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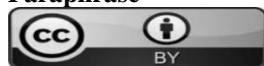
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**A Forensic Linguistic Study of Plagiarism in Iraqi M.A.
Theses Writing in English****A B S T R A C T**

Forensic linguistics is the scientific study of language in forensic contexts and for forensic purposes. It involves analyzing language used in various legal contexts. Forensic linguistics provides a scientific approach to detecting and analyzing plagiarism, which is essential for maintaining academic integrity. In academic writing there are many M.A. students commit plagiarism practices in writing their theses. Plagiarism is a cancer that erodes academic integrity from the ground up. It has witnessed a great interest at the present time due to its great spread among students. There are many factors that help in this, including the student's ignorance of correct documentation, as well as the method of academic writing. This study sheds the light on plagiarism practices among Iraqi M.A. students in forensic linguistic perspective. This study aims to find firstly the types of plagiarism practices among Iraqi M.A. students, secondly the most used type of plagiarism practices among Iraqi M.A. students and the last aim is to find the less used plagiarism practices among M.A. students. The researcher selected 10 Iraqi theses from University of Wasit .To achieve these aims the researcher adapts a model for analyzing the selected data according to Pecorari (2008) view about paraphrasing practices, Coulthard and Johnson (2007) view about verbatim plagiarism and Mozgovoy (2008) with his view about Quasi-verbatim plagiarism. The researcher needs mixed method to get the aims of this study. After analyzing data, this study has found that the types of plagiarism practices that used by M.A. students are paraphrasing , verbatim plagiarism and quasi-verbatim plagiarism. The study also showed that the most used types of plagiarism practices are practices of paraphrasing and verbatim plagiarism. The study also showed that the less used type of plagiarism practices among M.A. students is quasi-verbatim plagiarism

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دراسة في علم اللغة الشرعي للسرقة الأدبية في رسائل الماجستير العراقية المكتوبة باللغة الانجليزية

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المستخلص

علم اللغويات الجنائية هو الدراسة العلمية للغة في سياقات جنائية ولأغراض جنائية. وهو يتضمن تحليل اللغة المستخدمة في سياقات قانونية مختلفة. يوفر علم اللغويات الجنائية نهجًا علميًا للكشف عن الانتحال وتحليله، وهو أمر ضروري للحفاظ على النزاهة الأكاديمية. في الكتابة الأكاديمية، يرتكب العديد من طلاب الماجستير ممارسات الانتحال في كتابة أطروحاتهم. الانتحال هو سرطان ينخر النزاهة الأكاديمية من الألف إلى الياء. وقد شهد اهتمامًا كبيرًا في الوقت الحاضر بسبب انتشاره الكبير بين الطلاب. وهناك العديد من العوامل التي تساعد في ذلك، بما في ذلك جهل الطالب بالوثائق الصحيحة، وكذلك طريقة الكتابة الأكاديمية. تسلط هذه الدراسة الضوء على ممارسات الانتحال بين طلاب الماجستير العراقيين من منظور اللغويات الجنائية. تهدف هذه الدراسة إلى معرفة أنواع ممارسات الانتحال بين طلبة الماجستير العراقيين أولاً، وأكثر أنواع ممارسات الانتحال استخدامًا بين طلبة الماجستير العراقيين، والهدف الأخير هو معرفة أقل أنواع ممارسات الانتحال استخدامًا بين طلبة الماجستير. وقد اختار الباحث ١٠ أطروحات عراقية من جامعة واسط. ولتحقيق هذه الأهداف، قام الباحث بتكييف نموذج لتحليل البيانات المختارة وفقًا لوجهة نظر بيكوراري (٢٠٠٨) حول ممارسات إعادة الصياغة، ووجهة نظر كولتارد وجونسون (٢٠٠٧) حول الانتحال الحرفي، وموزغوفوي (٢٠٠٨) ووجهة نظره حول الانتحال شبه الحرفي. يحتاج الباحث إلى طريقة مختلطة للحصول على أهداف هذه الدراسة. بعد تحليل البيانات، وجدت هذه الدراسة أن أنواع ممارسات الانتحال التي يستخدمها طلبة الماجستير هي إعادة الصياغة والانتحال الحرفي والانتحال شبه الحرفي. وأظهرت الدراسة أيضًا أن أكثر أنواع ممارسات الانتحال شيوعًا هي ممارسات إعادة الصياغة والانتحال الحرفي. وأظهرت الدراسة أيضًا أن النوع الأقل استخدامًا من ممارسات الانتحال بين طلاب الماجستير هو الانتحال شبه الحرف

الكلمات المفتاحية: اللغوية الشرعية، الانتحال، الحرفي، شبه الحرفي، إعادة الصياغة

Section One: Introduction

Problem Statement

Plagiarism is the act of passing off someone else's work as one's own. It is considered to be both morally repugnant and unlawful. Plagiarism is ethically reprehensible and is frowned upon in both academia and society, just like any other case of 'theft' or 'misappropriation'. When students plagiarize, higher education institutions and policies try to address this aspect of plagiarism. Nonetheless, plagiarism frequently denotes the misuse of private property (Jameson, 1993) as well as a breach of one's moral and legal rights (Leitão, 2011). While in certain instances the students unintentionally misattributed their sources, other instances revealed that the plagiarists behaved with the aim to deceive. Linguists may tend to agree that plagiarism is primarily an issue of illegal word borrowing since, as Coulthard and Johnson (2007) put it so clearly, the form of plagiarism they are able to demonstrate is primarily linguistic plagiarism. This is how plagiarism has traditionally been recognized. This study

tries to shed light on forensic linguistic contribution to analyze and detect plagiarism cases among M.A. students in Iraq universities; Wasit university has selected to apply this study. Academic students commit wide range of plagiarism practices therefore the present study tries to detect these practices according to forensic linguistic analysis .

Research Objectives

The study aims at:

1. Identifying the types of plagiarism practices that used by M.A. students .
2. Finding out the most types of plagiarism practices.
3. Finding out the least common types of plagiarism practices.

Research Questions

According to the above aims, the study attempts to answer the following research questions:

1. What are the types of plagiarism practices that used by Iraqi M.A. students ?
2. What are the most used types of plagiarism practices?
3. What are the least used types of plagiarism practices?

Section Two: Theoretical Background and Literature Review

Origins of Forensic Linguistics

In the field of applied linguistics, forensic linguistics (FL) is a relatively young subfield that focuses on the various points of interaction between language and the judicial system, which is linguistically rich by nature according to Coulthard and Rui Sousa, there are two definitions of FL, narrow and broad. The broad one includes three areas: the written law language, spoken interaction in legal proceedings and language as evidence. The narrow one confines FL to language as evidence. This means that forensic linguists work as expert witness (Coulthard et al., 2011). More importantly, Coulthard emphasizes the importance of FL as the centrality of the use of language in general and the law in particular. Moreover, legal language is a distinctive genre of English, as it influences the form, content and interpretation of a legal message . The scientific study of language in forensic contexts and for forensic purposes is known as forensic linguistics. In comparison to its 2400-year history, it is a relatively new field of linguistics and a fast expanding subfield of contemporary applied linguistics. Many linguists who contributed significantly to the groundbreaking work in forensic linguistics have been heard to argue that forensic linguists must first be competent linguists and that what they do is linguistics in a forensic setting. These insights highlight the critical relationship forensic linguistics has as a profession to the scientific ideas and procedures that have been created throughout time within general psychology, without diminishing the difficulty of learning how to operate inside the legal system (Coulthard et al., 2011).

Forensic Linguistics perspective

According to McMenamin (2002), forensic linguistics is the scientific study of language in relation to contexts and goals for forensics. Moreover, Coulthard, Johnson, and David (2017) point out that forensic linguistics is a branch of linguistics that focuses specifically on institutional and professional interactions in legal settings. Legal language analysis is the focus of forensic linguistics. The study, analysis, and measurement of language are based on texts, both written and spoken (Beckman, 2007). The study of forensic linguistics focuses on the language of written laws, the use of language in legal and forensic procedures, and the production of linguistic evidence.

According to Gibbons & Turell (2008), anyone who investigates language and the law in general or forensic linguistics in particular is will unavoidably come into contact with legal terminology, "legal language" means the particular style of writing and speaking that has been established by almost every legal system on the world.

Areas of Forensic Linguistics

The categorization of areas within forensic linguistics evolves as the subject progresses. When categorizing actual and potential subjects, it commonly relies on the established categories within the structure and function of language. But sometimes even more precise specifications are required. Forensic phonetics research, for instance, uses three different phonetic description modes: auditory, articulatory, and acoustic, which can be applied concurrently or individually. When forensic investigations employ a wide range of analytical techniques from related subfields of linguistics, it can be challenging to make precise classification determinations. An instance of study on comprehensibility may be based on one or more associated domains, such as morphology, syntax, semantics, discourse, or pragmatics, after first being linked to either spoken or written language (McMenamin, 2002).

Auditory Phonetics

The study of language sounds based on what a human listener hears and interprets, or the aural-perceptual characteristics of speech, is known as auditory phonetics. For the sake of simplicity, auditory studies are isolated here, but forensic phonetics investigations frequently include both acoustic and auditory methods of research. French (1994) provides a useful summary of the auditory approach to forensic examinations. Research in forensic phonetics pertaining to auditory analysis mostly centers around three key domains: the impact of first-language interference, variations in regional or social accent and dialect, and the discernment and recognition of speakers based on their age, as well as the ability to discriminate and identify speakers as reported by victims and witnesses.

Acoustic phonetics

Acoustic phonetics is the field of study that examines the physical characteristics of speech sounds as they propagate from the speaker to the surrounding environment and finally dissipate. Conducting acoustic analysis of speech sounds requires the use of specialist computer hardware and software, as well as the observation of laboratory equipment. These resources are readily available for use. An excellent synopsis of the acoustic methodology for French (1994) is the language used in forensic examinations. Vowels and consonants are represented by waveforms that have three characteristics: amplitude, which indicates

loudness; frequency, Pitch refers to the highness or lowness of a sound, whereas complexity describes the periodic waves of a simple or combined sound (French, 1994).

Discourse and Pragmatics: Interpretation of Inferred Meaning

Discourse analysis is the study of linguistic constructions bigger than sentences, such as dialogues and narratives. Speech and written language can be used for a variety of purposes in discourse, particularly when social circumstances are involved. One of significant characteristics of honorifics used in Iraqi Arabic are often used according to the state of the addressee, i.e. whether the person addressed is present or absent (Kadim, 2008). Variable factors determine the discourse's social setting such as the topic, purpose, time and place, the speaker and hearer, their social roles, and their personal or professional relationship. Textual pragmatic function which is a device such as starter of a conversation, turn-taking device (Kadim, 2017). Pragmatics is the study of how speakers really use language to analyze their intended meaning. Because speakers and writers don't always align their words with the meaning they seek to express, pragmatics is crucial for forensic investigations (McMenamin, 2002).

Stylistics and Questioned Authorship

Forensic stylistics primarily concerns itself with the task of determining the authorship of disputed publications. In the mid-19th century, German researchers began developing techniques to identify the authors of texts, mostly for biblical and literary reasons. These approaches were used to determine the authorship of specific passages of the Old and New Testaments, as well as to authenticate disputed Shakespearean compositions. The non-literal analysis is used to uncover the hidden messages of certain words, phrases, statements and even visual signs and symbols (Kadim&Abbas, 2022) Such applications of stylistic analysis to forensic authorship problems have now become common. Authorship issues that are questioned come in at least three different varieties. First, it can be helpful to ascertain whether a single author is responsible for all the works in a disputed set, that is, whether a specific work, which might or might not be included in the body of known works, is compatible with the remainder of the canonical works. In the event that no clear suspect writers are identified, it may be necessary to compare the literature in question with the works of numerous other authors. Third, the most prevalent kind of forensic issue is determining if a piece of literature under investigation resembles the works of a single author or a small group of potential authors. If possible, suspect authors can be located through outside sources (McMenamin, 2002).

Plagiarism Detection

Louis Bloomfield, a physics professor at the University of Virginia, developed a computer program that identifies instances of exact language in student papers that consist of six words or more. According to reports, an online tool called <http://www.turnitin.com> takes a student's paper's "digital fingerprint," scans the Internet, and other databases for languages similar to yours. Instead of only looking for single words, another website, <http://www.findsame.com>, searches the internet for sentences or entire papers that match (McMenamin, 2002).

Linguistic tools also used to detect plagiarism cases, the analysis of plagiarism practices in theses typically include contrasting plagiarized texts with their purported originals and emphasizing the textual identities and parallels between the texts. The nature of

the examples that demonstrated variations in paraphrasing, verbatim plagiarism, and quasi-verbatim plagiarism was the main emphasis of the linguistic analysis. This study is to determine the type of alterations that were made. The original and the derivative texts were manually compared side by side, pointing out changes to the grammar, syntax, semantics, and word order. The data of research analyzed following **paraphrasing** approaches according to Pecorari (2008), Coulthard and Johnson (2007) analysis of **verbatim** plagiarism and **quasi-verbatim** plagiarism according to Mozgovoy (2008)

What is Plagiarism ?

Plagiarism is regarded as both an unlawful and immoral practice. Plagiarism is ethically unacceptable and is frowned upon in both academia and society, just like any other form of "theft" or "misappropriation." When students plagiarize, higher education institutions and policies try to address this aspect of plagiarism. Nonetheless, plagiarism frequently denotes the theft of one's own intellectual property (Jameson, 1993) as well as a breach of one's moral and legal rights (Leitão, 2011). Therefore, it should come as naturally that it is now a significant legal crime in both the Common Law and Civil Law systems. Furthermore, there is a growing consensus that writers should be granted the right to copyright, since it encompasses both the entitlement to be recognized as the creator of their work and the preservation of its integrity, together with the opportunity to profit from it (Pereira, 2003). The primary concern in instances of academic plagiarism is fundamentally the protection of the ethical entitlements of the first author.

Plagiarism and Intentionality

Intentional plagiarism is the act of purposefully using someone else's words, works, or ideas as if they were one's own, with the aim of gaining undeserved recognition. One form of plagiarism is paraphrasing, which is used to demonstrate intent. Paraphrasing involves keeping the original wording intact while changing a few or all of the important words and omitting the sources. This is considered dishonest because it alters the wording to hide the original authorship of the borrowed ideas and works. The concept of "moral responsibility" helps to establish the offender's mental state. This sort of plagiarism also include cases when the plagiarist intentionally employs citations in a manner that deceives the true authorship. This includes the use of ambiguous, imprecise, and confusing referencing, which hinders the ability to track the original sources. Intentional plagiarism may be seen in instances when writers selectively cite certain sources, use pronouns in a confusing manner that hinders reader comprehension of attribution, and inconsistently use quotation marks when include citations. Other examples include deliberately providing incorrect page numbers to mislead authorship, using ambiguous references to make it extremely difficult to determine ownership, and manipulating text in a way that makes it difficult for the reader to determine whether it was written by the author or attributed to the original source (Alvarez, 2009).

Unintentional plagiarism, as opposed to intentional plagiarism, contains citations that, albeit deviating from accepted practices, indicate where the ideas and works originated and provide suggestions about their sources. Plagiarism of this kind is typically the result of poor writing abilities or is attributed to various cultural customs. In these kinds of situations, The original author's identity is usually evident, or the reader may see that the information is not properly credited to its sources, if only to verify that the claimed plagiarist is not the true author. Similarly, when terms are not lexical primes, verbatim copying of the source text

without acknowledgment is likewise considered accidental plagiarism. Usually, this is the outcome of the reality the fact that the plagiarist does not believe they need to cite or quote the original work because they are aware that its words are "commonly used." People also should develop their critical literacy and critical language awareness to help them uncover how language can reproduce and promote racism, sectarianism, injustice, and social inequality (Kadim, 2022). While inadvertent plagiarism in academic settings can result in consequences for subpar writing, it should not be considered plagiarism since it abdicates accountability; hence, it cannot be held accountable (Pecorari, 2008).

Tools of Detecting Plagiarism

There are computational detection tools and linguistic analysis tools. According to Potthast et al. (2009), there are two ways that plagiarism detection technologies currently in use can function: intrinsic and extrinsic. In situations where the reader has an instinctive feeling that the material has been plagiarized but is unable to locate any original works to compare it to, the latter seeks to identify instances of plagiarism. In this instance, the detection process is predicated on an intrinsic style examination of the allegedly written text, with the aim of locating stylistic discrepancies that may be utilized to contest the authorship.

Types of plagiarism

Plagiarism is now a very popular subject of discussion worldwide. Previously, instructors had difficulties in monitoring their students' assignments. However, with the advent of the internet, the accessibility of information and knowledge has been widespread and global. Consequently, discussions on plagiarism have become necessary in all writing contexts. Plagiarism refers to the act of a writer or researcher presenting someone else's material or expertise as their own, even when it rightfully belongs to someone else. Plagiarism is a legally punished act that is considered a criminal violation under copyright law.

There are **eight main kinds** of plagiarism, and it is crucial to distinguish between them. Let us examine the ways in which they vary from one other.:

1. Complete Plagiarism

Presenting someone else's work as your own is prohibited and constitutes complete plagiarism according to its definition. Complete plagiarism is sometimes referred to as "global plagiarism". Engaging in the act of duplicating another person's written work and inserting it into your own would be considered a kind of plagiarism. The act of full plagiarism is often perpetrated by those who are unaware of the principles of plagiarism and the legal protection of easily accessible material and original compositions on the internet under copyright law (Eberle, 2013).

2. Direct Plagiarism

This is an exact replica of someone else's written work, copied word-for-word without proper acknowledgment or obtaining permission. This kind of plagiarism is sometimes referred to as Clone or Verbatim Plagiarism. Engaging in the act of replicating someone else's work in such a manner is morally wrong and lacks integrity from the very beginning. This is a flagrant kind of plagiarism, characterized by the exact replication of someone else's work without acknowledging the original author. This might range from a concise statement to a comprehensive composition. Many individuals believe they may escape punishment for

doing such unlawful acts, yet modern methods exist to identify this kind of plagiarism (Sousa Silva, 2013).

3. Source-based plagiarism

It happens when at least one of the several sources of information is intentionally or accidentally omitted. Given that plagiarism is a violation of the law, the distinction between purposeful and unintentional acts is irrelevant, as both are regarded intentional and subject to appropriate penalties. The antithesis of Source-Based Plagiarism is the act of attributing writers at the conclusion of a written work without their contributions really contributing to the content of the article. Students often engage in this practice to populate the reference section without the inconvenience of doing the real research.

4. Paraphrasing Plagiarism

When paraphrasing, it is necessary to acknowledge the original author of the content being paraphrased. Failure to do so would constitute Paraphrasing Plagiarism. Paraphrasing may mitigate direct plagiarism to some extent, but it does not confer ownership of the material or the original authorship of a genuine work. Paraphrasing has never required much imagination, and this is even more evident today due to the abundance of paraphrasing tools and programs accessible on the internet (Eberle, 2013).

5. Self Plagiarism

Self-plagiarism refers to the act of an author republishing their own work, either in its whole or in parts, under a new title. It is also known as auto plagiarism or duplication since it involves the act of repeatedly publishing duplicate information. Some individuals may not see this kind of plagiarism as significant since taking ideas from oneself may not seem like stealing in other contexts. However, it is just as detrimental to the integrity of the written work as any other form of plagiarism.

6. Mosaic Plagiarism

Mosaic plagiarism, or patchwork plagiarism, is when an author includes sections of someone else's work in their own without using quotation marks or paraphrasing effectively and skillfully. This kind of writing is sometimes referred to as "patchwriting" since it integrates fragments from other writers' writing into the author's own work. Failing to acknowledge them appropriately is a violation of the law, thereby constituting an act of plagiarism. Mosaic plagiarism, in essence, is the incorporation of phrases and material from several sources into one's own work, without the use of quotation marks or proper citation, while also making adjustments to the sentences. While the term "mosaic plagiarism" accurately characterizes a specific sort of academic misconduct, it might be perplexing for students to grasp its meaning as a broader pattern of unoriginality and misattribution in their work that has to be addressed. Eberle (2013) observes that although some kinds of plagiarism are easily identifiable, there are other instances that provide a greater difficulty in detection.

7. Misleading Attribution

Misattribution or false attribution refers to the unintentional or negligent misplacement of quotes, resulting in the failure to properly acknowledge the actual source. That is precisely the occurrence in the instance of deceptive attribution. It is referred to as erroneous authorship since the credit for the author is misplaced. Consequently, there exists an incomplete roster of writers who contributed to the creation of the work.

8. *Accidental Plagiarism*

Plagiarism refers to the act of using someone else's creative work without properly acknowledging them, although unintentionally. To prevent such unforeseen occurrences and avoidable situations, it would be beneficial to remain vigilant and acquire the skill of properly referencing sources. It is just what it seems to be in the context of tragedy. An author who publishes any written work should demonstrate responsibility by being mindful of the sources of information they use and show gratitude by properly acknowledging the worthy contributors

Section Three: Methodology and the Adapted Model

The present study employs a mixed-method methodology, using both qualitative and quantitative methodologies to achieve the objectives of the thesis. Mixed methods studies include scholars doing research that combines qualitative and quantitative empirical methodologies. Mixed methods research should not be mistaken with mixed models research, which is a quantitative methodology, or for multimethods research, which involves the use of many techniques within the same approach. Mixed methods research encompasses various crucial components: establishing the underlying philosophical assumptions or theoretical frameworks that influence the study's design (Creswell, 2015); specifying the particular methodologies, research designs, and procedures employed in accordance with the study's objectives; gathering and analyzing qualitative and quantitative data in alignment with the research aims, questions, or hypotheses; and deliberately integrating the findings from both methodologies to generate novel insights. The fundamental tenet of a mixed methods approach is that the integration of qualitative discoveries with quantitative results yields further insights that cannot be attained alone from either qualitative or quantitative findings (Creswell, 2015; Greene, 2007; Tashakkori & Teddlie, 2010).

The analysis of plagiarism practices in theses typically includes comparing plagiarized texts with their purported originals and emphasizing the textual identities and parallels between the texts. The nature of the examples that demonstrated variations in paraphrasing, verbatim plagiarism, and quasi-verbatim plagiarism was the main emphasis of the linguistic analysis. This study is to determine the type of alterations that were made. The original and the plagiarized texts were manually compared side by side, pointing out changes to the grammar, syntax, semantics, and word order. The data of research analyzed following **paraphrasing** approaches according to Pecorari (2008), Coulthard and Johnson (2007) analysis of **verbatim** plagiarism and **quasi-verbatim** plagiarism according to Mozgovoy (2008).

Paraphrasing involves replacing words with their meaning equivalents; in fact, it is commonly confused with synonymy. According to Howard (1995), her pupils' plagiarism (words taken out of the source, grammatical changes made, synonyms used in place of original terms). The fact that previous approaches to semantics have concentrated on the meaning of words or morphemes may contribute to some of this confusion detrimental to other meaning relations at the level of clauses, sentences, or even paragraphs (Oliveira, 2005).

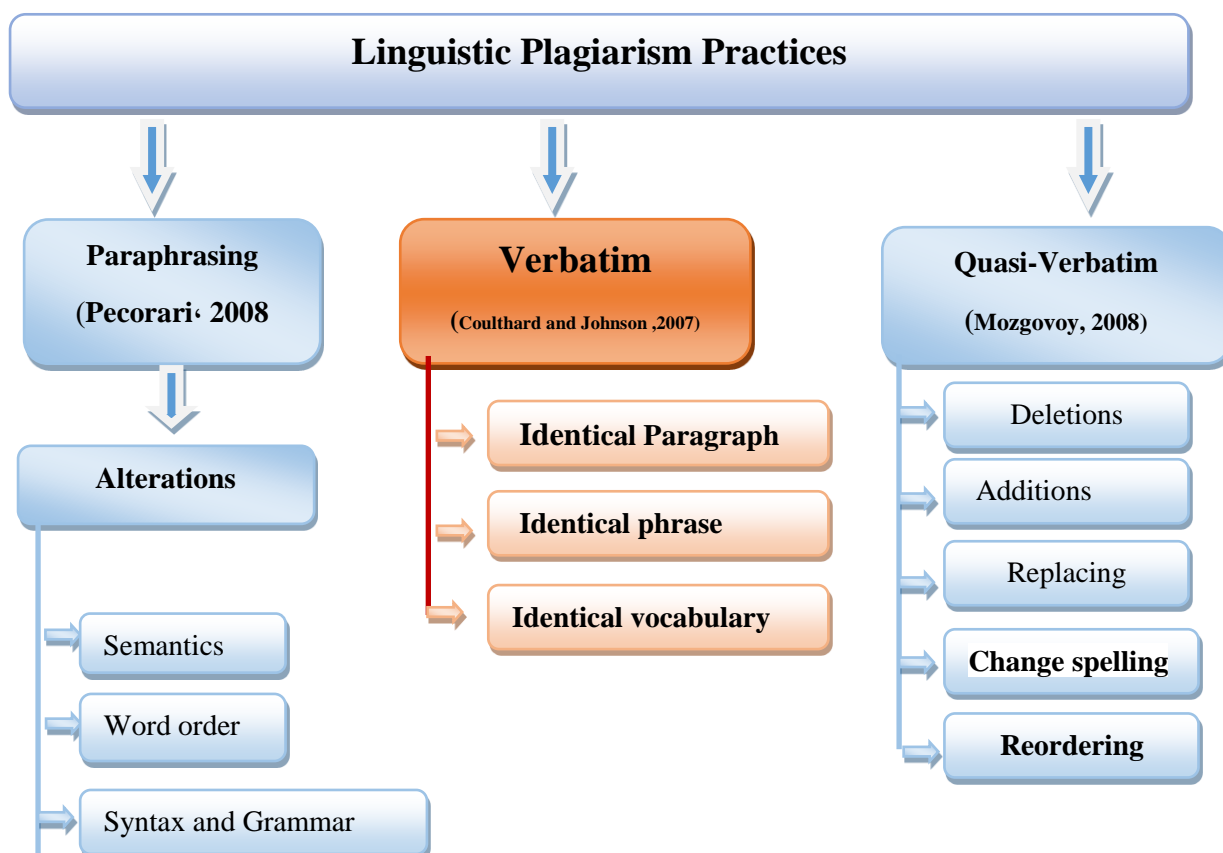
Verbatim borrowing is a kind of plagiarism that may be readily detected by most plagiarism detection programs. The plagiarism criteria is the least length at which a certain comparable string is considered plagiarism, making it one of the most challenging determinations in this situation. Coulthard and Johnson (2007) provided empirical evidence, using a practical example of searching a string on a search engine such as Google, to show

that every string with 9 or more words is fundamentally unique. Johnson (2007) found that the linguistic analysis showed a statistically significant number of similar paragraphs between the original text and another text. Identical strings are sequences of words that are copied exactly from another source without any significant changes to the original and used without giving credit. In the context of verbatim plagiarism, where the original content is directly copied word-for-word, a simple comparison between the suspect's work and the original is sufficient to identify the plagiarist (Johnson, 1997).

In **quasi-verbatim**, a plagiarist inserts alterations to the original work by rewriting it, adding or removing words, rearranging the words in a sentence, or even substituting synonyms for some of the original words. When plagiarism is not acknowledged, this usually happens because the person who copied is trying to hide their work these alterations cannot, in all strict terms, be considered instances of verbatim, word-for-word plagiarism. Still, it can't be considered paraphrase. The same concept is expressed in different words through the use of more complex operations in paraphrase. Therefore, calling this kind of borrowing "quasi-verbatim plagiarism" may be a more fair description (Mozgovoy, 2008)

Figure 3.1

The Adapted Model of Forensic Linguistic Analysis of Plagiarism Practices Following Paraphrasing According to Pecorari (2008) , Verbatim Plagiarism According to Coulthard and Johnson (2007) and Quasi-verbatim Plagiarism According to Mozgovoy (2008).



Section Four: Data Analysis and Conclusion

Analysis of Thesis One

This thesis is taken from collage of science department of Biology which entitled “Diagnosis of Helicobacter Pylori and Study of some Hematological and Immunological Parameters among Infected Patients in Wasit Province”. The researcher used red colour to detect the plagiarized words and their original form as you will see in the following analysis.

Paraphrasing

Original Text

“gastric biopsy specimens, saliva, stool, gastric juice, and **variables** specimens. PCR **provide excellent** sensitivity and specificity, **greater than 95%**, when compared **with other conventional** tests. It provides highly accurate results **of detecting** H. pylori in patients”.

(Wang, 2023).

Plagiarized Text

“gastric biopsy specimens, saliva, stool, gastric juice, and **other** specimens. PCR **offers exceptional** sensitivity and specificity, **surpassing 95%**, when compared **to other traditional** tests. It provides highly accurate results **in identifying** H. pylori in patients”

(Hussein, 2023, p.42)

In this thesis the researcher detected alterations at semantics level . MA Student changed the word (**variables**) into the word (**other**) .Another alteration at semantics level the words (**provide excellent**) changed into (**offers exceptional**).MA student usedSynonymous words (**identifying**) instead of (**detecting**) .So paraphrasing involves replacing words with their meaning equivalents; in fact, it is commonly confused with synonymy. The fact that previous approaches to semantics have concentrated on the meaning of words or morphemes may contribute to some of this confusion detrimental to other meaning relations at the level of clauses, sentences, or even paragraphs (Oliveira, 2005).

Verbatim

Original Text :

“The genus Helicobacter was created in 1989 with H. pylori as the type species. Since then the genus has expanded to include about 18 species, some species were reclassified from Campylobacter” (woen, 1998).

Plagiarized Text :

“**The genus Helicobacter was created in 1989 with H. pylori as the type species. Since then the genus has expanded to include about 18 species, some species were reclassified from Campylobacter**” (Hussein, 2023, p.42).

The content of the original work is directly copied word for word; the identity of the plagiarist can be ascertained by comparing the suspect's work to the original (Johnson, 1997).

The researcher discovered verbatim plagiarism in this thesis; an example of an identical paragraph can be found above.

Quasi-verbatim

Original Text

“The bacterium was initially **named** *Campylobacter pyloridis* and later renamed *C. pylori* in 1987”(Smith, 2020)

Plagiarized Text

“The bacterium was initially **called** *Campylobacter pyloridis* and later renamed *C. pylori* in 1987” (Hussein, 2023, p.42).

Student used replacing strategy as an practice of plagiarism, he replaced the word (**named**) by the word (**called**). This technique called quasi-verbatim plagiarism from forensic linguistics perspective. See table (4.1)

Table 4.1

Analysis of Thesis (1) Following The Adapted Model

Plagiarism Practices	Paraphrasing		Verbatim	Quasi-verbatim	
	SEMANTICS			REPLACING	
	Original	Plagiarized		Original	Plagiarized
	Variables Provide Excellent Detecting	Others Offers Exceptional Identifying	IDENTICAL PARAGRAPH “ From The genus.....to Campylobacter”	Named	Called

Analysis of Thesis Two

This thesis is taken from collage of science department of Biology which entitled “Antioxidant Activity of 2-Thioxo Imidazolidin-4-Ones and Its Copper Complex in Adult Albino Male Rats Exposed to Oxidative Stress by Hydrogen Peroxide in Abino Male Rats in Drinking Water”. The researcher used red colour to detect the plagiarized words and their original form as you will see in the following analysis.

Paraphrasing

Original Text

“Antioxidant research has expanded **dramatically** due to their potential **benefit** in disease prevention and health promotion. The antioxidant activity of pure

compounds, foods, and supplements has been **extensively studied** in biological systems such as cell cultures, animal models, and clinical trials” (NCBI, 2019).

Plagiarized Text

“Antioxidant research has expanded **greatly** due to their potential **usefulness** in disease prevention and health promotion. The antioxidant activity of pure compounds, foods, and supplements has been **extensively studied** in biological systems such as cell cultures, animal models, and clinical trials” (Zayir, ٢٠٢٢, p. 20).

At paraphrasing level, according to Pecorari(2008) the alteration in this thesis happened at semantics level, the student used synonymous, he used (**greatly**) instead of (**dramatically**) and he used (**usefulness**) instead of (**benefit**). The researcher found another level of alterations , according to adapted model the student changed the order of the words , he wrote (**studied extensively**) instead of (**extensively studied**). The act of paraphrasing entails substituting words with their semantic counterparts; in fact, synonymy and paraphrase are sometimes misunderstood. Part of this confusion may stem from the fact that earlier methods to semantics focused on the meaning of words or morphemes (Oliveira, 2005).

Verbatim

Original Text

“Sustained attack of endogenous and exogenous ROS results in conformational and oxidative alterations in key biomolecules. Chronic oxidative stress is associated with oxidative modifications occurring in key biomolecules: lipid peroxidation, protein carbonylation, carbonyl (aldehyde/ketone) adduct formation, nitration, sulfoxidation, DNA impairment such strand breaks or nucleobase oxidation. Oxidative stress is tightly linked to the development of cancer, diabetes, neurodegeneration, cardiovascular diseases, rheumatoid arthritis, kidney disease, eye disease.”(Researchgate,2023)

Plagiarized Text

“Sustained attack of endogenous and exogenous ROS results in conformational and oxidative alterations in key biomolecules. Chronic oxidative stress is associated with oxidative modifications occurring in key biomolecules: lipid peroxidation, protein carbonylation, carbonyl (aldehyde/ketone) adduct formation, nitration, sulfoxidation, DNA impairment such strand breaks or nucleobase oxidation. Oxidative stress is tightly linked to the development of cancer, diabetes, neurodegeneration, cardiovascular diseases, rheumatoid arthritis, kidney disease, eye disease.” (Zayir, ٢٠٢٢, p. 20).

Johnson (2007) states that a statistically significant number of paragraphs were identical between the original text and the other version, according to the linguistic analysis. Identical strings are groups of words that are taken verbatim, without any substantial changes made to the original source, and used without attribution. The researcher demonstrated this point with the sample above, which presents a comparison of the two texts. A straightforward comparison between the suspect's work and the original is sufficient to identify the plagiarist in cases of verbatim plagiarism, in which the original content is directly duplicated word for word (Johnson,1997).

Quasi-verbatim**Original Text**

“FirstGroup returned to the control group, as it was given the necessary food and water, Asfor the second, third groups, the study was conducted on them for two months. Second, third and fourth group was given **0.5% hydrogen peroxide** drinking water.” (Al-Khalidi, 2017)

Plagiarized Text

“FirstGroup returned to the control group, as it was given the necessary food and water, As for the second, third **and fourth** groups, the study was conducted on them for two months. Second, third and fourth group was given drinking water **for sixty days.**” (Zayir, 2022, p. 20).

The researcher has found that the student used deletions and additions strategies in this thesis. The student added the words (**and fourth , for sixty days**) to the original text and deleted the words (**0.5% hydrogen peroxide**) from the original text .The next text is an example of replacing strategy in quasi-verbatim strategy.

Original Text

“In this study, **thirty-twoadults**albino male rats were used, and the experiment lasted for (sixty) days from Date” (Smith, 2017).

Plagiarized Text

“In this study, **twenty-four adults**albino male rats were used, and the experiment lasted for (sixty) days from Date” (Zayir, 2022, p. 20).

The student here used replacing strategy; he replaced the words (**thirty-two adults**) by the words (**twenty-four adults**).

Original Text

“bromobenzaldehyde, the resulting mixture were **reflexed** for few minutes and then drops of concentrated acetic acid was added, the mixture heated under **reflux** for (6h.)” (Smith, 2023)

Plagiarized Text

“bromobenzaldehyde, the resulting mixture were **refluxed** for few minutes and then drops of concentrated acetic acid was added, the mixture heated under **reflex** for (6h.)”(Zayir, 2022 ,p. 45)

Another strategy of plagiarism is used here in this thesis, the student changed the spelling of the word, he used (**refluxed**) instead of (**reflexed**) and the word (**reflex**) instead of (**reflux**) , see table (4.2).

Table 4.2***Analysis of Thesis (2) Following The Adapted Model***

Plagiarism Practices	Paraphrasing		Verbatim	Quasi-verbatim
	SEMANTICS		IDENTICAL PARAGRAPH "Sustained attack eye disease"	ADDITION and fourth for sixty days DELETION 0.5% hydrogen peroxide REPLACING thirty-two adults → twenty-four adults CHANGE SPELLING reflexed → refluxed reflux → reflex
	Original	Plagiarized		
	dramatically benefit	greatly usefulness		
	WORD ORDER			
	Original	Plagiarized		
	Extensivel y studied	studied extensively		

Conclusion

According to the first question (What are the types of plagiarism practices that used by M.A. students in Iraq ?), this study showed that there are three types of plagiarism practices. The first type is paraphrasing, **paraphrasing** involves replacing words with their meaning equivalents; in fact, it is commonly confused with synonymy). The second type of plagiarism practices was **verbatim** plagiarism in which the student directly copied the words from the original source. The third type called **Quasi-verbatim** in which M.A. students use these strategies to plagiarize like addition , deletion , change in spelling and re order of words

According to the second research question (What are the most used types of plagiarism practices?), the most used types of plagiarism practices among the types is paraphrasing . The results in this study showed that the use of paraphrasing in Iraqi M.A. students was 100%. According to the third question (What are the less used types of plagiarism practices?), the results showed that the less used type of plagiarism is quasi-verbatim plagiarism. The findings according to the research questions are :

1. According to the main types plagiarism practices , paraphrasing ,verbatim and quasi-verbatim, the most used type is paraphrasing practices . M.A student used alterations at semantics level by percentage 100% see table (4.3).
2. According to the strategies that used by M.A. students , the most used strategy in paraphrasing practices is alterations at semantics level. In verbatim plagiarism, the most used strategy is using the identical paragraph where M.A. students directly copied and paste the text without any changes. In the last main type of plagiarism practices, quasi-verbatim, the most used strategy is replacing strategy . Also deletion strategy used at the same rate of using replacing strategy .

3. M.A. students used identical paragraph in verbatim plagiarism 90%. Also they used the strategy of reorder in quasi verbatim 50% and deletion strategy 50% as the analysis of selected data in chapter four.
4. In verbatim plagiarism the most used strategy is identical paragraph in which M.A. student uses coping and pasting a paragraph without any change.
5. Quasi-verbatim is the less used type among the main types of plagiarism .
6. Changing the word order of the words to plagiarize and changing the syntax at the same rate. The percentage is 20%.
7. In verbatim plagiarism the less used strategy is using identical vocabulary The percentage is 10% .
8. In quasi-verbatim, reorder is the less used strategy to plagiarize The percentage is 10%.
9. Borrowing literally, word-for-word from other texts, by simply copying and pasting the text, is still used by Iraqi M.A. students to plagiarise, which is verbatim plagiarism. It considered as an intentional plagiarism, which includes cases of knowingly borrowing without acknowledgement. The percentage of this type in Iraqi M.A. students is 90% in the strategy of coping and pasting paragraphs, 20 in coping and pasting phrases and 10% in coping and pasting vocabularies .
10. Paraphrasing should be regarded as unintentional plagiarism if the student cite his paraphrasing in writing his thesis , because it happened as a results from poor academic writing skills, which are a problem of the students' education and training, rather than an intention to deceive. The percentage of this type of plagiarism is 100% in alterations at semantics level, 10% in alterations at syntax level, 20 % in alterations at grammar level and 20 % at changing the word order of the original words .
11. Quasi-verbatim happened When a plagiarist adds or delete from the original text, rearranges the words in a sentence, replacing and change the spelling of the words ,it cannot be accurately classified as verbatim, word-for-word plagiarism nor as paraphrase. The percentage of this type is 50 % replacing the words , 0 % reorder words, 50 % change spelling, 20 % addition words and 50 % deletion words .
12. A string of 9 words or more is essentially unique and considered as plagiarism in verbatim plagiarism.

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