in the good faith (*bona fide* contribution) of the author, who had in fact plagiarised.

⁴⁰¹ See Appendix D (p 392) for extracts from the author's manuscript, referees' comments, and source texts relating to this case.

environment. The manuscript, under consideration for publication as an EOP (Emirates Occasional Papers) monograph, was sent out for independent evaluation to the first 2 out of 3 referees with expertise in the subject area of the monograph. Referee 1, a Riyadh-based scholar, rejected the paper on the basis of the unacceptable research practice (plagiarism) which was evident in the manuscript. The following is a summary of Referee 1's evaluation.⁴⁰²

Referee 1 described the manuscript as lacking "the organization, originality and established practices in citing references and writing the bibliography." He also highlighted the lack of topical organisation (*disjunctures*), the extensive summary, and verbatim copying using "exact wordings" from source texts. The disjunctures observed, along with the irrelevant information present in the manuscript, are described by Referee 1 in detail:

... The author then jumps abruptly to analyze the framework of the oil market ... The paper then jumps ... This lack of organization has affected the paper's analytical value.

Errors of informational incongruency are also highlighted, with reference to the author's use of two model cases which have differing oil yield projections, but there is "no attempt from the author to reconcile the differences" ⁴⁰³ Referee 1 notes that "Chapters two and six are irreconcilable since they analyze two different models." The discursal flow of the derivative manuscript "jumps" back and forth through a series of disjunctures and poor transitions which have resulted from the source text re-combination strategies of the author in forming a hybrid language manuscript.

Most seriously, Referee 1 has highlighted the derivative nature of the manuscript, the "outright copying [of] paragraphs or texts from other papers and research without proper reference or quotation." Referee 1's judgement on his fellow colleague and discourse community member is no anaemic excuse for plagiarism on

⁴⁰² A copy of Referee 1's written evaluation appears in Appendix D (p 392).

⁴⁰³ Errors of informational incongruency were proposed earlier in this thesis as a category of error which may result from the copying and juxtaposition of source texts, or from a use of a text template which does not quite fit the information or data being conveyed through that framework.

the grounds of differing ideology, or the influence of culture (i.e. the rote-learning of the Koran influence which others might have invoked). No, this judgement by a fellow scholar, from within the same culture and the same discourse community is justly scathing and harsh:

The lack of Organization of the paper might have been overlooked or dealt with accordingly had the paper exhibited originality and thorough research. But, unfortunately, the paper resorts to outright copying paragraphs or texts from other papers and research and without proper reference or quotation. This is an unaccepted research practice . . . Relying exclusively on one reference in supporting the author's argument is one thing and outright copying of the argument and analysis is quite another.

The first referee included copies of two specific source texts⁴⁰⁴ from which the author had lifted text, and he had highlighted the passages which had been copied (refer to Appendix D). Referee 1 also surmised that the "same pattern of copying without proper references" could be proven by consulting other sources listed by the author in the bibliography. It seemed that the referee was able to recognise the features of derivative text in the author's manuscript in much the same way that teachers are able to spot derivation in student work. Finally, Referee 1 pointed out the author's unconventional, separate listing of his own publications "whether relevant to the material or not."⁴⁰⁵

The second referee's comments were much in line with Referee 1's evaluation, although Referee 2 did not have the benefit of realising just how derivative the manuscript was. This paper might have been published had not Referee 1 discovered the plagiarism, since Referee 2 had recommended the manuscript for publication, conditional on revising and rewriting. Had a third reviewer recommended the manuscript, conditionally or otherwise, the paper would have been accepted for publication as an EOP monograph by the ECSSR, but fortunately, the discovery of

⁴⁰⁴ The texts were (a) Ghanem, C., Lounnas, R., and Brennan, G. (1999). "The impact of emissions trading on OPEC" *OPEC Review* 23 (2), and (b) - - - (1997). "Implications of the post-Uruguay round international trading system for petroleum-exporting countries and for international trade in petroleum and petroleum products." UNCTAD.

⁴⁰⁵ Ironically, this prideful act of the author resulted in the reviewer (Referee 1) being able to identify the author in what would have otherwise been a blind or anonymous manuscript review.

plagiarism resulted in outright rejection of the paper without it undergoing a review by a third referee.

Referee 2, although he did not realise the extent of the plagiarism, recommended that "Bibliographic references should be included to suggest examples of whom the author actually has in mind." He also noted the serious disjunctures and lack of transitions (resulting from the manuscript's having been compiled from copied source text), and he wrote "I suggest a reorganization of this work." He also gave an extensive redrafting plan (see Appendix D). In the evaluation of Referee 2, the manuscript lacked "an ease of exposition . . . [and] the sorts of transitions from one section to another, that make for easy reading and contextualization." Referee 2 recommended that "[t]he analysis itself just needs to be presented in a more flowing manner, so that the reader does not have to work so hard to ascertain the thought, and can spend more time on actually digesting it." The manuscript needed a "re-drafting, to improve continuity and thus also clarity" according to Referee 2's evaluation.

An obvious lack of referencing and citation was also evident to Referee 2, and he asked the author "to expand the specific documentary references" advising that "The actual citation of the material used would add significant authority to his arguments." Meanwhile, in making his recommendations, Referee 2 was trusting "the good faith of the author" but unfortunately he was deceived into thinking that this manuscript was a genuine, original contribution to the strategic studies discourse community interchange. In fact, it was not. The manuscript was a compilation, a hybrid language text, a fraudulent representation by the author of work which was not his own. This paper represented a seriously deceptive product of an individual's disinformation campaign, an attempt to gain monetary remuneration⁴⁰⁶ and academic recognition which were *most emphatically* undeserved.

In addition to the disjunctures, the lack of organization, the missing referencing and source documentation for very specific items of information, the manuscript contained the type of errors which result from a mechanical, scribal manner of

⁴⁰⁶ Payment for published EOP manuscripts amounts to US\$1500 dollars.

copying from a text, and perhaps also resulting from the copier making slight changes in wording which result in subtle ungrammaticalities due to the writer's not possessing a native linguistic proficiency which might permit a smoother recontextualisation or less noticeable style of text re-combination.

For example, at one point in the manuscript the author copied from the UNCTAD paper "a balancing was not supportable in Article III:4" omitting the word *that* from the original text which read "a balancing *that* was not supportable under Article III:4." At another point, in copying from the same article, the author wrote "Failing to use Method 2, use data on quality post-1990 gasoline blendstock or gasoline." The author has here slightly deviated from the wording of the original which read "if the evidence in this respect is not complete, they must use data on the quality of blendstock produced in 1990 ('Method 2') or, failing that, use data on quality of post-1990 gasoline blendstock or gasoline." In slightly changing the original phrasing, the author has created a grammatically imperative construction which does not fit with the preceding discourse. In keeping with the preceding grammatical structures he should have written "Failing to use Method 2, they [referring to the antecedent *individual refiners*] must use" At another point, another error occurs with a slight change in the original source text wording. The author mistakenly omits the indefinite article writing "Under the last rule, domestic refiner must maintain"

Thus, there have been copying mistakes which resemble very closely the copying mistakes made by students in their patterns of source text appropriation. There is also an *extensive* pattern of appropriation, and an awkwardly implemented fitting back together or recontextualisation of copied source texts, very similar to what Student C in Case 3 and Student E in Case 5 of the current work did in their patterns of appropriation. And as the appropriation was obvious to Student E's supervisor in Case 5, so the derivation in the EOP manuscript was obvious to Referee 1, and so the textual features of derivation (but not the specific fact of plagiarism) were also evident to Referee 2 (who trusted the "good faith" of the author).

Through this author's submission of a derivative EOP manuscript to be considered for publication, a disruption was caused. This disruption included a breach of trust between the research center staff and the author, and between Referee 1 and the author. The publications department's view was that if this paper had been published, it would have potentially damaged the image and credibility of the ECSSR, and so resulting from this breach of trust, the department recommended the following:

In view of this and previous experience⁴⁰⁷ with regard to Tariq Saeed, I would suggest that he should definitely not be considered for any future publication/research project by the center, whether as a contributor, author, referee, or even as a conference presenter.

In addition to a breach of trust, the disruption also involved a wasting of precious time in evaluating this derivative manuscript. Within the ECSSR's publications department (as within any publishing house), many hours go into preparing each manuscript for review, finding suitable referees, posting the manuscripts, corresponding with referees, and finally, reviewing their written evaluations. Much money is spent as well, with US\$300 dollars being paid to each referee for the manuscript evaluation. This amounts to US\$900 dollars for the manuscript evaluation process for one paper, not including the time spent by internal staff in facilitating the review process. Potentially, even more time and resources could have been wasted in preparing this derivative manuscript for publication, but fortunately it did not get to this stage.

Conceivably, if fraudulent, plagiarised manuscripts make it to the publications stage, more serious disruptions to the discourse community might ensue. In the strategic studies discourse community, information is important in informing policy and decision-making at the highest levels of government. If this information is false, fraudulent, outdated, or misrepresented, then the decision-making and policy-making

⁴⁰⁷ This previous experience had to do with the same author trying to submit as an individual research project a report which in fact had been a collaborative effort involving other researchers.

process can be undermined. Of course the extent of the damage done depends on how extensive the plagiarism is, and on how dated, inaccurate, and fraudulent the information is.

In the postmodern age of plunder, there are some striking similarities that postmodernism's propagation of ideology has with the forms of disinformation and propaganda employed by ruthless governmental regimes for whom untruthfulness, "lies, deceptions, half-truths, forgeries and other forms of unscrupulous media manipulations" (Levanthal 1999) are the means of maintaining totalitarian control. The postmodernist-influenced academy has been infiltrated by purveyors of postmodern propaganda and disinformation, and whether at an individual or collective level, the subversion continues.

By definition, propaganda involves "information, arguments and images that appeal mainly to the emotions of a target audience" (Levanthal 1999) for example, the argument that the so-called Enlightenment engendered construct of plagiarism is a tool of imperialism.⁴⁰⁸ Who would want to be accused of continuing the imperialist era through imperialistic oppression of students in former colonies? No one would, but the argument, for all of its emotional appeal, is a form of propaganda designed to invoke images of empire and colonial oppression, but as Sower (1999) has argued, such propaganda "goes beyond the justifiable trashing of the jingoism of a darker era and crosses over into discounting the good-faith efforts of educators trying to extend the knowledge of the field." Such "attempt[s] to induce guilt and shame" can be "effective, emotion-based propaganda" (Levanthal 1999), and the propaganda purveyors' (i.e. Pennycook and Scollon) invocation of heavyweights such as Barthes and Foucault as primary influences must not remain unignored. But the task of confronting any form of propaganda is an unpleasant one, for one must come to grips with emotionally-laden issues, containing elements of truth, but nevertheless underlying a vast and pervasive network of postmodern influence, a regime, who like

⁴⁰⁸ Pennycook (1996).

ruthless governmental regimes will "engage in all sorts of lies, deceptions, half-truths" toward the ends of achieving power and control within academe.

Propaganda, or the use of emotionally-laden ideas, represents an attempt to influence perceptions. In the case of plagiarism and postmodernism, propagandists would have the general populace in academe believe that the issue of plagiarism is relative, that in certain times, in certain cultures, in certain places, it might be all right to plunder the ideas and hard work of others. Disinformation, as opposed to propaganda, comprises the falsifications and deceptions themselves, and thus continuing the analogy of plagiarism and postmodernism as forms of disinformation and propaganda, plagiarism and plagiarations are forms of disinformation, deceptions "masquerading as fact" (Levanthal 1999).

Levanthal, who served as Senior Policy Officer for Countering Disinformation and Misinformation in the USIA (United States Information Agency) from 1987 to 1996, correctly notes that "it is important to recognize that if disinformation claims go unchallenged--even if they run counter to logic and known facts--they can be widely believed and do tremendous, lasting damage." He further illustrates in his monograph on the Iraqi disinformation and misinformation campaign "how cheap and easy it is to engage in disinformation." How cheap and easy indeed! In some instances, the disinformation or plagiarism is simply a matter of switching terminology, such as exchanging *cervical* cancer for *throat* cancer. In other instances there is a simple "plugging in" of scanty bits of research data (whether falsified or genuine), or in other instances there might be a payment for someone else to compose a text for submission to the reader-writer interchange.

Thus, in this current work, in addition to presenting the results of research investigating the explanatory variables and dynamic interactions involved in derivative writing contexts, an attempt has also been made to counter the propaganda, disinformation, and misinformation of the postmodernists. And an attempt has also been made to reveal the *cheapness* of knowingly, fraudulently

"contributing" a plagiarised work to what should be a genuine discourse community interchange.

Will sanctions work to remove from power those ruthless regimes who insist on flouting the international community's norms and standards? Probably not. Would a dramatic *coup d'etat* be advisable? Again, probably not. Would threatening and menacing fly-overs of enemy territory eventually solve the root causes of a war? Not in today's world. But what might be one of the best options for countering postmodernism would be to isolate within their own *Wastelands* those who choose not to participate in discourse community interchange according to the accepted standards and conventions of the international discourse community. To be able to maintain pockets of productive interchange and interaction, uncorrupted by obfuscation, withstanding the pervasive postmodernist influence, seems to be a feasible goal, pockets of resistance against an enemy of the academy, an enemy which eerily perceives itself as the legitimate expression of the academy. Yet another item to plunder in what seems to have become a postmodern age of plunder.

But after all, such thievery is unsurprising, since monkeys,⁴⁰⁹ in addition to their notorious penchant for mimicry, are also known for taking things. But consider the downfall of many monkeys, the proverbial monkey trap consisting of a delicious treat or attractive object placed within a hollow gourd or other affixed container. There is a hole just big enough for the monkey's hand to slide in, but the hole is not big enough for the clenched fist to be removed, the clenched hand which is greedily grasping the object. All the monkey has to do to escape is to release the object, but his/her greed will not permit him/her to do so. And that is the monkey's downfall, a downfall with a moral to be learned as follows. Those postmodern monkeys who are grasping tightly the attractions of fashionable influence and power within academia, may find what they are grasping and controlling to be their downfall. Their unwillingness to unclench their fists will see them caught fast in the collapse and destruction of an environment to whose degradation they have contributed.

⁴⁰⁹ Refer to the preceding chapter for the *monkeys in Paris/monkeys in Postmodernism* discussion.

7.2 The Plundering of the Postmodern Age: A Prophetic Analysis

If plundering is a feature of the postmodern age, if the Information Age at the dawn of the new millennium is indeed an age of plunder, it is important to define what is meant by the plundering of the postmodern age, to explain how the observed plunder fits into what may be a more general, global, universal problem of humanity, and to prophesy the likely outcome of such plundering toward the aim of providing a prognosis, and recommended prescriptions and courses of action if the global discourse communities are to survive the pillage and plunder of the postmodern age.

In the current work, the various forms of plundering and pilfering of the postmodern age have been explained in detail. Some forms of plunder and plagiarations have been presented as being more serious than others within the panorama of plunder. In finally concluding this current work, one last analogy will be given, followed by a prophecy of likely developments and a prediction of what is needed for humanity to survive this age of plunder. The final analogy to be presented will elucidate the more global and universal problems of which plagiarism, plunder, and plagiarations may be but symptoms. A larger, graver problem of which plagiarations and postmodern ideology are but some of the outward manifestations. The symptoms may be treated, but the graver problems will remain.

The analogy to be made is one of environmental destruction. The postmodernists, dissatisfied with the promises held forth by the Enlightenment (reason, science, law), are reacting by systematic, nihilistic attempts to destroy the foundations of academe--reason, science, law--and this postmodern process bears remarkable similarities to the destruction of the global environment by modern global industrial civilisation. Indeed, it can and will be logically argued that postmodernism is one of the symptoms of the larger global problems facing humanity and planet earth at the beginning of the 21st century.⁴¹⁰

⁴¹⁰ Of course the 21st century doesn't begin until the last year of the 20th century (the year 2000) is over.

The fragmentation, social disintegration, and nihilism of *Modernism* have become the cynicism, grotesquely mutated forms, and criticisms comprising postmodern thought. The ideals of the Enlightenment--unending progress, technology, prosperity, the solving of human problems--have been realised to be dangerous delusions in postmodern thought, all the more so since ironically the very means of development, the means of conquering the natural world through global industrial civilisation, have themselves become the seeds of destruction. The postmodern response thus seems to be the idea that "If I'm going to be destroyed anyway, I may as well contribute to the destruction," much as the Serbians of the former Yugoslavia initially defied NATO airstrikes in 1999 by wearing a target symbol, daring the allied forces to bomb them.

The disillusionment with unfulfilled Enlightenment ideals can be understood, but postmodernists most definitely do not possess the solution or the right response to the problems of humanity, for nihilism is a form of defeat. It would seem that if the problems facing the modern industrial global civilisation could be solved, then the symptoms of postmodernism and the symptoms of plagiarations could not only be treated, but cut off at their root source.

The problems facing modern global civilisation and the progressive destruction of the global environments are gravely summarised in a recent collection of essays in the volume *The Coming Age of Scarcity: Preventing Mass Death and Genocide in the Twenty-first Century* (Eds, Dobkowski and Wallimann 1998). In this volume, the modern global industrial civilisation is portrayed as an unsustainable one. An increasingly accelerating rate of development leaves global civilisation of the twenty-first century on the verge of collapse.

Overpopulation, disease (antibiotic resistant microbes, AIDS, BSE⁴¹¹), starvation, genocide, an expanding global peasantry and First World hegemony, crime, war, death, political anarchy, poverty, spiralling Third World debt, social

⁴¹¹ Bovine Spongiform Encephalopathy (Mad Cow disease), as it turns out, is contagious and transferable to humans. The human form is known as Creutzfeldt-Jakob disease.

upheavals, urban savagery, resource depletion, environmental degradation, and more are portrayed as contributing to this collapse. Add to these problems the dilemmas highlighted by postmodernists, and one can easily understand the disillusionment, the disheartening disenchantment with the idea that progress is inevitable, that humans can hope to someday escape from the common ills of their fellow man (and woman).

Lewis⁴¹² argues that the collapse of modern industrial civilisation is imminent. The pace of global development is unsustainable. He writes, " For the societies that destroy their local environments and economies, as modern people so often do, will themselves face collapse and ruin." Collectively, the *Coming Age of Scarcity* volume documents environmental degradation on a global scale.⁴¹³ An analogy is made to the localised collapse of economies and civilisations such as that of the former Easter Islanders. Despite the signs of pending environmental disaster on the island, the denuding of the island, the cutting down of trees for making and building their formidable statues (works of vanity/expressions of the power of families and individuals), the unsupportability of the growing population, the statue projects of the islanders continued apace, and the Easter Islanders were reduced to a handful of people living in caves. Half finished statue projects were abandoned to take up a grim struggle for survival amidst an environmental degradation which they themselves had brought about.

What an analogue to the environmental degradation caused by postmodern thought within academe! The obfuscation of dialogue. The control sought by "turf-conscious" disciplines. The harmful effects of disinformation and misinformation. The plagiarations and untruthfulness. The ensuing mistrust and disrupted social interactions. And the implications for academia are just as grave. Environmental degradation will result in the destruction of those who depend on the environment for

⁴¹² Chris H. Lewis, "The Paradox of Global Development and the Necessary Collapse of Modern Industrial Civilization." *The Coming Age of Scarcity: Preventing Mass Death and Genocide in the Twenty-first Century*. Eds, M.N Dobkowski and I. Wallimann (Syracuse University Press, 1998).

⁴¹³ For a parallel view, see the February 1999 issue of *National Geographic*, "Biodiversity: The Fragile Web" (v 195, n 2). This issue highlights the degradation of the global environment and the coming 6th mass extinction in earth's history (if one believes evolutionary historians), the first such mass extinction directly caused by Man/Woman.

life. If communities within the larger academic environment destroy, denude, and devalue their localities, and if they destroy their economies whose medium of negotiation itself is text, and whose discursal interchange and interaction depends on truthful, genuine, participative contribution, then collapse is indeed imminent. The system of global development is a fragile one; the structures are weak. There is a semblance of order, and an appearance of strength, as evidenced in the modern military force-projection capabilities,⁴¹⁴ but if the authors in the *Coming Age of Scarcity* volume are correct in their analysis, and if scientists' evaluations are to be believed (i.e. the World Scientist's Warning to Humanity, signed by 1,680 scientists worldwide), then collapse is indeed imminent. *It's the end of the world as we know it*, and that may be fine for nihilistic postmodernists who have given themselves over to participation in the destruction, but for concerned scientists and responsible denizens of this planet, we must anticipate the collapse, and formulate a response. For those who do ^{not} anticipate and plan, but choose to continue in their *plagiarations*, the return of the *Author* will not be "sly and spectral" but, rather, *SMASHING*.

Such predictions of the collapse of civilisations are not new. One such prediction predates the Union of Concerned Scientists by more than several thousand years. In the writings of Daniel, a scholar trained in the science, linguistics, and various fields of knowledge of the Chaldeans, there are early foreshadowings of the knowledge-superabundance of the Information Age, of the frenetic pace of modern industrial civilisation with many people running to and fro, and knowledge being greatly increased.⁴¹⁵ There are predictions of a global form of human civilisation on the verge of collapse, having the brittle strength of iron mixed with baked clay.⁴¹⁶

One night, the Hebrew scholar Daniel, in Babylonian captivity, was called upon to not only interpret King Nebuchadnezzar's dream, but to help the king remember

⁴¹⁴ But why can't such military strengths prevent massacres such as the Rwanda genocide, or solve such problems as the enduring Arab-Israeli conflict? The military might is there, but the popular will is too fickle to apply strength for longterm, peaceful purposes. It is a weak admixture of strength and weakness.

⁴¹⁵ See Daniel 12:4.

⁴¹⁶ See Daniel 2:33, 41-42.

the dream as well, or else he and his fellow scholars and wise men would be executed. Not taking credit for his interpretation of the dream, but properly acknowledging and referencing his source of inspiration⁴¹⁷ Daniel said "There is a God in Heaven Who reveals secrets," and he proceeded to relate the dream itself which Nebuchadnezzar could not recall, and he also gave the interpretation of that dream.

In his dream, King Nebuchadnezzar had seen an image with a head of fine gold, a chest and arms of silver, a belly and thighs of brass, legs of iron, and feet of mingled clay and iron. Suddenly, this great and splendid image was destroyed by a *Stone* which struck the feet of the image, causing it to collapse.

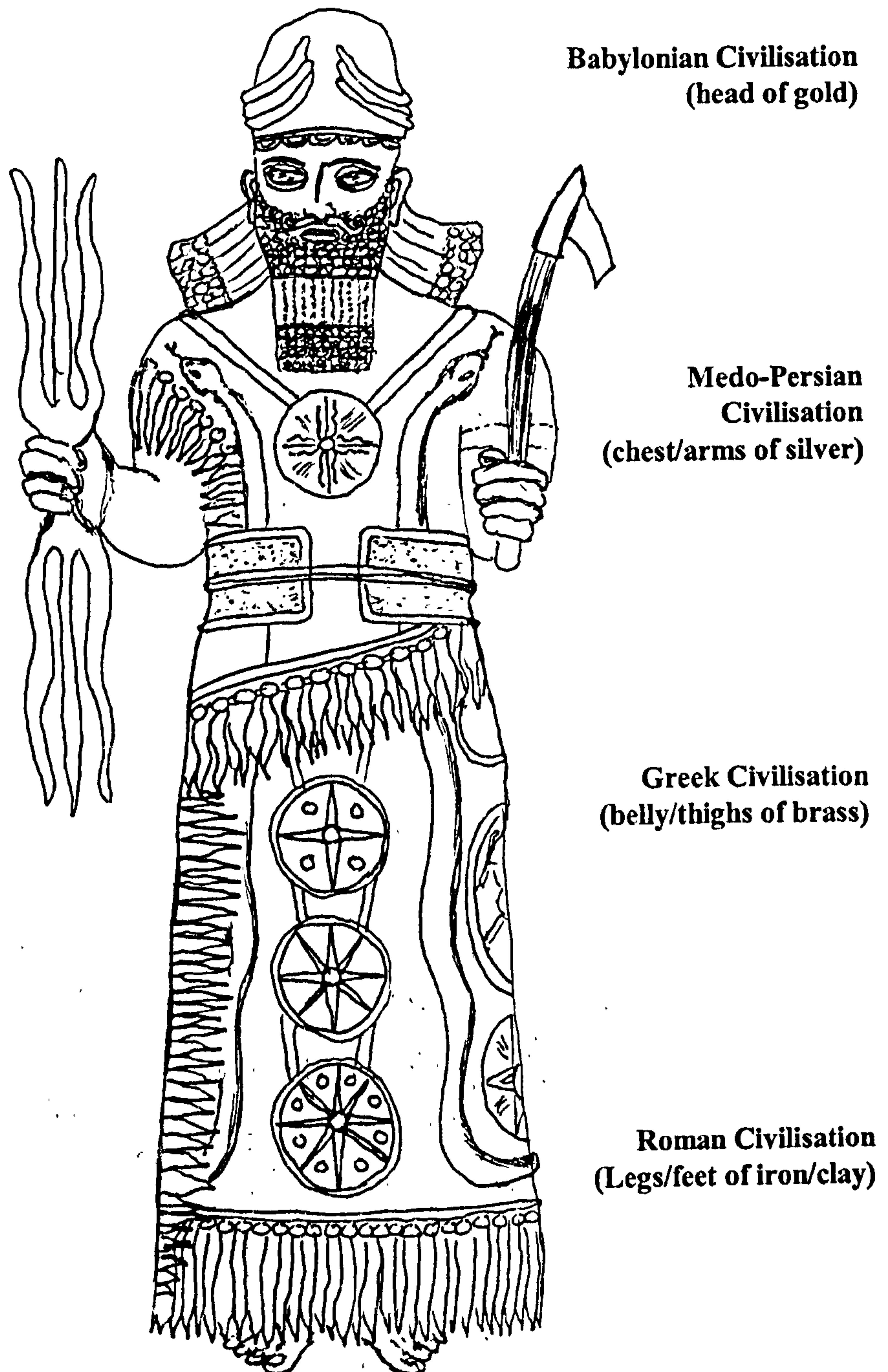
In interpreting this dream, Daniel explained that the image (see Figure 7) represented a course of four civilisations, which subsequent scholars have identified as the Babylonian Empire (the head of fine gold), the Medo-Persian Empire (chest and two arms of silver), the Grecian Empire (thighs of brass), and the Roman Empire (legs of iron, divided into two empires, then fragmented further into the nation-states of today). The final civilisation, the legs of iron and feet/toes of mingled clay and iron, is interpreted as the divided Roman Empire (Constantinople vs Rome), followed subsequently by European states with Roman-type law which has been spread around the globe through colonisation, imperialism, and democratic forms of government (i.e. the brittle structure of iron mixed with baked clay).⁴¹⁸ But the great weakness of this form of government is the fact that the structure itself is weak, propped up as it is by the popular will of voter constituencies. The popular will in democracies is notoriously inconstant. Also, there are competing nation-states in the

⁴¹⁷ Like the colophons of clay tablets, this is another form of ancient referencing.

⁴¹⁸ For example, consider American government. American government is by no means subject to Rome, but Roman *forms* of government endure, as in the very architecture of government buildings themselves (the Capitol building, seat of the U.S. Congress in Washington, D.C.), or in the form of rule through a federated republic where democracy (inherited from the Greeks), or rule by the people, exists through representation of the people. With the collapse of the former Soviet Union, democracy is increasingly seen as a way to solve government problems, and the U.S., with virtually unchallenged global supremacy, is known for its own forms of imperialism through attempts to strengthen democratic states around the globe (through force or other forms of coercion, mainly economic and political).

global structure; there is an admixture of strong (iron) and weak (clay) states; there is a subjugation of the Third World states by the First World; there are seething inter-ethnic rivalries and intra-/inter-regional problems and conflicts beneath a veneer of law and order, a facade of peace and conflict resolution.

Figure 7: 'The Splendid Image of Human Civilisation



The interpretation of Nebuchadnezzar's dream: In the days of the last forms of Roman Civilisation (the brittle feet and toes of the image), the Roman-influenced democracies, republics, and governments of the world, a great *Stone* will smash to pieces the splendid image of human civilisation. This represents the collapse of the modern, global industrial world.

This imposing image, according to Daniel's interpretation (given to him by God), was shattered into pieces by a *Stone*, which grew into a mountain and filled the earth.⁴¹⁹ The smashing of the splendid image, through destruction of the weak iron and clay admixture propping it up, is a final, irreversible destruction and demise of which Percy Bysshe Shelley's *Ozymandias* is reminiscent:

I met a traveller from an antique land,
Who said--"Two vast and trunkless legs of stone
Stand in the desert Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings,
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away."

Given the dire predictions of the *Coming Age of Scarcity* volume and the ramifications for discourse communities within Academe, what can be done?⁴²⁰ If the handwriting on the wall has been interpreted and translated accurately, collapse is imminent, on a global scale, due to the incessant degradation of the environment brought about by the frenetic pace of global development and the encroachments of industrial civilisation.

It seems that the wisest course of action would be to anticipate the collapse. To count upon it. To prepare for the shattering of that *Great Image* which we call

⁴¹⁹ Daniel's explanation of the *Stone* and mountain is as follows: "And in the days of these kings shall the God of heaven set up a kingdom, which shall never be destroyed: and the kingdom shall not be left to other people, but it shall break in pieces and consume all these kingdoms, and it shall stand forever." The *Stone* is a new kingdom, instituted by God Himself.

⁴²⁰ For similar perspectives relating to the failed "future technological utopia[s] . . . guiding vision" see Rifkin (1995): "Life as we know it is being altered in fundamental ways" (p 5); "The end of work could spell a death sentence for civilization as we have come to know it" (p 293). Rifkin's work is not without optimism, and a wishful hope for a post-market "social transformation, a rebirth of the human spirit" (p 293). Similar to the predicted rebuilding which will be necessary in the post-collapse era, Rifkin predicts a coming post-market era in which recovery will be necessary.

civilisation and empire, human forms of government which are like brittle, baked clay mixed with iron.⁴²¹ The authors in the *Coming Age of Scarcity* volume, Lewis in particular, prescribe a course of action based upon materially simple lifestyles, preparation through developing local self-sufficiency, rebuilding of degraded environments, and construction of independent communities and polities:

With the collapse of the modern world, smaller, autonomous, local and regional civilizations, cultures, and polities will emerge. We can reduce the threat of mass death and genocide that will surely accompany this collapse by encouraging the creation and growth of sustainable, self-sufficient regional polities. . . . [The solution] lies in the remarkable ability of peoples and cultures to adapt to constantly changing local and regional environments . . . it would, in fact, be very adaptive . . . to withdraw from the global economy and refuse to accept First World [development]. . . . This would further undermine the myth of development, the myth that human progress can be achieved only through modernization. . . .

With the increasing recognition of the inability of development to resolve the economic and political contradictions it creates, whether you call it sustainable or not, peoples and communities will be once again forced to draw on their own cultures, histories, religions, and intimate knowledge of their local environments to improve their lives and ensure a "reasonable life" for their children. . . .

The First World will, ironically, be forced to follow the lead of the Third World and create local and regional economies that are sustainable and self-sufficient . . . nations will break up . . . If these polities and nations take responsibility for helping their peoples survive the hardship and suffering imposed by the devolution of the global industrial civilization and economy, they will be better able to reduce the real threat of mass death and genocide that will arise from the collapse of modern industrial civilization.

(Lewis 1998: pp 44, 54, 56)

The salvation of humanity is, quite correctly it would seem, seen as resulting from the very collapse of global industrial civilisation itself. Collapse will force a redevelopment, a re-emphasising of priorities, a reduction in the frenetic pace of humanity to rebuild a new form of human civilisation under new leadership.

Humanity must stop its global environmental destruction, its plundering and pilfering of its own environments and communities. It must stop doing what is

⁴²¹ The rapidity of the former Soviet Union's demise is an ample illustration of how quickly forms of government can collapse. Why should democratic forms of government be considered any more enduring than totalitarian rule? They may simply have a different sort of vulnerability.

wrong, and do what is *right*. The stealing of our children's heritage. The getting by on as little labour as possible, resting on the hard work of others. Exploiting the Third World. Wheeling and dealing in the bodies and souls of men through drugs, prostitution, enslavement of human beings in industrial factories, brothels, and the slime pits of the world. The wickedness of political corruption. The unpaid wages. The iniquitous acts of greed. The fornication committed for a few minutes of pleasure at the expense of eternally-enduring damnation of ourselves, our environment, our posterity, our very souls. The hatred of our fellow man (and woman). The killing. The lies. The cursing and oaths, the profane use of tongues toward blasphemous ends. The murderous intentions and evil thoughts of the human heart, and the resultant groanings of our environment falling on deafened ears. The *Plagiarations* and plagiarisms, not giving credit where credit is due. The pornographising, sodomising, and pedophilising of a virgin, pristine creation, yet but a child when humanity's innocence was cruelly wrested away. The filth, the poisoning. The persisting pollution . . . *The Plagiarations!!!*

THE PLUNDERING OF THE POSTMODERN AGE MUST/WILL END!!!

Within the discourse communities of academe, the anticipation of collapse, as on the global scale, seems to be necessary. The formation of new local communities, local polities which value genuine contribution, is necessary. Pockets of resistance against the obfuscation, ungentle participation, sinfulness, and untruthfulness of the postmodern age.

Just as being content with a materially simple lifestyle, and the formation of local, regionally self-sufficient community networks can counter the encroachments of modern industrial civilisation and help people prepare for the post-collapse era, so being content within academia with less currency, with perhaps fewer contributions (by way of text), is an option for anticipating the coming collapse. If the currencies of the global economy are money, the currencies of the discourse community

economies are texts. Creating new currency, and perhaps using less of that currency, instead of devalued dollars or pounds or devalued obfuscated jargon, being content with less, and being willing to survive on the currency which one has actually earned (instead of stolen or plagiarised currency) are imperative to cooperation and negotiating in post-collapse regional trading networks.⁴²² Devaluation of our own currency must be protected, if the quality of interchange and the rate of exchange are to be maintained.

In the age of plunder, whether global or local, whether plundering the hard slave-labour from factory workers who made our Nike sport shoes, through emitting noxious gases and fumes from our automobiles, or through appropriating the text of another author, the symptoms are part of a common human malaise, the *sin* of wanting something cheaply, at the expense of our neighbour. The willingness to nearsightedly accommodate, and even contribute to, the continued degradation of local environments.

But those who anticipate the collapse, who productively disengage themselves from the frenetic pace of human development, who realise the implications of the fragile global system, have an opportunity to become spots of light in the dark aftermath of collapse,⁴²³ to leave an enduring legacy to the extent that they were content to dwell under their own vine (Micah 4:4), living off the fruit of their own labour and hard work, instead of lazily, apathetically, exploiting their environment and their fellow man (and woman), at the expense of their own livelihoods.

Human civilisations, imposing and resplendent as they are, and as they have been in their greatness, might seem to be as a splendid, majestic, great image. But we would do well to take a lesson from a comparatively miniscule creature, "little upon the earth," but "exceeding wise" (Agur, Proverbs 30:25). Even certain species of the lowly ant do not take without giving something in return. Instead of recklessly, destructively exploiting their environment, they seem to acknowledge

⁴²² The prophet Micah wrote of a day when every man (and woman) will dwell by his (her) own vine, enjoying the fruits of his (her) own labour (Micah 4:4).

⁴²³ See Daniel 12: 2-3. "They that be wise"

their dependence on their environment, the fact that their very existence depends upon it in a "mutualistic partnership" sort of way (Moffet, 1999a). In return for food and shelter from plants, these foragers "provide nutrients, protection, and housekeeping to plants" or they "serve their hosts as devoted sentinels, repelling or killing unwelcome intruders such as beetles and caterpillars" and they also "fertilize their hosts with waste from the food they drag home to eat." In the case of *Colobopsis* ants in the forests of Borneo, the ants aid the digestive process of pitcher plants, which might otherwise suffer a plant form of gastrointestinal disorder, were not the ants to swim out into the digestive juice trap to retrieve large insects before they could decompose and rot in the plant's digestive system.

But there exists a "[s]ometimes allies, sometimes enemies" paradox, a significant parallel to human communities. Some ants "retrieve seeds and tear them apart for a meal. Other ants, rather than destroying seeds, bury them as if they were gardeners" (Moffet 1999b, p 112). Thus, some communities jeopardise those other communities who practice better ecological management. Simplistically this might be seen as a good ant/bad ant dichotomy, but more realistically this should be seen as an illustration that there are right and wrong ways to respond in particular environments, considering that every individual/communal action will have an effect on the individual him/herself, on the community to which an individual belongs, and on other communities as well.

The diligent ant prepares before the coming of the time of need, planting gardens, storing food, and cultivating beneficial communal relationships, not on a global, international scale, but on a very minute, immediately local level of living and existence. He/she lives in a mutualistic partnership with the plants who provide its food and shelter. Even the ant, living in resourceful foraging communities, does not go without giving recompense to his benefactors, exhibiting a behaviourally implicit acknowledgment of sorts. In small things are often hidden profound lessons, important injunctions: "Go to the ant thou sluggard; consider her ways and be wise: Which having no guide, overseer, or ruler, provides her meat in the summer, and

gathers her food in the [time of] harvest" (Solomon, Proverbs 6:6-8).⁴²⁴ The lesson? The ant prepares for the future.⁴²⁵ But not so an inherently-flawed, unseeing, unfeeling, helpless, lifeless, fragmentarily-constructed *Image*, no matter how splendid and magnificent-looking by external appearances.

So as the splendid image dreamt by Nebuchadnezzar was propped up on a weak admixture of iron and baked clay, a weakly adhesive combination of fragments and fragmented constituents, a plagiarised text is often propped up by a weakly adhesive combination of pilfered source text fragments, and all plagiarised works are propped up by something other than individual effort and contribution. And the perception of such plagiarised texts and works is but an illusion, a dream, for it is not the plagiarist who has created them, but a real *Author* (whether acknowledged or not) who has breathed life into his own creation.

⁴²⁴ See Mark W. Moffet's "Ants and Plants: A Profitable Partnership." *National Geographic* (v 195, n2), February 1999, pp 122-133.

⁴²⁵ Several thousand years later than Solomon, McNeill (2000) offers similar advice regarding the making of preparations for the future: "If one accepts the notion that there is a significant chance that more serious ecological problems lie ahead, then . . . it is prudent to address the prospect sooner rather than later." McNeill proposes the conversion of "the masses to some new creed of ecological restraint." But will ecological restraint alone prevent the coming collapse, the smashing of the *Image*? It seems not. Nothing but complete annihilation of the present global system, followed by post-collapse rebuilding from scratch, seems to hold out any hope for the re-directing of humanity's destructive course. But would generations in future millennia learn from such a collapse? Would they stubbornly persist in humanity's exploitative, self-destructive tendencies? What would it take to eradicate from the human nature the seemingly ineradicable selfishness, persisting greed, and moral malaise of the human spirit? If external strength fails now to curb the excesses of human ills, would *anything* exterior to the human nature, such as a global collapse of civilisation, have the power to curb the seemingly *bent-toward-evil* inclinations of humanity? It rather seems that true success can only come from the inside out, from the very depths of the human spirit, or else that spirit will have been molded by an exterior force, so that it has an exterior image of appearing to be in submission to the rule of reason, science, law (God's hypostases, and by extension, *God Himself*), when in fact it is biding its time for the opportune moment to break forth again to devise new machinations of evil. The excesses of postmodernist philosophy illustrate this tendency. In the end, if humanity does not change, is it because man (and woman) *can* not? Or because we *will* not? The *intersection* with destiny lies ahead, inescapable, imminent, and very near . . .

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⁴²⁷ Originally written in Aramaic (identical to Babylonian Chaldaic) and Hebrew (with smatterings of Persian and Greek which one would expect given D. Belteshazzar's courtly occupation), the English version of this text is available in English translations of the Old Testament of the Bible (the book of Daniel). His sweeping vision of global civilisation is unparalleled, and is so far unfailingly accurate as born out by more modern scholarship (i.e. Dobkowski and Wallimann 1998). Belteshazzar's analysis even gives the calculations needed to know the exact day that the *Stone* will smash the splendid image of human civilisation. "From the time that the daily sacrifice is taken away, and the abomination of desolation occurs [the desecration of the rebuilt temple in Jerusalem], there will be . . . 1,260 days [initial phase] . . . 1,290 days [intermediate phase] . . . and 1,335 days [final phase of instituting the post-collapse government]." Thus, from the point of the *abomination of desolation*, or the point at which the *New Temple* in Jerusalem (*Al Quds*) is defiled, until the phasing in of the new post-collapse system of governance, there is a period of three and a half years. Of course, time will tell if Belteshazzar's research results are a valid, reliable prediction of things to come.

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