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CITE RIGHT: PREVENTATIVE SOLUTIONS FOR PLAGIARISM IN A CHINESE UNIVERSITY EFL CLASSROOM

Doman, Evelyn

University of Macau, China

Introductory Remarks

The following project report constitutes part of the requirements for the completion of a Building Teaching Skills through the Interactive Web course offered by the University of Oregon's E-Teacher Scholarship Program. The ten-week program was designed to familiarize the participants with innovative online practices for ELTs and encourage gradual adoption of relevant technologically-advanced teaching tools

I. Background

A. Learners

I am teaching an integrated English (ESL) course for lower-intermediate university students, placed into level 2 of our 0-5 level system. All of the students are incoming freshmen, 24 in total (15 females, 9 males). They are all Chinese, either from Macau or from Mainland China. The curriculum is based on General Education, a holistic approach to developing the whole student. All four skills are taught, but special emphasis is placed on academic reading and writing, as my college is intended to be an English-medium university.

The students are all between the ages of 18 to 19 and planning to major in either a major in the humanities or in education. All have acquired English exclusively through formal instruction. None of them has been exposed to English in an immersion setting or has the advantage of hearing English frequently outside the classroom. Although they have learned English since middle school, English is only one part of their curriculum and is therefore only taught for 45 minutes each day in middle school and high school. All other subjects are taught in Chinese. Therefore, the students lack the benefit of naturalistic learning in English. The fact that the participants are learning English in a formal setting allows research into the applicability of new technologies in the English classroom environment.

B. Setting

The students described above are matriculated students at the University of Macau. UM is a government university supported by the tax-payers of the Special Administrative Region (SAR) of Macau, China. There are many faculties represented at the university, such as Law, Humanities, Science and Technology. I oversee the English Language Centre (ELC) which is in charge of administering all of the required English courses for General Education. At the ELC, we focus on teaching English language. Literature, Applied Linguistics and Translation are offered by a separate English Department.

In Macau, casinos are the main business. 80% of the country's economy comes from gambling. Even though Macau was returned to China in 1999, it is still untouched by the Chinese government under the "one government, two systems" philosophy. That is, China, Hong Kong and Macau still look like three separate countries. Macau is rich due to the casinos. GDP is over \$33,000 USD, and unemployment is less than 2%.

The role of the economy and the setting affect the students in major ways. It means basically that high school graduates don't need a college education to make a lot of money. Many high school graduates go straight into the gambling industries, so adult-education courses like "English for Dealers", a course for casino card dealers, is common. Even with a college education, there are still not many options for young adults in Macau. Most graduates end up being dealers, policemen, firemen, or work for the government. Very few graduates become "professionals" as we might imagine. Because of this, it is easy to question "why even bother going to college?" The answer may be because of family expectations to see their child do more with their lives.

C. Course Goals

ELC courses, including my level 2 class used for this project, are all two-semester, 001 and 002, classes. Each semester is 14 weeks long, with classes held for 3 hours each week. Students are evaluated on the following: participation, attendance, tests, quizzes, written assignments, oral presentations, and independent learning.

In this particular group's case, the main aim of the course is to develop their language skills through a set of course themes, building on their background knowledge and areas of interests. The themes for Fall, 2012 for this course include family and gender. All of the course materials are created by the group of ELC teachers on the materials development team. The materials are all original and geared towards a Chinese audience. The focus is on academic writing, although all skills are developed and practiced at length. For example, in one class period of 90 minutes, students may be asked to talk about different family types with their partners, to watch and listen to a video about certain families, to read a passage related to families and then to write a summary of what they learned or discussed with their partners. Grammar is addressed implicitly through activities which encourage students to figure out the rules themselves. The activities are realistic, yet challenging and engaging as well.

D. Other Relevant Information

In K-12 Chinese students learn English by memorization. They memorize poems and literature to present in speech contests around the country. Additionally, it is considered an honor to Chinese writers to have students to repeat their work. Emphasis is not put on giving credit to the author. Therefore, even when students reach university, they often have never been taught about plagiarism and do not realize the various types of plagiarism that exists.

II. Research Question

At the University of Macau, plagiarism runs rampant. Our university uses the online platform Moodle for written assignments. Teachers have the option of using "TurnItIn" for each assignment that students submit online. "TurnItIn" is an amazing online tool which detects plagiarized sentences quickly and effectively. It can generate a number which says how much of an assignment is plagiarized from the Internet and show from exactly where the plagiarized material came from. It highlights the plagiarized parts, which makes it easy for teachers to see immediately.

"TurnItIn" detects plagiarism after the fact, though. This is too late. Once plagiarism is detected, students must be punished for plagiarizing. Therefore, what is needed is a solution for preventing plagiarism for occurring in the first place. Therefore, the research question for this project is as follows:

How can the interactive web be used to help prevent students from plagiarizing?

III. Initial Solution

This project is informed by the need to instruct students about plagiarism and ways to prevent it. Therefore, technology can help to introduce sources for teachers to use in their classes to assist in this process.

For the first time starting from Fall, 2012, ELC courses begin the first two weeks of our courses in what is called a Common Module (August 27-September 7). During Common Module, students get dedicated periods learning the following:

1. Getting to know UM and each other
2. How to access Moodle and UM e-mail
3. Independent Learning
4. Academic Dishonesty and Plagiarism

During session 4 on Academic Dishonesty and Plagiarism on September 6, 2012, students in my class, as well as all ELC classes, used the newly-created University of Macau “Academic Dishonesty Handbook” to engage in tasks created by ELC teachers. The goal of these lessons was to define what constitutes academic integrity and to make students familiar with the rules regarding plagiarism on campus. The ELC is the only unit on campus to “teach” the information contained in the handbook. Although the handbook is intended for the entire campus, students receive the handbook only in their ELC classes. Therefore, for the classes on Academic Dishonesty and Plagiarism, it is important to make sure that students understand the contents of the handbook. This year, we created special handouts for teachers to use in their lessons for that day. These were interactive handouts where students could work in groups and in pairs to find answers contained in the handbook. An interactive powerpoint was also created outlining the main ideas described in the handbook.

I realized during the course of the E-teacher sessions, though, that this was not enough instruction on plagiarism. From weeks 2-9 (September 3 – October 26), I (as the Director of the ELC) had to decide the fate of 12 students who had been caught plagiarizing on assignments. This number does not count the assumingly higher number of students who were dealt with by their teachers when they were caught. Therefore, I explored additional methods for dealing with the problem of plagiarizing throughout the E-teacher course.

In week 10, I implemented new solutions. I found that just offering one chance for the students to learn about plagiarism was not enough. Additional solutions would have to be implemented throughout the course of the entire semester.

A second Cite Right powerpoint was created in order to introduce students to the various types of plagiarism. It included a game that tested the students’ knowledge at the end of the instruction. This was given in week 10 (October 29) as a class activity as the students were preparing to give presentations the following week. The location of instruction for this activity and others that follow below was the language lab equipped with 24 computers.

Also, thanks to E-teacher class discussions on Nicenet, I discovered that more Project-based learning (PBL) activities should be given in order to encourage students to think on their own and to avoid ways in which plagiarism was possible.

One task was created on Zunal. It was about culture and involved students in learning about various cultures around the world, using the internet as a resource and then bookmarking the pages they viewed on a class Delicious site. Students in my class started to complete the Webquest activity on November 1. This project had students to make a short video about a chosen culture and then to write up their findings as a group. These will be published on a class Blogger site that will be created after the final edits are submitted on November 22. It also got them involved working in small groups and with coming up with information on their own in a way in which plagiarism was not possible. Finally, the Zunal activity allowed students to evaluate each other on a rubric and gave them an opportunity to use Clickers to answer survey questions about the material they just learned in the lesson.

I realized through this activity that if students are involved in the creation of rubrics and grading of their peers, they might find less of a reason for plagiarizing. Therefore, I involved students in the creation of rubrics through Rubistar in other graded exercises which followed.

In week 11 (November 5), I realized that it was unfair that I judge all Academic Dishonesty cases by myself, and I wanted to involve autonomy to the teachers and students in the program as

well in deciding the fate of guilty students. Therefore, I created a Student Integrity Board and requested volunteers from my faculty to sit on this panel. In the end, three teachers volunteered. I also had teachers nominate students who should serve on the panel, for which 3 student volunteers were solicited as well. In the end, the panel consisted of these six volunteers and myself.

For this panel, I have created activities for training so that we are aware of plagiarism issues and can decide on a system for determining how cases will be handled.

Some of the training includes (links included in resource section):

1. Voice of America video about plagiarism in South Korea
2. Videos about plagiarism from other college programs

In addition to the Voice of America video, we also worked together to create some HotPotato exercises that we could use with the video in order to implement it in the classroom. The links to the HotPot exercises can be found in the resource section of this project. The HotPot activities were introduced to my class as well as three other classes on November 8. They provided short, informative ways to explore the topic of plagiarism in just 5-10 minutes.

The final activity that I tried included introducing students to Citation Machine in order to help them with APA and MLA citation. Students can enter the information of videos, books, journals or other sources, and Citation Machine provides an accurate source for them. We experimented with this technology on November 12 (week 12), and the results were that students were able to effectively write citations thanks to the website.

IV. Adjustments to Solution

Towards the end of the semester, I realized that just one-time activities won't remind students of the importance of using their own original words. Therefore, short activities highlighting plagiarism have to be integrated into the curriculum. Therefore, I have used the past week to come up with new activities which I can also incorporate into the curriculum for Spring, 2013.

1. I have come up with simple One-A-Day activities which can be integrated into any lesson. Each of them only takes about 5 minutes and they allow students the opportunity to practice writing citations.

2. I plan to introduce more project-based learning. Give the students autonomy in choosing which types of activities that they participate in and what roles they take in those activities will help to avoid situations in which plagiarism is possible. For example, making videos on argumentative themes such as smoking, adoption, public health care, and similar topics will get students involved in using English and encourage them to use their own words in creating the videos. Rubrics can be created where classmates can evaluate each other's video presentations. Again, students should help to determine the criteria for grading in the rubrics.

3. I would like to create a WallWisher to encourage students to write their favorite quotes on topics that we are discussing and then to try to paraphrase those in their own words. The WallWisher could also be used as spaces for them to provide links to citation sites that they like and recommend to others.

4. My ELC colleagues have created an online story with activities related to academic integrity and plagiarism this semester. The materials are almost complete and should be ready to be used in classes immediately. This is a very fun activity involving the adventures of Yuki, Bruce and Ray. It incorporates video, animation, hotpots and other quiz activities, making it interactive and fun for students.

5. I plan to make a Jeopardy game about plagiarism. If the game is fun and educational at the same time, students are more likely to retain important information.

6. I will continue to keep references on a class website on Delicious. I will keep links to Citation Machine and APA and MLA citation sites. I will also include links from videos from YouTube so that visual learners can learn more in their own time, thereby promoting autonomy as well.

7. I plan to create and use more activities related to the UM handbook on Academic Integrity and Plagiarism. They can be used to class to supplement other theme-based lessons. Hotpots are good for this, like the one just created at <http://uk3.hotpotatoes.net/ex/93776/FXGRROBB.php>.

8. I would like to create a Moodle site, Nicenet page, and a Wiki page which contains all of the activities described here as well as newly-created exercises for anyone in our school to take advantage of.

9. I will use TurnItIn as a teaching tool, rather than as a penalty marker. For example, I will make sure that all written assignments in my class go through TurnItIn. Once a student is caught plagiarizing, for example, a 25% of their assignment, I will give them a chance to challenge themselves, make editions, and turn in the assignment again with a reduced plagiarized amount of perhaps 5%.

10. When I use tasks or projects, one aspect can be to interview someone and then to transcribe the contents of the interview. This will force students to naturally quote. With instruction on quoting, this can be a helpful skill that they learn.

With careful planning, I anticipate students' responses to be encouraging and overall positive. Plagiarism will no longer be an issue in my program, as well as across campus! Although I know that this goal is huge, I think that with cooperation, it can become a reality.

V. Conclusion

I know that many of my E-teacher classmates expressed that plagiarism was a common problem at their teaching locations. I hope that they might try some of the methods that I have used for this project to help them address the issue. Undertaking a huge challenge like this requires self-discipline, but it is not impossible. Reasonable planning with time to explore new ideas to implement can be done in just a few weeks. By using the technologies that we learned in this class, there are still a multitude of lessons that can be created on the topic of preventing plagiarism. Some suggestions that I have for others include the following:

- Plan to introduce technologies that bring new solutions to the forefront
- Involve students in all phases of the implementation of new ideas to encourage autonomy
- Explore the Internet regularly to find out what new sources you can incorporate
- Make modifications to lessons based on students' needs
- Encourage interaction among students and between the students and yourself
- Share your learning experiences with students so that they see you as a learner too

Although it will take time to stop plagiarism, it is a worthwhile time investment. By building teaching skills and incorporating autonomy in lessons, you will become a stronger teacher in the end.

RESOURCES

Online Sites:

Zunalwebquest on culture: <http://zunal.com/webquest.php?w=171325>

RubiStar: <http://rubistar.4teachers.org/>. This was used to create rubrics.

Delicious: <http://www.delicious.com/>. This site was used to store our online resources for our class.

Academic Dishonesty: The Adventures of Yuki, Bruce and Ray: <http://www.umac.mo/elc/ad/index.html>

html

View Pure: <http://viewpure.com/>. To watch YouTube videos without all the comments, pop-ups, etc.

Hotpot based on VOA video below: <http://ummoodle.umac.mo/mod/hotpot/view.php?id=128067>

Another hotpot based on VOA video below: <http://ummoodle.umac.mo/mod/hotpot/view.php?id=128068>

Game that students can play with their cell phones: http://www.classtools.net/QR/qr_generator.php?fold=36&fname=aAXdE&diff=0

Spelling game: <http://ummoodle.umac.mo/file.php/43904/Plagiarism/dishonest.html>

Crossword puzzle: <http://ummoodle.umac.mo/mod/hotpot/view.php?id=128111>

Matching: <http://uk3.hotpotatoes.net/ex/93776/FXGRROBB.php>

Mixed Sentence: <http://uk3.hotpotatoes.net/ex/93776/DXIIABHF.php>

Citation Machine: <http://citationmachine.net/index2.php>

Wallwisher: <http://wallwisher.com/>

Videos:

VOA Special Report on Plagiarism in South Korea. <http://learningenglish.voanews.com/media/video/1352885.html?z=2307&zp=1>

Video- Introduction to PBL:

Readings:

This article talks about a research project done with teachers in China, where change to traditional teacher is not accepted easily. This was a great article for me to read since I am working in China now.

<http://www.atesl.ca/cmsms/home/newsletters/december-2007/project-based-esl-education/>

Alternative learning; alternative assessment: <http://www.nclrc.org/essentials/assessing/alternative.htm>. This article highlights the importance of using alternative assessment, such as rubrics and checklists.

ОБ УСИЛЕНИИ РОЛИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТА В УСЛОВИЯХ КРЕДИТНОЙ СИСТЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Жакебаева М.Г.,

Костанайский государственный педагогический институт, Казахстан

Новая парадигма образования предопределяет смену приоритетов – самостоятельная работа (СРС) становится не просто формой образовательного процесса, а фундаментом для формирования профессиональной самостоятельности студента, способствует более эффективному овладению учебным материалом, стимулирует познавательные и профессиональные интересы, содействует реализации основной цели – формированию коммуникативной компетенции и способствует росту мотивации обучения студентов иностранному языку. Нельзя не согласиться с В.И. Загвязинским, что именно СРС «формирует готовность к самообразованию, создает базу непрерывного образования» в условиях быстрого обновления знаний /1/. Другими словами, общий вывод сводится к тому, что мы стоим на пороге революционных изменений в образовании, и одним из главных его элементов становится активизация самостоятельной познавательной деятельности самого студента.

Актуальность проблемы овладения студентами методами самостоятельной познавательной деятельности также обусловлена тем, что в период обучения в вузе закладываются основы профессионализма, формируются умения самостоятельной профессиональной деятельности. В этой связи особенно важно, чтобы студенты, овладевая знаниями и способами их освоения, осознавали, что самостоятельная работа способствует активизации познавательной деятельности и становится подлинным достоянием личности. Усиление роли самостоятельной работы студента – один из самых важных аспектов модернизации педагогического образования в Казахстане и еще по причине того, что значительное увеличение доли самостоятельной работы при сокращении аудиторных занятий приводит к тому, что повысить качество образовательного процесса можно только за счет оптимизации методов обучения и внедрения в него новых технологий обучения. Одним из путей такой оптимизации может стать формирование учебных умений студентов в их внеаудиторной самостоятельной работе. Такой подход мог бы, с одной стороны, сделать более эффективной саму самостоятельную работу и, следовательно, учебную деятельность в целом, с другой, – сформировать у студентов навыки самостоятельного приобретения знаний и умений, которые потребуются им в дальнейшем непрерывном образовании. Результат тестирования студентов с целью определения уровня сформированности у них навыков и умений организации самостоятельной работы позволяет сделать вывод о том, что большинство студентов испытывает трудности в нормировании, планировании и организации своей самостоятельной работы.

Самостоятельная работа многих студентов отличается своей неэффективностью: несмотря на большие затраты времени, им не удается достичь высоких результатов в данном виде работы, что говорит об их неумении работать самостоятельно. Причем отсутствие данного умения на первом курсе чаще всего компенсируется определенным запасом школьных знаний, однако по мере усложнения усваиваемого материала и приобщения студентов к различным видам самостоятельной работы, требующим творческого поиска, это умение становится главным фактором, определяющим успешность учебной деятельности старшекурсни-