An Overview of Theories Explaining Plagiaristic Behavior of Students

Nur-E Hafsa
Faculty of Education, Department of Language and Literacy Education, University of Malaya, Malaysia

Abstract
In academic writing, creating own text integrating appropriate sources is one of the troublesome areas for both L1 (for whom English is the first language) and L2 (for whom English is the second language) writers. As a result, to meet the writing demand of the academia an inexperienced writer adopts the technique of using other peoples’ language and concepts without acknowledging the source- which is known as “plagiarism”, a kind of academic dishonesty. However, there has been an outstanding dichotomy among the researchers regarding the reasons for plagiarism in academic writing committed by students. One group of researchers consider students as solely responsible for committing plagiarism. By this cohort of researchers, students’- lack of knowledge and skill in source acknowledgement, poor time management, busy schedule, procrastination, deficiency in academic writing, absence of ethical reasoning, attaining recognition- are mentioned as primary reasons of plagiarism. On the other hand, the other group of scholars brings forth the issue of responsibility of the educational institutions and academics as well. In this review, standpoints of scholars of both the schools explaining reasons of plagiarism are presented in a brief.

Keywords: Plagiarism, theory, dichotomy, responsibility, educational institutions.

DOI: 10.7176/JEP/10-25-11
Publication date: September 30th 2019

1. Introduction
In academic writing, creating own text integrating appropriate sources is one of the troublesome areas for both L1 (for whom English is the first language) and L2 (for whom English is the second language) writers (Silva, 2014). Usually, for coursework, undergraduate students across different disciplines need to write research papers garnering insights from various sources to present and establish their stances on the respective topic (Braine, 1995). The capability of strengthening one’s writing with support from scholarly articles is considered as one of the vital parameters of academic literacy and deficiency of this skill reflects the ineptitude of the writer (Silva, 2014). As a result to meet the writing demand of the academia an inexperienced writer adopts the technique of using other peoples’ language and concepts without acknowledging the source- which is known as “plagiarism”, a kind of academic dishonesty (Bretag, 2013).

Scholars have cited various reasons for the occurrences of plagiarism. Batane (2010) and De Jager and Brown (2010) have highlighted- the laziness of students, poor academic writing ability, unawareness of source acknowledgment skill, the faulty education system in terms of assessment design, differences of opinion among administrative staffs as regards implementation of rules- as reasons of plagiarism. Difficulty in understanding and extracting important information from scholarly articles, and deficiency in academic writing have been identified as reasons for plagiarism in the study of Naqvi (2018) on EFL learners in Oman. In the study of Muthanna (2016) on the present situation and future actions on plagiarism in Yemen it was found that universities in that country do not provide students with necessary guidelines on plagiarism. Furthermore, procrastination of students, failure of time management, and lack of exemplary punishment in the institution or lack of confidence were found to incite students to plagiarize (Muthanna, 2016).

However, there has been an outstanding dichotomy among the researchers regarding the reasons for plagiarism in academic writing committed by students. One group of researchers consider students as solely responsible for committing plagiarism. By this cohort of researchers, students’- lack of knowledge and skill in source acknowledgement (Newton, Wright, & Newton, 2014; Voelker, Love, & Pentina, 2012), poor time management, busy schedule (Kayaoglu, Erbay, Flitner & Saltas, 2016), procrastination- (Foltynek, Rybicka and Demoliou, 2014), deficiency in academic writing (Batane, 2010; De Jager and Brown, 2010), absence of ethical reasoning Khadilkar (2018), attaining recognition (Wei et al, 2014)- are mentioned as primary reasons of plagiarism.

On the other hand, the other group of scholars brings forth the issue of responsibility of the educational institutions and academics as well. For instance, Pecorari & Petric (2014) emphasizes on equipping students with necessary knowledge and skill to handle academic writing demands of the tertiary level. In the project of Foltynek, Rybicka and Demoliou (2014) which looks into plagiarism policies, procedures, prevention, and penalties at various higher education institutions in EU countries in Europe, it was revealed that some of the universities do not endow students with the required information to avoid plagiarism. Their study recommends that HEI (Higher education institution) teachers should foster a facilitating outlook towards students’ academic writing necessities.
and endeavor to develop an awareness of plagiarism among learners. Helen MacLennan (2018) also suggests that only holding an antagonistic attitude towards students who committed plagiarism will not resolve the problem. Contrastively, they propose to adopt all-inclusive measures concentrating on the explicit teaching of plagiarism avoidance skill—which may play a vital role in lessening plagiarism tendency among students.

2. Theories concerning reasons for plagiarism

Plagiarism is referred to as the practice of using someone else’s words or concepts as one’s own without acknowledging the original author (Ellis et al., 2018). In the realm of theoretical stances on reasons of plagiarism, there is division among the researchers. To one set of scholars—plagiarism takes place in academia solely because of learners’ inefficiency in academic literacy, laziness, ineffective time management etc (Newton, Wright, & Newton, 2014; Kayaoglu, Erbay, Flitner & Saltas, 2016). Conversely, the other faction of researchers summons to shift the focus—from the shortcomings of students to the responsibilities of respective education institutions and academics as accountable for plagiaristic behavior of students (Pecorari & Petric, 2014, Foltynék, Rybicka and Demoliou, 2014, Bretag, 2013, and MacLennan, 2018). These scholars advocate that providing rules and regulations and reinforcing those merely cannot ensure deterring students from plagiarism; rather learners need extensive training in academic writing which includes referencing and citation techniques and moral education as well.

2.1 Theories based on scholars’ ‘problem oriented’ perspectives on plagiarism

In the studies on reasons of plagiarism, outlooks of some researchers are ‘more problem-oriented than solution or practice-oriented’ (Wette, 2010, p.159). Advocates of this group of researchers consider plagiarism as a dreadful act which manifests students’ degradation of ethical standards. Moreover, this section of researchers holds students as solely responsible for committing plagiarism. Various ethical theories like-deontology, utilitarianism, rational self-interest, Machiavellianism have been cited as students’ pretext to unethical behaviors in studies of McLaFFerty and Foust (2004); Swinyard et al., (1989); and Webster and Harmon (2002). Some other notable theories which have been used for explaining the reasoning of students’ plagiaristic behavior are-social theories, social learning theory, social and behavioral sciences theory, criminological theory, etc.

A brief description of the above-mentioned theories is provided below:

2.1.1 Ethical theories

Granitz and Lowey (2007) investigated the utilization of six ethical theories by students to validate their plagiaristic behaviors. These theories are—deontology, utilitarianism, rational self-interest (social contract theory), cultural relativism, situational or contingent theories, and Machiavellianism.

- Deontology:
  Deontologists believe “human beings have certain fundamental rights and that should be respected in all decisions” (Cavanagh et al., 1981, pp.366). Deontology may encompass a person’s sense of right and wrong, rules and regulations of organizations (business ethics) or religious deontology (one’s moral responsibility to follow God). Plagiarism is considered immoral in deontology. If students take resort to this theoretical standing, they can plagiarize only in the case when they are unaware of the theory (e.g. “I did not know what plagiarism was”)/ “I didn’t know that plagiarism was wrong” (Granitz & Lowey, 2007, pp. 297).

- Utilitarianism
  Individuals who advocate utilitarianism highlight that one should compare the cost against the gains and work to cater to the benefit for the largest number of people. People who follow utilitarianism could only involve in plagiarism if the outcome of plagiarism results in improved learning or higher grade/ no one is affected (Granitz & Lowey, 2007). Mallinger (1997) mentioned that when American MBAs were assigned to classwork requiring them to work with critical information about an imminent earthquake, they would most probably take refuge to utilitarianism.

- Rational self-interest
  According to rational self-interest (Social contract theory), people act only to serve one’s own interest; one should maintain relationships with other people only if there h/she can gain something (Rand, 1964). Students, who believe in this theory, would validate their plagiarism by pointing out that they were getting involved in a “fair exchange”—for instance, “I’m publicizing the author’s work”/ “The teacher doesn’t put much effort to this, so why should I?” (Granitz & Lowey, 2007, pp. 297). On the other hand, Ashworth and Bannister (1997) mentioned of rational self-interest in a study in which students who believe in rational self-interest justified plagiarism by complaining that the assigned task was not interesting.

- Machiavellianism
  Followers of Machiavellianism (ethical egoism) believe in realizing their own interest even at the cost of causing trouble to other people. Students who believe in this philosophy justified their plagiarism if they could not get detected (e.g.: “Look how clever I am, I can plagiarize, do well and not get caught”). If their misdeed is identified they would accuse others (e.g.: “It’s the teacher’s fault”) (Granitz & Lowey, 2007, pp. 297).
plagiaristic behavior of students. This theory conveys that individual's insights towards their surrounding develop place with definite intentions (Awdry & Sarre, 2013). Rational choice theory (RCT) is related to deterrence theory by Ron Clarke (Clarke, 1980). This theory proposes that if the punishment cannot outweigh the gains from the plagiarism is viewed in their own culture (e.g.: “It’s allowable in the country where I came from”) (Granitz & Lowey, 2007, pp. 297).

2.1.3 Social theories

2.1.4 Social and behavioral sciences theory

Amongst the numerous theories of social and behavioral sciences, the widely known expectancy-value theory of attitude formation

- **Cultural relativism**

Ethical standard is a relative concept as it may differ from one culture to another culture (Robertson & Fadill, 1999; Vitell et al, 1993). Students who justify plagiarism relying on cultural relativism would highlight on how plagiarism is viewed in their own culture (e.g.: “It’s allowable in the country where I came from”) (Granitz & Lowey, 2007, pp. 297).

- **Situational or contingent theory**

Ferrell and Gresham (1985) proposed a “contingency” framework of ethics, pointing out that human beings’ reaction to an ethical uncertainty could be influenced by individual (knowledge, values), social (significant others), and organizational (opportunity, rewards, punishment) situational determinants. Students who employ the situational or contingent theory of ethics would present a situational factor to justify his/her act (e.g.: “My kid was sick”) (Granitz & Lowey, 2007, pp. 298).

- **Situational Crime Prevention (SCP)**

Another theory closely associated with the rational choice theory is Situational Crime Prevention (SCP) expounded by Ron Clarke (Clarke, 1980). This theory proposes that if the punishment cannot outweigh the gains from the misdeed, human beings will always feel the propensity to commit a crime- which is the basic concept of rational choice theory. Tilley (2009) points out that as crimes are taking new forms, all new impetuses, chances, and techniques require investigation and due measures (Hirschi, 2002; Ekblom & Tilley, 2000). The idea- Designing Out Crime best exemplifies situational crime prevention (Awdry & Sarre, 2013). It is based on the notions of RCT and SCP but proclaims greater importance on risk handling and crime investigation. If HEIs (Higher education institutions) were to combat plagiarism based on this concept they would adopt measures which would make committing plagiarism more troublesome- like introducing plagiarism detecting software which elevates the panic of being exposed (Carroll, 2007). A contemporary example in academia is the adoption of text matching software- Turnitin by higher education institutions to ensure the credibility of degrees awarded by them (Awdry & Sarre, 2013).
attitude formation has been deployed to investigate the reasons of plagiarism. This theory suggests that attitudes are the reflection of the beliefs and values fostered around a particular object or action (Fishbein, 1963). Therefore, a student’s attitude towards plagiarism will be based upon their beliefs about plagiarism and the values they associate with it. Beliefs about behavior are shaped by linking that behavior to some precise features, events or outcomes (Ajzen, 1991). For example, a student may consider plagiarism as difficult by relating it to the probability of being identified.

- **Theory of planned behavior**
  Once the student’s attitude to plagiarism is specified, it is crucial to explore the connection between a student’s attitude, and their plagiaristic activities. The nexus among attitude, intentions, and behavior can be illuminated by means of Ajzen’s (1991) - theory of planned behavior. However, the theory of planned behavior is originated from- the theory of reasoned action (Fishbein & Ajzen, 1975). This theory hypothesizes that intentions to behave in a particular manner come from- attitudes towards that behavior and from subjective norms (Fishbein & Ajzen, 1975) which denotes- the way in which one’s behavior is evaluated by people surrounding him/her.

### 2.2 Theories based on scholars’ ‘solution oriented’ perspectives on plagiarism

In contrary to the standpoints focused on shortcomings of students, some scholars put forward- a rational interpretation and consider plagiaristic behavior of students’ as pedagogical shortcomings of the education institutions (Pecorari & Petric, 2014). In contrary to the traditional ‘problem- oriented’ (Wette, 2010, p. 259) viewpoints, Pecorari and Petric (2014) notify of the emerging consciousness in academia towards adopting educative measures instead of exercising retributive actions to fight plagiarism. Based on the contemporary pedagogy of academic writing, two broad perspectives have been identified by Pecorari and Petric (2014) such as- (i) teaching students clearly about plagiarism and (ii) educating students comprehensively with the knowledge of source using and citation. And these two measures should be launched jointly not exclusively (Barks & Watts, 2001; Bloch, 2012).

In the literature on plagiarism, examples abound where the implementation of neither of the above- mentioned measures are being observed. For example, a study in Malaysia by Zangenehmadar and Hoon (2014) on ESL undergraduates’ insights of plagiarism in academic writing demanded to employ similar pedagogical interventions in response to the poor source acknowledgment skills of the respective students. The authors also advocated for including the topic-plagiarism and its deterrence in the academic writing courses. In another study by Permana and Santosa (2018) on EFL students in Singaraja University, Indonesia, adoption of similar pedagogical measures was suggested as a way to reduce the amount of plagiarism in that university. They suggested for educating students with the consciousness of plagiarism and teaching students with necessary academic writing skills to avoid plagiarism. Akter’s (2016) study in two private universities in Bangladesh portrays a similar situation. Findings from the study indicated that respective cohorts of the study required explicit training on academic writing and plagiarism consciousness.

Muthanna (2016) in his study on contemporary higher education scenario of Yemen focusing on the existence of plagiarism policies in Yemen higher education institutions, reflected that the majority of the universities did not furnish students with any guiding principle on avoiding plagiarism. However, Louw (2017) in his attempt to develop a definition of plagiarism afresh on the basis of perceptions of 17000 students and 810 staff members in a North-West University, articulates that merely informing students about the plagiarism policy of the university cannot bring fruitful result in fighting plagiarism. The students used as the sample in the study demonstrated a deficiency of knowledge and skill in citation. Louw (2017) also recommended a dedicated, comprehensive course designed to cater to students’ need for training in the source using literacy.

Even though the common university approach to plagiarism includes providing students with academic integrity policies targeting behavioral changes through information, actions, and retributions, there is a developing urge among the academics to uphold an all-encompassing outlook combining policies, enforcement, information delivering and imparting learning techniques to approach the gravity and intricate nature of the phenomenon (Bretag et al, 2011). Bretag (2013, p.5) in the article “Challenges in addressing plagiarism in Education” emphasizes that educational institutions should nurture the outlook to believe handling plagiarism as a “holistic and multi- stakeholder approach” targeting to develop an academic community on the basis of collective knowledge and observance of ethics and academic integrity. Dawson and Overfield (2015) suggest that as the consequences of plagiarism may be ruining for a student’s academic life and future career, necessary knowledge on source using should be provided by the educational institution since the beginning of the academic course.

### 3. Conclusion

If the reasons behind plagiaristic behavior of students could be found and could be aligned to any specific theoretical stances, then suggesting realistic, preventive measures would be easier (Granitz & Lowey, 2007). For instance, if theory of social learning (i.e. human beings learn by experience) is cited by students as the reason of plagiarism in an institution- then a change in the administrative outlook of the respective institution needs to be
undertaken. Again, if theory of rational choice theory surfaces in any investigation as the reason of plagiarism, then designing out prevention policy which makes plagiarism more difficult for students would be a suitable option. Moreover, in studies of Brubaker (2003) and Sims (1993), it has been revealed that unethical practices in academia may encourage unethical practices in business. Therefore, detecting traits of unethical conduct in academia and rectifying immoral practices therein, can help to prepare future citizens induced with constructive, moral outlooks to corporate ethics. On the other hand, if academic institutions are found to have deficiencies in teaching necessary literacy skills to their students then an overhauling is needed in their overall teaching mechanism to curb plagiarism in their institutions.

Acknowledgement
My gratitude and special thanks to Dr. Zuwati Hasim, Senior Lecturer, Faculty of Education, Department of Language and Literacy Education, University of Malaya, Kuala Lumpur for providing valuable feedback on this article.

References
Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational behavior and human decision processes*, 50, 179-211.
Akers, R. (1990). Rational choice, deterrence and social learning. *The Journal of Criminal Law and Criminology*, 81(3), 653–676.
Akter, T. (2016). *Exploring the Forms, Causes and Remedies of Plagiarism in the Academic Writing of Graduate Students in the Private Universities in Bangladesh*. (Masters of Arts in ELT), East West University, Dhaka, Bangladesh.
Ashworth, P., & Bannister, P. (1997). 'Guilty in Whose Eyes? University Students' Perceptions of Cheating and Plagiarism in Academic Work and Assessment'. *Studies in Higher Education*, 22 (2), 187.
Awdry, R., & Sarre, R. (2013). An investigation into plagiarism motivations and prevention techniques: Can they be appropriately aligned? *International Journal for Educational Integrity*, 9 (2), 35–49.
Bandura, A. (1986). *Social foundations of thought and action*. Upper Saddle River, NJ: Prentice Hall.
Barks, D., & Watts, P. (2001). Textual borrowing strategies for graduate-level ESL writers. In D. Belcher & A. Hirvela (Eds.), (pp. 246–267).
Batane, T. (2010). Turning to Turnitin to fight Plagiarism among university students. *Educational Technology & Society*, 13 (2), 1-12.
Bloch, J. (2012). *Plagiarism, intellectual property and the teaching of L2 writing*. Bristol, UK: Multilingual Matters.
Braine, G. (1995). Writing in the natural sciences and engineering. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language* (pp. 113-134). Norwood, NJ: Ablex.
Bretag, T. (2013). Challenges in Addressing Plagiarism in Education. *PLoS Med*, 10 (12).
Bretag, T., Mahmud, S., Wallace, M., Walker, R., James, C., Green, M., & Partridge, L. (2011). Core elements of exemplary academic integrity policy in Australian higher education. *International Journal for Educational Integrity*, 7(2), 3-12.
Brubaker, H. (2003). 'Big Companies Teach Business Ethics to Employees'. *Knight Ridder Tribune Business News*, p. 1.
Carroll, J. (2007). *A handbook for deterring plagiarism in higher education* (Second Ed.). Oxford: Oxford Centre for Staff and Learning Development.
Cavanagh, G., Moberg, D., & Velasquez, M. (1981). The Ethics of Organizational Politics. *Academy of Management Review*, 6 (3), 363-374.
Clarke, R. (1997). *Situational crime prevention* (Second Ed.). New York: Harrow and Heston.
Clarke, R., & Felson, M. (Eds.). (1993). *Routine activity and rational choice* (Vol. 5). London: Transaction Publishers.
Clarke, R. & Cornish, D. (1986). Rational choice. In R. Paternoster & R. Bachman (Eds.), *Explaining criminals and crime*. Los Angeles Roxbury Publishing Company.
Clarke, R. V. G. (1980). “Situational” crime prevention: theory and practice. *British Journal of Criminology*, 20 (2), 136-147.
Cross, R., & Brodt, S. (2001). How assumptions of consensus undermine decision making. *MIT Sloan Management Review: Massachusetts Institute of Technology*.
Dawson, M. M., & Overfield, J. A. (2006). Plagiarism: Do Students Know What It Is? *Bioscience Education*, 8 (1), 1-15. doi:10.3108/beq.8
D’Silva, F. I. (2014). *Writing from sources: How three undergraduate multilingual writers negotiated elements of source-based writing in an EAP course that used literary and nonliterary source texts*. (Doctor of Philosophy), The Ohio State University.
Newton, F., Wright, J., & Newton, J. (2014). Skills training to avoid inadvertent plagiarism: Results from a Naqvi, S. (2018).

Vitell, S., Nwachukwa, S., & Barnes, J. (1993). 'The Effects of Culture on Ethical Decision-Making: An Tilley, N. (2009).

Jager, K. D., & Brown, C. (2010). The tangled web: investigating academic's views of plagiarism at the University of Capetown. Studies in Higher Education, 35(5), 513-528. doi:10.2304/she.2010.35.5.619.

Kayaoğlu, M. N., Erbay, Ş., Flitner, C., & Saltaş, D. (2016). Examining students' perceptions of plagiarism: A cross-cultural study at tertiary level. Journal of Further and Higher Education, 40(5), 682-705. doi:10.1080/0309877X.2015.1014320.

Khadiłkar, S. S. (2018). The Plague of Plagiarism: Prevention and Cure!!! The Journal of Obstetrics and Gynecology of India, 68(6), 425-431.

Klein, D. (2011). Why Learners Choose Plagiarism: A Review of Literature. Interdisciplinary Journal of E-Learning and Learning Objects, 7(1), 97-110.

Louw, H. (2017). Defining plagiarism: student and staff perceptions of a grey concept. South African Journal of Higher Education, 31(5), 116-135.

MacLennan, H. (2018). Student Perceptions of Plagiarism Avoidance Competencies: An Action Research Case Study Journal of the Scholarship of Teaching and Learning, 18(1), 58-74. doi:10.1080/14752175.2017.1361639.

Mallinger, M. (1997). 'Decisive Decision-Making: An Exercise Using Ethical Frameworks'. Journal of Management Education, 21(3), 411-417.

Mc Lafferty, C. L., & Foust, K. M. (2004). 'Electronic Plagiarism as a College Instructor's Nightmare? Prevention and Detection'. Journal of Education for Business, 79(3), 186-189.

Muthanna, A. (2016). Plagiarism: A Shared Responsibility of All, Current Situation, and Future Actions in Yemen. Accountability in Research, 23(5), 280-287. doi:10.1080/08989621.2016.1154463.

Naqvi, S. (2018). Challenges of Integrating Academic Sources in Assessed Assignments: A Case of Arab EFL Learners. Paper presented at the Arab World English Journal (AWEJ).

Newton, F., Wright, J., & Newton, J. (2014). Skills training to avoid inadvertent plagiarism: Results from a randomized control study. Higher Education Research and Development, 33(6), 1180-1193.

Park, C. (2003). In other (People’s) words: Plagiarism by university students: Literature and lessons. Assessment and Evaluation in Higher Education, 28(5), 471-488.

Pecorari, D., & Petrić, B. (2014). Plagiarism in second-language writing. Language Teaching, 47(03), 269 - 302. doi:10.1017/S0261444814000056.

Pecorari, D. (2010). Academic writing and plagiarism: a linguistic analysis. In (paperback edition ed.). London: Continuum.

Permana, I. G. Y., & Santosa, M. H. (2018). EFL students’ perception on plagiarism. Paper presented at the Language in the Online & Offline World 6: The Fortitude, Petra Christian University, Surabaya, Indonesia.

Rand, A. (1964). The Virtue of Selfishness: A New Concept of Egoism. New York: New American Library.

Robertson, C., & Fadill, P. (1999). Ethical Decision Making in Multinational Organizations: A Culture Based Model. Journal of Business Ethics, 19(4), 385-392.

Sergiou, K. (2004). Why do students plagiarise? London: London Metropolitan University.

Sims, R. L. (1993). 'The Relationship between Academic Dishonesty and Unethical Business Practices'. Journal of Education for Business, 68(4), 207-211.

Swinyard, W. R., DeLong, T. J., & Cheng, P. S. (1989). 'The Relationship between Moral Decisions and Their Consequences: A Tradeoff Analysis Approach'. Journal of Business Ethics, 8(4), 289-297.

Tilley, N. (2009). Crime prevention. Devon: Willan Publishing.

Vitell, S., Nwachukwa, S., & Barnes, J. (1993). 'The Effects of Culture on Ethical Decision-Making: An
Application of Hofstede's Typology. *Journal of Business Ethics*, 12 (10), 753-760.

Voelker, T., Love, L., & Pentina, I. (2012). Plagiarism: What they don't know? *Journal of Education for Business*, 87, 36-41. doi: 10.1080/08832323.2011.552536.

Webster, R. L., & Harmon, H. (2002). Comparing Levels of Machiavellianism of Today's College Students with College Students of the 1960s. *Teaching Business Ethics*, 6 (4), 435-445.

Wei, T., Chesnut, S. R., Barnard-Brak, L., & Schmidt, M. (2014). University students’ perceptions of academic cheating: Triangulating quantitative and qualitative findings. *Journal of Academic Ethics*, 12, 287–298. doi:10.1007/s10805-014-9219-x.

Wette, R. (2010). Evaluating student learning in a university-level EAP unit on writing using sources. *Journal of Second Language Writing*, 19 (3), 158–177.

Young, J. (2001). The cat-and-mouse game of plagiarism detection. *The Chronicle of Higher Education Information Technology*.

Zangenehmadar, S., & Hoon, T. B. (2014). ESL undergraduates’ perception of plagiarism in academic writing. *Journal of Language and Communication*, 1 (1), 67-77.