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ACADEMIC MISCONDUCT IN THE PROJECT WORK OF TERTIARY ESP STUDENTS: CAUSES, RELATIONSHIPS AND SOLUTIONS

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Abstract. *University students often lack basic skills related to academic integrity, especially with regard to the ethical use of resources. The paper attempts to identify typical cases of academic misconduct. In an effort to find the situations or circumstances that may trigger unethical behaviour, or a relationship between language proficiency and academic dishonesty, a profound analysis of Business English student projects was made, revealing that there is a relationship between the nature of a task and the occurrence of inadequate use of resources, as academic dishonesty is present irrespective of student's language proficiency. The authors' ambition is to propose solutions to tackle unethical academic behaviours, focusing on prevention rather than tracking and penalization. Besides providing proper training in correct citation, paraphrasing and summarization, it is also necessary to reassess the relevance of the project task. This combination should help to achieve not only a unique project work outcome, but also develop skills, such as critical thinking, problem solving, creativity, collaboration, information literacy, productivity and reliability, and ultimately lead to the development of autonomous lifelong learning.*

Key words: *plagiarism, compilation, project work, academic dishonesty, Business English*

1. INTRODUCTION

Teachers of English for Specific Purposes (ESP) try to engage students in meaningful activities that will enhance their learning. In line with the educational theories of constructivism that we chose for the theoretical framework, they are actively seeking ways of implementing realistic productive tasks in which the knowledge the students work with (or specific language, in the case of ESP) would become internalized. One of the popular activities used for the purpose is project work and students regularly encounter various project tasks during their studies.

Project work is an umbrella term covering a wide range of activities which usually contain searching for information, processing it towards creative work and presenting the final outcome. Despite the fact that by the time they start higher education, they have had a lot of experience with project work, many students have not developed working habits

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related to academic ethics and integrity, such as acknowledging reformulate authorship to the creator of the idea mentioned, avoiding both intentional and unintentional plagiarism, using appropriate quotations and paraphrasing, or other skills related to the proper use of resources.

The authors looked for the causes of these acts among 3rd year Bachelor degree students of the Faculty of Economics, Technical University of Košice focusing on inadequate uses of resources in the 254 students' final projects in Business English courses of the academic year 2019/2020. The paper describes the types and causes of academic dishonesty, then focuses on project work as a tool for enhancing learning by use of higher-order thinking skills. The individual phases of our research conducted are described in the subsequent parts of the paper:

- Identification of the types of academic dishonesty in student project work (Chapters 2 & 4)
- Analysis into the frequency of plagiarism and compilation – out of 254 projects (Chapter 5)
- Research into the project topics in relation to the opportunities for academic misconduct – Typology of project topics (Chapter 6)
- Research into the students' choice of topics (Chapters 7 & 8)
- Research into the relationship between academic misconduct and students' language proficiency (Chapter 9)

The Discussion segment of this paper contains a proposal of possible solutions to reduce academic misconduct.

1.1. Constructivism

Constructivism is an educational theory based on Jean Piaget's theory of cognitive development and Lev Vygotsky's social constructivism, claiming that knowledge cannot be acquired by direct transmission, i.e. passive perceiving, but rather through experience and social discourse, when the learners create new understandings and integrate new information with their prior knowledge (Jumaat et al 2017). Constructivist-based approach to learning aims to engage students in the investigation of realistic tasks by means of activities such as project work, group work, problem-solving, field trips or virtual trips, hands-on activities, and working with authentic materials. Constructivist strategies are widely employed within the framework of revised Bloom's taxonomy of educational goals (Krathwohl, 2002, p. 213, Armstrong, 2010) ranging from simple recall of information to complex evaluation of knowledge and creation of learners' own outputs. The learning objectives of the revised Bloom's taxonomy are expressed by the following verbs:

- remember,
- understand,
- apply,
- analyse,
- evaluate,
- create.

These objectives are often pictured as a pyramid, with “remember” stage at the base and “create” stage at the top of the pyramid, suggesting that the base is formed by lower-order thinking skills, and the upper part by higher-order thinking skills.

In a constructivist-based approach, instead of providing information and explanations, instructors provide conditions that make learning possible (Seifert & Sutton 2009) and act like

experts, providing assistance when necessary, navigating students through manageable tasks, enabling them to independently understand information, discover relations, invent new models, analyse consequences, evaluate results, which allows learners to construct new knowledge that becomes internalized throughout the process.

2. ACADEMIC DISHONESTY, PLAGIARISM AND UNETHICAL BEHAVIOURS

2.1. How Students Cheat

There are various types of dishonest student behaviours, the most frequent ones include the following:

- Cheating in exams – using cheat sheets, copying other student’s answers, using books and other unauthorized materials, using smartphones (and increasingly also smartwatches) to communicate with other students in/outside the class or to search for answers in their phone’s memory or online, alternatively, they take pictures of tests, forward them to a distant ‘expert’ who will provide answers, etc. The options are constantly growing along with technological advances.
- With the advent of the Internet, plagiarism, or copying other authors’ materials has become much easier and more common than ever before. It takes various forms:
 - impersonation or contract cheating, when the entire work has been written by a third party on behalf of the student assigned,
 - copying the entire work from another author and submitting as one’s own,
 - collusion – several students work together on individual assignments,
 - cutting and pasting chunks of texts into the student’s own work, not giving due credit to the creator of an idea,
 - copying a sentence or a paragraph and failing to put quotation marks around the quote,
 - unacceptable paraphrasing another author without acknowledging the source,
 - self-plagiarism or duplicate submission (using previous assignments),
 - unintentional acts of plagiarism of various kinds and extents.
- Fabrication and falsification – making up quotations or references that the student did not consult in their research, inventing or changing the data to produce research results without actually conducting the research.
- Producing a compilation of quotes or paraphrases with no inputs, interpretations, or conclusions from the student.

2.2. Why Students Cheat

Based on data in the literature dealing with academic dishonesty and information collected in interviews with our students, we have identified the causes that can lead to academic misconduct related to the use of resources in students’ project work:

- The causes of unethical behaviour related to the use of resources include cultural traits – in some cultures, information and knowledge are considered collective property, they are passed, shared and memorized. Therefore, in the process of education in such cultures, students are not expected to process information and discover knowledge by themselves. The information is transmitted from the

teacher to students, whose task is just to memorize it – thus the knowledge is shared by the whole community (Reid, 1993, 89; Carroll, 2002; Ryan, 2000).

- Students acquired bad habits during their primary and secondary education, which may be a consequence of the vast popularity of project-based teaching across all levels of education. However, information and instructions on the proper use of resources are often absent at these levels of education.
- Everyday behaviour on social networks also influences students' attitudes towards acknowledging authorship, as sharing different content regardless of authorship is common practice.
- Students lack experience in academic writing; the principles of academic integrity and ethical work are not taught.
- The reason for using plagiarized texts is also the fear of making mistakes caused by uncertainty in the use of foreign and/or academic language.

The abovementioned reasons may cause unintentional plagiarism. Other reasons are related to the deliberate unethical use of resources:

- Students may feel under the pressure to obtain a degree to meet their parents'/ community's expectations, yet they lack intrinsic motivation and/or interest in their study.
- Students with poor time management skills tend to plagiarize when having insufficient time frame,
- Students plagiarize in an effort to find the path of least resistance, or some believe in economic use of resources in terms of achieving an acceptable result with the least possible effort.
- Students do not perceive cases of plagiarism and unethical use of resources as serious misconduct, as they are often inadequately penalized, even when committed by public figures. They tend to rationalize, thinking that "everyone else is doing it" and thus develop habits of distorted thinking.
- If the topic does not pose a sufficient challenge because it is too general (the task is not specific) and the processing does not require problem solving, students commit plagiarism, as the nature of the topic implies that too many resources are available, making students think "everything has already been written, there is nothing left to discover".

3. PROJECT WORK IN LANGUAGE EDUCATION

The process of teaching foreign languages has been evolving for several millennia, as a result of the dynamic nature of languages, and developments in the fields of linguistics, methodology, pedagogy and psychology. Over the centuries, attention has shifted from the language system itself to the way a language is taught, eventually focusing on the process of learning. Gradually, the use of the grammar-translation method has been abandoned and methods requiring the activity of the learner have gained ever-increasing popularity.

In the teaching of foreign languages, it is advisable to fulfil all educational goals, which are expressed in the revised Bloom's taxonomy (Krathwohl, 2002, p. 213, Armstrong, 2010), such as:

- memorizing and understanding new words and elements of the language system,
- their use in context,

- analysis of language phenomena within the system,
- evaluating the suitability of a language element in a specific context,
- creating students' own outputs (text, blog, wiki pages, presentations, problem solving, role-playing games, negotiations, debates, etc.).

Teaching usually progresses from lower cognitive processes (memorization, comprehension and application) to a higher cognitive process (analysis, assessment and creation).

According to the principles of constructivism, problem-solving tasks play a vital role in the process of education, as knowledge is internalized by working with information. As a result, project-based teaching has been a popular method for several decades at all levels of education. Hutchinson believes that project work "encourages initiative, independence, imagination, self-discipline and co-operation together with cross-curricular skills development where knowledge gained in other subjects may be used in the English class," (Hutchinson, 1996). This view is generally accepted, and project work is popular among teachers of various subjects, as well as in foreign language teaching. The term project work includes a wide range of activities, which comprise:

- searching for information,
- information processing towards a creative outcome,
- and presentation of the final product.

The creativity inherent in the activities found at the top of Bloom's taxonomy of educational goals is what teachers appreciate, as they believe that it brings results.

Based on our experience, we can state that although the intention of creative work on individual projects may be promising, in reality, the resulting projects do not bring the expected results. There are signs of plagiarism of various extent present in students' project work, and many outputs are composed of disorganized or even random compilations. In order to complete the task, students often just search for relevant information on the Internet and copy it into their project work without mentioning the source, without their own input in processing or interpretation of information. We notice incorrect citations and paraphrases, compilations without any interpretation or students' own inputs, or even copying the entire text. Manifestations of academic dishonesty may not be intentional; they may also result from students' lack of awareness of the principles of academic ethics and integrity.

4. IDENTIFICATION OF ACADEMIC DISHONESTY IN THE PROJECT WORKS OF BUSINESS ENGLISH STUDENTS

In the first phase of our qualitative research, we conducted observations, interviews with teachers and students and document analysis of student final project works of Business English courses, in order to identify typical cases of academic dishonesty. The projects were a part of the Business English final exam, the students had a choice of 50 topics (further described in section 6 of this paper) to choose from at the beginning of their 5th semester, and their task was to write a 5-page document, submit it before the exam period and prepare a presentation on the subject that would be delivered at the oral exam.

The analysis showed the presence of various types of academic misconduct, such as

- not giving due credit to the creator of an idea,
- copying a sentence or a paragraph failing to put quotation marks around the quote,
- paraphrasing or citations without acknowledging the source,

- submitting one's own previous work created for another subject (self-plagiarism), or
- copying the entire work from another author and submitting as one's own.

The research has also shown cases of academic dishonesty such as

- an unacceptable way of paraphrasing (without adding student's own opinion/interpretation),
- misinterpretation of the original text,
- compilation of quotes and paraphrases in which students' own inputs in terms of interpretation, evaluations and opinions were absent.

In addition to the ways of inadequate use of resources identified in our analyses, there are also other types of academic misconduct. For example,

- if students have not actually used the required number of sources and they make up the list of bibliographic references (adding sources they did not use),
- in the case of assignments requiring a survey, they may falsify the data to the desired result, or fabricate them if the survey was not carried out at all.

These types of academic misconduct are very hard to identify and prove. Probably the most difficult to identify and prove is the case when the entire work has been written by a third party on behalf of the student assigned.

5. FREQUENCY OF PLAGIARISM AND COMPILATION

The second phase of our research aimed to check for the presence of plagiarism or other manifestations of academic dishonesty in student project works. The analysis was performed on 254 projects, which were part of the final exam in the Business English course (Fig.1). The research was conducted by intensive reading of the papers, checking bibliographic references, and focusing on the "suspicious" parts of the text using freely available online software tools to check originality (listed under References). The analysis confirmed the assumption that experienced teachers could identify the "suspicious" parts of the text which differed significantly from the student's usual linguistic expression used at the level of lexicon, syntax and style, and when checked, these proved to be plagiarized. The aim was to check for the presence, not the extent of plagiarism, i.e. for the scope of this quantitative research, it was not important whether it was one sentence that was plagiarized or a few paragraphs. We are aware of the limitations of our approach – a more detailed qualitative analysis which would identify the extent of academic misconduct would require professional plagiarism checking software, which was not available to us at the time of our research. If signs of both plagiarism and unacceptable compilation were detected in a project, it was added only in the plagiarism category, as we considered plagiarism to be a more serious case of academic misconduct.

It was observed that the highest number of works (137 works – 54%) contained inappropriate compilations of quotations and paraphrases, while the author's own contribution, interpretation and evaluation of the adopted ideas from secondary sources were missing. In 105 works (41%), we noted the presence of various signs of academic dishonesty, such as copying entire parts of the work, paraphrasing ideas without mentioning the source in the text, only in bibliographic references. There was also a case when two different students submitted identical projects. Only 12 of the submitted

projects (5%) met the criteria of acceptable use of resources. The results of the analysis forced us to look for the causes of unethical behaviour of our students.

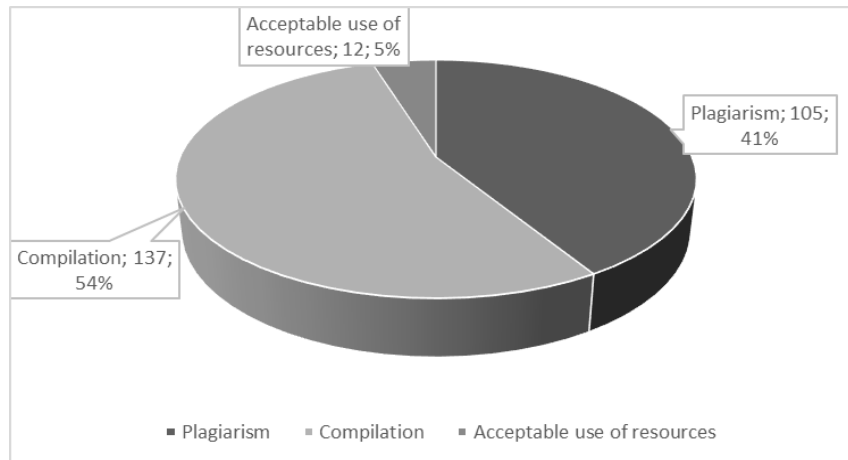


Fig.1. Number of project works containing signs of plagiarism and unacceptable compilation vs. acceptable use of resources

6. TYPOLOGY OF PROJECTS

Based on the identification of typical causes of plagiarism, our goal was to eliminate as much as possible the reasons for the unethical behaviour of students in their project work. In the third phase of the research, we focused on the analysis of the topics of final projects in terms of the complexity of processing the topic, the availability of relevant resources and the effort that needs to be made to fulfil the task of project work. The aim of the analysis was focused primarily on the specification of those properties of project topics that prevent plagiarism or eliminate it as much as possible. In the past, we had noticed a high level of plagiarism also in connection with the voluntary topics the students were allowed to choose themselves. In order to observe whether the students' approach to unethical resource management would change, specific topics were proposed for the students, which arose as a summary of the Business English teachers' proposals. However, the creation of topics was not preceded by the establishment of strict criteria for the formulation and nature of the project theme. As part of the final exam in Business English, 254 students were offered a choice of 50 topics for final projects. We continued to record signs of plagiarism and the presence of inappropriate compilation, gathering information without the authors' own contributions in the students' project works, and therefore, we analysed the nature of the proposed topics. The research also focused on the popularity of topics among students, the relationship between their choice and nature of the topics or task completion in connection with the presence of signs of academic dishonesty.

The analysis showed the diversity of the nature of the topics of the project work. In some cases, the elaboration of the topic did not require much effort and creative approach of the author, as it was possible to find many electronic resources related to the issue on the Internet, however, some topics required students' highly autonomous and creative

work. Based on the nature of individual topics of student projects, 4 basic types of topics were categorized. The complexity of the project associated with the specificity of the topic related to the occurrence of the number of relevant sources increased from Type 1 to Type 4.

Project topics Type 1:

These topics are general, they address well-known issues understandable to the general public, and relevant resources can easily be found on the Internet. Students are not required to solve a problem, the topics are not demanding and the project work does not require a creative or analytical approach. The nature of the topic increases the possibility of plagiarism or compilation of individual parts of the project.

Examples:

- *Marketing tricks*
- *Money laundering*
- *The euro and the eurozone.*
- *European central bank and its relation to central banks of EU countries*

Project topics Type 2:

These topics are slightly specified, which can complicate but not prevent plagiarism. In comparison with Type 1, these topics are less general; however, there is no specific task, which makes it easy for students to find resources, copy information and adjust it to suit the topic. Narrowing the focus, such as assigning geographical site-specific topics, may reduce the possibility of copying, but may not necessarily lead to the avoidance of plagiarism. Examples:

- *Industrial parks in Slovakia*
- *Slovak tax environment*
- *E-business in Slovakia*
- *The main Slovak exports and imports*

Project topics Type 3:

These topics contain the task of comparison, so by their very nature, they signal to students that it is necessary to conduct some research. However, a comparison-only task does not necessarily require a creative approach, deep thinking, or problem-solving and can be solved by compiling relevant information from various sources without the student's own input. When comparing specific information, students are less likely to find a ready-made answer to a given task that requires separate comparison and evaluation of information, which reduces the number of available ready-made resources in English.

Examples:

- *American and European business cultures*
- *The role of the FED in comparison with the ECB*
- *Comparison of two bank products/services*
- *Investment Banking in the U.S.A. (the UK) and Slovakia*

Project topics Type 4:

These topics represent a highly specific, personalized problem task that is more difficult to plagiarize because the finished answer is unlikely to be found on the Internet. Students

need to find information on a given topic and select relevant information, analyse and reach a certain conclusion, justify their conclusions, solve a problem or share personal experience. Productivity, individual work, critical thinking, and creativity are needed to complete the task and also help prevent plagiarism. In terms of the classification of educational goals according to Bloom's taxonomy (Armstrong, 2010), it is necessary to use activities from the top of the pyramid to fulfil the task.

Examples:

- *Ethical policy of a particular company. Why should you do business ethically when unethical behaviour brings more?*
- *China – a threat or opportunity for European businesses? What is behind the absolute advantage of Chinese products?*
- *My virtual company*
- *How young people manage their assets (on the basis of a questionnaire)*

7. POPULARITY OF TOPICS AND SIGNS OF ACADEMIC DISHONESTY

The quantification of projects according to the type of selected topics brought surprising results. The popularity of Type 1 topics far exceeded the other topics, since as many as 194 out of 254 students, i.e. 76%, chose a topic falling into Type 1. The numbers of the other types decreased gradually. The research has shown that the popularity of topics declines with their increasing difficulty.

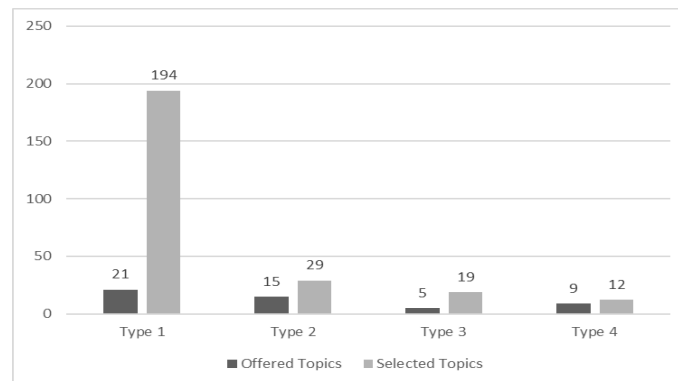


Fig. 2 Offered vs selected topics

When identifying unethical use of resources, we quantified the number of works with present signs of plagiarism and compilation (if both phenomena were present, we added the work into the plagiarism category) and the number of acceptable works in terms of ethical use of resources according to the typology of project topics (Fig. 3). In types 1-3, the number of works containing signs of compilations always exceeded those containing signs of plagiarism. In projects of Type 4 topics, signs of unethical use of resources were not present to a significant extent in relation to the author's own work. This demonstrates a clear link between the task assigned and the use of resources to fulfil it.

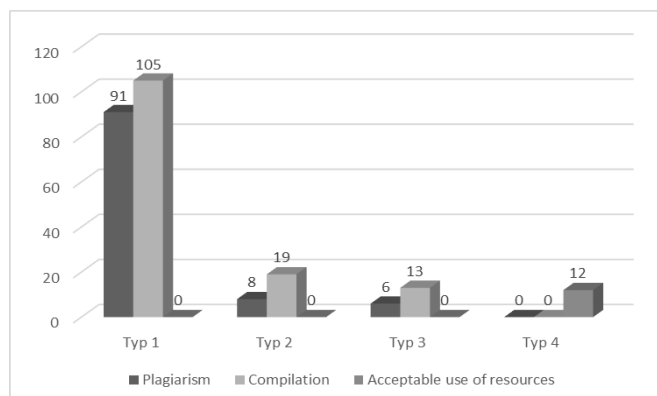


Fig. 3 Occurrence of signs of academic dishonesty in connection with the typology of topics

8. ANALYSIS OF STUDENTS' PREFERENCES WHEN CHOOSING THE TYPE OF TOPICS IN RELATION TO THEIR LANGUAGE LEVEL

The connection between the originality of the projects and the highest language level of the students was not obvious, which led us to further research. The research in this phase was carried out on a sample project works of those students who passed their first attempt of the written part of the final exam and achieved a grade of A-E. In the analyses of the relationship between students' language proficiency and the topic selection or academic dishonesty, we took into consideration students' grades from the written part of the final exam. The project and its presentation were a part of the oral exam, hence the project quality did not have any impact on the grade achieved in the written exam we took into consideration.

We analysed the preferences of 183 students in their choice of topic in relation to their language level as expressed by their grade level in the written exam. For each grade level, the number of project works with a topic corresponding to a certain type was quantified and expressed in the form of a bar chart (Fig. 4).

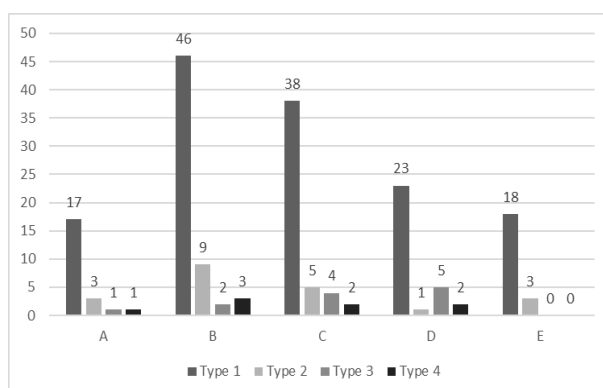


Fig. 4 Students' choice of topic types according to their grade levels

For A-grade students, the proportion of project work topics of Type 1 was 17 (about 77%), Type 2 appeared in 3 works (14%) and Types 3 and 4 were represented equally by 1 work (4.5%) each. B-grade students also chose Type 1 topics in about 46 cases (77%), the number of Type 2 topics was 9 (15%), Type 3 was chosen in 2 cases (3%), and Type 4 occurred in 3 (5%) of the project works. 38 (78%) of C-grade students selected Type 1 topics, while Type 2 topics appeared in 5 works (10%), Type 3 occurred in 4 cases (8%) and Type 4 in 2 (4%) of the project works. Similarly, D-grade students' choice of Type 1 topics reached 24 cases (about 74%), Type 2 was represented in 1 work (3%), Type 3 was selected by 5 students (16%), and type 4 by the remaining 2 (6%). Regarding E-grade students, the result was slightly different, as the choice of topics by students was limited to Types 1 and 2; 18 (86%) and 3 (14%), respectively.

The analysis of the relationship between the choice of the type of project topic and language level clearly showed that the language level of the students does not have a significant influence on their choice of the topic. In the case of students graded A-D, we observe an almost identical ratio of topic choice, with a strong preference for Type 1 topics (about 74-78%), which include topics that are not demanding and do not require a creative approach, as ready-made texts are often easily available on the Internet. The representation of other Types (Types 2-4) is relatively identical in the same group of students (graded A-D), while the popularity of Type 4 topics turns out to be the lowest.

This fact confirms that specific topics requiring a creative approach of the author and independent processing of information are not preferred, regardless of the level of students' language skills. However, students assessed at grade E chose only project topics of Types 1 and 2. What is more, a significant preference for Type 1 (86%) was shown in this case. We assume that this fact is related to the complexity of the task and the overall professional level of knowledge of these students. It is also possible that the occurrence of academic misconduct is related to students' overall lack of academic skills to read professionally, as Javorčíková and Badinská (2021, 664) found in their research into students' reading comprehension and critical thinking skills.

We agree with Gudkova (2021, 236) claiming that it is necessary to incorporate argumentative practices into ESP courses, so that students are able to present their own ideas in a logical manner, and support them with correct arguments, as well as to recognize flaws in other people's argumentation. We believe that once students master the basics of argumentative literacy, they will also be able to work with resources in an acceptable manner and use other people's opinions to support their own ideas while acknowledging authorship correctly.

9. RELATIONSHIP BETWEEN LANGUAGE SKILLS AND ACADEMIC DISHONESTY

The fifth phase of our research investigated the possible relationship between students' overall language skills and academic misconduct. Our assumption was that signs of academic misconduct would be present predominantly in the works of lower-grade students since their limited language proficiency might cause uncertainty and fear of making mistakes.

However, as can be seen in Figure 5, signs of unacceptable compilation were dominant almost across the whole spectrum of student works, regardless of their grade.

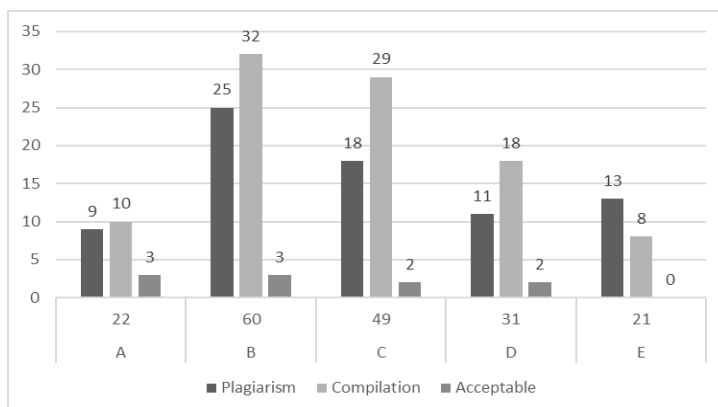


Fig. 5 The presence of plagiarism and unacceptable compilation vs. acceptable use of resources in students' projects according to their overall grades (A-E)

Out of 22 A-grade students, only 3 (14%) used resources in an acceptable manner. Signs of unacceptable compilation were present in 10 projects (45%), and plagiarism was detected in 9 projects (41%).

Three out of 60 B-grade students (5%) produced projects without any signs of academic misconduct. The number of works containing signs of unacceptable compilation was 32 (53%). Signs of plagiarism were found in 25 projects (42%).

In the case of C-grade students, the number of works containing signs of unacceptable compilation was 29 (59%), and plagiarism was detected in 18 works (37%). Two students (4%) used resources in an acceptable manner.

Similarly, two D-grade students (6%) used neither compilation nor plagiarism, while 11 students (36%) plagiarized to some extent and 18 students (58%) used unacceptable compilation.

The case of E-grade students was different from the previous ones, as plagiarism prevailed (13 cases, 62%), unacceptable compilation was present in 8 works (38%), while acceptable use of resources was not present at all. We suppose that they did not attempt to formulate their own ideas because of the fear of making mistakes and low level of language proficiency.

Contrary to our assumption that signs of academic misconduct would be present in the works of lower-grade students, the analysis showed that unacceptable use of resources is present throughout the whole spectrum of student language proficiency. It seems that looking for the path of least resistance is an approach used by all students of all grades. However, our research did not include an analysis of students' awareness of ethical behaviour, thus some cases of the academic misconduct might have been unintentional.

10. PROPOSAL OF SOLUTIONS FOR ELIMINATION OF PLAGIARISM IN STUDENT PROJECTS

Of course, it is possible to verify the originality of each project using software tools. However, we believe that it is more important to focus on the prevention of unethical behaviour rather than on its penalization when detected.

In line with the available literature (Sowell 2018), we can recommend the following steps to reduce the level of plagiarism and other unethical use of resources:

- include the basics of academic writing in the course syllabus,
- increase students' awareness of plagiarism (explain, define, analyse examples),
- provide appropriate instruction, practice, and feedback on how to work ethically with resources.

Based on our research results, we recommend the implementation of the following steps:

- identify project-specific requirements (such as the number and type of resources used) and provide detailed guidance,
- assign project topics that cannot be easily plagiarized.

Our analyses have revealed the following characteristics of project topics that make plagiarizing difficult or even impossible. They can be used to reduce/prevent plagiarism.

- the topic is not generally discussed among the general public, so less ready-made material is available,
- the topic is specific and task-oriented,
- the topic is personalized,
- the task requires a solution to a particular problem,
- the task is reasonably demanding and requires a creative approach.

The following examples (Tab.1) show changes to selected project topics and the implementation of the above features to prevent plagiarism more effectively.

Table 1 Transforming topics of Types 1-3 to Type 4

Original topic	Transformed topic
Strategy, philosophy, corporate culture and policy of a profitable company (Type 1)	Company Success – What is behind the success of two particular profitable companies? (Compare their strategies, philosophies, corporate cultures and policies and suggest best practices that you would recommend to a start-up company)
Slovak tax environment (Type 2)	Ideal Tax System – An ideal tax system (from the point of view of a country, companies and individuals)
American and European business cultures (Type 3)	Business Cultures – Differences and similarities in business cultures between Slovakia and a chosen country (suggest two lists of dos and don'ts for companies that want to start business in/with Slovakia or the chosen country)

10. CONCLUSION

Project work consists of searching for information, its processing and presentation of the final output. If plagiarism is present, the second phase of work on the project – working with information requiring various higher-order thinking skills – is reduced or even eliminated (depending on the extent of plagiarism) and the students only search for information and then present it as their own. We must realize that the second phase of the

project work process, i.e. working with information, is an important part of the internalization of knowledge, and therefore, this crucial stage of project work should not be omitted.

The results of our research suggest that reducing the level of academic dishonesty is also in our hands. However, we need to choose a proactive rather than a reactive approach – prevention rather than detection and penalization. A proactive approach to eliminating plagiarism consists of raising awareness of this issue, encouraging academic integrity by setting a good example, promoting an honest attitude, allocating teaching time for the theory and practice of ethical use of resources, but especially by changing project topics and providing more intellectually demanding tasks that require autonomous work and creative approach from the author.

We are convinced that maintaining the emphasis on the second phase of the project work, i.e. information processing, eliminates plagiarism from students' project work and at the same time it contributes to the development of key competencies for the lifelong learning of the individual. Another benefit is that such a set of processes will bring greater satisfaction with our work as teachers, because, as Bloom argues, "it is far easier, more intellectually interesting, and more ethically satisfying to prevent plagiarism than to track it down" (p. 209). We need to be aware that we cannot completely eliminate the risk of cheating by impersonation or contract cheating, when the entire work is written by a third party on behalf of the student assigned; however, the risk can be partially reduced by evaluating the oral performance and responding to questions at the project presentation.

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Online resources:

<https://plagiarismdetector.net/>

<https://www.check-plagiarism.com/>

<https://searchenginereports.net/plagiarism-checker>