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การศึกษาภาวะการลอกเลียนงานทางวิชาการของผู้เรียนชาวไทย ระดับบัณฑิตศึกษาจากสหสาขาวิชา

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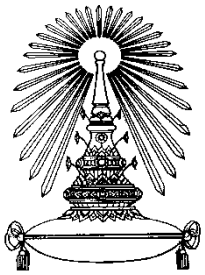

CHULALONGKORN UNIVERSITY

RATCHADAPHISEKSOMPHOT

ENDOWMENT FUND

AN INVESTIGATION OF ACADEMIC PLAGIARISM OF THAI POSTGRADUATE LEARNERS FROM INTERDISCIPLINARY STUDIES

By

Assistant Professor Walaipun Puengpipattrakul

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บทคัดย่อ

งานวิจัยเชิงผสมนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาและเปรียบเทียบภาวะการรับรู้ด้านการลอกเลียนงานทางวิชาการของผู้เรียนชาวไทยในระดับบัณฑิตศึกษาจากสหสาขาวิชา (2) ประเมินและเปรียบเทียบภาวะด้านวิธีปฏิบัติจริงด้านการลอกเลียนงานทางวิชาการของผู้เรียนชาวไทยในระดับบัณฑิตศึกษาจากสหสาขาวิชา (3) อธิบายและระบุหาปัจจัยร่วมต่อการลอกเลียนงานทางวิชาการของผู้เรียนชาวไทยในระดับบัณฑิตศึกษา และ (4) ออกแบบและสร้างมาตรการทางเลือกในด้านการป้องกันปัญหาการลอกเลียนงานทางวิชาการในบริบทของไทย ผลของการวิจัยสรุปได้ดังนี้ (1) เมื่อวิเคราะห์เชิงปริมาณจำแนกตามสายหลักจาก 2 สาขาวิชาของบัณฑิตศึกษา—สายวิทย์และสายสังคมศาสตร์—จากสหสาขาวิชาและตามกลุ่มผลสัมฤทธิ์สูงและกลุ่มผลสัมฤทธิ์จำกัด ล้วนพบว่า ภาวะการรับรู้ซึ่งประกอบด้วยความตระหนักรู้และความรู้ด้านการลอกเลียนงานทางวิชาการของตัวอย่างวิจัย 196 คน ไม่มีความแตกต่าง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) ภาวะการรับรู้ด้านการลอกเลียนงานทางวิชาการของตัวอย่างวิจัย 153 คน เมื่อวิเคราะห์จำแนกตามสาขาวิชาของบัณฑิตศึกษาจากสหสาขาวิชา พบว่า ไม่มีความแตกต่างอย่างมีนัยสำคัญ แต่เมื่อวิเคราะห์จำแนกตามกลุ่มผลสัมฤทธิ์สูงและกลุ่มผลสัมฤทธิ์จำกัด พบว่ามีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยกลุ่มผลสัมฤทธิ์สูงมีคะแนนเฉลี่ยเท่ากับ 63.26 และกลุ่มผลสัมฤทธิ์จำกัดมีคะแนนเฉลี่ยเท่ากับ 30.95 (t = -13.74, $p < .05$) (3) ปัจจัยร่วมต่าง ๆ ที่มีผลต่อการลอกเลียนงานทางวิชาการที่ได้จากคำตอบจากกลุ่มตัวอย่างผู้เรียน 196 ฉบับ จากผู้สอน 48 ฉบับ และจากการให้สัมภาษณ์ของผู้เรียน 6 คน และผู้สอน 19 คน พบว่าเกี่ยวข้องกับองค์ประกอบทางอารมณ์-จิตวิทยา และองค์ประ-กอบทางสภาพแวดล้อม-สถานการณ์ และ (4) มาตรการป้องกันปัญหาการลอกเลียนงานทางวิชาการที่ใช้ได้ผลในบริบทของไทย ได้แก่ การมีนโยบาย กฎเกณฑ์ และแนวปฏิบัติที่เคร่งครัดอย่างมาก (45.80%) การสอนวิธีการอ้างอิงแหล่งข้อมูล (43.80%) การสร้างให้ผู้เรียนเกิดความตระหนักถึงค่านิยมด้านความซื่อสัตย์ทางวิชาการ (33.30%) และการให้ผู้เรียนเขียนบรรณนิทัศน์ (16.70%) ตามลำดับ ทั้งนี้ได้นำเสนอด้านมาตรการทางเลือกป้องกันปัญหาการลอกเลียนงานทางวิชาการไว้เช่นกัน

Project Title	An Investigation of Academic Plagiarism of Thai Postgraduate Learners from Interdisciplinary Studies
Name of the Investigators	Assistant Professor Walaipun Puengpipattrakul
Year	2015

Abstract

The purposes of this mixed-method study were to (i) investigate and compare the perception of academic plagiarism of Thai postgraduate students from interdisciplinary studies; (ii) verify and compare the students' actual practice of plagiarism; (iii) examine and justify contributory factors influencing plagiarism; and (iv) estimate and construct alternative measures for plagiarism prevention in the Thai context. The findings were as follows: (1) the quantitative analysis of 196 students' perception, comprising awareness and knowledge, of plagiarism based on two main fields of study—science and social sciences—from interdisciplinary studies and groups of high achievers and limited achievers was found to have no statistically significant difference at the .05 level; (2) no significant difference in 153 students' actual practice of plagiarism was determined when analyzed based on their field of study. However, with the levels of English-language proficiency-based analysis, a significant difference in actual practice of plagiarism was found between the average writing-test score of the high-achiever group (63.26) and that of the limited-achiever group (30.95) at the .05 level (t = -13.74, $p < .05$); (3) contributory factors influencing plagiarism, derived from responses from 196 learner-evaluation-forms, 48 instructor/ administrator questionnaires, and six student and 19 teacher interviews, were relevant to affective-psychological and environmental-situational constructs; and (4) the practical measures for plagiarism prevention in the Thai context were rated for "having very strict policies, rules, and practices to avoid plagiarism" (45.80%), "teaching how and when to cite sources" (43.80%), "raising students' awareness of the values of academic honesty" (33.30%), and "having students write an annotated bibliography" (16.70%), respectively. Alternative measures for plagiarism prevention are also presented.

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GLOSSARY OF ACRONYMS AND TERMINOLOGIES

▪ ACRONYMS

AEC	ASEAN Economic Community
AEG	Academic English for Graduate Studies
APA	American Psychological Association
ASEAN	Association of South East Asian Nations
AUN	ASEAN University Network
AUNIP	AUN Intellectual Property
CMS	Chicago Manual of Style
CU	Chulalongkorn University
CU-TEP	Chulalongkorn University Test of English Proficiency
CULI	Chulalongkorn University Language Institute
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EIL	English as an International Language
ESL	English as a Second Language
IELTS	International English Language Testing System
MLA	Modern Language Association
NRCT	National Research Council of Thailand
NUS	National University of Singapore
OHEC	Office of the Higher Education Commission
TOEFL	Test of English as a Foreign Language

TOEIC	Test of English for International Communication
TQF: HEd	Thai Qualifications Framework for Higher Education
TW	Thesis Writing

- **TERMINOLOGIES**

H	High achiever
L	Limited achiever
L1	First or native language
L2	Second language

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English, as a tool to communicate worldwide, is used in different ways in different contexts. Various terms have been developed to explain these differences and to differentiate usage such as ESL (English as a Second Language), EIL (English as an International Language), EAL (English as an Additional Language), and EFL (English as a Foreign Language). In this research report, only the terms ESL and EFL are used in order to make the report details and the discussion less unwieldy and hence easier to follow. This is not intended, in any way, to minimize the importance of distinctions in the different uses of the English language.

The importance of English and communication has been promoted for decades at all levels of basic and higher education in both ESL and EFL contexts. In terms of communicative purposes, English is used most in non-native English speaking countries in the world (Crystal, 1997). Thailand, one of the EFL and the non-native English speaking countries, is regarded as a regional education hub among Southeast Asian countries. As one ASEAN community member among nine countries: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore and Vietnam, Thailand serves as the centre of the Office of the ASEAN University Network (AUN) Secretariat for AUN Southeast Asia Engineering Education Development (AUN/SEED-Net), AUN Human Rights Education Network (AUN-HREN), and AUN Intellectual Property (AUNIP). The AUN has been considered the network for ASEAN collaboration in higher

education. In 2014 when this research project was conducted, the number of AUN members increased to 30 universities from ten member countries. The office of the AUN secretariat is headquartered at Chulalongkorn University (http://www.aunsec.org/).

Apart from the international missions on higher education among ASEAN countries, Thailand has also had several national agendas for higher education. Thailand's Ministry of Education established the Thai Qualifications Framework for Higher Education (TQF: HEd) in 2009 to prepare Thai higher education institutions for producing qualified graduate students. As a result of the Ministry of Education's policy in 2008-2009 and the Office of the Higher Education Commission (OHEC)'s policy in 2012 on TQF, higher educational institutions in Thailand were required to develop existing curricula, design new curricula, or reform curricula to be learning outcome-oriented to respond to the need for outcome-based education. The TQF has five basic learning outcomes that graduates are expected to achieve as 'Quality Global Citizens':

- Ethics and morals
- Knowledge
- Cognitive skills
- Interpersonal skills and responsibility
- Numerical analysis, ***communication*** and information technology skills

(Office of Academic Affairs, Chulalongkorn University, 2009)

One of the basic and challenging features for qualification as a global citizen in the TQF: HEd is the requirement for "communication" skills which is defined as "the ability to use the mode or the manner in which ideas or information can be exchanged or transmitted between a sender and a receiver of a message via language skills". The language skills cover receptive skills (listening and reading), and productive skills (speaking and writing) (Richards et al., 1999). Effective

communication skills have been positioned as one of the more demanding required higher education standards. More importantly, one of the national agendas is to enhance the usage of the English language as a tool for communication for jobs and careers (Ministry of Education, 2014 and Thairath Online, December 9, 2014).

1.2 Statement of the Problem

Educational institutions in Thailand have been facing challenges in many areas. Several previous studies on the poor English language abilities of Thai learners have examined their average English scores compared with those of other Asian nations in IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), and TOEIC (Test of English for International Communication) tests (ETS, 2005). For more than a decade, studies on English language teaching and learning in the EFL setting have stressed the pressing problem of Thai learners' inadequate English communication skills, particularly for writing at tertiary level (Asian Scientist Newsroom, 2011; Bhangananda, 2007; Ministry of Education, 2002; Office of the National Education Commission, 2001 and 2002; Geringer, 2003; Prapphal, 2003 and 2004; Wongsothorn et al., 2002).

In addition to Thai learners' unsatisfactory English-language abilities, the crucial issue for TQF of producing Thai graduates equipped with the ability to apply English language knowledge in spoken and written communication has challenged educational institutions in Thailand. Moreover, the contemporary issue of becoming an ASEAN Economic Community (AEC) member at the end of the year 2015 has driven Thailand's universities to develop their English language curricula to be learning outcome-driven and to have sufficient English language competence for communication.

To ensure the measurement of learning outcomes in the area of written communication in the EAP (English for Academic Purposes) context, formative assessment such as writing essays or assigned reports that is additional to

summative assessment like examinations has been specified in the curricula (DiRanna et al., 2008). In academic English writing classrooms at tertiary level in Thailand, students are required to meet one of the learning outcomes: searching, sorting, screening, evaluating, and analyzing information to support logical thinking (Chulalongkorn University, 2011). This implies that students should be able to analyze and synthesize relevant information from various sources such as journal articles, books and the Internet before writing their own papers and subsequently submitting the papers to their instructors or supervisors.

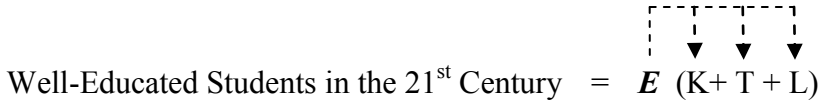
Interestingly, how can the students' writing scores be justified? Are their high scores derived from their good command of English or their textual borrowing? A number of the previous studies, in the EFL context, on English language teaching and learning have revealed second language (L2) learners' problems in using English to communicate (Brown, 2007; Ellis et al., 2008; Larsen-Freeman & Long, 1991; Lightbown & Spada, 2003). From this evidence, it is likely that, in an EFL knowledge-based society, the students' cultural aspects of fear of losing face due to writing mistakes might, to some extent, influence their textual borrowing (Pennycook, 1996). Further, how can the instructors assess their students' actual writing competence unless the students' pieces of writing are derived from their original ideas? Do the students understand what they are supposed to do in their writing which is not original and to what extent? Due to students' deviations from accepted practices for academic writing, concern has been mounting over "academic plagiarism".

The ramifications of the global issue of "plagiarism" have been debated in a variety of academic fields at university undergraduate level (e.g. Ali et al., 2012; East, 2006; Ho, 2008; Kuntz & Butler, 2014; Liu, 2005; Phan Le Ha, 2006; Schmelkin et al., 2008; Sowden, 2005; Wei Tsang & Tan Tuck Choy, 2005; Yeo, 2007) and postgraduate levels (e.g. Devlin & Gray, 2007; Edwards et al., 2007; Flint et al., 2006; Phakiti & Li, 2011; Rezanejad & Rezaei, 2013; Shi, 2011; Song-Turner, 2008; Sowden, 2005) in both ESL and EFL contexts for decades. In the

EFL Thai context, the issue of "academic plagiarism" or "academic dishonesty" (Pincus & Schmelkin, 2003; Schmelkin et al., 2008) is in fact controversial and lies in a grey area with no clear-cut answer to which case and to what extent a case can be considered plagiarism.

1.3 Significance of the Study

The issue of academic plagiarism highlights the importance of one of the major elements in the Thai Qualifications Framework for Higher Education (TQF: HEd)—ethics and morals. Furthermore, the value of academic integrity is internationally reflected in Michael Barber's formula:



(Adapted from Howard Gardner's Five Minds for the Future, 2007 in Puengpipattrakul, 2013b: 39).

This formula relates to the TQF features on page 2. That is, to become a well-educated student in the 21st century a student needs four qualities: '*K*' ('Knowledge') or the ability to understand the content of their subjects based on skills in numerical analysis, communication and information technology; '*T*' ('Thinking') or learning how to think critically or acquiring cognitive skills; '*L*' ('Leadership') or a student's ability to influence people or to have interpersonal skills and responsibility; and '*E*' ('Ethical underpinning') or ethics and morals.

In addition to the inter-relationship with the TQF features, the "Well-Educated Students in the 21st Century*"* formula stresses the most powerful part of '*E*'. In other words, '*E*' ('Ethical underpinning') or ethics and morals appear to be the most indispensable qualities for a well-educated student in the 21st century.

With regard to ethical standards, the consequences of plagiarism may result in academic censure and penalties. Anti-plagiarism rules are strictly enforced in tertiary education in countries such as Australia, Canada, Hong Kong, Singapore, the UK, and the USA. In contrast, neither serious action nor consistent policy for plagiarism prevention is apparent at most tertiary educational institutions in Thailand (Limjirakan et al., 2010: 41; Thep-Ackrapong, 2005: 57).

The issue of academic plagiarism appears more challenging at the levels of higher education in Thailand. As detailed in the 2008-2011 Higher Education Development Plan, there has been an upward trend in demand for tertiary education in Thailand year after year (Table 1.1).

Table 1.1 Trends in demand for tertiary education in Thailand

Unit: thousand people

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014
18-year-old Population [1]	897.67	916.69	898.36	880.39	862.78	845.53	828.62	812.64	795.80
New University Students [2]	544.69	548.47	553.94	560.26	566.58	574.04	582.44	590.85	599.38
New University Students : 18-year-old Population	61%	67%	62%	64%	66%	68%	70%	73%	75%

Sources: [1] Department of Provincial Administration,

[2] Ministry of the Interior; Office of the Higher Education Commission

Based on the statistical data from Table 1.1, the demand for tertiary education has increased from 61% in the year 2006 to 70% in 2012, and to 75% in

2014 (Office of the Higher Education Commission, 2012:10). Despite the growth of demand for higher education, there have been only a few limited research studies on plagiarism at undergraduate level (Koul et al., 2009; Songsriwittaya et al., 2009; Wiwanitkit, 2008) and relatively rare studies on plagiarism at postgraduate level (Srisati, 2003) of Thai students in the Thai context.

Thailand's higher education institutions are concerned about academic plagiarism. Chulalongkorn University (CU), Thailand's first institution of higher education, has been serving Thai society for almost a century . According to The Times Higher Education—QS World University Rankings 2009 (October 2009), CU is the first-ranked national university in Thailand. CU annually produces thousands of university undergraduate and postgraduate students who are going to be part of the nationwide network of knowledge-based citizens in Thailand in the future. Additionally, according to the University Council Conference on March 31, 2011, the 1999-established mission to raise awareness of the impact of academic plagiarism has become an ongoing policy at universities in Thailand (Chulalongkorn University, 2011: 2). Moreover, serious consideration of the importance of academic integrity in Thailand has been emphasized and formulated in the Eighth National Research Policy and Strategy for the period 2012 to 2016 (National Research Council of Thailand, NRCT, 2014). In the national research polity and strategy document, there are five strategies with research plans. Noticeably, out of five national research strategies, the first strategy, called "Development of Social Development Potential and Capability" with research plan item number 1.6, emphasizes the promotion of learner's morals and ethics.

Within Thai EFL higher education, CU is one of the participating universities in the AUN and the base for AUN Intellectual Property (AUNIP), the aim of which is "to create an effective intellectual property (IP) network to be a resource for IP education, policy research and formulation in the region" (ASEAN University Network, 2011: 74). Furthermore, CU officially set an academic goal that there must be no plagiarism by Chulalongkorn University's 100th anniversary

(*เกียรติภูมิจุฬาฯ,* August 26, 2013). To help promote CU's anti-plagiarism vision, this present research study of academic plagiarism in a Thai higher education context was undertaken.

Having been a lecturer of English to Thai students at CU since 2007, the researcher has experienced the teaching community's ongoing debates over undergraduate and postgraduate student plagiarism in their English-language writing. Even though academic writing skills such as paraphrasing are stipulated in a higher-education English-language curriculum and students are informed of plagiarism avoidance techniques in their writing, student plagiarism still exists. Student plagiarism has been frequently detected by the researcher (Puengpipattrakul, 2009a, 2009b, 2010, 2013a, 2013b, 2014a, & 2014b). However, claims of plagiarism were based on the use of common sense as teachers, not on the basis of research (McKeever, 2006; สุวิมล ว่องวาณิช และ วิไลวรรณ ศรีสงคราม 2556). Previous research studies into plagiarism included studies on interdisciplinary differences (Chandrasegaran, 2000; Flowerdew & Li, 2007a and 2007b; Shi, 2004) and ESL and EFL learners' attitudes, beliefs and practices toward plagiarism (Chandrasegaran, 2000; Flowerdew & Li, 2007a and 2007b; Gu and Brooks, 2008; Pecorari, 2006; Shi, 2004, 2006, and 2012; Song-Turner, 2008).

Within the Thai EFL higher education, the researcher deems that students at the postgraduate level are more exposed to academic writing genres that include academic essays, research reports and theses than those at the undergraduate level. It would be useful to understand how much various groups of Thai EFL students understand plagiarism and whether they commit plagiarism in the Thai context. This study investigated the plagiarism continuum from perception to the actual practice of plagiarism in English-language writing classes of CU postgraduate Thai students in Thailand.

Under the CU postgraduate curricula, English language proficiency has been a prerequisite for postgraduate courses since 2010. In other words, since June 2010, non-native English and/or Thai students have been required to submit their scores

from an English proficiency exam like IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), or CU-TEP (Chulalongkorn University Test of English Proficiency) when applying for postgraduate courses. According to one of the latest CU academic policies, the basic criteria for postgraduate admission are divided into three cases as in Figure 1.1.

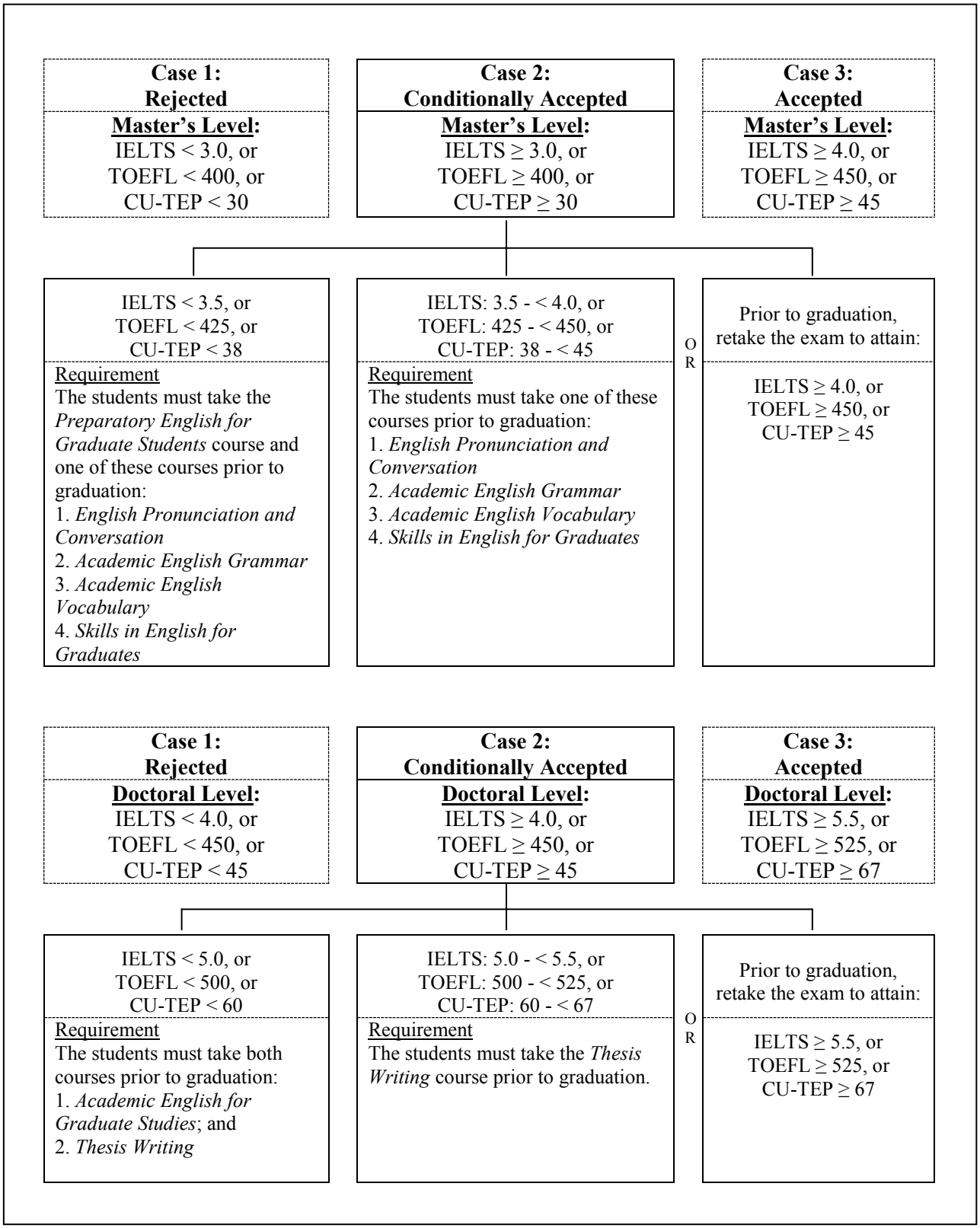


Figure 1.1 Criteria for Postgraduate Entry Requirements

From the diagram in Figure 1.1, if the students' scores for English proficiency meet the entry requirement (i.e. Case 3: the minimum scores for English proficiency—IELTS at 5.5, TOEFL at 525, or CU-TEP at 67), the students are not required to take any prerequisite English course before starting their postgraduate studies. In Case 1, the postgraduate applications will be rejected if English proficiency scores do not meet the basic requirements. For Case 2, both prospective master's and doctoral students are required to take and pass extra English course(s) or retake and pass an English language proficiency exam prior to graduation. The extra English courses, namely Graduate English (GE) courses, are offered by the Chulalongkorn University Language Institute (CULI). Only two GE courses—Academic English for Graduate Studies and Thesis Writing—are writing skill-based and relevant to this present study.

Before the present study was undertaken, a pilot study was conducted.

1.3.1 The Pilot Study

In the first semester of the 2013 academic year, a pilot study was carried out in two phases to test the validity and reliability of the research instruments used for assessing the writing performance of Thai postgraduate students and for obtaining the opinions of students and native and non-native English teachers on plagiarism issues. The results from both phases in the pilot study are shown in Chapter 3.

This research project was undertaken from the first semester of the 2013 academic year to the first semester of the 2014 academic year. It should be noted that before the 2014 academic year, the first semester of an academic year normally started in June. However, a significant change in response to AEC (ASEAN Economic Community) integration was the adjusting of academic term dates so they were in accordance with ASEAN academic timetables. That is, the start of the first semester of the 2014 academic year was changed from June to August 2014.

The researcher's two phase pilot study helped in the development of the design of the research instruments used in the main study and supported an investigation into pertinent aspects of plagiarism.

1.3.2 The Present Study

The present study was conducted in two phases from the second semester of the 2013 academic year to the first semester of the 2014 academic year. The purposes of the study are presented in Section 1.4.

The first phase was conducted with postgraduate students from three postgraduate writing courses—Academic English for Graduate Studies, Thesis Writing, and a graduate course from the English as an International Language program. The second phase of the study was undertaken with native and non-native English instructors of English writing courses including those who taught in the three postgraduate courses used in this study. The results of these two phases of the main study are discussed in Chapter 4.

Since the issue of academic plagiarism is controversial and complex, the identity of the postgraduate students, the university, and the postgraduate courses involved in the pilot and present study will not be made public when this full research report is published and disseminated.

1.4 Purposes of the Study

The purposes of the study were to:

1.4.1 Investigate and compare the perception of academic plagiarism of Thai postgraduate students from interdisciplinary studies;

1.4.2 Verify and compare the students' actual practice of academic plagiarism in English language learning;

1.4.3 Examine and justify contributory factors influencing the act of academic plagiarism;

1.4.4 Estimate and construct alternative measures for academic plagiarism prevention in the Thai context.

1.5 Research Questions

This study addressed the following questions.

1.5.1 Do Thai postgraduate students have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

1.5.1.1 Do science and social science student groups have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

1.5.1.2 Do the groups of high achievers and limited achievers have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

1.5.2 Do Thai postgraduate students have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

1.5.2.1 Do science and social science student groups have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

1.5.2.2 Do the groups of high achievers and limited achievers have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

1.5.3 What are the contributory factors influencing the students' academic plagiarism?

1.5.4 What are alternative measures for academic plagiarism prevention in the Thai context?

1.6 Statement of Hypotheses

The hypotheses of the study were tested in accordance with the first and the second research purposes, respectively.

Perception

1.6.1 To investigate and compare the perception of academic plagiarism in the English language learning of Thai postgraduate students from interdisciplinary studies.

1.6.1.1 (a) There is no significant difference in terms of perception of academic plagiarism between the groups of science and social science students. (H_0: $\mu_{Sc} = \mu_{SSc}$)

(b) There is a significant difference in terms of perception of academic plagiarism between the groups of science and social science students. (H_1: $\mu_{Sc} \neq \mu_{SSc}$)

1.6.1.2 (a) There is no significant difference in terms of perception of academic plagiarism between the groups of high and limited achievers. (H_0: $\mu_H = \mu_L$)

(b) There is a significant difference in terms of perception of academic plagiarism between the groups of high and limited achievers. (H_1: $\mu_H \neq \mu_L$)

Actual Practice

1.6.2 To evaluate and compare the students' actual practice of academic plagiarism in English language learning.

1.6.2.1 (a) There is no significant difference in terms of actual practice of academic plagiarism between the groups of science and social science students. (H_0: $\mu_{Sc} = \mu_{SSc}$)

(b) There is a significant difference in terms of actual practice of academic plagiarism between the groups of science and social science students. (H_1: $\mu_{Sc} \neq \mu_{SSc}$)

1.6.2.2 (a) There is no significant difference in terms of actual practice of academic plagiarism between the groups of high and limited achievers. (H_0: $\mu_H = \mu_L$)

(b) There is no significant difference in terms of actual practice of academic plagiarism between the groups of high and limited achievers. (H_1: $\mu_H \neq \mu_L$)

1.7 Research Framework

Based on the research purposes and research questions of this study, the relevant variables are as follows.

1.7.1 Students' perception of academic plagiarism in English language learning

1.7.2 Students' actual practice of academic plagiarism in English language learning

1.7.3 Contributory factors influencing the students' academic plagiarism

1.7.4 Teachers' and administrators' perspectives on practical measures to avoid academic plagiarism in the Thai context

The research framework can be illustrated as in Figure 1.2.

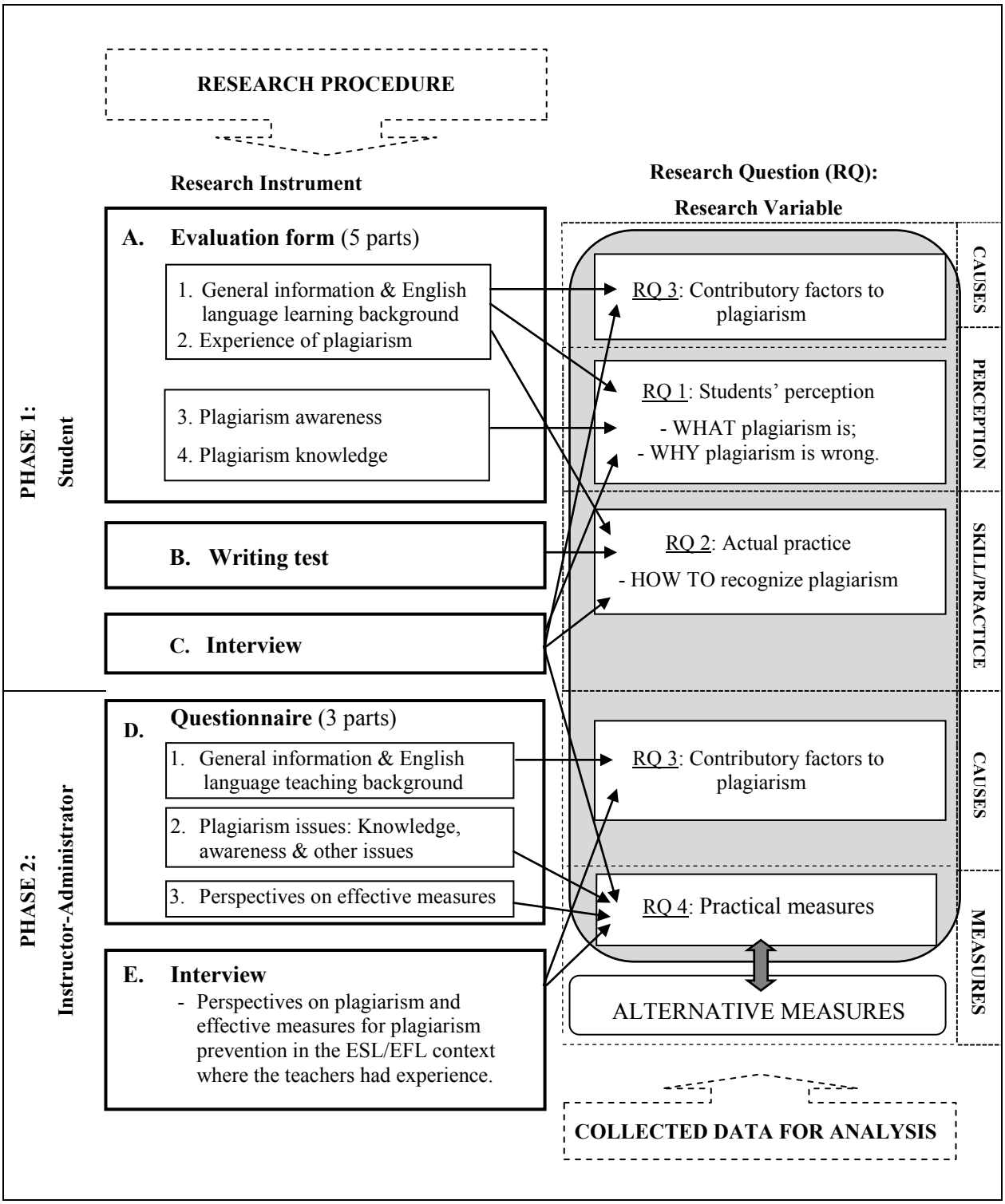


Figure 1.2 Research Framework

1.8 Scope of the Study

The study focused on the following areas.

1.8.1 The student participants in this study were 249 EFL Thai postgraduate students from interdisciplinary studies, Graduate School, Chulalongkorn University in the 2013 and 2014 academic years. Since the participants were enrolled in Graduate English (GE) courses and a course in an English as an International Language program where English is used as the medium for learning and instruction in class, the results of the study may not be generalized to other groups of postgraduate students enrolled in other Graduate School courses where both Thai and/or the English language were mainly used, nor those in other educational institutions in Thailand.

1.8.2 The teacher participants in the study were 83 Thai and native English speaking instructors from Chulalongkorn University Language Institute who were experienced in teaching English to Thai undergraduate and postgraduate students from interdisciplinary studies.

1.9 Definition of Terms

The key terms used in this study are defined below.

1.9.1 **Academic plagiarism** refers to the act of copying and putting an idea or academic work in a writer's own work without stating the original source of the idea and the work (Ha, 2006; Shi, 2011; Song-Turner, 2008).

1.9.2 **Perception** in this study consists of knowledge and awareness of committing academic plagiarism.

1.9.3 **Actual practice** represents students' English-language writing performance focusing on academic writing of a literature review in the writing test of this study. In the study, students' actual practice can be measured by the source-based writing test scores which indicate whether and to what extent the students committed plagiarism in the writing practice section. This was evaluated by two external raters and plagiarism checking software, namely Turnitin.

1.9.4 **Interdisciplinary studies** refers to the University's integrated postgraduate programs from multiple disciplines. There are two types of program: normal programs taught in the Thai language and international programs taught in English. In this study, only the three selected postgraduate writing programs (i.e. Academic English for Graduate Studies—AEG, Thesis Writing—TW, and a graduate course from the English as an International Language program—EIL) were writing skill-oriented in the interdisciplinary studies.

1.9.5 **Thai postgraduate learners** refers to Thai postgraduate students from several faculties at Chulalongkorn University who were enrolled in three international programs (i.e. AEG, TW, and EIL) and were pursuing a master's or doctoral degree.

1.9.6 **Science and social science student groups** contain Thai postgraduate students who were divided into two groups in accordance with their major fields of study at Chulalongkorn University.

1.9.6.1 The **Science student group** includes students from the faculties of Allied Health Science, Architecture, College of Population Studies, Dentistry, Engineering, Medicine, Nursing, Pharmaceutical Science, Science, Sports Science, and Veterinary Science.

1.9.6.2 The **Social science student group** includes students from the faculties of Arts, Communication Arts, Education, and Fine and Applied Arts, and from the EIL program.

1.9.7 **High and limited achiever groups** includes Thai postgraduate students from all three postgraduate writing courses (i.e. AEG, TW and EIL) in this study. The students were categorized into two groups based on their levels of English language proficiency. When the perception of plagiarism was measured in high and limited achiever groups, their English language proficiency scores were derived from the Chulalongkorn University Test of English Proficiency ("CU-TEP") (see item number 1.9.8).

1.9.7.1 **High achievers** are the students who gained CU-TEP scores ranging from 57 to 120.

1.9.7.2 **Limited achievers** are the students who gained CU-TEP score ranging from 1 to 56.

1.9.8 **CU-TEP** stands for Chulalongkorn University Test of English Proficiency administered by Chulalongkorn University Language Institute (CULI). There are three parts to CU-TEP: listening, reading, and writing. All parts are multiple choice-based.

1.9.9 **Writing test** in this study refers to a source-based writing test pertinent to literature-review writing, the content of which was adapted from Ruszkiewicz et al. (2006: 362). A literature review was used in the test because plagiarism of research articles can be more easily detected from the paraphrasing, summarizing, and in-text citations.

1.9.10 **Contributory factors** refer to factors influencing the act of plagiarism by English-language writing postgraduate students in the Thai context of this study. The contextual factors are presented in Chapter 2.

1.9.11 **EFL** is an acronym of English as a Foreign Language. This term represents the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business, or industry) within the country (Richards et al., 1999: 123-124).

1.9.12 **ESL** is an acronym of English as a Second Language. This term represents the role of English in countries where it is widely used within the country (e.g. as a language of instruction at school, as a language of business and government, and in everyday communication by some people) but is not the first language of the population (e.g. in Singapore, the Philippines, and India) (Richards et al., 1999: 124).

1.9.13 **L1** represents the first or native language, while **L2** is the second, foreign, or target language in general. For instance, the L1 of a Thai learner is Thai as it is his or her mother tongue, while his or her L2 can be English, French or Chinese.

1.10 Expected Results of the Study

It is expected that:

1.10.1 The results from the study would provide vital information about how and to what extent Thai postgraduate participants from interdisciplinary studies perceived academic plagiarism in their English language learning in their Thai contexts, and how and to what extent science and social science participant groups perceived

academic plagiarism in their English language learning in their Thai contexts.

1.10.2 The findings would provide detailed evidence of whether and to what extent Thai postgraduate participants from interdisciplinary studies and groups of science and social science participants performed academic plagiarism in their English language learning in their Thai contexts.

1.10.3 The findings would supply information about the underlying factors that bring about the participants' act of academic plagiarism.

1.10.4 The results would suggest practical measures for plagiarism prevention for teachers, faculties, higher education institutions, and other relevant stakeholders in the Thai context.

It is hoped that the results of the study would be useful to stakeholders in the teaching and learning of English.

1.11 Chapter Summary

Ethics and morality is one of the fundamental and principal attributes of quality global citizens (Gardners, 2007 in Puengpipattrakul, 2013b: 39; NRCT, 2014; Office of Academic Affairs, Chulalongkorn University, 2009; OHEC, 2012; Thailand's Ministry of Education, 2008-2009). In higher education, the issue of plagiarism is fairly sensitive and complex due to national and international concerns. Any unethical practices by learners can ruin the academic credibility of the learners themselves and affect the reputation of their educational institutions. Plagiarism is an academically dishonest practice but does not seem to be taken seriously in Thailand. Due to the spread of plagiarism in higher education, this research project aims to investigate (1) whether, how and to what extent plagiarism is understood by students; (2) the actual practice of Thai EFL postgraduate

participants from several different faculties; (3) what factors contribute to plagiarism; and (4) how plagiarism can be prevented in the Thai context.

This chapter introduces the background and the significance of this research project. The present study investigates the academic plagiarism of Thai postgraduate learners from interdisciplinary studies in terms of learner perception and the actual practice of plagiarism, contributory factors to learners' plagiarism, and teachers' and administrators' perspectives on practical measures for plagiarism prevention. The aforementioned aspects are outlined in research purposes and questions including hypotheses. Next, the framework, the scope, the definition of terms, and the expected results of the study are presented.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a review of the related literature and studies in the following areas:

2.1 Background Aspects of Plagiarism

2.2 Fundamental Aspects of Plagiarism

2.2.1 Contextual Definitions of Plagiarism

2.2.2 Concepts of Plagiarism

2.2.2.1 The Definitional Model of Plagiarism

2.2.2.2 The Conceptual Model of Plagiarism

2.2.3 Types of Plagiarism

2.2.3.1 Intensity Forms

2.2.3.2 Source Forms

2.2.3.3 Intention Forms

2.2.3.4 Textual Forms

2.3 Principal Constructs Pinpointing Plagiarism

2.3.1 Affective-Psychological Constructs

2.3.1.1 Academic Image

2.3.1.2 Perceptions of Plagiarism

2.3.2 Environmental-Situational Constructs

2.3.2.1 Academic Culture

2.3.2.2 Disciplinary Conventions

2.3.2.3 Availability of Electronic Material

2.4 Plagiarism Management in Academic Writing

2.4.1 Human Judgment

2.4.1.1 Use of Common Sense
2.4.1.2 Use of Research Strategies
2.4.2 Electronic Detection
2.4.2.1 Use of Plagiarism-Screening Tools
2.5 Chapter Summary.

2.1 Background Aspects of Plagiarism

Plagiarism comes from the Latin term "plagiarius" meaning kidnapper (Chulalongkorn University, 2011: 4) or plundering (Sutherland-Smith, 2008: 37). In the eighteenth century, plagiarism was generally accepted for the purpose of legal criticism in England. Since people were more literate and educated, their demand for reading written material grew. When the demand for academic publications increased and when the notion that "people were individuals with rights" was adopted and had spread to former British colonies (e.g. Australia, Canada, Hong Kong, India, New Zealand, and the United States), the concept of possessive individualism became active. The notion of individual ownership of ideas and language or intellectual property has become more pervasive and copyright laws have been enforced these days (Pennycook, 1996; Sutherland-Smith, 2008).

In language learning, the notion of textual ownership of ideas and language is more challenging since "language is constantly cycled and recycled" (Pennycook, 1996: 274). How can writers/authors claim textual ownership? If the writers'/authors' own words, phrases and sentences are the same as other people in the same context, will this be claimed as plagiarism?

2.2 Fundamental Aspects of Plagiarism

Plagiarism has three fundamental aspects. In this study, three aspects are presented in terms of contextual definitions, concepts, and types in the respective sections 2.2.1, 2.2.2, and 2.2.3.

2.2.1 Contextual Definitions of Plagiarism

Plagiarism is variedly defined based on relevant contexts. In academia, plagiarism, called academic dishonesty (https://en.m.wikipedia.org; Schmelkin et al., 2008), is an ethical or moral offence (Lynch, 2002 and Green, 2002 in https://en.m.wikipedia.org). Although authors are legally protected by laws, their copyright is violated both intentionally and unintentionally. In higher-education academic and scientific research, the issue of plagiarism has principally been raised and addressed in native and non-native English speaking countries. The term "academic plagiarism" has been defined several ways related to particularly academic fields and contexts.

In ESL contexts, such as at Indiana University in the United States of America, the term plagiarism is defined in the online writing tutorial service as "using others' ideas and words without clearly acknowledging the source of that information." At the University of California, Davis, plagiarism is defined in the scholarship handbook of the Office of Student Judicial Affairs as "using another's work without giving credit." Similarly, the term 'plagiarism' is also defined as "the practice of using or copying someone else's idea or work and pretending that you thought of it or created it" (COBUILD English Dictionary 1995: 1254) and as the use of other people's words or ideas without giving credit to them (Smalley et al., 2012). In an online research ethics course for graduate students of the University of Montana in the USA, plagiarism is defined in scientific literature as "the appropriation of another person's ideas, processes, results, or words , including those statistical tables and figures, without giving appropriate credit, including those obtained through confidential review of others' research proposals and

manuscripts" (www.ori.dhhs.gov/education/products/montana_round1/issues.html in Chulalongkorn University, 2011). At a New Zealand university, plagiarism is defined in an online study guide as "presenting someone else's work as if it were your own, whether you mean to or not" (Pecorari, 2013:11). In the aforementioned meaning, whether it is intentional or unintentional use of sources (e.g. printed materials, Internet mateiral, and electronic materials) without crediting the sources, it is regarded as plagiarism.

In the guide for postgraduate students at the University of Hong Kong, plagiarism is defined as "the unacknowledged use, as one's own, of work of another person, whether or not such work has been published" (Gardner, 1995: 1). At the National University of Singapore (NUS), the definitions of plagiarism in the university academic culture module are "a piece of writing that has been copied from someone else and is presented as being your own work" and "the act of plagiarizing; taking someone's words or ideas as if they were your own" (WordNet® 2.0 and ©2003 Princeton University in National University of Singapore, 2006). In the Thai EFL context, plagiarism refers to "copying a piece of writing from someone else and representing it as their own work without quoting the reference" (Graduate School of Chulalongkorn University, 2013: 31). As previously mentioned, the term "academic plagiarism" can be regarded as the act of copying and putting an idea or academic work in a writer's own work without stating the original source of the idea and the work (Ha, 2006; Shi, 2011; Song-Turner, 2008).

The definitions of 'plagiarism' stated above are varied. However, those definitions raise the concepts listed in Section 2.2.2.

2.2.2 Concepts of Plagiarism

The sharing concepts in plagiarism can be found in two models of plagiarism: the definitional model and the conceptual model.

2.2.2.1 The Definitional Model of Plagiarism

According to Pecorari (2002, in Sutherland-Smith, 2008), the definitional model of plagiarism, derived from her empirical study of the generic definition of plagiarism, is based on six components:

(a) an object (language, words, ideas, text)
(b) which has been taken (borrowed or stolen)
(c) from a particular source (books, journals, the Internet)
(d) by an agent (student, person, academic)
(e) without (adequate) acknowledgement
(f) and with or without intention to deceive.

These six components are illustrated in Figure 2.1.

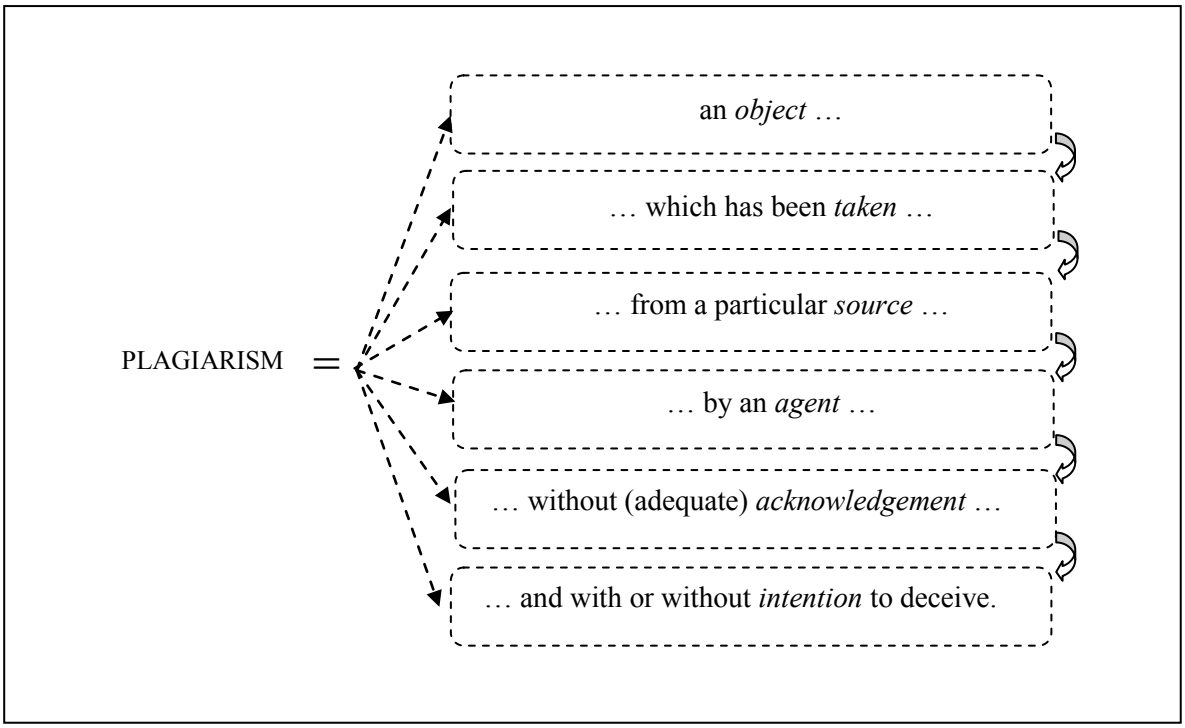


Figure 2.1 The Definitional Model of Plagiarism
(Adapted from Sutherland-Smith, 2008: 70-71)

Individual components of the definitional model of plagiarism in Figure 2.1 are interpreted as follows.

In the first component, "an object" refers to the plagiarised content including words, phrases, sentences, (written, spoken, or visual) text, and ideas. In fact, what is considered the object of plagiarism varies among educational institutions. The second component, "which has been taken" indicates how "the object" has been conveyed: used, copied, closely paraphrased, submitted, presented or falsely represented. The third one, "from a particular source" includes written sources (e.g. lecture notes, seminar and conference papers, and unpublished work), spoken sources (e.g. tapes and CDs), visual sources (e.g. images) and other audio-visual material. "By an agent" in an academic context means an individual or a

student. Next, “without (adequate) acknowledgment” points out the degree of acknowledgment or the lack of acknowledgement. This covers the cases of “without appropriate acknowledgment”, “without an explicit indication”, “inadequate recognition and failing to give appropriate acknowledgment” (Pecorari, 2002, in Sutherland-Smith, 2008: 72). The last component, “and with or without intention to deceive”, is still debatable. Two suggested questions to ask to interpret the writer’s intention are: “When was the writer actually producing the text?” and “How did the writer intend to acknowledge the ideas or words of others?”

Additionally, there are many terms implying plagiarism: misappropriation of texts, stealing, digital piracy, forgery, theft or cloning of works (Sutherland-Smith, 2008: 30). These exemplified terms can indicate means and forms of plagiarism which can be explained through the conceptual model of plagiarism in Section 2.2.2.2.

2.2.2.2 The Conceptual Model of Plagiarism

The last component regarding intention is considered the most subjective and the most difficult to ascertain. Sutherland-Smith (2008: 29) adapted the conceptual model of plagiarism as depicted in Figure 2.2.

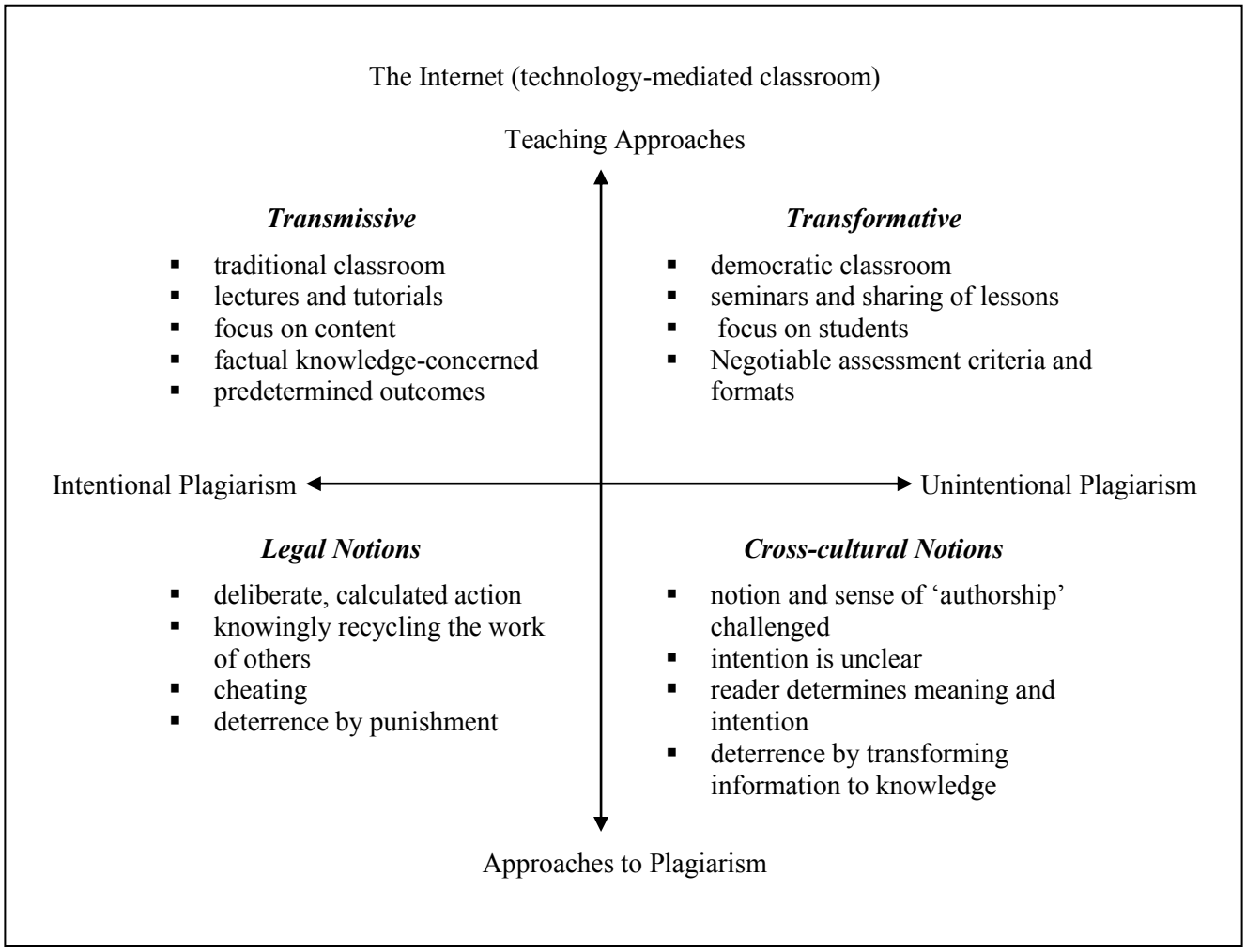


Figure 2.2 The Conceptual Model of Plagiarism
(Adapted from Sutherland-Smith, 2008: 29)

Plagiarism is defined differently by individuals and institutions (Sutherland-Smith, 2008). However, the chart in Figure 2.2 can help teachers and policy-makers in the learning and teaching community better comprehend why there are differences among students', teachers', and administrators' understandings of plagiarism and how their understandings are mutually related.

In Figure 2.2, the horizontal axis represents authorial intention forms: intentional plagiarism and unintentional plagiarism. In this chart, the role of the reader is played by the teacher or the assessor who decides the authorial intention forms. Different ranges between intentional and unintentional plagiarism lead to different levels of academic penalties. The more intentional the actions are, the more severe the penalties will be. To illustrate, students who cheated (e.g. by copying their classmates' reports and submitting them to a teacher, buying written assignments and submitting them, and so forth) (i.e. legal notions) will be penalized more severely than those who did not realize it was necessary to cite Internet sources in their reports (i.e. cross-cultural notions).

In terms of teaching approaches, the legal notions of plagiarism refers to the transmissive teaching approach or the teacher-centered approach to instruction used in the content-based courses. In this approach, a teacher usually provides students with knowledge and information that can be reproduced and tested. The students who show their understanding of factual knowledge and can provide correct answers in examinations are accepted and praised (i.e. predetermined outcomes). Students normally ensure they copy their teacher's notes and lectures. In a tutorial course, the students can copy ready-made answers to prepare for examinations. On the other hand, the transformative approach focuses on developing students' ability to transform information to knowledge and construct their own meaning in writing. Assessment can be mutually discussed and negotiated between a teacher and students.

The features of plagiarism can be found in the definition and the concept of plagiarism. Both aspects of plagiarism are likely to assist teachers and/or policy-makers in dealing with the complexity of plagiarism in students' academic tasks in a particular context. Next, the types of plagiarism are considered.

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2.2.3 Types of Plagiarism

In an academic setting, it is possible for learners at postgraduate level to commit plagiarism in their written tasks, particularly when the learners are engaged with input or sources of information. As stated on the website of Indiana University, learners have to get involved with people's ideas. Those people's ideas can be provided to the learners in the form of reading texts, lectures or discussions. Pecorari (2013: 9-11) also adds that the input or the sources of information can be derived from the Internet, computer software and files, and other electronic material including digital images and sounds.

When plagiarism is detected in learners' written tasks, understanding by the learning and teaching community of the type of plagiarism is essential. Pertinent types of plagiarism can be divided into four orientation groups: intensity forms, source forms, intention forms, and textual forms (adapted from Akorede, 2010; Chulalongkorn University, 2011; MLA handbook for writers of research papers (7th ed.) in https://www.centralia.edu/academics/writingcenter; Office of the Dean of Student Affairs, Bowdoin College, 2013). These groups are as follows.

2.2.3.1 Intensity Forms

The first group is based on the intensity or the degree of plagiarism. As stated in Pecorari (2013) and Sutherland-Smith (2008), there are different and varying degrees of the intensity forms of plagiarism that can be penalized differently depending on the academic discipline regulations and policies in different ESL and EFL university contexts.

To illustrate, at Universiti Putra Malaysia (UPM) in Malaysia, the intensity forms of plagiarism were presented in the orientation program for new Nigerian students by Akorede (2010), an Electric and Electronic Engineering graduate student. In the presentation, the intensity forms were sorted into three types: minimal plagiarism, substantial plagiarism, and complete plagiarism. The

intensity of plagiarism was also stipulated in the School of Humanities' policy at University of Birmingham (UOB) in the UK. A three-part scale based on specified amounts of plagiarism was used to determine the seriousness of the offence: slight plagiarism (i.e. less than 5% of the total words in a task), moderate plagiarism (i.e. 5%-10% of the total words in a task), and serious plagiarism (i.e. more than 10% of the total words in a task) (Sutherland-Smith, 2008: 64-65).

2.2.3.2 Source Forms

There are two forms of source form plagiarism:

(a) **Plagiarism of Authorship** occurs when students produce work that repeats others' work. This type of plagiarism also applies when students submit work obtained from sources like the Internet or from classmates and present it as their own without giving credit to the sources (Chulalongkorn University, 2011; https://www.centralia.edu/academics/writingcenter/).

(b) **Self-Plagiarism** is the act of re-submitting a part or all of a student's own previous work as new work without permission from the teachers who assessed the previous work (Chulalongkorn University, 2011; Hexham, 2005; https://www.centralia.edu/academics/writingcenter/; Graduate School of Chulalongkorn University, 2013; Office of the Dean of Student Affairs, Bowdoin College, 2013; Pennycook, 1996).

2.2.3.3 Intention Forms

Two forms of plagiarism, unintentional and intentional, depend on the intention of the writers.

2.2.3.3.1 Unintentional Plagiarism

Unintentional plagiarism derives from an author or a writer's lack of understanding of the extent of plagiarism and knowledge of academic

writing techniques (Chulalongkorn University, 2011). Unintentional plagiarism can be separated into three kinds:

(a) **Poor Paraphrasing** refers to changing a few words without changing the sentence structure of the original, or changing the sentence structure of the original but not the words.
(b) **Poor Quoting** is putting quotation marks around part of a quotation but not around all of it, or putting quotation marks around a passage that is partly paraphrased and partly quoted.
(c) **Poor Citing** covers omitting an occasional citation or citing inaccurately.

(Adapted from the MLA Handbook for Writers of Research Papers (7th ed.) at https://www.centralia.edu/academics/writingcenter/)

2.2.3.3.2 Intentional Plagiarism

Intentional plagiarism occurs when students intend to deceive their teacher about their authorship (Sutherland-Smith, 2008). This also includes giving false credit to make own work more reliable (Chulalongkorn University, 2011). Intentional plagiarism covers the following cases.

(a) borrowing words or ideas from other people or sources without giving credit;
(b) cutting and pasting from different sources to create their own paper without giving credit; and
(c) copying essays or articles from the Internet, online sources, or electronic database without proper referencing

(Adapted from the MLA Handbook for Writers of Research Papers (7th ed.) in https://www.centralia.edu/academics/writingcenter/)

2.2.3.4 Textual Forms

Several forms of plagiarism can be identified in students' written texts.

(a) **Plagiarism of Words** refers to "the use of another's exact words without citing the author" (https://www.centralia.edu/academics/writingcenter/). This first form of verbatim use of source texts is also called "word-for-word plagiarism" (Chulalongkorn University, 2011; Cumming et al., 2006; http://www.indiana.edu/~istd/practice.html; Shi, 2004), or "direct plagiarism" (Office of the Dean of Student Affairs, Bowdoin College, 2013).

(b) **Plagiarism of Structure** or "paraphrasing plagiarism" includes "paraphrasing others' words by changing sentence structure or word choice without citation". Paraphrasing plagiarism or "straight plagiarism" also covers "paraphrasing while maintaining original sentence structure and ideas without acknowledging the source" (Chulalongkorn University, 2011; Graduate School, Chulalongkorn University, 2013; Hexham, 2005; http://www.indiana.edu/~istd/practice.html; https://www.centralia.edu/academics/writingcenter/).

(c) **Mosaic Plagiarism** or "patchwriting" is the intentional or unintentional act of borrowing phrases from a source without using quotation marks, or paraphrasing through using synonyms but not changing the sentence structure from the original source (Chulalongkorn University, 2011; Graduate School, Chulalongkorn University, 2013; Li & Casanave, 2012; Office of the Dean of Student Affairs, Bowdoin College, 2013; Pecorari, 2003 and 2013; Sutherland-Smith, 2008). This textual form of plagiarism is also called "patchwork paraphrasing" (Chulalongkorn University, 2011; Graduate School of Chulalongkorn University, 2013: 37; Sutherland-Smith, 2008) or "cut-and-paste patchwork" (Howard, 1999 in Harwood & Petric, 2012: 84; Mehlich & Smith-Worthington,

1997) and refers to the act of copying texts from many different sources and pasting them in order to make their own work look like new work.

(d) **Plagiarism of Ideas** occurs when students present others' ideas as their own without crediting sources as well as submitting their own papers without citing or incorrectly citing the sources (https://www.centralia.edu/academics/writingcenter/). Additionally, translation from the original source without crediting the source also falls into this form of plagiarism (Chulalongkorn University, 2011).

(e) **Accidental Plagiarism** covers the cases when students forget to cite sources, misquote the sources, or unintentionally paraphrase sources through using synonyms, groups of words, and/or sentence structure without crediting the sources (Office of the Dean of Student Affairs, Bowdoin College, 2013; Sutherland-Smith, 2008).

2.3 Principal Constructs Pinpointing Plagiarism

There are relevant factors affecting the academic writing performance of the learners or the writers whose writing intention can be judged and who fall into the intentional, unintentional, or no offence of plagiarism categories in their academic contexts. In this current study, these factors can be determined and judged through two principal constructs: affective-psychological constructs and environmental-situational constructs. One classic concept used to explain learners' second and foreign language learning and performance is learners' individual differences.

The elements of these differences can be derived from the learners' internal variables (e.g. perspectives, anxiety, language mastery, and language awareness) and external variables (e.g. teachers, classmates, classroom learning environment, local educational system, societal expectations, and cultural norms). Both internal and external variables are mutually related (Puengpipattrakul, 2009a).

In order to apply the classic concept of learner variables in language learning and performance to the principal constructs explaining writers' plagiarism in this study, the internal variables are considered to be the learners' affective-psychological constructs and the external variables are the learners' environmental-situational constructs. The affective-psychological constructs and the environmental-situational constructs of a learner can be simplified as in Figure 2.3.

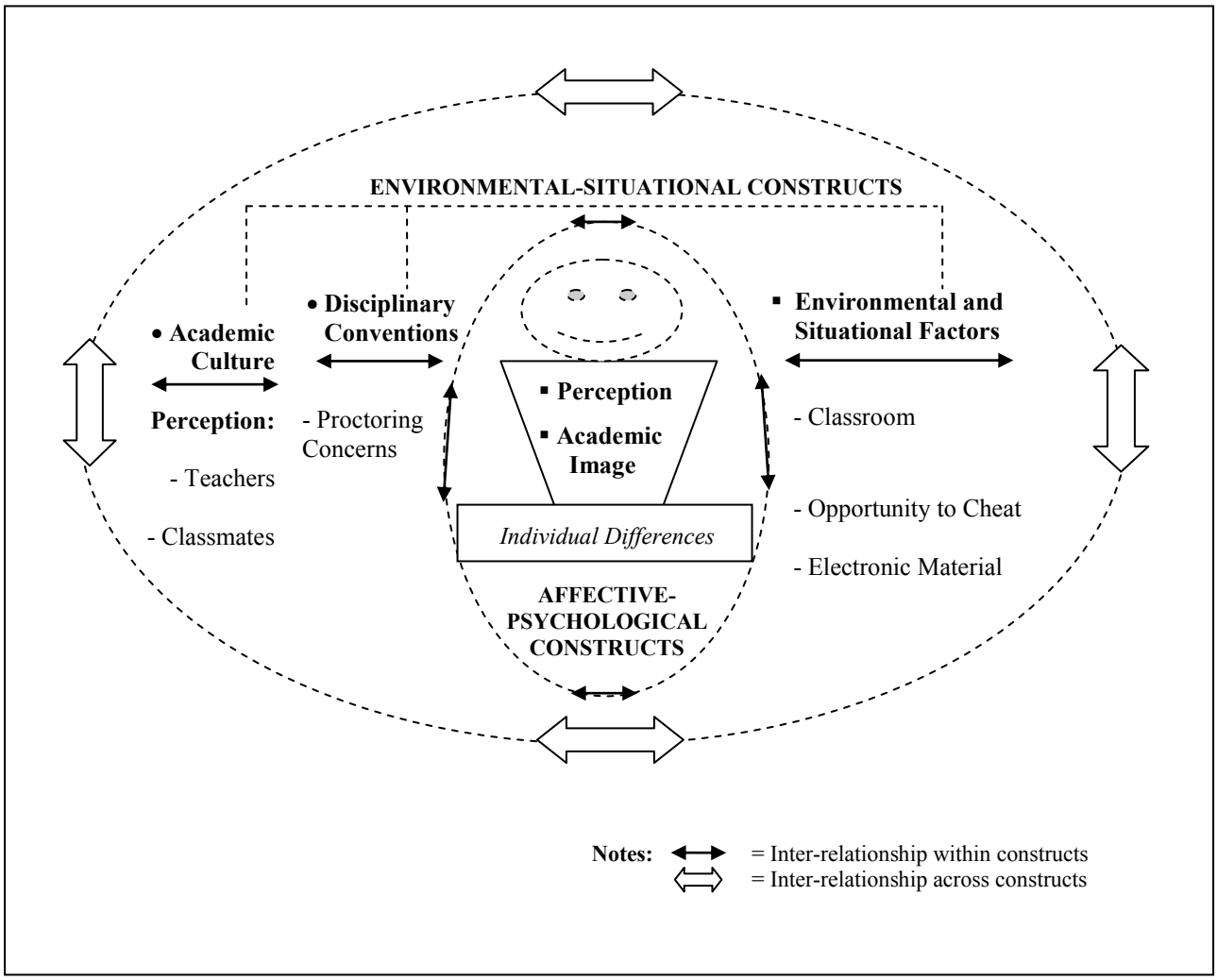


Figure 2.3 The Synthesis of Constructs Pinpointing Plagiarism

These underlying constructs, affective-psychological constructs and the environmental-situational constructs, from Figure 2.3 arguably pinpoint the plagiarism of second-language and foreign-language learners. The learner's affective-psychological and environmental-situational constructs co-exist and are inter-related. Both dimensions of the constructs are presented separately in Section 2.3.1 and Section 2.3.2, respectively.

2.3.1 Affective-Psychological Constructs

Affective-psychological constructs are regarded as one of the principal constructs that are frequently used to identify claims of plagiarism. The affective-psychological constructs outline the learners' inner state of mind (their internal variables). In this research report, affective-psychological constructs cover the learners' academic image (Section 2.3.1.1) and their perceptions of plagiarism (Section 2.3.1.2).

2.3.1.1 Academic Image

Academic image is an indicator of affective-psychological constructs. Academic image is one of the factors affecting students' academic writing performance. Basically, novice and expert student-writers tend to cultivate academic image for acceptance and credibility (Nelms, 2015). In other words, the novice and expert student-writers try to perform well and/or to get good academic records for writing. However, it is frequently found that novice writers commit plagiarism unintentionally in that they are not aware of the essential use of documentation and the necessity of giving credit to original authors in academic writing (Wyrick, 2008: 388). Phan Le Ha (2006) also points out that faculty educators or universities need to teach and equip their students with knowledge of documentation in academic writing (See also Section 2.4.1.2).

When the students' needs for raising their academic image are taken into consideration, Maslow's hierarchy of human needs can be used to explain why there is this need (Maslow, 1968 in Groundwater-Smith et al., 2007 and in Huddleston & Unwin, 2008; Maslow, 1970 in Dörnyei, 2001). In the hierarchy, there are five basic levels of human needs: physiological, safety, love and belonging, esteem, and self-actualization (as in Figure 2.4).

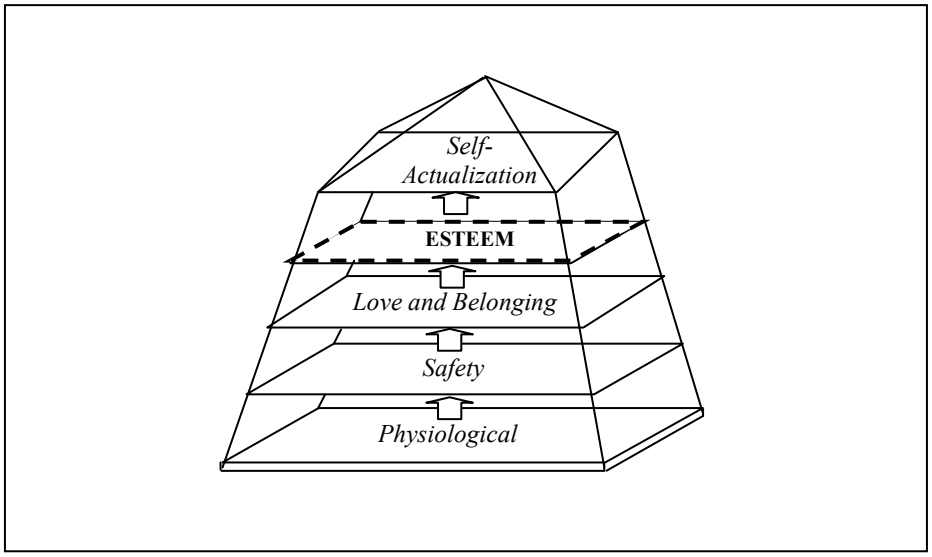


Figure 2.4 Maslow's Hierarchy of Human Needs (Adapted from Maslow, 1968 in Groundwater-Smith et al., 2007; and in Huddleston & Unwin, 2008; Maslow, 1970 in Dörnyei, 2001)

Attaining any of the five levels generally requires human motivation. In the case of cultivating academic image, students need to or are motivated to build up and attain self-esteem so that their teacher(s) credit them with good scores (Dörnyei, 2001; Shi, 2011).

The illustration presents the study by Park (2003) which explored university students' plagiarism through literature on plagiarism mostly based on North American examples and through lessons in higher education institutions in the UK. It is found that efficiency gain implying the need to get better academic grades is one of the major reasons why students plagiarized. Additionally, the study of Harwood and Petric (2012) examined the performance of two ESL postgraduate business management students by means of citing and referencing in their writing assignments. In the interview, the students revealed that they intended

to cite plenty of sources that their lecturers mentioned in lectures and individual meetings. The reasons behind their citing behavior were that the students wished to impress their lecturers by providing evidence of paying close attention to their lecturers' instructions and of being dedicated when completing their assignments. In addition, the students admitted that they wished to get good marks so they tried to select and cite the sources which their lecturers required because they knew that their lecturers would mark their assignments.

Interview-based studies on students' citation behaviors were conducted by Harwood & Petric (2012) with two second-language postgraduate business management students in a British university and by Shi (2008) with 16 Science, Arts, and Social Science undergraduates in an American university. The results of both studies confirm that the students' performance in citing was derived from their need or desire to present a favorable academic appearance and to get credit for being in the scholarly discourse communities.

Good memorization skills in Asian academic culture are considered to indicate procession of a good brain and deep understanding (Phan Le Ha, 2006; Pennycook, 1996; Shi, 2011). In the Chinese EFL context, most students' practice of rote learning or memorizing appears a key strategy to attain good grades. They adopt the language they memorized rather than creating it on their own when writing for fear that they will lose face if they make writing mistakes and will then likely be perceived as not being clever(Pennycook, 1996). Such academic-image concerns underlie the act of plagiarism.

2.3.1.2 Perceptions of Plagiarism

Perceptions of plagiarism are also considered to be affective-psychological constructs.

For student writers, plagiarism is perceived in both intentional and unintentional forms. According to Sutherland-Smith (2008), some students in tertiary contexts considered plagiarism to be "cheating" as it was an attempt to

unfairly gain advantage over other people's work and to deceive teachers or assessors about the authorship of the work. To illustrate, cheating cases are when students bought online essays and submitted them to a teacher and/or an assessor as if they were the essay writers. Pasting classmates' assignment files and submitting them as one's own is also a case of cheating. However, in some cases, students' perceptions of plagiarism are not always as obvious. In a study, Bioscience undergraduate students at Manchester Metropolitan University in the UK viewed plagiarism unclearly due to the impact of their heterogeneous demographic background which included age, academic background, and mode of study. They did not always know and realize which case was or was not plagiarism (Dawson & Overfield, 2006). As stated in Park (2003), factors influencing students' plagiarism are academic ability, age/maturity, attitude toward classes, peer disapproval, personality factors, risk of being caught, and social life.

Furthermore, there is another form of intentional plagiarism that is considered to be "not cheating." As Swales & Feak (2007: 172) state, when second/foreign language students learn a language and/or employ their learning strategies, they tend to borrow the words or phrases of others in that language. In Sutherland-Smith's (2008) study, plagiarism cases frequently occur when students participated in group work and discussion. Shared group ideas tend to be included in a student's written assignment. In her study, some ESL and EFL students considered this intentional plagiarism to be not cheating but as being a part of learning process and learning strategies, cooperatively learning, and being common practice in their contexts.

In case of unintentional plagiarism, the study by Sutherland-Smith (2008) found that most students perceived plagiarism less seriously than most teachers did. Some tertiary students viewed plagiarism as an action that is anti-academic etiquette in writing. Students' carelessness in writing is also included in this case. Such carelessness was from students' lack of understandings of academic writing techniques. A study by Power (2009) on 31 first-year and second-year

native-English speaking undergraduate students' understandings and perceptions of plagiarism was conducted in southern Maine, USA. The data were gathered through interviews and focus groups. The results of the study show that the students perceive those who plagiarized as not always being dishonest people. In fact, they did not fully understand what caused them to plagiarize or not to plagiarize.

In addition to affective-psychological constructs, environmental-situational constructs also impact learners' plagiarism.

2.3.2 Environmental-Situational Constructs

Plagiarism can also be outlined through environmental-situational constructs. In this research report, environmental-situational constructs, which are related to contextual variables outside the learners, cover academic culture, disciplinary conventions, and the availability of electronic material. The constructs are presented in the following sub-sections.

2.3.2.1 Academic Culture

Plagiarism in academic culture is controversial and complex (Hayes & Introna, 2005; Schmelkin et al., 2008; Swales & Feak, 2007). Plagiarism appears to be an academic crime that could undermine academic culture. The cultural issue of plagiarism is stated and included in ESL and EFL universities' academic program rules and regulations. To illustrate, in the 2006 ethical module of the National University of Singapore (NUS), the human factors involved in the academic culture are the teachers, authors or students who plagiarized, and fellow students in the same setting as the authors. When an author commits plagiarism, its consequences subsequently discredit the quality of graduates as well as affect the reputation of university degrees.

It is generally regarded that teachers and/or writing assessors or raters are those who read and judge their students' written tasks. As Pecorari & Shaw (2012) and Shi (2012) stated, academic staff and other stakeholders have different

understandings of plagiarism. Roig (2001) discovered from his study that teachers from different disciplines have various perceptions and interpretations of plagiarism. The claims of plagiarism from the teacher's side have both desirable and undesirable aspects.

In some cultures, plagiarism is acceptable (Nelms, 2015; Sutherland-Smith, 2008) and is considered honorable (Bell, 1999 in Song-Turner, 2008). Moreover, Nelms (2015) saw plagiarism positively when reflecting on his teaching experience in the USA . He argues that not all students who commit plagiarism are dishonest as they often did it intentionally. Student plagiarism is perceived as an opportunity to learn and as potential for development as acceptable writers (Nelms, 2015). A common form of this development as a transitional strategy is the patchwriting frequently found in novice writers' texts (Gu & Brooks, 2008; Howard, 1999 in Nelms, 2015; Pecorari, 2013). Another benefit of plagiarism is that it helps improve pedagogical practices dealing with online plagiarism (Sutherland-Smith, 2008: 104).

On the other hand, ESL and EFL teachers consider students' plagiarism to be intentional and unintentional actions (Sutherland-Smith, 2008). A study by Sutherland-Smith (2008: 129) of teachers' perceptions of plagiarism produced this teachers' interview response. A Sri Lankan EFL male teacher perceived plagiarism as a form of "intellectual laziness" since students did not express their active engagement in learning by crediting sources in their pieces of writing. On the other hand, in cases of unintentional plagiarism, a group of the teachers perceived students' plagiarism as an unsophisticated means of writing and a writing convenience. They believed that their students had problems with reading texts and conveying them in writing (Sutherland-Smith, 2008: 131). Furthermore, Li's (2013b) study examines how Chinese scientist supervisors perceive text-based plagiarism in a Chinese research university. The fourteen supervisors' interview responses reveal that novice writers commit text-based plagiarism due to inadequate comprehension of source-based writing conventions, proficiency of

English, and lack of academic ethics training. Eret & Gokmenoglu (2010) add from their study that factors influencing plagiarism are foreign language difficulties, time constraints, and lack of plagiarism knowledge.

A study by Weigle & Montee (2012) at a public university in the USA was conducted with 14 ESL experienced raters using a rater judgment task and an interview. In their study, they explored the raters' perceptions of students' source text borrowing in 63 integrated writing tasks. The integrated tasks were simulated academic writing tasks. It is found that when the raters detected textual borrowing in the students' tasks, their perceptions of borrowed source text appeared different. Some raters rewarded the tasks while others penalized the tasks that were wrongly paraphrased. Weigle & Montee (2012) also discover that the differences in raters' perceptions influencing their rating decisions depended on the raters' background and experience in teaching and assessing as well as their classroom and testing expectations of the use of sources in writing. Borg (2009) asserts that teacher's perceptions of plagiarism are influenced by his or her own experience in teaching. Additionally, for proctoring concerns, the raters' expectations were contextually different between when they evaluated textual borrowing in the classroom and when they made timed assessment of textual borrowing in tests.

In addition to the teachers' and/or writing assessors' or raters' different perceptions of textual borrowing or plagiarism in the different environmental and situational contexts (Nelms, 2015; Pecorari, 2013; Song-Turner, 2008; Sutherland-Smith, 2008; Weigle & Montee, 2012) mentioned earlier, students' perceptions of academic dishonesty or plagiarism also varied.

Differences in the cultural backgrounds of English language learners influence ESL and EFL students' degree of authorship attributions, cultural concepts of tolerance, and ability to cite or reference source(s) (Pennycook, 1996; Sutherland-Smith, 2008: 162-164). A Cambodian student, in Schmelkin et al.'s (2008) study, stated that she did not understand the concepts of plagiarism until she gained admission to a university in Australia where authorship attribution is

required in academic writing. She discovered that the teaching community at the university in Australia (East, 2006; Koul et al., 2009) was culturally intolerant of plagiarism. At a North American university, Shi (2006) examined 46 international undergraduates' views of plagiarism through interviews. With different L1 and cultural background, most students do not have a deep understanding of citation techniques and partly misperceive those who plagiarized as innocent language learners. Some did not know what plagiarism is while others considered plagiarism unacceptable.

In a North American university, Shi's (2006) interview study on views of plagiarism was carried out with 46 undergraduate students who had different L1 and cultural backgrounds. The results show that L2 Asian writers (i.e. Chinese, Japanese, and Korean) perceive their linguistic and cultural obstacles as causes of plagiarism while L2 western writers (i.e. German) view their linguistic difficulties as a cause of plagiarism.

The study by Plakans & Gebril (2012) examined the use of source texts in integrated tasks by 145 undergraduate Arabic students in a Middle Eastern university. The second-year to fourth-year undergraduate students in applied linguistics, translation studies, communication studies, geography, urban planning, and social work majors had previous experience in taking writing courses. Out of the 145 students, 136 students' integrated reading-writing tasks were analyzed for the students' scores of comprehension and use of source texts. Nine students completed think-aloud writing sessions and were interviewed. The results show that source texts are perceived as a "language repository" for technical terminology and spelling in English to assist L2 student writers to complete their written tasks (Plakans & Gebril, 2012: 30).

The Western notion that Asian culture promotes plagiarism (Sowden, 2005) is a stereotype. Phan Le Ha (2006) claims that the act of plagiarism is not allowed in Vietnam. Phan Le Ha (2006) raises a point that teachers/assessors from different discourse communities may misinterpret common knowledge (e.g.

famous statements) in the written tasks of their international students as plagiarism. She explains that in Vietnam, memorizing famous quotes shows respect for authority and politeness in writing. Two more Asian stereotyped characteristics (i.e. obedience to authority and lack of critical thinking) are also misperceived by western stakeholders (Kumaravadivelu, 2003; Liu, 2005). Pennycook (1996: 276) raises contradictory cases that a fixed terminology is required in disciplinary writing which focuses on individual writers' own words and ideas. Another case is differences in the "common practice" of power relations among disciplines including teachers and students. Swales & Feak (2007: 172) further explain that borrowing common knowledge or commonly-used academic English words and/or phrases is not considered plagiarism. However, it was suggested that quotation marks be used with famous phrases and/or expressions in any discipline.

It is believed that plagiarism is treated with cultural tolerance in Japan. Plagiarism is inherently acceptable in Japanese culture (Wheeler, 2009). Wheeler's (2009) survey study was conducted on how 77 first-year Japanese undergraduate students from Hokkaido University viewed plagiarism. Out of 77 students, 29 were from the faculties of science and pharmacy, 25 from economics, and 23 from agriculture and veterinary medicine. It is found that the actual cause of the students' plagiarism was a lack of understanding of the act of plagiarism in their academic culture rather than cultural values that make tolerance of plagiarism acceptable. Phan Le Ha (2006) also points out from direct experience that Asian students are required to pass IELTS or TOEFL writing tests to gain admission to Australian universities. However, these tests do not require knowledge of citation methods and referencing systems. When the students start university, they do not get sufficient training in academic writing.

Nelms (2015), the former Academic Director for Developmental Writing at Wright State University in 2012 and a native English-speaking university instructional consultant at Ohio State University, states that plagiarism in academic institutions or "institutionalized plagiarism" is acceptable and anticipated

as a means of writing development. In other words, giving information without referencing its sources in classroom discussions and adopting the writing organization and language use are acceptable in classrooms (Martin, 1994 in Nelms, 2015).

2.3.2.2 Disciplinary Conventions

In addition to academic culture, disciplinary conventions are also represented in environmental-situational constructs pinpointing the claims of plagiarism. Studies on disciplinary variations in academic contexts are reviewed below.

Different disciplines provide different structures for academic knowledge (Bernstein, 1999). According to Bernstein (1999), in academic contexts, two main disciplines, natural sciences (i.e. hard disciplines) and humanities and social sciences (i.e. soft disciplines), define different characteristics of knowledge structures. A survey study by Hu & Lei (2015) on disciplinary background and perceptions of plagiarism was conducted with 270 Chinese university undergraduate students. One hundred and twenty-seven students from hard disciplines (i.e. computer engineering and mechanical engineering) and 143 from soft disciplines (i.e. English language and business) responded to a 52-item questionnaire. The results of their study show that the students from soft and hard disciplines tended to have different experience in source-based writing and thus a different comprehension of acceptable practices of textual borrowing. As Flowerdew & Li (2007b) stated, hard-discipline language is used to explain facts and theories, the form of which is derived from reused ideas rather than original ones.

Disciplinary conventions influence how serious and clear the claims of plagiarism are (Pincus & Schmelkin, 2003). In the study by Pincus & Schmelkin (2003), there were significant differences in the degree of seriousness and clarity of plagiarism between students' ratings and those of the faculty groups. That is, the students did not perceive behaviors of academic dishonesty as clearly

and as seriously as the faculty members did. This is because individual differences and opportunities to cheat (i.e. planned cheating or opportunistic cheating) are two indicators varying students' perceptions of plagiarism and predicting academic dishonesty. Referring to the opportunity to cheat, it was also pointed out in Sutherland-Smith (2008: 30), that two criteria for judging whether a student's action is considered cheating were the students' intention to deceive a teacher and/or an assessor of their tasks and their intention to gain an unfair advantage over other students.

Common knowledge becomes more dynamic in the heterogeneous communities. Common knowledge in one discipline may not be the same in another (Shi, 2011). Thus, this challenges the teaching and learning community to make a decision on the academic-writing principles that states it is not required to cite common knowledge (Swales & Feak, 2007). In a North American research university, an interview-based study by Shi (2011) compared how 48 undergraduate and graduate students from interdisciplinary programs made citation decisions and how 27 instructors from various faculties assessed their students' citation behaviors. The results showed no significant difference between students' and instructors' judgments on appropriate citation practices in heterogeneous discourse communities. In this case, the issue of individual differences is revisited. However, Shi (2012) further reports the results of her 2011 study on aspects of the students' and the instructor's views on the use of paraphrase and summary in writing. Disciplinary differences, rather than individual differences, between the students and the instructors cause differences in their perceptions.

At the National University of Singapore (NUS), plagiarism is considered a serious academic crime (Low, 2001). Based on disciplinary conventions like that in the Faculty of Engineering at NUS, plagiarism is one form of academic honesty. Students in the faculty are informed and obliged to clarify to their assessor which part in their written tasks comes from their own work and which part comes from others'. That is, any of other people's work should be

credited and acknowledged. The amount of referenced and acknowledged details from a source varies based on the type of work and the faculty norms. For instance, supervised exams in this faculty require small amounts of referenced and acknowledged details. In case of the students' plagiarized work, the students may receive no grade or fail to pass the pertinent course. However, the degree of disciplinary penalties (e.g. a reprimand in a student's official record, a public censure, or expulsion from the university) also depends on the type of work (e.g. assignment, project or thesis) and the impact of the plagiarized work. Schmelkin et al. (2008) add that faculty clearly pinpoints academic dishonesty through the use of two criteria: seriousness as well as paper/report-related versus exam-related writing concerns.

Flowerdew & Li (2007b) examined the beliefs and the practices of language re-use by Chinese doctoral science students' writing for publication in English at a university in China. The results from textual and interview data reveal that nine science students from the faculties of Astronomy, Chemistry, Medicine, and Physics do not think that their re-use of formulaic expressions and technical terminology in their writing practices is an act of plagiarism but is a characteristic of published scientific research writing. Flowerdew & Li (2007b) also raised the point that differences in disciplinary writing between the natural sciences and the humanities are still challenging for language re-use in writing. Wood (2001) asserts that discourse structures and rhetorical writing patterns are discipline-specific rather than culture-specific. That is, scientific English writing differs from social science or humanistic English writing in terms of discourse structures and rhetorical writing patterns. The studies by Li (2006a) on a doctoral student's physics source-based writing and by Li (2006b) on a doctoral student's computer science source-based writing also point out the influence of power-infused relationships in institutional contexts and the writing conventions of disciplinary source-based writing in discourse communities.

At Universiti Putra Malaysia (UPM), plagiarism is also regarded as a serious academic crime at the graduate level in the Faculty of Electrical and Electronic Engineering because it breaks academic ethics and morality (Akorede, 2010). However, Pecorari (2006) reasons that textual plagiarism is more common to be found in the written tasks of the postgraduate students from the faculties of Engineering, Mathematics, Science, and Technology because in the writing conventions of these disciplines, the use of direct quotation marks is not made explicit. The students' act of plagiarism in their source-based writing in Pecorari's (2006) study was derived from their disciplinary expectations and norms. However, plagiarism could be easily detected. Akorede (2010) also points out that learners should not cut the original texts if they do not know how to paste them. This focuses attention on management of academic writing which will be presented in sub-Section 2.4.1.2.

2.3.2.3 Availability of Electronic Material

Another major variable in environmental and situational constructs is the availability of electronic material. The availability of electronic material is another indicator pinpointing claims of plagiarism (Howard, 2007; Pecorari, 2013; Power, 2009).

Inevitably, English is one of the international languages to be utilized in communication and simultaneously in online searches for information. According to Internet World Stat (December 31, 2014), Asian Internet users comprised the highest proportion of Internet users, with approximately 1,405 millions (45.6%) out of around 3,079 million worldwide, compared with approximately 582 million European users (18.9%), 322 million Latin American/Caribbean users (10.5%), 319 million African users (10.4%), 310 million North American users (10.1%), 114 million Middle Eastern users (3.7%), and 27 million users (0.9%) from Oceania.

The development of electronic material and the online availability of the Internet sources influence the act of plagiarism. In the study by Sutherland-

Smith (2008), students in an Australian university revealed that the sources of information in their written assignments were mainly from the Internet. Although the Internet and other forms of electronic material are copyrighted (Wyrick, 2008: 388), it is claimed that they cause plagiarism (Pecorari, 2013: 32). This is because an increase in the availability of electronic material and online services provides an opportunity to cheat and eases plagiarism in L1 and L2 students' writing (Flowerdew & Li, 2007a; Park, 2003; Pecorari, 2013; Pennycook, 1996; Power, 2009; Schmelkin et al., 2008; Sutherland-Smith, 2008). That is, students can easily buy their written assignments through online writing-service websites (Check & Schutt, 2012; Davis & Liss, 2006, in Puengpipattrakul, 2015: 126; Szabo & Underwood, 2004).

Further causes of plagiarism also include the following cases. The free accessibility of information via the Internet and the availability of boundless information contribute to writers' act of plagiarism (Ercegovac and Richardson, 2004; Flint et al., 2006; Gururajan and Roberts, 2005; Jones et al., 2005). Students may not know that electronic sources need to be cited nor know how to reference electronic sources (Check & Schutt, 2012; Pecorari, 2013; Wyrick, 2008). Sutherland-Smith (2005b) points out that in Australia, some ESL students in her study still misperceived that online information which is always accessible, available and free is common knowledge and hence does not need to be cited and can be copied and pasted without citations and references. Moreover, Pecorari (2013) and Wyrick (2008) explain that students may feel that it is more difficult to acknowledge electronic sources than printed ones. In addition, electronic media cause changes in academic writing practices (e.g. use of quotations and citations to show forms and responsibility of authorship) and textual practices (e.g. more use of the pronoun "I") (Pennycook, 1996). A misuse of quotations or of "I", both of which could mislead readers/teachers/assessors into having a sense of ownership, raises the possibility that students will be accused of committing plagiarism. Pennycook (1996) further adds that with the ease of copying and pasting electronic

texts, there is a greater chance that students will be able to more easily self-plagiarize.

Advanced technology also facilitates electronic detection (in Section 2.4.2).

2.4 Plagiarism Management in Academic Writing

There are two main means of plagiarism management in L2 writing: human judgment and electronic detection. In this study, plagiarism is identified from postgraduate learners' academic writing of a literature review by use of both human judgment (in Section 2.4.1) and electronic detection (in Section 2.4.2).

2.4.1 Human Judgment

This section deals with how teachers and/or raters can assess academic plagiarism in their students' written tasks. Human judgment means the use of teachers' and/or raters' common sense (in sub-Section 2.4.1.1) and documentation strategies (in sub-Section 2.4.1.2).

2.4.1.1 Use of Common Sense

This method, the use of common sense, allows an experienced teacher and/or rater of English to verify and assess whether and to what extent plagiarism is present in students' written tasks. That is, the teacher and/or the rater can use his or her common sense or his or her ability derived from knowledge and experience in a sensible way (Chulalongkorn University, 2011; Li, 2013c; McKeever, 2006; Weigle & Montee, 2012; สุวิมล ว่องวาณิช และ วิไลวรรณ ศรีสงคราม, 2556). Additionally, intuition is one of the teachers' and/or the raters' abilities that is used in assessing written tasks (Weigle & Montee, 2012). Weigle & Montee (2012) also point out that the use of common sense depends on the teachers' and/or raters' characteristics, derived from their background and experience in teaching and rating. This influences the validity and reliability of the writing assessment.

According to the NUS online guide to help academics judge plagiarism, basic screening for plagiarism requires three useful questions. The first question is: could the piece of work potentially deceive the teacher about the amount of credit the student deserves for it? Secondly, could the piece of work give the student an unfair advantage over other students? Lastly, does the piece of work contain anything that "belongs" to someone else? (NUS, 2006).

2.4.1.2 Use of Documentation Strategies

In this present study, documentation strategies cover three documentation approaches (i.e. direct quotation, summarizing, and paraphrasing) and the incorporation of source materials through documentation styles. The documentation strategies in academic writing are presented below.

In academic writing, a writer is required to cite all information that is not from his/her own original ideas (Folse & Pugh, 2010: 199-200; Puengpipattrakul, 2015: 120). Academic writing is thus regarded as source-based writing (Pecorari & Shaw, 2012; Wyrick, 2008). In other words, in academic writing, it is inevitable that a writer will include ideas from printed and/or electronic sources (e.g. books, research articles, and the Internet). However, writer plagiarism can occur when s/he does not incorporate source material in writing or when s/he incorporates source material inappropriately and wrongly. As was defined, plagiarism is "borrowing words or ideas without giving credit to the originators" (Brandon, 2004: 19). Knowledge of documentation or of giving credit to original sources is thus an effective means of avoiding plagiarism (Wyrick, 2008).

Proficiency in source-based writing is regarded as a necessary literacy skill for all university students (Wette, 2010: 169). In other words, in source-based writing, it is necessary for both reading skills and writing skills to be integrated (Hirvela & Du, 2013; Weigle & Parker, 2012). Student writers need to be proficient enough at reading and writing to understand the source texts and to able to complete source-based writing (Flowerdew & Li, 2007a; Li, 2013b; Plakans &

Gebril, 2012). Similarly, the ability to incorporate source material is considered a feature of advanced academic writing because several skills are required such as "comprehension, reproduction and transformation of source ideas" (Storch, 2012: 51). In addition to proficiency in literacy skills, the student writers/authors' English language proficiency is of concern because native and non-native English writers/authors have different levels of difficulties in academic English writing (Wood, 2001).

Incorporating or documenting sources should start in one of the academic- and research-paper writing steps called note-taking (Brandon, 2004; Li, 2013b; Mehlich & Smith-Worthington, 1997; Wyrick, 2008). During note taking, three fundamental academic writing methods should be employed before documenting original sources: direct quotations, summarizing, and paraphrasing (Brandon, 2004; Dubois, 1988; Mehlich & Smith-Worthington, 1997; Ruszkiewicz et al., 2006; Swales & Feak, 2007; Wyrick, 2008). Three documentation approaches in documentation strategies are as follows.

2.4.1.2.1 Direct Quotations

Academic plagiarism occurs when a writer copies more than four words from an original source without using quotation marks ("…") or a colon (:) in a research report and/or a thesis. In addition, plagiarism also includes a paraphrased statement without citing a source or without modifying any new textual statement (Graduate School, Chulalongkorn University, 2013; Chulalongkorn University's Handbook for Postgraduate Students, 2013; Li, 2013a, 2013b, and 2013c; Petrić, 2012).

Using direct quotations allows a writer to punctuate all the borrowed ideas without changing any of its literal words, phrases, or sentences. Wyrick (2008) adds that to avoid plagiarism, the precise page number of the quotation must be written when direct quotations are used in a written task. In the case of lengthy (i.e. more than 40 words) and complex source material, the use of block quotations is suggested (Brandon, 2004; Chulalongkorn University, 2011;

Graduate School, Chulalongkorn University, 2013; https://owl.english.purdue.edu; Wyrick, 2008). According to Brandon (2004: 323), block quotations in the form of "indented ten spaces or one-half inch without quotation marks" are applicable when the borrowed source is "longer than four typewritten lines."

However, the writer needs to be cautious about not overusing quotation marks in academic writing. This method is effective when the writer cannot present ideas as well in his/her own version as those in the original source. Mehlich & Smith-Worthington (1997) suggest that this method helps to promote a writer's credibility through a "less-than-20%-of-a writer's report-use" of direction quotations.

2.4.1.2.2 Summarizing

To summarize, a writer needs to re-write his/her own statements by keeping the meaning of the borrowed original ideas the same. Summarizing is used to shorten rewritten statements by omitting such inessential information as examples and illustrations. It is suggested that to write a good summary, the summarized version should be about one-third the length of the original one (Brandon, 2004: 14).

2.4.1.2.3 Paraphrasing

To paraphrase, a writer also needs to re-write his/her own statements while keeping the meaning of the borrowed ideas the same in his/her own version. As mentioned in Brandon (2004), the writer signals that it is his/her own rewritten text by changing source words and re-organizing the original sentence structure.

Both paraphrasing and summarizing are similar in the way that the borrowed ideas should be re-written in the writer's own version (Brandon, 2004; Roig, 2001; Storch, 2012). However, summarizing requires a shorter length than that of the source while paraphrasing does not. The text length derived from paraphrasing can be about the same or longer than that of the original version.

Shi's (2004) study examined 87 native-English speaking and Chinese undergraduate students' textual borrowing in English-language summary and opinion writing at a North American university. The results pointed out that the students who did a summary task that depended mainly on the original source used more textual borrowing than those who did an opinion essay.

A study by Keck (2006) compared the use of paraphrasing skills in the summary writing of L1 and L2 undergraduate students in an American university. In this study, Keck (2006) presented his taxonomy of four paraphrase types: Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. Out of 165 students who all had previous experience gaining summary and paraphrasing skills, 91 were L1 and bilingual students while 74 were L2 high-intermediate and advanced-level students (Chinese comprised the highest proportion followed by Korean, Japanese, Spanish, French, and Arabs). The results reveal that in summary writing tasks, L2 students produced more Near Copy-type paraphrasing than the L1 students while L1 students produced more Moderate and Substantial Revision-typed paraphrasing than L2 students.

"Academic plagiarism" still occurs without in-text citation and references or bibliographies although a writer uses those fundamental methods (see sub-Sections 2.4.1.2.1-2.4.1.2.3) effectively in writing (Chulalongkorn University, 2011; Hexham, 2005; McKeever, 2006). It is further stated in the Graduate School, Chulalongkorn University (2013), Hexham (2005), and Chulalongkorn University's handbook for postgraduate students (2013) that only footnoting sources is inadequate and is still considered plagiarism. This is to say, in academic writing, writing conventions for the appropriate use and documentation of sources are essential. Fairly careful attention to those three documentation approaches mentioned earlier is essential, but citation and reference styles in documentation strategies should also be taken into consideration. There are several citation and reference styles including APA (American Psychological Association), CMS (Chicago Manual of Style), and MLA (Modern Language Association) styles

(Brandon, 2004; https://owl.english.purdue.edu; Mehlich & Smith-Worthington, 1997; Moore & Cassel, 2011; Roig, 2001; Ruszkiewicz et al., 2006; Wyrick, 2008). Illustrations of three frequently-used styles of the in-text citation and referencing styles used in many ESL and EFL disciplinary writing conventions are presented in Table 2.1.

Table 2.1 In-Text Citation and Reference Styles
(Adapted from https://owl.english.purdue.edu)

Style		Example (Source: Book)
APA	**In-text citation**	This phenomenon is referred to as a "cumulative collaboration of evidence" (Edwards, 2012, p. 45).
	Reference	Edwards, C. (2012). *Educational Research*. Upper Saddle River, NJ: Prentice-Hall.
CMS	**In-text citation**	This phenomenon is referred to as a "cumulative collaboration of evidence."[1] 1. Carl Edwards, *Educational Research* (Upper Saddle River, NJ: Prentice-Hall, 2012), 45.
	Reference	Edwards, Carl. *Educational Research*. Upper Saddle River, NJ: Prentice-Hall, 2012.
MLA	**In-text citation**	This phenomenon is referred to as a "cumulative collaboration of evidence" (Edwards 45).
	Reference	Edwards, Carl. *Educational Research*. Upper Saddle River, NJ: Prentice-Hall, 2012. Print.

Citing the source principally helps avoid plagiarism (Folse & Pugh, 2010: 199). A citation should be used when the information including general or common knowledge does not come from a writer's/author's original idea(s). Use of quotation marks and an in-text citation can also solve learners' acts of plagiarism

(Indiana University, 2013; http://www.indiana.edu/~istd/practice.html). According to the website of Indiana University, word-for-word plagiarism can be solved by using quotation marks, an in-text citation, and a reference. Similarly, paraphrasing plagiarism or plagiarism of structure can be solved by using an in-text citation and a reference (Chulalongkorn University, 2011; https://www.centralia.edu/academics/writingcenter/) and http://www.indiana.edu/~istd/practice.html).

Furthermore, it is suggested that "Good teaching is the very best prevention for patchwriting" (Pecorari, 2013: 99). Patchwriting is considered one of the plagiarism types (See Section 2.2.3.4). There are several studies on the effect of instructional intervention on students' writing ability (Davis, 2013; Dubois, 1988; East, 2006; Flowerdew & Li, 2007a; Gu & Brooks, 2008; Li, 2013b and 2013c; Petrić & Harwood, 2013; Storch, 2012; Wette, 2010).

Dubois (1988) suggests, in her study on biomedical scientists' perceptions of citation practices, that teaching documentation approaches (i.e. direct quotation, summary, and paraphrase) is essential to avoid novice writers'/authors' academic plagiarism. Wette's (2010) study examines the effect of L2 instruction on undergraduate students' L2 academic writing development. Seventy-eight L2 students who were mostly from Malaysia followed by China, Korea, Japan, Germany, India, Papua New Guinea, and Tonga, were enrolled in the Faculties of Arts, Commerce, Education, and Science. After 78 students had learned and practiced technical and discourse skills in two elective advanced-level writing courses, their classroom, out-of-class writing tasks, and post-test were analyzed. The results showed that the students significantly improve declarative and grammatical knowledge. However, the students still had problems with source-based writing due to their insufficient proficiency in academic writing (Flowerdew & Li, 2007a; Li & Casanave, 2012; Storch, 2009; Wette, 2010). Li's (2013b and 2013c) studies suggest that expert writers' mentoring to novice writers is necessary in scientific writing which frequently involves patchwriting from sources.

An interview study on changes in ten Chinese students' perceptions of cross-cultural contextual plagiarism in a British university over fifteen months was carried out by Gu & Brooks (2008). The students, from Arts and Humanities, Social Sciences, and Science and Engineering disciplines, reported that the academic writing instruction helped develop their understanding and perception of plagiarism.

Further study by Storch (2012) examined the effectiveness of explicit instruction on students' ability to acknowledge source materials. The study was conducted with 30 undergraduate and graduate international students in the faculties of Engineering and Economics/Business at a university in Australia. After adopting the content and task-based approach to instruction focusing on paraphrasing (i.e. three types of paraphrase: Copy/Near copy, Moderate Revisions, and Substantial Revisions) and summarizing, the students practiced academic writing with the incorporation of source materials in research-based reports and assignments. Twenty-six valid test scripts were analyzed. The results of her study reveal that explicit instruction gradually improves the students' ability to use sources (i.e. correct acknowledgement and citation of sources) and helps students to be less dependent on the language of source materials (i.e. students' make more use of own words, phrases, and sentences or of their paraphrasing skills) in their academic writing.

In addition, a longitudinal study by Davis (2013) which had been conducted for two years examined three Chinese interdisciplinary postgraduate students' development of source use in academic writing. The results show that these three students from business, public relations and technology disciplines developed their source-based writing at different non-competent levels. They over-cite and copy words from the sources, most of which are from the Internet. Her study suggests more on-going instruction of academic writing for students is necessary.

2.4.2 Electronic Detection

In addition to human judgment or inspection, the use of plagiarism-screening tools such as online and automated-software detecters is also taken into account in plagiarism management. The use of plagiarism-screening tools is presented in sub-Sections 2.4.2.1.

2.4.2.1 Use of Plagiarism-Screening Tools

Plagiarism-screening tools were employed for online detection and automated-software detection in several studies.

There are many anti-plagiarism search engines such as WCopyfind (Chulalongkorn University, 2011; McKeever, 2006), eTBLAST (Li, 2013c), Cheathouse.com (Flowerdew & Li, 2007a), and others (Park, 2003).

According to McKillup (2007), a requirement for electronic submission is one plagiarism-detection strategy. There are also plenty of anti-plagiarism software detection and plagiarism-screening tools for use in ESL and EFL educational institutions (Clough, 2003, in McKeever, 2006; Howard, 2007; Li, 2013c; McKillup, 2007; Pecorari, 2013) such as อักขราวิสุทธ์ program (Chulalongkorn University, 2011: 31), CopyCatch (Flowerdew & Li, 2007a), CrossCheck and SPlaT (Li, 2013c), and Turnitin (Chulalongkorn University, 2011; Stapleton, 2012).

A study by Li (2013c) examined how automated plagiarism-screening tools have been developed and used for writers' self-checking before written task submission. In the study, an illustration of a Self-Plagiarism Detection Tool (SPlaT) of the University of Arizona was used in a search for students' self-plagiarism in computer science articles. Moreover, a search engine, eTBLAST, was employed to tackle text-based plagiarism for biomedical titles and abstracts.

Stapleton's (2012) study on the effectiveness of anti-plagiarism software, namely Turnitin, compared the writing behavior of 44 postgraduate students from two classes of Written and Spoken Discourse at the Hong Kong tertiary institute. The main result from checking the students' final assignments

through Turnitin showed that the class without awareness of Turnitin committed intentional plagiarism at a higher rate than that with an awareness of Turnitin. Thus, the anti-plagiarism software can deter the students' act of plagiarism. Li (2013c) also mentioned the use of another anti-plagiarism software called CrossCheck which similarly served to detect plagiarism for full-text literature.

2.5 Chapter Summary

Plagiarism is considered an internationally and nationally complex issue which needs to be addressed. Prior to the procedures and the findings of the research investigation of the current study in the next chapters, related literature and relevant studies are reviewed in this chapter.

In this chapter, the issue of academic plagiarism is categorized into four main sections. The first section presents the background aspects of plagiarism, followed by the second section regarding fundamental aspects covering definitions, models, and types of plagiarism. The third section presents principal constructs containing affective-psychological and environmental-situational constructs that are used to pinpoint plagiarism. The last section deals with plagiarism management in academic writing.

Next, the methodology of this research study for data collection and analysis is presented in Chapters 3.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this project. It consists of two main parts:

3.1 The Pilot Study: Initial Reflections
3.1.1 Phase 1: Student Questionnaire and Writing Test
3.1.2 Phase 2: Teacher Questionnaire and Interview
3.2 The Present Study: Planning Stage
3.2.1 Research Design and Procedure
3.2.1.1 Participants of the Study
3.2.1.1.1 Phase 1: Student Participants
3.2.1.1.2 Phase 2: Teacher Participants
3.2.1.2 Research Instruments
3.2.1.2.1 Learner Evaluation Form
3.2.1.2.2 Learner Writing Test
3.2.1.2.3 Instructor/Administrator Questionnaire
3.2.1.2.4 Learner Interview
3.2.1.2.5 Instructor/Administrator Interview
3.2.1.3 Data Collection: Acting and Observing Stages
3.2.1.4 Data Analysis: Reflecting Stage
3.3 Chapter Summary

In addition to its ex post facto or causal-comparative research design, this project also employs a mixed-method triangulation design (Edmonds & Kennedy, 2013). The details of the methodology are described as follows.

3.1 The Pilot Study: Initial Reflections

A pilot study was conducted prior to the development of the main study. The pilot study aimed at testing research instruments for assessing the opinions about academic plagiarism issues of thirty postgraduate students from multidisciplinary studies enrolled in three Graduate English writing courses and of three teachers of the courses.

The study was divided into two phases as follows.

3.1.1 Phase 1: Student Questionnaire, Writing Test, and Interview

The first phase of the pilot study was conducted to pre-test the research instruments with 30 heterogeneous Thai students from three postgraduate writing courses—Academic English for Graduate Studies (AEG), Thesis Writing (TW), and a graduate course from the English as an International Language program (EIL)—in the first semester of the 2013 academic year. In addition to the two GE courses involved in this research project, a course from the English as an International Language program was also included as that course was also provided for postgraduate students by most lecturers from CULI.

Thirty student participants taking part in testing the student questionnaire and the writing test of the pilot study were divided into three groups. Group one consisted of eleven students from the AEG course. Group two was composed of thirteen students from the TW course while the other group consisted of six students from the EIL program. In addition, three out of thirty participants were randomly selected from the three courses to participate in an interview. It should be noted that these 30 student participants in the pilot study were not those in the main study. The results of the first phase in the pilot study are shown in Sections 3.2.1.2.1, 3.2.1.2.2 and 3.2.1.2.4 in the main study.

3.1.2 Phase 2: Teacher Questionnaire and Interview

The second phase of the pilot study was conducted to assess native and non-native English teachers' opinions of plagiarism through a questionnaire and an interview. The teacher participants were a Thai instructor from the AEG course, a native-English instructor from the TW course, and a Thai instructor from the EIL program during the summer session of the 2013 academic year. The results of the second phase in the pilot study are shown in Sections 3.2.1.2.3 and 3.2.1.2.5 in the main study.

3.2 The Present Study: Planning Stage

The present study was designed and planned as follows.

3.2.1 Research Design and Procedure

The research design and procedure of this mixed-method with triangulation-design study (Creswell, 2003 and 2007; Cameron, 2011) covered participants of the study, research instruments, data collection, and data analysis in Sections 3.2.1.1, 3.2.1.2, 3.2.1.3, and 3.2.1.4, respectively. They are described as follows.

3.2.1.1 Participants of the Study

Information gathered from the Office of the Registrar at Chulalongkorn University (CU) show that the total number of CU students who enrolled at undergraduate and postgraduate levels has annually increased. To illustrate, the number of CU students at both levels increased 0.6% from 10,128 students in 2010 (June 25, 2010) to 10,185 students in 2011 (July 21, 2011). Owing to the increasing admission trend, one of the standards for admission to CU was newly specified in the adjusted admission scores for English language proficiency (i.e. IELTS, TOEFL, and/or CU-TEP) starting from the 2010 academic year (see Figure 1).

This study of plagiarism issues was writing-skill-based and implemented at postgraduate levels in courses which were offered by Chulalongkorn University Language Institute (CULI). The participants of the main study were then purposively sampled.

During the 2013and 2014 academic years, the participants in the present study were 219 postgraduate students from interdisciplinary studies, Graduate School, Chulalongkorn University and 80 native-English speaking and Thai instructors of English. All participants took part in two phases of the study.

3.2.1.1.1 Phase 1: Student Participants

The first phase of the main study started in the second semester of the 2013 academic year. The present study was conducted with 219 postgraduate Thai students from three postgraduate writing courses—103 students enrolled in the AEG course, 96 students in the TW course, and 20 students in the EIL program. However, for the data analyses, the actual number of the participants was adjusted based on the complete and valid data as illustrated in Figure 4.1 and Figure 4.2.

In order to answer research question 1.1 in Section 3.2.1.4, "*Do Science and Social Science student groups have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?"* and research question 1.3, "*Do Science and Social Science student groups have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?*", the student participants were further divided into two groups based on two major fields of postgraduate study—science and social sciences as shown in Table 3.1.

Table 3.1 Grouped Participants Based on Major Fields of Study

Group of Discipline	Major Field of Study	No. of Grouped Participants	
		Perception of Plagiarism (n = 196)	Actual Practice of Plagiarism (n = 153)
1. Allied Health Science 2. Architecture 3. College of Population Studies 4. Dentistry 5. Engineering 6. Medicine 7. Nursing 8. Pharmaceutical Science 9. Science 10. Sports Science 11. Veterinary Science	Science	125	96
12. Arts 13. Communication Arts 14. Education 15. Fine and Applied 16. Arts 17. The EIL Program	Social Science	71	57

From Table 3.1, based on the major fields of study out of 17 groups of disciplines, quantitative data regarding the perception of academic plagiarism were collected from 125 science participants and 71 social science participants. In addition, data concerning the actual practice of academic plagiarism was gathered from 96 science and 57 social science participants.

In addition, to answer research question number 1.2, "*Do the groups of high achievers and low achievers have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?*", the participants were divided into two groups based on their initial CU-TEP scores—high achievers and limited achievers. It should be noted that all postgraduate students were required to take CU-TEP as a prerequisite for their postgraduate entry. Moreover, the fee for CU-TEP is much cheaper than that of IELTS and/or TOEFL. Thus, CU-TEP scores have proved to be the most feasible for utilization as criterion for grouping the participants of the study. Based on the CU-TEP score range, the participants were divided into two groups—high achievers and limited achievers (see Table 3.2).

Table 3.2 Grouped Participants Based on English Proficiency

CU-TEP Score Range	**Interpretation**	**Grouped Participants**	**No. of Grouped Participants**	
			Perception of Plagiarism (n = 196)	**Actual Practice of Plagiarism (n = 153)**
107-120	Upper Advanced	High Achievers	61	39
92-106	Advanced			
80-91	Middle Advanced			
69-79	Low Advanced			
57-68	Intermediate			
45-56	Middle Intermediate	Limited Achievers	135	114
33-44	Low Intermediate			
18-32	Upper Beginner			
8-17	Middle Beginner			
1-7	Beginner			

As can be seen from Table 3.2, based on the CU-TEP scores, 61 participants fell in the high achiever group whose scores were ranged from 57 to 120 while 135 of them were in the limited achiever group whose score were from 1 to 56. These high and the limited achiever groups also participated in the interview to provide further qualitative data about their perception of plagiarism in their English language learning.

Moreover, to be able to answer the research question number 1.4, "*Do the groups of high achievers and low achievers have a significant difference in their actual practice of plagiarism in English language learning? If so, to what extent?*", the participants' groups were divided into two groups based on their CU-TEP scores (Appendix K).

It is remarked that qualitative data from interviews were gathered from six voluntary student participants from the three aforementioned postgraduate courses based upon the significant result initially found in the quantitative data. Owing to the statistically significant result found in the levels of English-language proficiency-based analysis (see Tables 4.15 and 4.16) other than the fields of study-based analysis, the qualitative data regarding the perception of plagiarism were gathered from the interview of both three high and three limited groups whose scores of English proficiency were from the CU-TEP. However, although both groups' interview data were from those with different scores for English proficiency, it is noted that all six participants generated scores in the CU-TEP which fell into the same relative range of achiever levels as those of the writing test, and vice versa (see Table 3.3).

Table 3.3 Student Participants In the Interviews

CU-TEP		Grouped Participants	No. of Participants (n = 6)
Score Range	**Interpretation**		
107-120	Upper Advanced	High Achievers	3 (1 AEG, 1 TW and 1 EIL)
92-106	Advanced		
80-91	Middle Advanced		
69-79	Low Advanced		
57-68	Intermediate		
45-56	Middle Intermediate	Limited Achievers	3 (1 AEG, 1 TW and 1 EIL)
33-44	Low Intermediate		
18-32	Upper Beginner		
8-17	Middle Beginner		
1-7	Beginner		

To illustrate, a high achiever from an EIL program obtained a CU-TEP score of 102 out of 120. Therefore, the interview data regarding the perception of plagiarism and the opinions about contributing indicators to plagiarism were gathered from the same groups of both high and limited achievers.

3.2.1.1.2 Phase 2: Teacher Participants

The main study was undertaken continually through the first semester of the 2014 academic year with 80 Thai and native-English instructors of English writing courses including those who taught in those three postgraduate courses (i.e. AEG, TW, and EIL) in which the student participants were enrolled. It

should be noted that teaching administrators were included in the group of Thai teacher participants.

3.2.1.2 Research Instruments

The research instruments of this study were an evaluation form, a writing test, an instructor/administrator questionnaire, learner interviews, and instructor/administrator interviews. These instruments are used to collect the quantitative and qualitative data (Creswell, 2003 and 2007; Cameron, 2011) to answer the research questions. The research instruments are described as follows.

3.2.1.2.1 Learner Evaluation Form

The learner evaluation form, designed and developed by the researcher, was constructed to elicit four types of student participant information.

Part 1: General information and English language academic background
Part 2: Experiences of plagiarism
Part 3: Plagiarism awareness
Part 4: Plagiarism knowledge

Parts 3 and 4 were adapted from the Plagiarism Quiz Bank (Source: http://tlt.psu.edu/plagiarism/links/quizzes-and-exercises/quiz-bank/).

Before actual use of the learner evaluation form, it was piloted to test its validity and reliability with thirty postgraduate Thai students who were not participants of the main study (See Section 3.1.1).

After completing the construction of the learner evaluation form, the researcher designed and developed an item-scoring checklist based on the Index of Item-Objective Congruence (IOC) (Rovinelli & Hambleton, 1977). The learner evaluation form with the item-scoring checklist was distributed to three experts for validity assessment. After the experts verified the form and marked the prepared checklist, the researcher calculated the average score from the 3 experts for the checklist to analyze the form validity. The consent form of this study was designed

and also validated by the same group of the three experts before its actual use with the participants (Appendices A and B).

Before its actual use, the learner evaluation form was piloted to test its reliability. The reliability of the 16 five-point Likert scale items evaluation form in Part 3 was statistically analyzed using the formula for the Cronbach alpha coefficient (α-coefficient). The reliability index was .86. After the pilot study, the evaluation form was revised and developed in terms of the format, the content, and the number of the items and then used in this study to collect data.

The specifications of the adjusted 45-item learner evaluation form consist of four parts as follows.

Part 1	General information and English language academic background	contains ten items asking the respondents for general information and four items about their English language academic background.
Part 2	Experiences of plagiarism	contains nine items asking about their experiences of plagiarism.
Part 3	Plagiarism awareness	comprises 16 five-point Likert scale items asking the participants to rate their plagiarism awareness
Part 4	Plagiarism knowledge	contains ten items with two sections—Section A consisting of nine close-ended or multiple-choice items and Section B containing one semi-open-ended item with two sub-sections. In section A, nine items represent nine cases asking about knowledge of plagiarism while Section B was designed to elicit the participants' knowledge of plagiarism in the form of a case study (see Appendices C and D).

It is noted that Parts 3 and 4 of the learner evaluation form were adapted from the Graduate School, Chulalongkorn University (2009), University Council Conference (2011), www.indiana.edu/~istd/practice.html and http://tlt.psu.edu/plagiarism/links/quizzes-and-exercises/quiz-bank/.

In the data collection, it should be remarked that the title of each part of the learner evaluation form (i.e. General information and English language academic background, Experiences of plagiarism, Plagiarism awareness, and Plagiarism knowledge) was not shown in the copies of the form which were used to collect the student participants' responses in order to prevent Halo effects causing response bias (Dörnyei & Taguchi, 2010; Mackey & Gass, 2005).

3.2.1.2.2 Learner Writing Test

In order to answer research questions 3 and 4 regarding the student participants' actual practice, the writing test was designed to measure the academic writing ability of Thai postgraduate students. Before the actual use of the writing test, the test was also piloted to test its validity and reliability.

In terms of the validity of the writing test, before the use of the test in the pilot study, it was verified by five experts comprising two native-English lecturers and three Thai lecturers of English. After the pilot study (Appendix E), the test was revised in terms of the format and the content. The writing title and content were changed from "Coca Cola" to "Test Anxiety". The reason for revising the test title and its content was its relevance to all students', including the participants', background knowledge and prior experience. The revised writing test that focused on academic writing of a literature review was adapted from Ruszkiewicz et al. (2006: 362) and piloted again before use in the main study.

The orientation of the test was derived from a review of the literature chapters and curricula of the courses (i.e. Academic English for Graduate Studies—AEG, Thesis Writing—TW, and a graduate course from the English as an International Language program—EIL). In all courses, the students are required to

know how to write a review of literature. Additionally, it is possible to trace plagiarism in the part of the literature review which covered knowledge of how to paraphrase, summarize, and write in-text citations.

The writing test in the study was applied to examine whether and to what extent the students would commit any plagiarism in their writing test (Appendix F). The participants' written texts in relation to the source text provided in the writing test were assessed through plagiarism checking software, namely Turnitin, and by external raters. The plagiarism assessment criteria are shown in Table 3.4.

Table 3.4 Plagiarism Assessment Criteria

Plagiarism?		**To what extent?**	
Checked through Software	**Assessed by Rater**	**Checked through Software**	**Assessed by Rater**
Turnitin (%) % in plagiarism	A chart of How to Recognize Plagiarism (Source: www.indiana.edu/~istd/practice.html) (See **Note 1** on the next page)	Turnitin (%) Plagiarism color codes: ▪ Red: 75-100% ▪ Orange: 50-74 % ▪ Yellow: 25-49% ▪ Green: 0-24% ▪ Blue: No matches (0%)	Scoring criteria (100) ▪ Citation (50) ▪ Content (25) ▪ Language (25) (See **Note 2** on the next page)

Note 1: The Chart of How to Recognize Plagiarism

(www.indiana.edu/~istd/practice.html)

Does the student version take ideas from the original source material?				
Yes				**No**
Is at least one idea taken from the original source material a direct word-for-word quote in the student version?				
Yes		**No**		
Is the direct word-for-word quote missing either quotation marks, or missing an in-text citation, or missing a reference in the student version?		Is the paraphrased idea missing an in-text citation or missing a reference in the student version?		
Yes	**No**	**Yes**	**No**	
The student version is: **Word-for-word plagiarism***	The student version is: **Not plagiarism**	The student version is: **Paraphrasing plagiarism***	The student version is: **Not plagiarism**	The student version is: **Not plagiarism**

*Remarks: Two prevalent kinds of plagiarism: Word-for-word and Paraphrasing

Note 2: Scoring Criteria (developed by the researcher and adapted from Turnitin)

Rubric	Scale 1 (10)	Scale 2 (20)	Scale 3 (30)	Scale 4 (40)	Scale 5 (50)	Scale 6 (60)	Scale 7 (70)	Scale 8 (80)	Scale 9 (90)	Scale 10 (100)
Citation (50%): ▪ Proper/correct and complete citation and/or quotation (25) **Notes:** (1) In case of the use of quotation, the full score of 25 will be given for *correct citation: -The author's surname, the publication date and the page number are acknowledged in case of the APA and the CMS styles. -Publication date can be omitted in case of the MLA style. *Score deduction for errors (e.g. first name use, omitted page number) (2) However, in case of the use of quotation, no score for paraphrase will be given. ▪ Paraphrase (25) **Note:** A paraphrased version without summary is allowed. However, the paraphrased and summarized version of the source text is preferable to an impression of the better quality of a writing piece.	5	10	15	20	25	30	35	40	45	50
Content (25%): Complete content conveying the relevant scope and/or same meaning as in the original source	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25
Language (25%): No [comma splices, run-on, misspelling, word choice, passive voice, subject-verb agreement and tense] errors	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25

As can be seen from Table 3.4, the plagiarism assessment tools to be used in this main study to assess whether and to what extent the students commit any plagiarism in their writing practice are plagiarism checking software called Turnitin, a chart of How to Recognize Plagiarism, and scoring criteria.

Turnitin is Internet-based plagiarism detection software. All participants' written scripts in the writing test were typed and saved in the form of .doc files to be submitted to the Turnitin website (www.turnitin.com). It should be noted that all written test-scripts in the files were kept identical to the participants' original written texts (e.g. misspelled words, incorrect spacing, incorrect punctuation, etc.). Turnitin shows if there is any plagiarism in texts through a percentage indication and depicts the degree of plagiarism through color-coding of the text. In Table 3.4, percentage levels from 0 to 100 indicate no plagiarism to completely plagiarized via blue to red color codes, respectively. It is noticeable that the green color code means very minor plagiarism such as 0.01% to 0% which is different from the blue color code which means only zero percent plagiarism.

In addition to the software checker, a human checker was also employed. The two experienced raters were not involved in this study to avoid research result bias. The raters were instructed in using the How To Recognize Plagiarism chart to check if there was any plagiarism in the participants' written test-scripts. Then, the raters evaluated the texts by using the scoring rubric that was developed for the Turnitin program. The criteria for the scoring rubric consisted of content (25), language (25), and citation (50) with a full score of 100. It should be noted that the correlation of these two raters produced a high value for inter-rater reliability (IRR) (Bachman, 2004). In other words, the high value of IRR was computed using the Pearson correlation coefficient r demonstrated a high correlation between the writing test scores for a random sample of 30 written scripts, given by rater 1 and by rater 2. The mean value of the inter-rater reliability was .88 ($p < .01$).

3.2.1.2.3 Instructor/Administrator Questionnaire

The instructor/administrator questionnaire, designed and developed by the researcher after the pilot study, was constructed to elicit the teacher participant information in three areas.

Part 1: General information and English language teaching background

Part 2: Plagiarism issues

Part 3: Effective measures for plagiarism prevention

The instructor/administrator questionnaire can be elaborated as follows. Part 1 contained six items asking the teacher participants for general information and their English language teaching background. Part 2 consisted of 32 items asking the teacher participants to rate their opinions about plagiarism issues relevant to knowledge, awareness, and other issues of plagiarism. In part 2, the 32 items were divided into three sections: nine Likert-scale items about knowledge of plagiarism, 16 Likert-scale items about awareness of plagiarism, and seven Likert-scale items regarding other issues of plagiarism. It is noted that the 25 items in the first two sections of part 2 (i.e. knowledge and awareness of plagiarism) of the instructor/administrator questionnaire were the same as those 25 items in parts 3 and 4 of the learner evaluation form in order to understand how learners and instructors/administrators viewed plagiarism for the same given cases. Furthermore, in the instructor/administrator questionnaire, part 3 contains four Likert-scale items asking the participants to rank their perspectives on the given measures for plagiarism prevention.

However, before the actual use of the questionnaire, it was verified by three experts for its content validity through the item-scoring checklist based on the Index of Item-Objective Congruence (IOC) (Rovinelli & Hambleton, 1977). After the validity assessment, the questionnaire was piloted for reliability with three teacher participants comprising a Thai instructor from the AEG course, a native-English instructor from the TW course, and a Thai instructor from the EIL program.

These three teacher participants in the pilot study were not involved in the main study. The index of the reliability of the questionnaire was 0.89.

After the pilot study, the questionnaire was revised and used in the present study to collect data (Appendix H). In the data collection, it should be noted that the title of each part of the questionnaire (i.e. general information and English language teaching background, plagiarism issues, and effective measures for plagiarism prevention) was not shown in the copies of the questionnaire which were used to collect the instructors'/administrators' responses so as to prevent Halo effects causing response bias (Dörnyei & Taguchi, 2010; Mackey & Gass, 2005).

3.2.1.2.4 Learner Interview

A semi-structured interview in this study was adjusted and conducted to elicit additional qualitative data after the pilot study with three student participants. The interview of the main study aimed to examine more about the student participants' perception of plagiarism and their opinions about contributory factors influencing plagiarism (Appendix G).

Two groups of the participants, consisting of three high achievers and three limited achievers, were regarded as the interview representatives of the student participants from individual three postgraduate courses. In other words, six participants were voluntarily selected from three high achievers and three limited achievers from each of the three postgraduate courses (i.e. AEG, TW and EIL) in the study. In this study, the student interview data regarding perception of plagiarism (Section 4.1.2.1) and opinions about contributing indicators to plagiarism (Section 4.3.2.1) were gathered from the same groups of three high and three limited achievers since their scores for English proficiency based on CU-TEP fell into the same achiever range of those of the writing test (see Table 3.3). With the participants' permission, the interviews were recorded and subsequently transcribed to support the analysis of quantitative data.

3.2.1.2.5 Instructor/Administrator Interview

The purpose of the instructor/administrator interview in the study was to examine further teacher participants' comments on effective measures for plagiarism prevention in the Thai or any EFL/ESL context (Appendix I). After the pilot study was conducted with three teacher participants, the revised interview was given to instructors/administrators in the main study. As a result of the researcher's reflections on one native-English instructor's and two Thai instructors' interview responses regarding their preference for not being video- or audio-recorded in the pilot study and her awareness of instructors'/administrators' tight schedules during the data collection of the main study, the instructor/administrator interview was then re-designed to be more flexible so it would better suit the teacher participants' being interviewed for the main study. Thus, the interview of the study was prepared in two forms: written and spoken versions. That is, in case a verbal interview was not possible, a written version of the teacher participants' interview responses was also acceptable in lieu of a video- or audio-recording.

3.2.1.3 Data Collection: Acting and Observing Stages

This research project, with its quasi—quantitative and qualitative—design (Creswell, 2003 and 2007), was conducted during postgraduate class time from the first semester of the 2013 academic year to the first semester of the 2014 academic year. With respect to the research ethical issues, all participants were treated equally throughout the data collection procedures from the pilot study to the main study.

The data were collected in ten steps over three semesters. All steps of data collection were carried out based on the procedures in Table 3.5.

Table 3.5 Data Collection Procedures

Processing Plan	Term 1/ 2013		Summer 1/2013	Term 2/ 2013		Summer 2/2013		Term 1/2014 (Note: Start ASEAN academic term)		
	2013				2014					
	Jun-Jul	Aug-Sep	Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jul	Aug-Sep	Oct-Nov	Dec
▪ **Pilot study:** **Phase 1**	---▶									
- Step 1: Consent form and student questionnaire		■								
- Step 2: Writing test			■							
- Step 3: Student interview			■	■						
Phase 2										
- Step 4: Teacher questionnaire				■						
- Step 5: Teacher interview				■	■					
▪ **Main study:** **Phase 1**				---▶	---▶					
- Step 6: Consent form and learner evaluation form						■				
- Step 7: Learner writing test						■				
- Step 8: Learner interview							■			
Phase 2										
- Step 9: Instructor/administrator questionnaire								■		
- Step 10: Instructor/administrator interview									■	
▪ **Data Analysis:** Analyzing the results										---▶

The ten steps in the procedures, from Table 3.5, can be described as follows.

Step 1: In the first two weeks of three courses (i.e. Academic English for Graduate Studies, Thesis Writing, and a graduate course from the English as an International Language program), basic knowledge (e.g. parts of speech and sentence structures) and course content (e.g. paraphrasing, summarizing, and in-text citation writing) were introduced and reviewed with the student participants. In the following weeks of the courses, the researcher visited three different course classes and informed the voluntary participants about the purposes of this research study. The study was conducted with the informed consent of the participants. The copies of the '***consent form***' were then distributed to three postgraduate courses (i.e. eleven participants in the AEG course, thirteen participants in the TW course, and six participants in the EIL program).

After collecting the consent form, a '***student questionnaire***' was then distributed to the participants. All questionnaire responses were evaluated and utilized for the development of a '*learner evaluation form'* used in the main study (see Step 6).

Step 2: A '***writing test'*** was distributed to the participants of the courses in the following month since it was certain that all participants had acquired and could practice most of the course knowledge before they were to take final exams. All participants' written test-scripts were assessed for the development of the writing test and the writing criteria to be used in the main study (see Step 7).

Step 3: During the week after the writing test was administered, three participants from the three courses (i.e. one participant per course) were randomly chosen for an '***interview***' for additional qualitative data.

Step 4: During the summer session when most instructors of English were free from teaching and marking exam papers, the researcher distributed copies

of a teacher questionnaire to three teacher participants, who were from the three courses, as planned.

Step 5: After the completion of the questionnaire collection, the researcher interviewed three teacher participants as scheduled. However, due to the participants' preferences, the interviews were done without video- or audio-recording. The researcher, thus, wrote down detailed points as much as possible during and after the interview process.

All data collected from the research instruments in the pilot study were assessed and utilized. The instruments were revised for their validity and reliability before use in the main study in the next semester.

Step 6: The data collection of the main study started in the third month of the new semester to make sure that all student participants initially acquired and could practice the course content knowledge and academic writing skills. To ensure that the study was conducted with the informed consent of the participants, the researcher visited eight classes of the three postgraduate courses (i.e. AEG, TW, and EIL) to initially distribute the revised '***consent form***'. Later, the revised *'student questionnaire'* or '***learner evaluation form'*** was distributed to all voluntary participants in the classes (Appendix C).

In order to facilitate the participants' understanding of this research project, Thai-version consent forms and learner evaluation forms were distributed to eight class groups of the student participants in four classes of the AEG course and to those in three classes of the TW course (Appendix B) while the English-versions were distributed to a class in the EIL program (Appendix A). It should be noted that two versions of the consent form and the learner evaluation form were distributed to the participants in accordance with their majors. That is, the Thai-version consent form and the learner evaluation form were given to the non-English-major participants in the first two courses while the English-version ones were given to the English-major participants. The researcher also informed the students that their participation was voluntary and that their information and

responses would remain confidential. All identifying information was removed when their data was collected.

Step 7: After collecting all the questionnaire copies, the revised '***writing test***' was administered to the participants (Appendix F).

From step 6 to step 7, the data collection took around one and a half hours. It should be noted that the classes of the three postgraduate courses were scheduled on different days of the week. Therefore, the research assistants were needed when visiting individual courses—AEG and TW, each of which was scheduled at the same time.

Step 8: After having two experienced raters score the participants' test scripts, the researcher evaluated the scored texts of the participants' writing test and further employed the Turnitin program to detect any acts of plagiarism. In the following week after having the results from the writing test, the researcher appointed six voluntary participants for the interview. That is, based on the participants' writing test scores, three high achievers and three limited achievers were randomly selected for a '***learner interview***' (Appendix G). Interview questions were employed for eliciting additional in-depth data.

Step 9: In the first week of the new semester start, copies of the revised '***instructor/administrator questionnaire***' were distributed to 80 teacher participants (Appendix H). The instructor/administrator questionnaire was written in English since all instructors were English-language university experts and instructors. The participants were informed to return the questionnaire by the due date.

Step 10: In the following weeks after the complete collection of the returned copies of the instructor/administrator questionnaire, the '***Instructor/ Administrator Interview***' was carried out. Due to limitations on the teacher participants' availability for interviewsand their reluctance to be recorded, the researcher decided to distribute copies of the written-versioned interview form to the participants with a specified date for its return (Appendix I).

3.2.1.4 Data Analysis: Reflecting Stage

This study had both a quantitative and a qualitative design. The research instruments were used to triangulate the quantitative and qualitative data which were analyzed to answer the following research questions.

Research Question 1 Do Thai postgraduate students have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

To answer research question 1, the analyses of data were divided into three sub-sections. The first sub-section focuses on examining the overall perception of plagiarism of all student participants in their English language learning while the other two sub-sections focus on comparing the perception of plagiarism based on the different types of participant groups. The results of the first sub-section are shown in Section 4.1.1.1 of Chapter 4 and those of the second and the third ones are shown respectively in Sections 4.1.1.2 and 4.1.1.3 of Chapter 4.

The first sub-section aimed to investigate the overall perception of plagiarism in English language learning of all Thai postgraduate students from interdisciplinary studies involved in this study. In this sub-section, it should be noted that to collect the data for this study, the copies of the learner evaluation form were, in the main study, distributed to 295 student participants. However, out of 219 returned questionnaires, 196 copies provided valid responses while 23 out of 219 returned copies (approximately 10%) showed some missing or incomplete information. Thus, the actual number of the student participants used for data analysis in research question 1 was 196.

To answer the first research question, firstly, the components of the perception of plagiarism can be categorized as awareness of plagiarism and

knowledge of plagiarism. The data involving the student participants' plagiarism awareness in Part 3 and their plagiarism knowledge in Part 4 of the learner evaluation form were analyzed (see Appendix C).

In Part 3 of the learner evaluation form, the student participants were asked to rank 16 given academic cases based on a rating scale from 5 "Strongly agree" to 1 "Strongly disagree". The frequency of each level of the rating scale from the student participants' responses was calculated. The mean scores and the standard deviations of the participants' responses to all 16 of the five-point Likert questionnaire items were also assessed using the Statistical Package for Social Sciences (SPSS) program (version 22.0) for Windows.

The criteria for the five-point rating scale interpretation of the mean scores are presented in Table 3.6.

Table 3.6 Levels of Five-Point Rating Scale and Interpretation

Levels of Rating Scale	**Interpretation**
4.21-5.00	Strongly agree
3.41-4.20	Agree
2.61-3.40	Not sure
1.81-2.60	Disagree
1.00-1.80	Strongly disagree

The interpretation of the rating scale in Table 3.6 refers to the extent of the participants' perception of plagiarism. It is a measure of the participants' awareness of plagiarism ranging from very positive to very negative. It was also designed to allow the participants to indicate how strongly they agreed or disagreed

with the statements relating to their perception of plagiarism in English language learning.

In Part 4 of the learner evaluation form, there are two sections: A and B for ten items. In section A, the student participants were asked to choose an answer per case item that described their ideas whether a given case is academic plagiarism. The participants' responses to nine multiple-choice items were evaluated through the SPSS program for the frequency of the selected answers. It is noticeable that each of the nine items contains three multiple choices representing levels of perception of plagiarism knowledge: agree, unsure, and disagree. In terms of data interpretation, the frequency of all responses to each item in Section A can be in relation to a three-point rating scale ranked from 3 "Agree" to 1 "Disagree". The mean scores and the standard deviations of the participants' responses to all nine items were also assessed through the Statistical Package for Social Sciences (SPSS) program. The criteria for the three-point rating scale interpretation of the mean scores are presented in Table 3.7.

Table 3.7 Levels of Three-Point Rating Scale and Interpretation

Levels of Rating Scale	**Interpretation**
2.34-3.00	Agree
1.67-2.33	Not sure
1.00-1.66	Disagree

The nine items were designed to allow the participants to indicate whether they agreed or disagreed with the statements relating to their knowledge of plagiarism in English language learning.

In Section B, there is one semi-open-ended item such as a case study for the student participants to judge. The responses to the item were also assessed by the SPSS program for the frequency of the selected answers.

After the results of the data analysis of the extent of the participants' perception of plagiarism in Parts 3 and 4 are shown, they were also compared with individual specified answers which indicate whether the given cases are acceptable or not in a general academic context.

The second and the third sub-sections aimed to compare whether there was any significant difference in the perception of plagiarism of the participant groups based on their major fields of studies (i.e. science and social science groups). This used their answers to research question 1.1 while their levels of English language proficiency (i.e. high and limited achiever groups) were used to answer research question 1.2.

In the second sub-section, research question 1 can be elaborated as in research question 1.1.

Research Question 1.1 Do Science and Social Science student groups have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

The study for research question 1.1 was conducted to collect data from the student participants and designed as depicted in Figure 3.1.

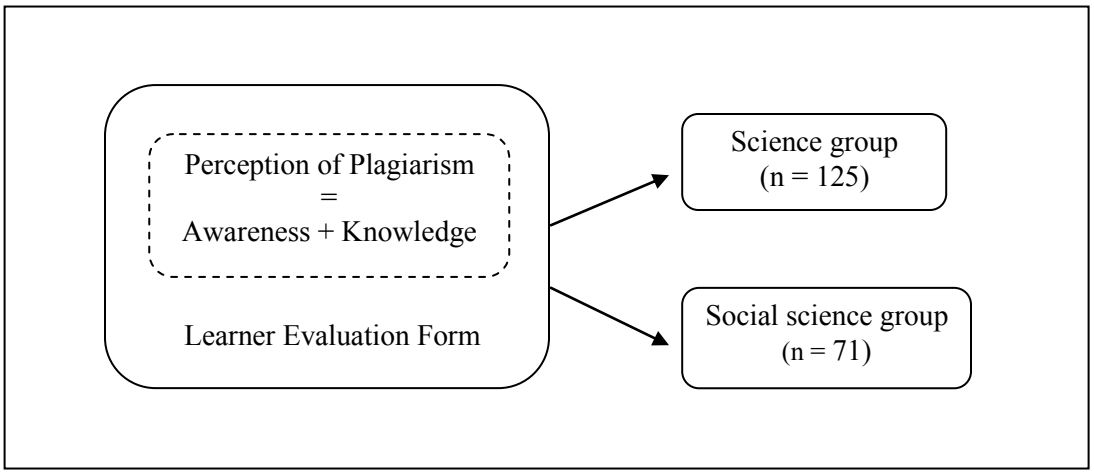


Figure 3.1 Research Design for Data Collection: Science and Social Science Groups' Perception

To answer research question 1.1, three steps of data analysis were needed.

First, all participants were grouped in accordance with their fields of studies: science and social sciences. That is, the science participant group comprise those who were studying in the faculties of Allied Health Science, Architecture, College of Population Studies, Dentistry, Engineering, Medicine, Nursing, Pharmaceutical Science, Science, Sports Science, and Veterinary Science. Next, the social science group comprised those who were in the faculties of Arts, Communication Arts, Education, and Fine and Applied Arts, and from the EIL program.

Second, to determine whether there is a significant difference in the perception of academic plagiarism between the science and social science groups, the mean scores of the perception responses of both participant groups were compared using an independent-samples *t*-test. If there was a significant difference in the science and social science groups' perception (in both aspects of plagiarism awareness from 16 Likert-scale items in Part 3 and of plagiarism knowledge from

11 items in Part 4 of the evaluation form) of academic plagiarism (see Appendices C and D), the third step was to find the extent of the difference.

Third, to find out to what extent the perception of academic plagiarism of science students was significantly different from those of social science students, the mean and standard deviation of the perception scores of the science and social science groups were calculated using Cohen's effect-size (*d*) method. The Cohen's (1988) effect size levels and their interpretation, adapted from Becker (2000) and Hopkins (2002), are shown in Table 3.8.

Table 3.8 Interpretation of Effect Size Levels

Levels of the Effect Size	Interpretation of Difference Magnitude
$0.9 < ES \leq 1.0$	Nearly perfect to perfect
$0.8 < ES \leq 0.9$	Very large
$0.5 < ES \leq 0.8$	Large
$0.2 < ES \leq 0.5$	Moderate
$ES \leq 0.2$	Small
$ES < 0.1$	Trivial

The interpretation of the effect size levels from Table 3.8 refers to a measure of the levels of the correlation between the mean difference in perception of plagiarism between the groups of science and social science students. In addition, the levels of effect size indicate the relative magnitudes or sizes of the difference (Thalheimer and Cook, 2002) in the science and social science groups' perception (i.e. awareness and knowledge) of plagiarism in English language learning.

The third sub-section for research question 1 can be elaborated as in research question 1.2.

Research Question 1.2 Do the groups of high achievers and low achievers have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

The study for research question 1.2 was carried out to gather data from the student participants and was designed as shown in Figure 3.2.

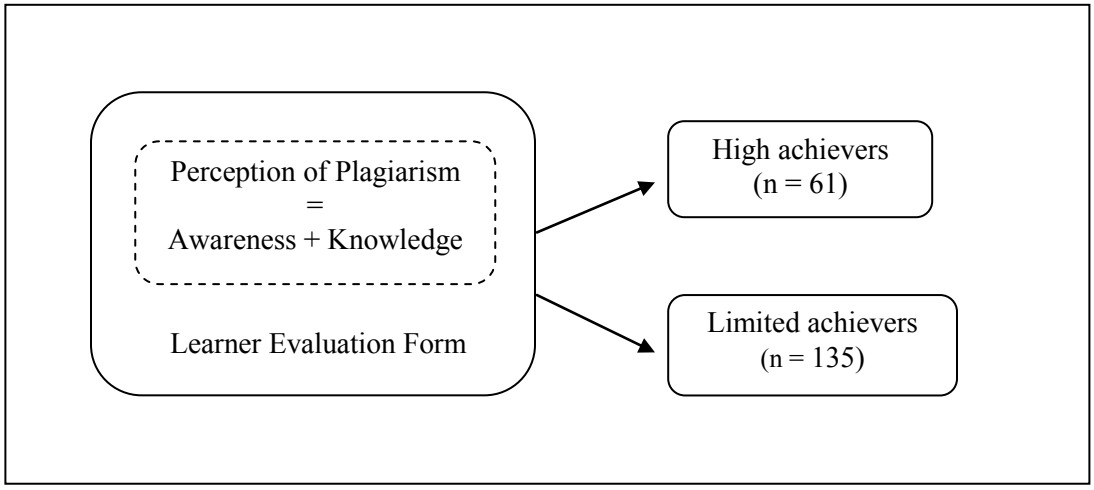


Figure 3.2 Research Design for Data Collection: High and Limited Achievers' Perception

To answer research question 1.2, three steps of data analysis were needed.

Firstly, all participants were systematically ranked from highest to lowest based on their Chulalongkorn University Test of English Proficiency (CU-TEP) scores. The participants whose CU-TEP scores were from 57 to 120 were considered to be in the high achiever group, and those whose CU-TEP scores were

between 1 and 56 were considered to be in the limited achiever group (see Table 3.1). It is noted that the number of high and limited achiever groups of the participants in research question 1.2 (see Figure 3.2) was different from those in research question 1.1 (see Figure 3.1).

Secondly, to determine whether there is a significant difference in the perception of plagiarism between the high and limited achiever groups, an independent-samples *t*-test was used. If there was a significant difference in the high and limited achiever groups' perception (in both aspects of plagiarism awareness from 16 Likert-scale items in Part 3 and of plagiarism knowledge from 11 items in Part 4 of the evaluation form) of plagiarism, the third step would be followed.

Thirdly, to investigate any significant difference, the mean and standard deviation of the perception scores of high and limited achiever groups were calculated using Cohen's effect size measures.

The three sub-sections previously described are for the quantitative analysis of the student participants' perception of plagiarism in English language learning. Furthermore, to obtain qualitative data about the student participants' perception of plagiarism, the responses of six learner participants (i.e. three high and three limited achievers) from the learner interview (see Appendix L) were assessed through content analysis.

Next, the analysis of data of the participants' actual practice of plagiarism in English language learning was employed to answer research question 2.

Research Question 2 Do Thai postgraduate students have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

To examine and compare the student participants' actual practice of academic plagiarism in English language learning, the student participants' writing test scores were assessed by two external raters and the Turnitin software. The scores could indicate whether and to what extent the participants committed any plagiarism in their writing test.

In data collection, it is noted that the copies of the writing test were administered to 196 student participants. However, 153 copies of the writing test were filled in and could be analyzed, while 43 student participants (approximately 30%) did not take the test nor provided adequate data for analysis. Therefore, the actual number of the student participants used for data analysis in research question 2 was 153.

For the data analysis of the actual practice of plagiarism, the student participants were categorized into two groups based on their main fields of studies and levels of English language proficiency. Thus, research question 2 can be elaborated as in the following sub-sections to answer research questions 2.1 and 2.2.

Research Question 2.1 Do Science and Social Science student groups have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

The study for research question 2.1 was implemented to collect data from the student participants and was designed as illustrated in Figure 3.3.

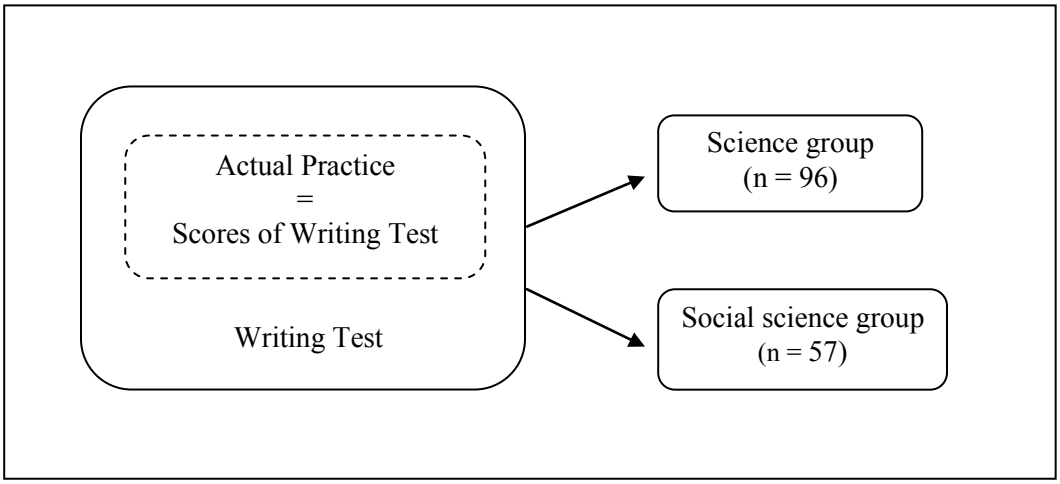


Figure 3.3 Research Design for Data Collection: Science and Social Science Groups' Actual Practice

To answer research question 2.1, three steps of data analysis were needed.

First, all participants were grouped based on their fields of studies: science and social sciences. This means that the science participant group comprised those who were studying in the faculties of Allied Health Science, Architecture, College of Population Studies, Dentistry, Engineering, Medicine, Nursing, Pharmaceutical Science, Science, Sports Science, and Veterinary Science. Next, the social science group comprised those who were in the faculties of Arts, Communication Arts, Education, and Fine and Applied Arts, and from the EIL program.

Second, to examine whether there was a significant difference in the actual practice of plagiarism between the science and social science groups, an independent-samples *t*-test was used. If there was a significant difference in the science and social science groups' actual practice of plagiarism in the writing test, a third step then followed.

Third, to investigate the effect size of a significant difference in the participants' actual practice of plagiarism, the mean and standard deviation of the science and social science groups' writing test scores were calculated using Cohen's effect-size (*d*) method.

In addition to the major field of studies, the student participants' actual practice can be assessed based on their levels of English language proficiency as in research question 2.2.

Research Question 2.2 Do the groups of high achievers and low achievers have a significant difference in their actual practices of academic plagiarism in English language learning? If so, to what extent?

The study for research question 2.2 was performed to gather data from the student participants and was designed as demonstrated in Figure 3.4.

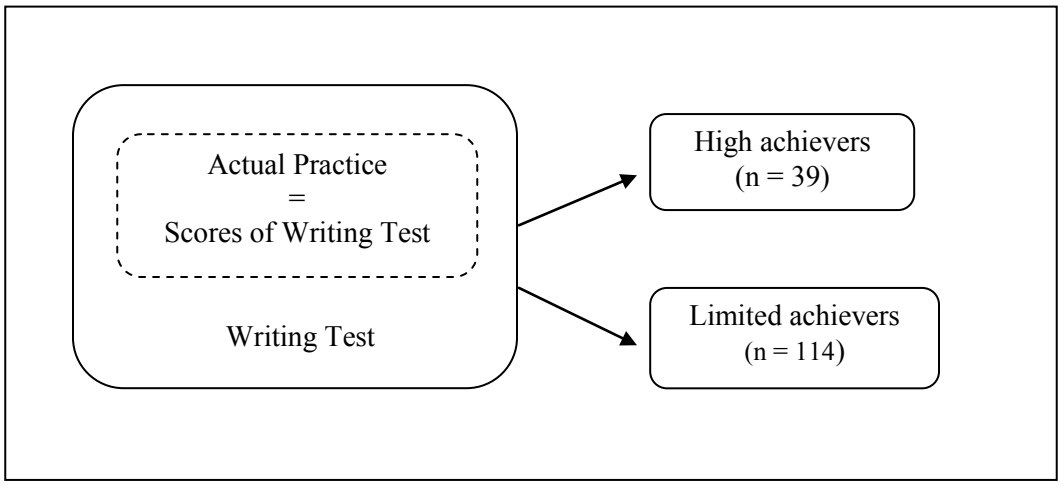


Figure 3.4 Research Design for Data Collection: High and Limited Achievers' Actual Practice

To answer research question 2.2, three steps of data analysis were needed.

First, all participants were systematically ranked from highest to lowest based on their CU-TEP scores. It is noted that the number of high and limited achiever groups of participants in research question 2.2 (see Figure 3.4) was different from those in research question 2.1 (see Figure 3.3).

Second, to find out if there was a significant difference in the actual practice of plagiarism between the high and limited achiever groups, an independent-samples *t*-test was used. If there was a significant difference in the high and limited achiever groups' actual practice of plagiarism in the writing test, a third step then followed.

Third, to determine the effect size of the significant difference of the participants' actual practice, the mean and standard deviation of the high and limited achiever groups' writing test scores were calculated using Cohen's effect size measures.

Hence, the data analysis previously explained was for the student participants' actual practice of plagiarism in English language learning. Next, the analysis of data for the contributing indicators to the participants' plagiarism in English language learning is shown to answer research question 3.

Research Question 3 What are the contributing indicators to the students' academic plagiarism?

To examine the contributing indicators to the student participants' academic plagiarism in English language learning, the responses from the student participants' evaluation form and interviews and from the teacher participants'

questionnaire responses and interviews were quantitatively and qualitatively analyzed.

Firstly, to obtain quantitative data about the contributing indicators to the student participants' plagiarism, the responses from 196 returned copies of the learner evaluation form (Parts 1 and 2, see Appendix C) and those from 48 returned copies of the instructor/administrator questionnaire (Part 1, see Appendix H) were analyzed. In other words, the data in Parts 1 and 2 of the learner evaluation form consist of the student participants' general information and English language learning background and their experience of plagiarism. In addition, the data in Part 1 of the teacher questionnaire cover the teacher participants' general information and English language teaching background. All these quantitative data were analyzed with the SPSS program (e.g. percentages, frequency distributions, and arithmetic means).

Next, to obtain qualitative data for the contributing indicators to the student participants' plagiarism, the responses of six student participants (i.e. three high and three limited achievers) from the learner interviews (see Appendix L) and those of 19 teacher participants (i.e. eight native English-speaking and 11 Thai university lecturers) from the instructor/administrator interviews (see Appendix N) were assessed through content analysis.

In order to complete the cycle of this research study, besides the investigation of those three research questions, further data about practical measures for plagiarism prevention in the Thai context were necessary for further development of English-language academic writing learning and pedagogy. Next is research question 4.

Research Question 4 What are practical measures for academic plagiarism prevention in the Thai context?

The study for research question 4 was carried out to collect data from the teacher participants as shown in Figure 3.5.

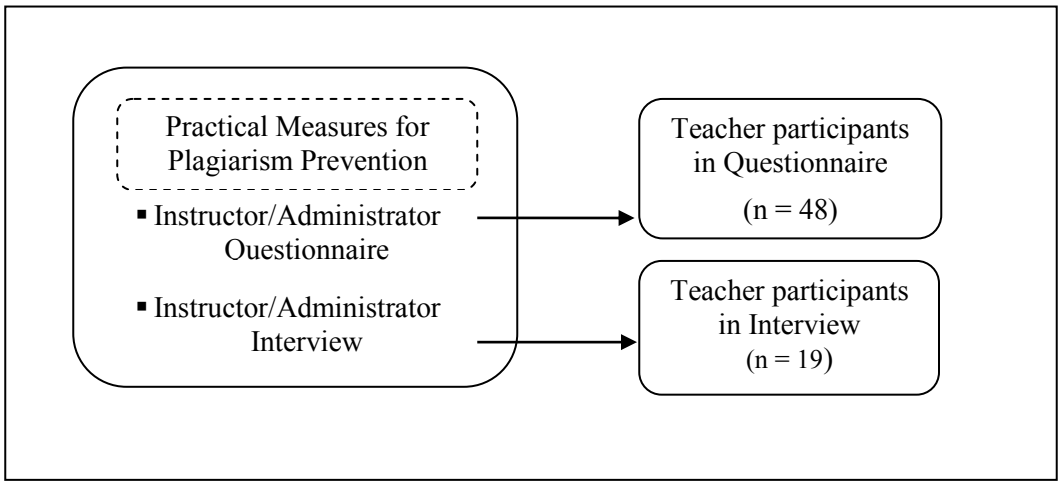


Figure 3.5 Research Design for Data Collection: Measures for Plagiarism Prevention

To evaluate and compare effective measures for academic plagiarism prevention that would be practical in the Thai context, the teacher participants were asked to rate their perspectives in Part 3 of the instructor/administrator questionnaire.

It is noted that the copies of the teacher questionnaire were distributed to 80 instructor/administrator participants. The return rate for the instructor/administrator questionnaire was 60%. In other words, 48 copies of the questionnaire were returned to the researcher and used for data analysis.

To answer the fourth research question, the data involving the practical measures for plagiarism prevention was quantitatively and qualitatively analyzed and compared as follows.

For the quantitative analysis, the teacher responses in Parts 2 and Part 3 of the instructor/administrator questionnaire were calculated. That is, the teacher participants were asked to rate given cases based on a rating scale from 5 (5th most practical) to 1 (most practical). The mean scores of the participants' responses of all five-point Likert questionnaire items in Parts 2 and Part 3 were analyzed using the SPSS program (e.g. percentages, frequency distributions, arithmetic means, and standard deviations). The highest frequency or percentage of the rating scores of the responses represents the highest rank that the participants viewed as the most practical measures for plagiarism prevention in the Thai context. In comparisons whether there was a significant difference between Thai and native English-speaking instructors' perspectives on effective measures for plagiarism prevention, one-way Analysis of Variance (ANOVA) was utilized.

In addition to the quantitative analyses of the teacher participants' perspectives on practical measures for plagiarism prevention, the qualitative analyses on the content analysis of the interview responses of instructor/administrator participants were also utilized to support the quantitative results for Research Question 4.

3.3 Chapter Summary

This research project was carried out into two phases, each of which covered the pilot study (in Section 3.1) and the main study (in Section 3.2). In order to report on all participants involved in discrete stages throughout the project, the number of the participants in both pilot and main studies can be summarized in Table 3.9.

Table 3.9 The Number of Participants in Data Distribution and Collection

Research Instruments / No. of Participants		Data Distribution					Data Collection								
		Pilot Study		Main Study		Total	Pilot Study		Main Study (Returned Copies)		Main Study (Complete Information for Data Analysis)		Total		
Research Instruments	**Questionnaire:**														
	(1) Student														
	Student – AEG: 4 sections	15	35	140	295	330	11	30	103	219	96	196	226		
	Student – TW: 3 sections	14		105			13		96		89				
	Student – EIL: One group	6		50			6		20		11				
	(2) Teacher	3		80		83	3		48		48		51		
					Total	413								277	
	Writing Test:														
	Student – AEG: 4 sections	15	35	103	219	254	11	30	96	196	51	153	183		
	Student – TW: 3 sections	14		96			13		89		95				
	Student – EIL: One group	6		20			6		11		7				
	Interview:														
	(1) Student														
	Student – AEG: 4 sections	1	3	2 (H: 1; L:1)	6	9	1	3			2 (H: 1; L:1)	6	9		
	Student – TW: 3 sections	1		2 (H: 1; L:1)			1				2 (H: 1; L:1)				
	Student – EIL: One group	1		2 (H: 1; L:1)			1				2 (H: 1; L:1)				
	(2) Teacher	3		19		22	3		19		19		22		

The research methodology, employed in the present study after the pilot study, can be summarized in Table 3.10.

Table 3.10 Research Methodology

Research Question	Research Instrument	Data Collection	Data Analysis
1. Do Thai postgraduate students have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?	a) Learner evaluation form (Parts 3-4)	(i) Responses from the *instructor/administrator questionnaire* containing plagiarism awareness and plagiarism knowledge (n = 196 out of 219)	*Quantitative analyses* - Descriptive statistics (e.g. arithmetic means and standard deviations) - An independent-samples *t*-test - The effect-size method
1.1) Do Science and Social Science student groups have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?		(n_{Sc} = 125; n_{Ssc} = 71)	
1.2) Do the groups of high achievers and limited achievers have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?		(n_H = 61; n_L= 135)	
	b) Learner interview	(ii) Interview responses (n = 6)	*Qualitative analysis* - Content analysis
2. Do Thai postgraduate students have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?	a) Writing test	Writing test scores (n = 153)	*Quantitative analyses* - Raters: Writing criteria (i.e. content, language and citation) - An independent-samples *t*-test - The effect-size method - Turnitin program (i.e. percentage of plagiarism)
2.1) Do Science and Social Science student groups have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?		(n_{Sc} = 96; n_{Ssc} = 57)	
2.2) Do the groups of high achievers and limited achievers have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?		(n_H = 39; n_L= 114)	

Table 3.10 Research Methodology (continued)

Research Questions	Research Instruments	Data Collection	Data Analyses
3. What are the contributing indicators to the students' academic plagiarism?	a) Learner evaluation form (Parts 1-2)	(i) Responses from the *evaluation form* containing students' general information- English language learning background and experiences of plagiarism (n = 196)	*Quantitative analysis* - Descriptive statistics (e.g. frequency, percentage, etc.)
	b) Instructor/ administrator questionnaire (Part 1)	(ii) Responses from the *instructor/administrator questionnaire* containing teachers' general information and English language teaching background (n = 48 out of 80)	
	c) Learner interview	(iii) Interview responses (n = 6)	*Qualitative analysis* - Content analysis
	d) Instructor/ administrator interview	(iv) Interview responses (n = 19)	
4. What are practical measures for academic plagiarism prevention in the Thai context?	a) Instructor/ administrator questionnaire (Part 3)	(i) Responses from the *instructor/administrator questionnaire* containing perspectives on effective measures for plagiarism prevention (n = 48)	*Quantitative analysis* - Descriptive statistics (e.g. frequency, percentage, etc.) - One-way Analysis of Variance (F-test)
	b) Instructor/ administrator interview	(ii) Interview responses (n = 19)	*Qualitative analysis* - Content analysis

CHAPTER 4

RESULTS

The results of the study from the data analyses are presented as the following sections:

4.1 The Students' Perception of Plagiarism

4.1.1 Quantitative Results

4.1.1.1 Overall Perception of Plagiarism

4.1.1.1.1 Students' Plagiarism Awareness

4.1.1.1.2 Students' Plagiarism Knowledge

4.1.1.2 Comparisons in Major Fields of Study

4.1.1.2.1 Students' Plagiarism Awareness

4.1.1.2.2 Students' Plagiarism Knowledge

4.1.1.3 Comparisons in Levels of English Language Proficiency

4.1.1.3.1 Students' Plagiarism Awareness

4.1.1.3.2 Students' Plagiarism Knowledge

4.1.2 Qualitative Results

4.1.2.1 Students' Interview Responses

4.2 The Students' Actual Practice of Plagiarism

4.2.1 Quantitative Results

4.2.1.1 Writing Test Scores: Raters

4.2.1.1.1 Major Fields of Study

4.2.1.1.2 Levels of English Language Proficiency

4.2.1.2 Writing Test Scores: Checking Software

4.3 The Contributing Indicators to the Students' Plagiarism
4.3.1 Quantitative Results
4.3.1.1 Students' General Information and English Language Learning Background
4.3.1.2 Students' Experience of Plagiarism
4.3.1.3 Instructors'/Administrators' General Information and English Language Teaching Background
4.3.2 Qualitative Results
4.3.2.1 Students' Interview Responses
4.3.2.2 Instructors'/Administrators' Interview Responses
4.4 The Practical Measures for Plagiarism Prevention
4.4.1 Quantitative Results
4.4.1.1 Instructors'/Administrators' Questionnaire Responses
4.4.1.1.1 Knowledge of Plagiarism
4.4.1.1.2 Awareness of Plagiarism
4.4.1.1.3 Other Issues of Plagiarism
4.4.1.1.4 Perspectives on Measures for Plagiarism Prevention
4.4.2 Qualitative Results
4.4.2.1 Students' Interview Responses
4.4.2.2 Instructors'/Administrators' Interview Responses
4.5 Chapter Summary

In order to answer all the research questions of this study, all quantitative and qualitative data, gathered from learner evaluation forms (Sections 4.1.1 and 4.3.1.1-4.3.1.2), learner interviews (Sections 4.1.2 and 4.3.2.1), writing tests (Section 4.2.1), instructor/administrator questionnaires (Sections 4.3.1.3-4.3.1.4 and 4.4.1.1), and instructor/administrator interviews (Sections 4.3.2.2 and 4.4.2.1), were analyzed.

4.1 The Students' Perception of Plagiarism

Research Question 1: Do Thai postgraduate students have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

The quantitative results of research question 1 can be presented based on the aspects of perception (i.e. awareness and knowledge) of academic plagiarism (Section 4.1.1.1). To elaborate the quantitative results of research question 1, the collected data, from the learner evaluation forms in Parts 3 and 4 regarding plagiarism awareness and plagiarism knowledge, respectively, can be presented based on the classifications of the groups of the participants as two sections: fields of study (Section 4.1.1.2) and levels of English language proficiency (Section 4.1.1.3).

To obtain the results of research question 1, the data to be analyzed are illustrated as in Figure 4.1.

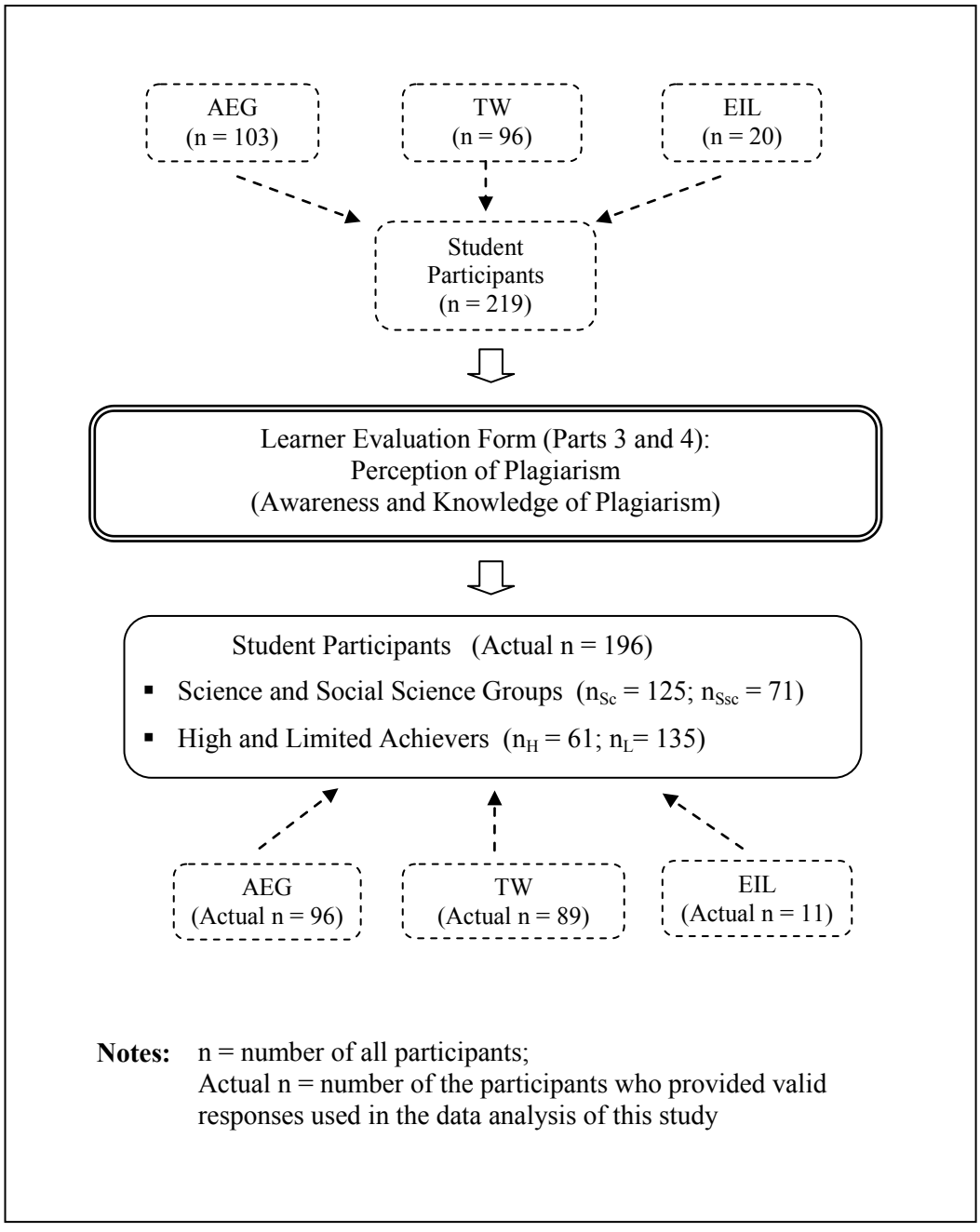


Figure 4.1 Research Data for Analysis on Perception of Plagiarism

4.1.1 Quantitative Results

The collected data were quantitatively analyzed to examine the perception of plagiarism of all student participants as follows.

4.1.1.1 Overall Perception of Plagiarism

After the provision of the postgraduate writing courses was almost completed (i.e. approximately a few weeks before the end of the courses), the participants were asked to rate their perceptions towards the 16-item cases regarding plagiarism awareness in Part 3 and the ten-item cases regarding plagiarism knowledge in Part 4 of the learner evaluation form. The collected data of the evaluation form in Part 3 using the five-point rating scales ranging from 5 (strongly agree) to 1 (strongly disagree) were analyzed for means and standard deviations of the participants' perceptions, regarding awareness of plagiarism. In addition, out of the ten items in Part 4, the data of the nine items, despite the use of the multiple-choice format, were analyzed through the application of the rating scales ranging from 3 (agree) to 1 (disagree) while those of the last item were assessed through the frequency of the number of the selected multiple-choice answers from the given case study and through content analysis of the participants' open-ended supporting reasons.

To answer the first research question, the quantitative results from all student participants' (n = 196) evaluation form responses to their perception of plagiarism can be presented in the form of the overall aspects of the perception—awareness and knowledge—of plagiarism in English language learning as in Sections 4.1.1.1.1 and 4.1.1.1.2, respectively.

4.1.1.1.1 Students' Plagiarism Awareness

This section shows the results of the collected data of the participants' perceptions of their awareness of academic plagiarism from Part 3 of the learner evaluation form for item numbers 20 to 35 as in Table 4.1.

Table 4.1 Scale Distribution of Participants' Awareness of Plagiarism (continued)

No.	Awareness of Plagiarism	Scale	Total Responses (n = 196)	
			Frequency (n)	Percentage (%)
20.	Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).	Strongly disagree	151	77.00
		Disagree	37	18.90
		Unsure	3	1.50
		Agree	0	0.00
		Strongly agree	5	2.60
21.	Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s).	Strongly disagree	65	33.20
		Disagree	64	32.70
		Unsure	50	25.50
		Agree	13	6.60
		Strongly agree	4	2.00
22.	Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source.	Strongly disagree	34	17.30
		Disagree	35	17.90
		Unsure	25	12.80
		Agree	60	30.60
		Strongly agree	42	21.40
23.	Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.	Strongly disagree	117	59.70
		Disagree	66	33.70
		Unsure	10	5.10
		Agree	0	0.00
		Strongly agree	3	1.50
24.	Copy a sentence (not more than 40 words) from an article and use quotation marks "..." and reference the source.	Strongly disagree	73	37.20
		Disagree	5	2.60
		Unsure	9	4.60
		Agree	26	13.30
		Strongly agree	83	42.30

Table 4.1 Scale Distribution of Participants' Awareness of Plagiarism (continued)

No.	Awareness of Plagiarism	Scale	Total Responses (n = 196)	
			Frequency (n)	Percentage (%)
25.	Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).	Strongly disagree	83	42.30
		Disagree	71	36.20
		Unsure	22	11.20
		Agree	13	6.60
		Strongly agree	7	3.60
26.	Change one or two words to make a quote into a paraphrase and then not reference the source.	Strongly disagree	67	34.20
		Disagree	75	38.30
		Unsure	36	18.40
		Agree	16	8.20
		Strongly agree	2	1.00
27.	Omit citations/references in my paper if I paraphrased an original text.	Strongly disagree	72	36.70
		Disagree	78	39.80
		Unsure	21	10.70
		Agree	22	11.20
		Strongly agree	3	1.50
28.	Cite the source when I downloaded a graphic without the author's permission.	Strongly disagree	22	11.20
		Disagree	22	11.20
		Unsure	44	22.40
		Agree	80	40.80
		Strongly agree	28	14.30
29.	Omit citations/references of numerical data or graphs because they are facts or common knowledge.	Strongly disagree	78	39.80
		Disagree	77	39.30
		Unsure	27	13.80
		Agree	11	5.60
		Strongly agree	3	1.50
30.	Omit to cite my previous work when I reused it in my writing in other courses since it is my own work.	Strongly disagree	60	30.60
		Disagree	79	40.30
		Unsure	36	18.40
		Agree	15	7.70
		Strongly agree	6	3.10

Table 4.1 Scale Distribution of Participants' Awareness of Plagiarism

No.	Awareness of Plagiarism	Scale	Total Responses (n = 196)	
			Frequency (n)	Percentage (%)
31.	Commit plagiarism because it only affects me.	Strongly disagree	140	71.40
		Disagree	43	21.90
		Unsure	7	3.60
		Agree	5	2.60
		Strongly agree	1	0.50
32.	Commit plagiarism because it does not affect others.	Strongly disagree	142	72.40
		Disagree	42	21.40
		Unsure	3	1.50
		Agree	7	3.60
		Strongly agree	2	1.00
33.	Commit plagiarism though it may be unfair to the university.	Strongly disagree	135	68.90
		Disagree	17	8.70
		Unsure	3	1.50
		Agree	2	1.00
		Strongly agree	39	19.90
34.	Commit plagiarism though it may be unfair to the writer of the original passage.	Strongly disagree	143	73.00
		Disagree	14	7.10
		Unsure	5	2.60
		Agree	3	1.50
		Strongly agree	31	15.80
35.	Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.	Strongly disagree	97	49.50
		Disagree	13	6.60
		Unsure	4	2.00
		Agree	23	11.70
		Strongly agree	59	30.10

Table 4.1 shows the distribution of each level of the rating scale from the student participants' responses to the 16 five-point Likert scale items in part 3 of the learner evaluation form. Referring to the five-point Likert-scale learner evaluation form in Table 4.1, the criteria for the rating scale interpretation of the mean scores (see Table 3.6) were: 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.40 (not sure), 3.41-4.20 (agree), and 4.21-5.00 (strongly agree).

The majority of the student participants rated ten out of 16 given cases at the level of 'strongly disagree'. In other words, the participants thought that these ten cases were very unacceptable if committed in their academic context. The ten cases comprise item number 20— "*Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s)*." rated by 151 participants (77% of all respondents); item number 21— "*Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s)*." rated by 65 participants (33.20%); item number 23— "*Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.*" rated by 117 participants (59.70%); item number 25— "*Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).*" rated by 83 participants (42.30%); item number 29—"*Omit citations/references of numerical data or graphs because they are facts or common knowledge*." rated by 78 participants (39.80%); item number 31—"*Commit plagiarism because it only affects me.*" rated by 140 participants (71.40%); item number 32—" *Commit plagiarism because it does not affect others.*" rated by 142 participants (72.40%); item number 33—" *Commit plagiarism though it may be unfair to the university.*" rated by 135 participants (68.90%); item number 34—"*Commit plagiarism though it may be unfair to the writer of the original passage.*" rated by 143 participants (73%); and item number 35—

"*Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.*" rated by 97 participants (49.50%).

Moreover, most participants rated three out of 16 given cases at the level of 'disagree'. Three cases comprise item number 26—"*Change one or two words to make a quote into a paraphrase and then not reference the source.*" rated by 75 participants (38.30%); item number 27—"*Omit citations/references in my paper if I paraphrased an original text*." rated by 78 participants (39.80%); and item number 30—"*Omit to cite my previous work when I reused it in my writing in other courses since it is my own work.*" rated by 78 participants (39.80%).

The other two cases out of 16 cases, rated at the level of 'agree', comprise item number 22—"*Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source*." rated by 60 participants (30.60%) and item number 28—"*Cite the source when I downloaded a graphic without the author's permission*." rated by 80 participants (40.80%). Another case, rated at the level of 'strongly agree', comprised item number 24—" *Copy a sentence (not more than 40 words) from an article and use quotation marks "..." and reference the source*." rated by 83 participants (42.30%).

The student participants judged the given 16 cases presented in Table 4.1 at different levels. To demonstrate how they actually perceived each given case, the frequency of their responses are summarized and presented next to the 'Acceptable?' column of the suggested answers for the cases in Table 4.2.

Table 4.2 Participants' Awareness of Plagiarism (continued)

No.	Awareness of Plagiarism	Acceptable? Suggested Answer)	Students' Total Responses (n = 196)		
			Yes n (%)	Unsure n (%)	No n (%)
20.	Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).	No	5 (2.6)	3 (1.5)	188 (95.9)
21.	Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s).	No	17 (8.6)	50 (25.5)	129 (65.9)
22.	Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source.	No	102 (52)	25 (12.8)	69 (35.2)
23.	Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.	No	3 (1.5)	10 (5.1)	183 (93.4)
24.	Copy a sentence (not more than 40 words) from an article and use quotation marks "..." and reference the source.	Yes	109 (55.6)	9 (4.6)	78 (39.8)
25.	Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).	No	20 (10.2)	22 (11.2)	154 (78.5)
26.	Change one or two words to make a quote into a paraphrase and then not reference the source.	No	18 (9.2)	36 (18.4)	142 (72.5)
27.	Omit citations/references in my paper if I paraphrased an original text.	No	25 (12.7)	21 (10.7)	150 (76.5)

Table 4.2 Participants' Awareness of Plagiarism

No.	Awareness of Plagiarism	Acceptable? (Suggested Answer)	Students' Total Responses (n = 196)		
			Yes n (%)	Unsure n (%)	No n (%)
28.	Cite the source when I downloaded a graphic without the author's permission.	Yes	108 (55.1)	44 (22.4)	44 (22.4)
29.	Omit citations/references of numerical data or graphs because they are facts or common knowledge.	No	14 (7.1)	27 (13.8)	155 (79.1)
30.	Omit to cite my previous work when I reused it in my writing in other courses since it is my own work.	No	21 (10.8)	36 (18.4)	139 (70.9)
31.	Commit plagiarism because it only affects me.	No	6 (3.1)	7 (3.6)	183 (93.3)
32.	Commit plagiarism because it does not affect others.	No	9 (4.6)	3 (1.5)	184 (93.8)
33.	Commit plagiarism though it may be unfair to the university.	No	41 (20.9)	3 (1.5)	152 (77.6)
34.	Commit plagiarism though it may be unfair to the writer of the original passage.	No	34 (17.3)	5 (2.6)	157 (80.1)
35.	Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.	No	82 (41.8)	4 (2)	110 (56.1)

From Table 4.2, to facilitate the comparison with the suggested answers in the ‘Acceptable?’ column, the frequency of the participants’ responses to 16 given cases was summarized and grouped into three levels of responses: yes, unsure, and no. The frequency of the level of ‘yes’ is derived from the sum of the percentage of both the ‘strongly agree’ and ‘agree’ levels. The frequency of the level of ‘unsure’ stays the same as in the original data in Table 4.1. Last, the frequency of the level of ‘no’ is from the sum of the percentage of both the ‘strongly disagree’ and ‘disagree’ levels.

In addition to the scale distribution and the summary of the participants’ responses to awareness of plagiarism as previously shown in Table 4.1 and Table 4.2, respectively, the mean scores, the standard deviations, and their scale interpretation of the participants’ responses to all 16 five-point Likert scale cases were also assessed using the Statistical Package for Social Sciences (SPSS) program (version 22.0) as detailed in Table 4.3.

Table 4.3 Descriptive Statistics of Participants' Awareness of Plagiarism (continued)

No.	Awareness of Plagiarism	Acceptable? (Suggested Answer)	Students' Total Responses (n = 196)		Scale Interpretation
			Mean	S.D.	
20.	Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).	No	1.32	0.75	Strongly disagree
21.	Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s).	No	2.12	1.01	Disagree
22.	Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source.	No	3.41	1.42	Agree
23.	Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.	No	2.57	1.26	Disagree
24.	Copy a sentence (not more than 40 words) from an article and use quotation marks "..." and reference the source.	Yes	3.43	1.82	Agree
25.	Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).	No	1.93	1.06	Disagree
26.	Change one or two words to make a quote into a paraphrase and then not reference the source.	No	2.04	0.97	Disagree

Table 4.3 Descriptive Statistics of Participants' Awareness of Plagiarism

No.	Awareness of Plagiarism	Acceptable? (Suggested Answer)	Students' Total Responses (n = 196)		Scale Interpretation
			Mean	S.D.	
27.	Omit citations/references in my paper if I paraphrased an original text.	No	2.01	1.03	Disagree
28.	Cite the source when I downloaded a graphic without the author's permission.	Yes	3.44	1.19	Agree
29.	Omit citations/references of numerical data or graphs because they are facts or common knowledge.	No	1.90	0.95	Disagree
30.	Omit to cite my previous work when I reused it in my writing in other courses since it is my own work.	No	2.12	1.03	Disagree
31.	Commit plagiarism because it only affects me.	No	1.39	0.73	Strongly disagree
32.	Commit plagiarism because it does not affect others.	No	1.39	0.78	Strongly disagree
33.	Commit plagiarism though it may be unfair to the university.	No	1.94	1.60	Disagree
34.	Commit plagiarism though it may be unfair to the writer of the original passage.	No	1.80	1.49	Strongly disagree
35.	Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.	No	2.61	1.81	Disagree

The results of the 16 cases in part 3 of the learner evaluation form from Table 4.3 indicate how the student participants perceived the cases regarding awareness of plagiarism in their English language learning.

Table 4.3 presents the mean scores of all student participants' perceptions, for the awareness aspect, of plagiarism in their English language learning analyzed from the learner evaluation form in Part 3 (item numbers 20 to 35). The suggested answers to all 16 cases are placed into the third column 'Acceptable?' to be compared with the participants' average levels of perception of the 16 cases. After all of the participants had experienced their postgraduate writing course(s) (i.e. AEG, TW, and EIL), their perceptions towards the cases implying awareness of plagiarism can be ranked at three levels: agree, disagree, and strongly disagree.

All participants perceived three out of 16 given cases at the 'agree' level. In other words, they accepted that such three cases can be committed in the academic context. Three cases are—"*Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source*." (Item number 22: Mean = 3.41, SD = 1.42); "*Copy a sentence (not more than 40 words) from an article and use quotation marks "..." and reference the source."* (Item number 24: Mean = 3.43, SD = 1.82); and "*Cite the source when I downloaded a graphic without the author's permission*." (Item number 28: Mean = 3.44, SD = 1.19).

Moreover, the participants 'disagree' with nine out of 16 given cases. These cases were "*Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s)."* (Item number 21: Mean = 2.12, SD = 1.01); "*Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time."* (Item number 23: Mean = 2.57, SD = 1.26); "*Copy paragraphs from several different articles into my*

paper and write sentences to link them together without citing, quoting, or referencing the source(s).” (Item number 25: Mean = 1.93, SD = 1.06); “*Change one or two words to make a quote into a paraphrase and then not reference the source*.” (Item number 26: Mean = 2.04, SD = 0.97); “*Omit citations/references in my paper if I paraphrased an original text*.” (Item number 27: Mean = 2.01, SD = 1.03); “*Omit citations/references of numerical data or graphs because they are facts or common knowledge*.” (Item number 29: Mean = 1.90, SD = 0.95); “*Omit to cite my previous work when I reused it in my writing in other courses since it is my own work*.” (Item number 30: Mean = 2.12, SD = 1.03); “*Commit plagiarism though it may be unfair to the university*.” (Item number 33: Mean = 1.94, SD = 1.60); and “*Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.”* (Item number 35: Mean = 2.61, SD = 1.81). To sum up, the participants perceived that it was unacceptable to commit these nine acts in an academic setting.

Lastly, the participants ‘strongly disagreed’ with four out of 16 given cases. The cases were “*Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).*” (Item number 20: Mean = 1.32, SD = 0.75); “*Commit plagiarism because it only affects me.”* (Item number 31: Mean = 1.39, SD = 0.73); “*Commit plagiarism because it does not affect others.*” (Item number 32: Mean = 1.39, SD = 0.78); and “*Commit plagiarism though it may be unfair to the writer of the original passage.”* (Item number 34: Mean = 1.80, SD = 1.49). Therefore, it could be said that the participants perceived these four acts as unacceptable in an academic setting.

Overall, the participants understood all sixteen given cases in Part 3 of the learner evaluation form. Almost all of the cases (13 out of 16 or approximately 81%) were rated at the levels of ‘disagree’ and ‘strongly disagree’ and three cases (approximately 19%) were rated at the level of ‘agree’. This means that the participants were clearly aware of almost all given cases (fifteen out of sixteen cases) concerning academic plagiarism (i.e. those case items were rated

from the levels of ‘agree’ to ‘strongly disagree’) except for one item that was differently rated from the suggested answer. The item that the participants misunderstood was item number 22. It was rated by one hundred and two participants (52%). They misperceived the case: “*Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source*.” (Mean = 3.41, SD = 1.42) as acceptable academic practice.

The findings of the participants’ responses to the learner evaluation form in regard to awareness of plagiarism were pointed out in Tables 4.1 to 4.3. Next, the results of their responses to knowledge of plagiarism will be presented in Section 4.1.1.1.2.

4.1.1.1.2 Students’ Plagiarism Knowledge

This section shows the results of the collected data on the participants’ perceptions relating to knowledge of plagiarism from Part 4 of the learner evaluation form from item numbers 36 to 45 as in Table 4.4.

It is noted that the data in Table 4.4 are presented separately in Sections A and B. Section A consists of nine items from item numbers 36 to 44. Section B contains only one case-study item, number 45.

Table 4.4 Scale Distribution of Participants' Knowledge of Plagiarism (Section A) (continued)

No.	Knowledge of Plagiarism (Section A)	Scale	Total Responses (n = 196)	
			Frequency (n)	Percentage (%)
36.	You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance. Is this plagiarism?	Disagree	26	13.30
		Unsure	75	38.30
		Agree	95	48.50
37.	You copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "...". Is this plagiarism?	Disagree	101	51.50
		Unsure	48	24.50
		Agree	47	24.00
38.	You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source. Is this plagiarism?	Disagree	62	31.60
		Unsure	38	19.40
		Agree	96	49.00
39.	Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source.	Disagree	19	9.70
		Unsure	23	11.70
		Agree	154	78.60
40.	You don't have to cite the source stating a fact in your paper if it's something that most people would already know.	Disagree	70	35.70
		Unsure	39	19.90
		Agree	87	44.40

Table 4.4 Scale Distribution of Participants' Knowledge of Plagiarism (Section A)

No.	Knowledge of Plagiarism (Section A)	Scale	Total Responses (n = 196)	
			Frequency (n)	Percentage (%)
41.	There are many different citation styles, and you must choose an appropriate one.	Disagree	6	3.10
		Unsure	7	3.60
		Agree	183	93.40
42.	It is not necessary to cite sources found on the web.	Disagree	3	1.50
		Unsure	6	3.10
		Agree	187	95.40
43.	It is not required to cite your source in a graph/bar chart which is derived from your own findings.	Disagree	69	35.20
		Unsure	19	9.70
		Agree	108	55.10
44.	It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.	Disagree	160	81.60
		Unsure	23	11.70
		Agree	13	6.60

Table 4.4 demonstrates the distribution of each level of the perception from the student participants' responses to the nine items in part 4 of the learner evaluation form.

Most student participants rated two out of nine given cases at the level of 'disagree'. That means, the participants thought that these two cases were unacceptable in their academic context. The two cases are item number 37— "*You*

copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "..."." rated by 101 participants (51.50% of all respondents) and item number 44—"*It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.*" rated by 160 respondents (81.60%).

Additionally, the majority of the participants rated seven out of the nine given cases at the level of 'agree'. The seven cases comprise item number 36—"*You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance.*" rated by 95 participants (48.50%); item number 38—"*You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source*." rated by 96 participants (49%); item number 39—"*Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source.*" rated by 154 participants (78.60%); item number 40—"*You don't have to cite the source stating a fact in your paper if it's something that most people would already know.*" rated by 87 participants (44.40%); item number 41—" *There are many different citation styles, and you must choose an appropriate one.*" rated by 183 participants (93.40%); item number 42—" *It is not necessary to cite sources found on the web.*" rated by 187 participants (95.40%); and item number 43—" *It is not required to cite your source in a graph/bar chart which is derived from your own findings*." rated by 108 respondents (55.10%).

The frequency of the respondents' levels of perception from Table 4.4 can be summarized and presented next to the 'Plagiarism?' column of the suggested answers of the nine cases in Table 4.5.

Table 4.5 Participants' Knowledge of Plagiarism (Section A)

No.	Knowledge of Plagiarism	Plagiarism? (Expected Answer)	Students' Total Responses (n = 196)		
			Yes n (%)	Unsure n (%)	No n (%)
36.	You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance.	Yes	95 (48.5)	75 (38.3)	26 (13.3)
37.	You copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "...".	Yes	47 (24)	48 (24.5)	101 (51.5)
38.	You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source.	Yes	96 (49)	38 (19.4)	62 (31.6)
39.	Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source.	No	19 (9.7)	23 (11.7)	154 (78.6)
40.	You don't have to cite the source stating a fact in your paper if it's something that most people would already know.	No	70 (35.7)	39 (19.9)	87 (44.4)
41.	There are many different citation styles, and you must choose an appropriate one.	No	6 (3.1)	7 (3.6)	183 (93.4)
42.	It is not necessary to cite sources found on the web.	Yes	187 (95.4)	6 (3.1)	3 (1.5)
43.	It is not required to cite your source in a graph/bar chart which is derived from your own findings.	No	69 (35.2)	19 (9.7)	108 (55.1)
44.	It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.	No	160 (81.6)	23 (11.7)	16 (6.6)

The mean scores and the standard deviations of the participants' responses of all nine cases were also assessed using the SPSS program as in Table 4.6 in addition to the scale distribution and the summary of the participants' responses to knowledge of plagiarism as previously shown from Table 4.4 and Table 4.5.

Table 4.6 Descriptive Statistics of Participants' Knowledge of Plagiarism (Section A) (continued)

No.	Knowledge of Plagiarism	Plagiarism? (Expected Answer)	Students' Total Responses (n = 196)		Scale Interpretation
			Mean	S.D.	
36.	You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance.	Yes	2.42	0.93	Agree
37.	You copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "...".	Yes	1.05	0.70	Disagree
38.	You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source.	Yes	2.43	0.77	Agree
39.	Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source.	No	2.62	0.46	Agree

Table 4.6 Descriptive Statistics of Participants' Knowledge of Plagiarism

No.	Knowledge of Plagiarism	Plagiarism? (Expected Answer)	Students' Total Responses (n = 196)		Scale Interpretation
			Mean	S.D.	
40.	You don't have to cite the source stating a fact in your paper if it's something that most people would already know.	No	2.35	0.73	Agree
41.	There are many different citation styles, and you must choose an appropriate one.	No	2.83	0.26	Agree
42.	It is not necessary to cite sources found on the web.	Yes	1.60	0.21	Disagree
43.	It is not required to cite your source in a graph/bar chart which is derived from your own findings.	No	2.48	0.67	Agree
44.	It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.	No	1.54	0.43	Disagree

In Part 4 of the learner evaluation form, the participants' responses to the first section, Section A, of the form are analyzed and demonstrated in Table 4.6 (Section A) for item numbers 36 to 44. The results of these nine cases illustrate how the student participants perceived the academic cases regarding knowledge of plagiarism in their English language learning. Referring to the three-point Likert-scale learner evaluation form in Table 4.4, the criteria for the rating scale

interpretation of the mean scores (see Table 3.7) were: 1.00-1.66 (disagree), 1.67-2.33 (not sure), and 2.34-3.00 (agree).

As shown in Table 4.6, the participants rated all nine cases with mean scores falling into the 'agree' and 'disagree' categories. Out of the nine items, six items were rated differently from the suggested answers in the "Plagiarism?" column. This means the participants did not fully understand the following plagiarism cases. One hundred and one participants (51.50%) thought the case: "*You copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "...".*" (Item numbers 37: Mean = 1.05, SD = 0.70) was not plagiarism. Next, most participants (78.6%) did not understand the case: "*Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source*." (Item number 39: Mean = 2.62, SD = 0.46), followed by the cases: "*You don't have to cite the source stating a fact in your paper if it's something that most people would already know*." (Item number 40: Mean = 2.35, SD = 0.73); "*There are many different citation styles, and you must choose an appropriate one.*" (Item number 41: Mean = 2.83, SD = 0.26); "*It is not necessary to cite sources found on the web.*" (Item number 42: Mean = 1.60, SD = 0.21); and "*It is not required to cite your source in a graph/bar chart which is derived from your own findings*." (Item number 43: Mean = 2.48, SD = 0.67).

On the other hand, only three out of the nine items were rated at the same range level as the suggested answers. This means, most student participants clearly understood the three items. Most participants (95 out of 196 or 48.50%) understood the case: "*You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance.*" (Item numbers 36 Mean = 2.42, SD = 0.93). Next, many of the participants (49%) understood the case "*You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source.*" (Item number 38: Mean

= 2.43, SD = 0.77). Additionally, one hundred and sixty participants (81.60%) also understood the case: "*It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge*." (Item number 44: Mean = 1.54, SD = 0.43).

To conclude, the mean scores from the data analysis show that the student participants misunderstood or misperceived the majority of the given cases except for three given cases ("*You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance."*, "*You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source*.", and "*It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.*"). This means that they had relatively good knowledge of these forms of plagiarism.

The previous section (Section A) covers nine items (item numbers 36 to 44) in Part 4 regarding plagiarism knowledge. There is one more item (item number 45) in Part 4 under the issue of plagiarism knowledge. The responses to the last item in Part 4 of the learner evaluation form are presented in Section B in Table 4.7.

Table 4.7 Scale Distribution of Participants' Knowledge of Plagiarism (Section B) (continued)

Knowledge of Plagiarism (Section B)		Gender				Total	
		male		female			
		n	%	n	%	n	%
45.1 Is the text in Version A plagiarized? (Expected answer: Yes)	**Yes**	40	20.40	59	30.10	99	50.50
	No	34	17.30	63	32.10	97	49.50
▪ **Yes - Reason(s):**							
- There is an in-text citation.		10	5.10	14	7.10	24	12.20
- The texts are similar to or almost the same as those in the original version.		10	5.10	18	9.20	28	14.30
- Words and sentences are adjusted or rearranged.		3	1.50	19	9.70	22	11.20
- Words and sentences are adjusted or rearranged and there is an in-text citation.		4	2.00	4	2.00	8	4.10
- Language use is not from a writer himself/herself and the content is not correct.		0	0.00	1	0.50	1	0.50
- Wrong in-text citation is used.		1	0.50	1	0.50	2	1.00
- No citation at the beginning of the text misleads that the text belongs to a writer himself/herself.		0	0.00	1	0.50	1	0.50
- Words or sentences are copied.		0	0.00	3	1.50	3	1.50
- Words or sentences are copied and there is an in-text citation.		3	1.50	1	0.50	4	2.00
▪ **No - Reason(s):**							
- There is an in-text citation.		21	10.70	21	10.70	42	21.40
- The texts are rearranged and there is a complete citation.		9	4.60	24	12.20	33	16.80
- Words and sentences are paraphrasing and rearranged.		6	3.10	11	5.60	17	8.70
- No supporting reason provided.		7	3.60	4	2.00	11	5.60

Table 4.7 Scale Distribution of Participants' Knowledge of Plagiarism (Section B)

Knowledge of Plagiarism (Section B)		Gender				Total	
		male		female			
		n	%	n	%	n	%
45.2 Is the text in Version B plagiarized? (Expected answer: No)	**Yes**	2	1.00	2	1.00	4	2.10
	No	72	36.70	120	61.20	192	97.90
▪ **Yes - Reason(s):**							
- There is an in-text citation.		1	0.50	1	0.50	2	1.00
- Words or sentences are copied.		1	0.50	0	0.00	1	0.50
▪ **No - Reason(s):**							
- There is an in-text citation.		21	10.70	24	12.20	45	23.00
- The texts are similar to those in the original version.		1	0.50	0	0.00	1	0.50
- Words and sentences are adjusted or rearranged.		22	11.20	46	23.50	68	34.70
- There are more than 40 words in the text.		7	3.60	11	5.60	18	9.20
- Words and sentences are adjusted or rearranged and there is an in-text citation.		21	10.70	39	19.90	60	30.60
- Words or sentences are copied and there is an in-text citation.		0	0.00	1	0.50	1	0.50

The last item of Part 4 in the learner evaluation form was designed to have the participants read an excerpt of an original text. Then they were asked to decide whether the text in version A and that in version B was plagiarized and to give reason(s) why. It is found that most respondents chose the correct answers for both versions—version A and version B with 99 participants (50.50%) and 192 participants (97.90%), respectively. In the group of the participants who answered

version A correctly that the text content was plagiarized, the most supported reason from 28 respondents (14.30%) was that the texts in version A were similar to or almost the same as those in the original version. Moreover, in the participant group who answered version B correctly that the text content was not plagiarized, the most supported reason given by 68 respondents (34.70%) was that the words and sentences in version B were adjusted or rearranged.

The results of the perception of both aspects of awareness and knowledge of plagiarism of the overall student participants was previously demonstrated and explained in Section 4.1.1.1. In the following section, the findings of the investigation of the participants' perception of plagiarism in English language learning are specifically analyzed based upon the participants' major fields of study and their levels of English language proficiency as in Section 4.1.1.2 and Section 4.1.1.3, respectively.

4.1.1.2 Comparisons in Major Fields of Study

To answer the research question 1.1, the collected data are assessed in the aspect of the student participants' major fields of study.

Research Question 1.1 Do science and social science student groups have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

The first quantitative results regarding the perception of academic plagiarism of the participants who were classified into two groups—science and social sciences based on their major fields of study can be presented in terms of the first aspect of perception—awareness of plagiarism as in sub-section 4.1.1.2.1.

4.1.1.2.1 Students' Plagiarism Awareness

To investigate whether science and social science students have a significant difference in their awareness of plagiarism in English language learning, an independent-samples *t*-test was used. The science and social science students' awareness of plagiarism can be calculated statistically as in Table 4.8.

Table 4.8 Science and Social Science Participants' Awareness of Plagiarism

Participants	**Awareness of Plagiarism**		***t***	**df**	**Sig.**	**Mean Difference**	**Standard Error Difference**
	Mean	**SD**					
Science (n = 125)	2.64	0.35	-1.19	128.24	0.24	-0.60	0.50
Social Science (n = 71)	2.04	0.53					

Note: $p < .05$

From Table 4.8, the average scores of the Science and Social Science participants' awareness of plagiarism are summarized as follows.

Out of the 196 participants, the average scores in the awareness of plagiarism of 125 science students and 71 social science students were 2.64 (SD = 5.58) and 2.04 (SD = 0.53), respectively. The results, recorded to 2 decimal points, from the data analysis presented in Table 4.1 signify that there was no statistically significant difference between the participants' awareness of plagiarism. The *t* value is 1.19 at the *p* value of 0.24 – this exceeds the 0.05 level. This means that neither the science nor social science student groups had a significant difference in their awareness of plagiarism in their English language learning. Similarly, referring to the statement of hypotheses in item number 1.6.1.1 in Section 1.6, it

can be concluded from the finding in Table 4.8 that the null hypothesis is accepted or the alternative hypothesis is rejected (i.e. accept H_0 or reject H_1).

Another aspect of perception of plagiarism in English language learning is the participants' knowledge of plagiarism as detailed in sub-section 4.1.1.2.2.

4.1.1.2.2 Students' Plagiarism Knowledge

Quantitative results regarding the perception of plagiarism of science and social science participants can be presented in terms of the second aspect of perception—knowledge of plagiarism.

To find out whether science and social science students have a significant difference in their knowledge of plagiarism in English language learning, an independent-samples *t*-test was used. The science and social science students' results for knowledge of plagiarism are shown in Table 4.9.

Table 4.9 Science and Social Science Participants' Knowledge of Plagiarism

Participants	**Knowledge of Plagiarism**		***t***	**df**	**Sig.**	**Mean Difference**	**Standard Error Difference**
	Mean	**SD**					
Science (n = 125)	0.25	0.13	1.92	120.43	0.06	0.04	0.02
Social Science (n = 71)	0.29	0.14					

Note: $p < .05$

From Table 4.9, the average scores of the social and social science participants' knowledge of plagiarism can be summarized as follows.

Out of the 196 participants, the average scores for the knowledge of plagiarism of 125 science students and 71 social science students were 0.25 (SD = 0.13) and 0.29 (SD = 0.14), respectively. The results from the data analysis presented in Table 4.4 indicate that there was no statistically significant difference between the participants' knowledge of plagiarism. The *t* value is 1.92 at the *p* value of 0.06 - this exceeds the 0.05 level. In other words, the science and social science major participants did not have a significant difference in their knowledge of plagiarism in their English language learning. Similarly, referring to the statement of hypotheses for item number 1.6.1.1 in Section 1.6, it can be concluded from the finding in Table 4.9 that the null hypothesis is accepted or the alternative hypothesis is rejected (i.e. accept H_0 or reject H_1).

In addition to the major fields of study, the participants can also be categorized into groups based on their levels of English language proficiency as in Section 4.1.1.3.

4.1.1.3 Comparisons in Levels of English Language Proficiency

To answer research question 1.2, the collected data were assessed for the student participants' levels of English language proficiency.

Research Question 1.2 Do the groups of high achievers and low achievers have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?

The quantitative results for the perception of academic plagiarism of the participants who were classified into two groups—high and limited achievers based on their levels of English language proficiency (i.e. their initial CU-TEP scores as

their postgraduate entry requirement) can be presented in terms of the first aspect of perception—awareness of plagiarism as in sub-section 4.1.1.3.1.

4.1.1.3.1 Students' Plagiarism Awareness

To examine whether high and limited achiever groups have a significant difference in their awareness of plagiarism in English language learning, an independent-samples *t*-test was used. The high and limited achiever groups' awareness of plagiarism can be calculated statistically as in Table 4.10.

Table 4.10 High and Limited Achiever Groups' Awareness of Plagiarism

Participants	**Awareness of Plagiarism**		***t***	**df**	**Sig.**	**Mean Difference**	**Standard Error Difference**
	Mean	**SD**					
High Achiever (n = 61)	3.18	0.50	-1.58	194	0.12	-1.09	0.69
Limited Achiever (n = 135)	2.10	0.58					

Note: $p < .05$

The average scores of the high and limited achiever groups' awareness of plagiarism in Table 4.10 are as follows.

Out of the 196 participants, the average scores in the awareness of plagiarism of 61 high achievers and 135 limited achievers were 3.18 (SD = 7.97) and 2.10 (SD = 0.58), respectively. The results from the data analysis presented in Table 4.5 show that there was no statistically significant difference between the participants' awareness of plagiarism. The *t* value is 1.58 at the *p* value of 0.12 –

this exceeds the 0.05 level. This means that both high and limited achiever groups did not have a significant difference in their awareness of plagiarism in their English language learning. Similarly, referring to the statement of hypotheses for item number 1.6.1.2 in Section 1.6, it can be concluded from the findinsg in Table 4.10 that the null hypothesis is accepted or the alternative hypothesis is rejected (i.e. accept H_0 or reject H_1).

Another aspect of perception of plagiarism in English language learning can be regarded as the knowledge of plagiarism of the high and limited achiever groups in sub-section 4.1.1.3.2.

4.1.1.3.2 Students' Plagiarism Knowledge

The quantitative results with regard to the perception of plagiarism of high and limited achievers can be presented in terms of the second aspect of perception—knowledge of plagiarism.

To find out if the high and limited achiever groups have a significant difference in their knowledge of plagiarism in English language learning, an independent-samples *t*-test was used. The high and limited achiever groups' knowledge of plagiarism are shown in Table 4.11.

Table 4.11 High and Limited Achiever Groups' Knowledge of Plagiarism

Participants	Knowledge of Plagiarism		*t*	df	Sig.	Mean Difference	Standard Error Difference
	Mean	SD					
High Achiever (n = 61)	0.28	0.12	2.00	146.481	0.08	0.04	0.02
Limited Achiever (n = 135)	0.23	0.15					

Note: $p < .05$

From Table 4.11, the average scores for the high and limited achiever groups' knowledge of plagiarism are as follows.

Out of the 196 participants, the average scores for the knowledge of plagiarism of 61 high achiever group students and 135 limited achiever group students were 0.28 (SD = 0.12) and 0.23 (SD = 0.15), respectively. The results from the data analysis presented in Table 4.6 show that there was no statistically significant difference between the participants' knowledge of plagiarism. The *t* value is 2.00 at the *p* value of 0.08 – this exceeds the 0.05 level. That is, the participants, both high and limited level English language proficient groups, did not have a significant difference in their knowledge of plagiarism in their English language learning. Similarly, referring to the statement of hypotheses for item number 1.6.1.2 in Section 1.6, it can be concluded from the findings in Table 4.11 that the null hypothesis is accepted or the alternative hypothesis is rejected (i.e. accept H_0 or reject H_1).

In addition to the quantitative results from the learner evaluation form, the participants' perception of plagiarism can be qualitatively interpreted

through content analysis of the student participants' interview responses as shown in Section 4.1.2.

4.1.2 Qualitative Results

The qualitative results can be presented in the form of the content of the participants' interview responses as in Section 4.1.2.1.

4.1.2.1 Students' Interview Responses

The semi-structured interview of the student participants contains three items relating to the students' perception of plagiarism in their English language learning (Section 4.1.2.1), their opinions about the contributing indicators to plagiarism (Section 4.3.2.1), and other comments (if any) on academic plagiarism in their English language learning (Appendix G).

To answer the first interview question about the student participants' perception of plagiarism (i.e. *How do you think about plagiarism in your English language learning?*), the data involving the perception of the student participants were qualitatively analyzed through student interviews based on two groups: the perception of three high achievers and that of the other three limited achievers in the individual three international programs (i.e. AEG, TW, and EIL). It is noted that since the quantitative results of the student participants' actual practice of plagiarism revealed a statistically significant result when groups of the participants were divided based on their levels of English language proficiency rather than on their major fields of study, volunteers of the participant groups were thus divided into high and limited achievers rather than major fields of study (i.e. Science and Social Science).

The responses of six student participants were qualitatively assessed and categorized as extracts in Table 4.12.

Table 4.12 Students' Interview Extracts (Perception of Plagiarism) (continued)

Student Participant	**Interview Question 1:** *How do you think about plagiarism in your English language learning?*
	Interview Extract A
$H1_{AEG}$	*I think plagiarism is difficult to eliminate in our writing. It is impossible to use only our own ideas to write academic papers since the content in academic writing needs to convince readers of frameworks or models from theories. And we are not those big name persons creating those theories. We then have to put those theories in our papers to make our work more reliable. Hmm, honestly, I'm not sure of what I said earlier is viewed as plagiarism?*
$H2_{TW}$	*In my personal view, I think plagiarism is an academic taboo, especially in English language writing. In my writing course, my instructor taught us about those academic writing techniques like paraphrasing, quoting and citing sources to avoid plagiarism in our own writing.*
$H3_{EIL}$	*I admit that I feel quite confused with the concept of plagiarism. Faculties and university say that students will be penalized if they plagiarize the source words or ideas. But in fact, I never saw those plagiarized tasks being scored zero or those who plagiarize being penalized… Well, I think we can prevent ourselves from committing plagiarism by using academic writing techniques that we studied such as paraphrasing and citing and referencing sources in our writing. In my case, after I used those techniques in my writing, I then uploaded my work to Turnitin before submitting it to my lecturer.*

Notes: $H1_{AEG}$: The first high achiever from the AEG course
$H2_{TW}$: The second high achiever from the TW course
$H3_{EIL}$: The third high achiever from the EIL course
$L1_{AEG}$: The first limited achiever from the AEG course
$L2_{TW}$: The second limited achiever from the TW course
$L3_{EIL}$: The third limited achiever from the EIL course

As can be seen from Table 4.12, interview extract A represents the responses of the high achiever group from three courses. In addition, the responses of the limited achiever group are presented in the interview extract B of the same table on the next page.

Table 4.12 Students' Interview Extracts (Perception of Plagiarism)

Student Participant	**Interview Question 1:** *How do you think about plagiarism in your English language learning?*
	Interview Extract B
$L1_{AEG}$	*I know just plagiarism is prohibited when we have to write in English. Don't copy! I remember that my instructor often complained us about copying. But I'm not clear how I can avoid plagiarism in my writing. … Yes, I studied how to summarize and paraphrase texts but we have to use idea content from the given texts in any way to write them in our own papers, right? I'm kind of confused with this. Hmm… this is as if we were plagiarizing by not using our own ideas while practicing writing techniques of how to avoid plagiarism….*
$L2_{TW}$	*…hmm… actually, I'm not sure how much each action can be called plagiarism. But I guess that plagiarism occurs when we copy other people's ideas, right? … My instructor often reminded me of not trying to copy words and ideas, but trying to think and write by my own. In our course book, the term "plagiarism" is also stated in a literature writing chapter. But I accept that when I have to write, those plagiarism matters were not in my head at all. What I know is I have to finish my writing assignments with good marks if possible. Gaining good marks would be the best answer for my instructor's and my own satisfaction.*
$L3_{EIL}$	*I know that plagiarism is a serious matter in writing class. I also know that we can check our written work via Turnitin or the university Akkarawisuth (อักขราวิสุทธ์) program before task submission. Well, I myself haven't tried both programs yet because I don't have time to do so.*

Notes: $H1_{AEG}$: The first high achiever from the AEG course
$H2_{TW}$: The second high achiever from the TW course
$H3_{EIL}$: The third high achiever from the EIL course
$L1_{AEG}$: The first limited achiever from the AEG course
$L2_{TW}$: The second limited achiever from the TW course
$L3_{EIL}$: The third limited achiever from the EIL course

Referring to the first interview questions (i.e. *How do you think about plagiarism in your English language learning?*), the content of the extracts on the

interview responses of both groups of the participants can be analyzed and categorized as shown in Table 4.13.

Table 4.13 Content Analysis: Students' Perception of Plagiarism

Student Participant	**Question 1:** *How do you think about plagiarism in your English language learning?* **Interview Extract**	Perception of Plagiarism
$H1_{AEG}$	*I think plagiarism is difficult to eliminate in our writing. It is impossible to use only our own ideas to write academic papers since the content in academic writing needs to convince readers of frameworks or models from theories. And we are not those big name persons creating those theories. We then have to put those theories in our papers to make our work more reliable. Hmm, honestly, I'm not sure of what I said earlier is viewed as plagiarism?*	▪ Unavoidable in academic writing
$H2_{TW}$	*In my personal view, I think plagiarism is an academic taboo, especially in English language writing. In my writing course, my instructor taught us about those academic writing techniques like paraphrasing, quoting and citing sources to avoid plagiarism in our own writing.*	▪ Academic taboo
$H3_{EIL}$	*I admit that I feel quite confused with the concept of plagiarism. Faculties and university say that students will be penalized if they plagiarize the source words or ideas. But in fact, I never saw those plagiarized tasks being scored zero or those who plagiarize being penalized… Well, I think we can prevent ourselves from committing plagiarism by using academic writing techniques that we studied such as paraphrasing and citing and referencing sources in our writing. In my case, after I used those techniques in my writing, I then uploaded my work to Turnitin before submitting it to my lecturer.*	▪ Complicated but preventable
$L1_{AEG}$	*I know just plagiarism is prohibited when we have to write in English. Don't copy! I remember that my instructor often complained us about copying. But I'm not clear how I can avoid plagiarism in my writing. … Yes, I studied how to summarize and paraphrase texts but we have to use idea content from the given texts in any way to write them in our own papers, right? I'm kind of confused with this. Hmm… this is as if we were plagiarizing by not using our own ideas while practicing writing techniques of how to avoid plagiarism….*	▪ Confused and Insufficient understanding and application
$L2_{TW}$	*…hmm… actually, I'm not sure how much each action can be called plagiarism. But I guess that plagiarism occurs when we copy other people's ideas, right? … My instructor often reminded me of not trying to copy words and ideas, but trying to think and write by my own. In our course book, the term "plagiarism" is also stated in a literature writing chapter. But I accept that when I have to write, those plagiarism matters were not in my head at all. What I know is I have to finish my writing assignments with good marks if possible.*	▪ Knowing but unaware
$L3_{EIL}$	*I know that plagiarism is a serious matter in writing class. I also know that we can check our written work via Turnitin or the university Akkarawisuth (อักขราวิสุทธ์) program before task submission. Well, I myself haven't tried both programs yet because I don't have time to do so.*	▪ Being aware of anti-plagiarism screening tools

With reference to both groups of high and limited achiever participants' interview responses to interview question 1 (i.e. "*How do you think about plagiarism in your English language learning?*") as illustrated in Table 4.13, all of the participants perceived plagiarism in their English language learning differently.

In the group of high achievers from three courses, participant $H1_{AEG}$ perceived plagiarism as an unavoidable act in academic writing. Additionally, participant $H2_{TW}$ viewed plagiarism as an academic taboo while participant $H3_{EIL}$ realized that the issue of plagiarism was complicated but could be prevented through using academic writing techniques and an anti-plagiarism screening tool called Turnitin.

In the group of limited achievers from the three courses, participant $L1_{AEG}$ viewed plagiarism as a confusing issue. In addition, the interview extract of the participant $L1_{AEG}$ ("*... Yes, I studied how to summarize and paraphrase texts but we have to use idea content from the given texts in any way to write them in our own papers, right? I'm kind of confused with this. Hmm… this is as if we were plagiarizing by not using our own ideas while practicing writing techniques of how to avoid plagiarism…"*), shows that the participant might not have sufficient knowledge or understanding of plagiarism nor the application of academic writing techniques. On the other hand, participant $L2_{TW}$ knew and seemed to understand the notion of plagiarism but was unaware of it in practice. Furthermore, participant $L3_{EIL}$ knew and was aware of plagiarism in writing and of the availability of anti-plagiarism screen tools.

The results of the student participants' responses to the learner evaluation form and the interview regarding their perception—awareness and knowledge—of plagiarism was previously shown in Section 4.1.1 and Section 4.1.2, respectively. In addition to the perception of plagiarism, the student participants' actual practice of plagiarism is also investigated in Section 4.2.

4.2 The Students' Actual Practice of Plagiarism

Research Question 2: Do Thai postgraduate students have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

The quantitative results of research question 2 show the student participants' actual practice of academic plagiarism which can be measured from their writing test scores. The writing test scores were assessed through two experienced raters and the Turnitin program using the criteria stated in Table 3.2.

The test scores were analyzed by two experienced raters as presented in Section 4.2.1.1 and through the Turnitin software as shown in Section 4.2.1.2. To be able to answer research question 2, the data to be analyzed are illustrated in Figure 4.2.

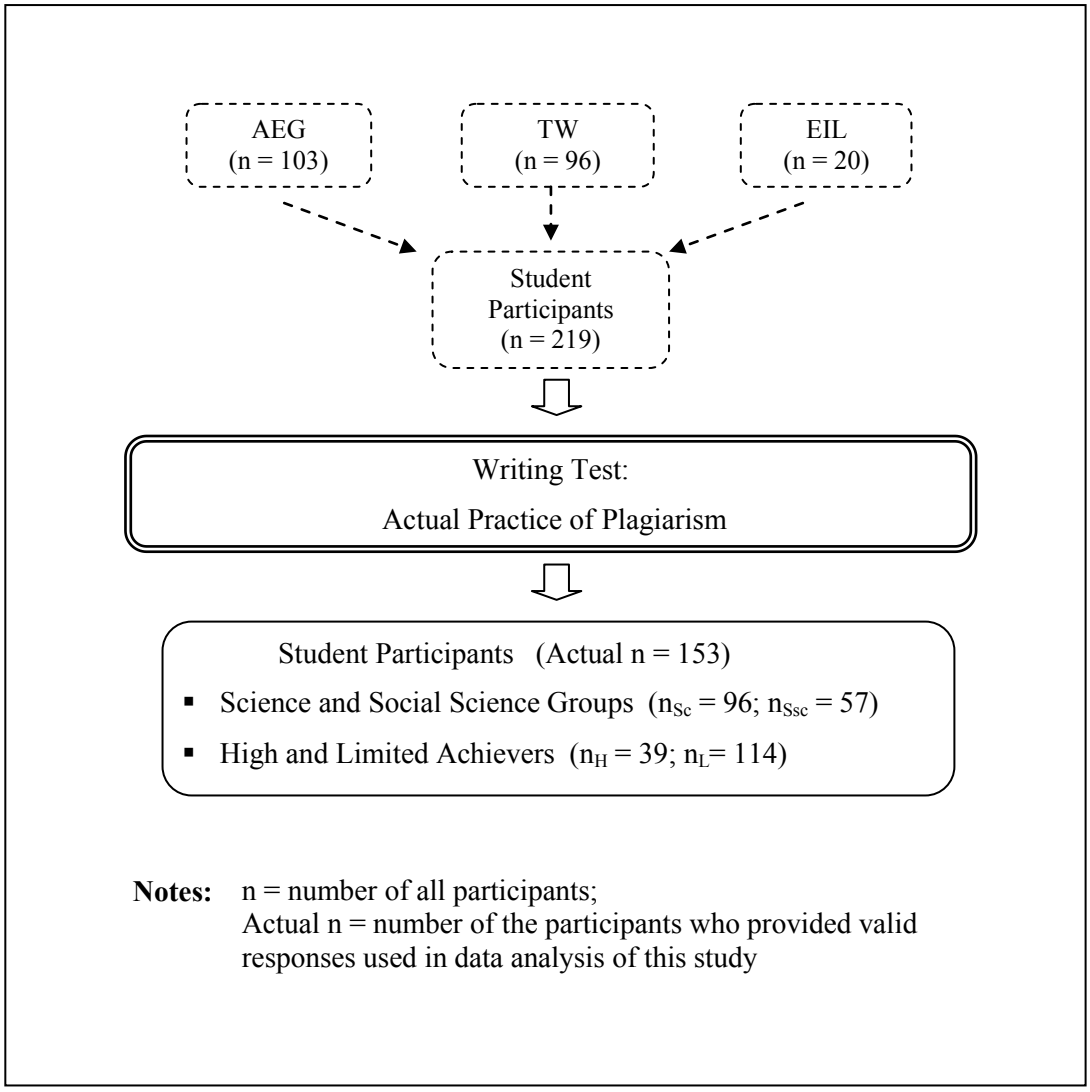


Figure 4.2 Research Data for Analysis on Actual Practice of Plagiarism

4.2.1 Quantitative Results

4.2.1.1 Writing Test Scores: Raters

To answer research question 2.1 below, the collected data of the student participants' raw scores of the test (see Appendix K), assessed by two experienced raters, can be analyzed in the aspect of the participants' major fields of study.

Research Question 2.1 Do science and social science student groups have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

The quantitative results regarding the actual practice of academic plagiarism of the participants who were classified into two groups—science and social sciences based on their major fields of study can be presented as in sub-section 4.2.1.1.1.

4.2.1.1.1 Major Fields of Study

To examine whether science and social science students have a significant difference in their actual practice of plagiarism in English language learning, an independent-samples *t*-test was used. The science and social science students' writing test scores can be calculated statistically as in Table 4.14.

Table 4.14 Science and Social Science Participants' Actual Practice of Plagiarism

Participants	Actual Practice of Plagiarism		*t*	df	Sig.	Mean Difference	Standard Error Difference
	Mean	SD					
Science (n = 96)	37.64	16.34	1.27	95.67	0.21	4.15	3.26
Social Science (n = 57)	41.79	21.15					

Note: $p < .05$

From Table 4.14, the average scores of the social and social science participants' actual practice of plagiarism can be summarized as follows.

Out of the 153 participants, the average scores in the actual practice of plagiarism of 96 science students and 57 social science students were 37.64 (SD = 16.34) and 41.79 (SD = 21.15), respectively. The results from the data analysis presented in Table 4.5 show that there was no statistically significant difference between the participants' actual practice of plagiarism. The *t* value is 1.27 at the *p* value of 0.21 – this exceeds the 0.05 level. In other words, the science and social science major participants did not have a significant difference in their writing test scores of plagiarism in their English language learning. Similarly, referring to the statement of hypotheses for item number 1.6.2.1 in Section 1.6, it can be concluded from the findings in Table 4.13 that the null hypothesis is accepted or the alternative hypothesis is rejected (i.e. accept H_0 or reject H_1).

In order to prove any statistical significance in the quantitative analysis of the student participants' actual practice of plagiarism, the participants

can be classified into groups based on their levels of English language proficiency as in sub-section 4.2.1.1.2 in addition to the major fields of study.

4.2.1.1.2 Levels of English Language Proficiency

Research Question 2.2 Do the groups of high achievers and low achievers have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

To investigate whether the high and limited achiever groups have a significant difference in their actual practice of academic plagiarism in English language learning, an independent-samples *t*-test was used. The high and limited achiever groups' actual practice of plagiarism can be analyzed statistically as in Table 4.15.

Table 4.15 High and Limited Achiever Groups' Actual Practice of Plagiarism

Participants	Actual Practice of Plagiarism		*t*	df	Sig.	Mean Difference	Standard Error Difference
	Mean	SD					
High Achiever (n = 39)	63.26	13.15	-13.74*	57.94	0.00	-32.31	2.35
Limited Achiever (n = 114)	30.95	11.18					

Note: $p < .05$

In Table 4.15, out of the full writing score of 100, the average score for the writing test of the 39 participants who were in the high achiever group was 63.26 (SD = 13.15), and in the 114 limited achiever group, the average test score was 30.95 (SD = 11.18). The results, recorded to 2 decimal points, from the data analysis presented in Table 4.6 demonstrate that there was a statistically significant difference between the high achiever group's and the low achiever group's average writing-test scores. It can be seen that there was a significant difference in the average test scores between the high achiever group (63.26) and the limited achiever group (30.95). The *t* value is 13.74 at the *p* value of 0.00 – this is less than the 0.05 level ($t = -13.74$, $p < .05$). This means that the actual practice of plagiarism of the high achiever group was significantly different from that of the limited achiever group at the level of .05. Similarly, referring to the statement of hypotheses for item number 1.6.2.2 in Section 1.6, it can be concluded from the findings in Table 4.15 that the null hypothesis is rejected or the alternative hypothesis is accepted (i.e. reject H_0 or accept H_1).

To further examine the significant difference in the actual practice between both groups of high and limited achievers, Cohen's effect-size (*d*) method was utilized to analyze its magnitude. Table 4.16 shows the magnitude of the difference in the groups of high and limited achievers' actual practice of plagiarism.

Table 4.16 Magnitude of High and Limited Achiever Groups' Difference in Actual Practice of Plagiarism

Actual Practice of Plagiarism	n	**Mean**	**SD**	**Effect Size**	**Difference Magnitude**
High Achiever	39	63.26	13.15	.7978	Large
Limited Achiever	114	30.95	11.18		

	High Achiever (n = 39)	Limited Achiever (n = 114)
Mean	63.26	30.95
SD	13.15	11.18
Cohen's *d*	2.6473	
Effect-size *r*	.7978*	

* Significant at .05 level

Referring to the value of the effect size in Table 4.16, it was found that at the alpha level of .05, the magnitude of the significant difference in the actual practice of high and limited achiever groups was relatively large since the level of the Cohen's effect size was approximately .80 which fell into the range of over 0.5 - 0.8 (see Table 3.8). That is, the actual practice of plagiarism has a significantly 'large' difference in the participant groups' different levels of English language proficiency (Becker, 2000; Hopkins, 2002; Thalheimer and Cook, 2002; Mackey and Gass, 2005).

Hence, the findings of the second research question demonstrate a statistically significant difference in actual practice between the groups of high achievers (M = 63.26, SD = 13.15) and limited achievers (M = 30.95, SD = 11.18) at .05 (t(57.94) = -13.74, p = .000) with a 'large' magnitude difference (t = -13.74, p < .05; effect level d = .80).

In addition to the quantitative findings of the participants' actual practice assessed by human raters, it would be also useful to thoroughly assess the participants' actual practice of plagiarism quantitatively through a technological service—Turnitin in section 4.2.1.2.

4.2.1.2 Writing Test Scores: Checking Software

To answer research question 2 below, the collected data of the student participants' test papers was also checked through checking software in addition to the experienced raters and the SPSS program.

Research Question 2: Do Thai postgraduate students have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?

The plagiarism checking software utilized in this current study is called "Turnitin". Turnitin is an Internet-based plagiarism-prevention service first launched in 1997 (from https://en.m.wikipedia.org). In the Turnitin website (http://www.turnitin.com), the researcher needs to register, create a folder for uploading target papers, and set the Turnitin analysis options to suit this current study.

Before uploading the student participants' writing test papers to the Turnitin service for plagiarism checking, the original-source content needs to be

uploaded for incorporation in the Turnitin database. The source content is an excerpt taken from page 45 of a book, “Educational Research” written by Carl Edwards, published in 2012 and printed by Upper Saddle River, NJ: Prentice-Hall. The original source content in the writing test is shown in Figure 4.3.

The Second Model

PROFESSOR CARL EDWARDS: The attention diverted from the task at hand can be categorized into two types. The first type of distraction can be classified as physical and includes an increase in awareness of heightened automatic activity (e.g., sweaty palms, muscle tension). The second type of distraction includes inappropriate cognitions, such as saying to oneself, “Others are finishing before me, so I must not know the material,” or “I’m stupid, I won’t pass.” The presence of either of these two task-irrelevant cognitions will affect the quality of a student’s performance.

Source: The information is taken from a book, “Educational Research” written by CARL EDWARDS, published in 2012, page 45, printed by Upper Saddle River, NJ: Prentice-Hall.

Figure 4.3 Original-Source Content in Writing Test

One hundred and fifty-three papers were directly uploaded to the Turnitin website for originality analysis. The results of all 153 papers are presented in detail in Appendix K. In this section, their originality reports, derived from a

GradeMark report and each paper's originality report (see Appendix K), are summarized into Table 4.17.

Table 4.17 Originality reports on Plagiarism

Participant	GradeMark Report				Paper's Originality Report		
	Grade/Mark				Similarity		
	Citation (50)	Language (25)	Content (25)	Total Score Range: Min-Max (1-100)	% copied (0-100%)	Color Code	Number of Participants (153)
1				10-98	0	Blue	90
2				5-33	12-23	Green	6
3				18-53	26-49	Yellow	19
4				23-45	59-74	Orange	21
5				13-33	75-98	Red	17
…				**Remarks:** The criteria of plagiarism color codes in Turnitin are: ▪ Red: 75-100% ▪ Orange: 50-74 % ▪ Yellow: 25-49% ▪ Green: 0-24% ▪ Blue: 0% (No matches)			
153							
Average Test Score	20.1 **(40.2%)**	7.8 **(31.2%)**	11.1 **(44.4%)**				

When Turnitin detects plagiarism in a paper, the magnitude of plagiarism is shown in percent terms and symbolized by color codes. As can be seen from Table 4.17, the originality reports show the results of the analysis of the student participants' papers by Turnitin. In the table, the extent or magnitude of plagiarism found in the participants' papers is shown as the percent of copied

content and as color codes—from 0% (blue) to 98% (red) meaning from zero to serious violation of the original source content, respectively.

The results in Table 4.17 indicate that the majority of the participants (90 out of 153 or approximately 59%) could produce their writing test content without plagiarising. On the other hand, 63 participants (41%) engaged in plagiarism in their writing-test papers at different levels. The extent of plagiarism in the participants' papers, detected by Turnitin, ranges from 12% to 98%, that is, from mild to serious violation.

The Turnitin analysis of the participants' writing-test papers in Table 4.17 shows five levels of plagiarism which are categorized as five colors. Ninety out of 153 papers (59%) were shown as blue equating to 0% plagiarism detection. Next, six papers (about 4%) fell into the green color code indicating 12% to 23% copied content. Nineteen papers (about 12%) were shown in yellow color indicating 26% to 49% plagiarism detection. Further, twenty-one papers (about 14%) were shown in orange indicating 59% to 74% plagiarism detection. Additionally, seventeen papers (about 11%) were coded red indicating 75% to 98% plagiarism detection.

In addition to the different extent of plagiarism found in some participants' test papers, the total raw scores that the participants obtained in their writing-test papers were ranged from the minimum to the maximum scores together with the degree of plagiarism detection as follows. To start with, for 0% plagiarism detection in test papers, the participants' writing test scores were ranged from 10 to 98 out of 100 points. At 12-23% plagiarism detection, test scores were from 5 to 33 points. At 26-49% plagiarism detection, scores were from 18 to 53 points. At 59-74% plagiarism detection, scores were from 23 to 45 points. Lastly, at 75-98% plagiarism detection, scores were ranged from 13 to 33 points.

Turnitin also calculated the participants' average test score in individual writing criterion based on citation, language and content. In Table 4.17, the participants obtained average test scores of 20.1 out of 50 (40.2%) for citations,

7.8 (31.2%) for language or grammar, and 11.1 (44.4%) for content. All of these results from the quantitative analysis of the participants' writing test scores through Turnitin in Section 4.2.1.2 are discussed in Chapter 5.

4.3 Contributory Factors Influencing Students' Plagiarism

The student participants' responses to Parts 1 and 2 of the Thai-version learner evaluation form and the teacher participants' responses to Part 1 of the teacher questionnaire were analyzed to answer research question 3 of the study.

Research Question 3: What are the contributing indicators to the students' academic plagiarism?

The quantitative results of research question 3 show the student participants' general information and English language learning background (Section 4.3.1.1) and their experience of plagiarism (Section 4.3.1.2) as well as the teacher/administrator participants' general information and English language teaching background (Section 4.3.1.3).

4.3.1 Quantitative Results

4.3.1.1 Students' General Information and English Language Learning Background

The responses to the learner evaluation form regarding the student participants' general information and their English language learning background are list in detail from items 1 to 10 in Appendix J and can be summarized as follows.

Most of the participants were female (122 or 62.20%) while 74 were male postgraduate students (37.80%). Most of them (71 out of 196 or 36.20%)

were between 26 and 30 years old. Most of the respondents (159 out of 196 or 81.10%) were studying at the doctoral level. The highest number of students were in the Faculty of Science (44 students or 22.40%) with the second highest in the Faculty of Education (34 students or 17.30%).

Based on the participants' educational background, most of them graduated with a Bachelor's degree from Chulalongkorn University (51 students or 26%) or Srinakharinwirot University (15 students or 7.70%). The highest number of the Bachelor's students graduated from the Faculty of Science (53 students or 27%) and the Faculty of Engineering (22 students or 11.20%). In terms of the number of years spent studying, most bachelor students (134 or 74.90%) had studied for between four and four and a half years. For Master's students, most participants also graduated from the Faculty of Science (37 students or 18.90%) and from Chulalongkorn University (88 students or 44.90%). Most of them (63 students or 32.10%) had spent from three to three and a half years doing their Master's.

Based on the participants' English language learning experiences, most had studied English for 16-20 years (72 students or 36.70%) and 11-15 years (35 students or 17.90%). Although the participants had long-term experience of English language learning, they had rather little experience in English language writing skills. Most had acquired their English-language writing skills in only one to five years (66 students or 33.70%) or did not gain English-language writing skills (59 students or 30.10%). The participants had different experiences in taking English language proficiency tests (i.e. CU-TEP, TOEFL and IELTS). The highest number of the participants—75 students or 38.30%—obtained CU-TEP scores in the range from 45 to 56 that can be interpreted as "middle intermediate" level (see Table 3.1). The second highest number of participants—64 students or 32.70% had scores in the range of 57 to 68 which is "intermediate" level (see Table 3.1). However, most participants had never taken a TOEFL (191 students or 97.40%) or an IELTS (179 students or 91.30%) test. Furthermore, prior to enrolling in any of the three

postgraduate writing courses (i.e. AEG, TW, or EIL), most participants (48 students or 24.50%) did not have experience in writing any English-language reports.

Furthermore, with regard to the student participants' experience of plagiarism in writing, their responses from item numbers 11 to 19 in Appendix J can be summed up as in Section 4.3.1.2.

4.3.1.2 Students' Experience of Plagiarism

Before the participants enrolled in a postgraduate writing course, most of them had never heard of academic plagiarism (178 out of 196 students or 90.80%) nor knew what academic plagiarism was (170 students or 86.70%). Furthermore, most of them (142 students or 72.40%) had never had any training on identifying and dealing with academic plagiarism (e.g. Turnitin Plagiarism Checking Training).

In general, prior to enrollment in a postgraduate writing course, the participants received specific instruction on English language academic writing techniques (e.g. citation, paraphrasing, summarizing, and etc) through courses in the CU Graduate English programs (76 students or 38.80%), instructor(s) in the CU Graduate English programs (80 students or 40.80%), and other handbooks (77 students or 39.30%).

In previous academic writing prior to enrollment in a postgraduate English writing course (i.e. AEG, TW, or EIL), most participants (98 students or 50%) felt that they copied the words or ideas of other writers without properly indicating the source in their university writing assignments a few times. Additionally, most of the participants (131 students or 66.80%) revealed that their instructors of English in past university studies never told them (i.e. by means of spoken or written comments) that there was 'plagiarism' in the participants' written tasks. In a postgraduate English writing course (i.e. AEG, TW, or EIL), most student participants (126 students or 64.30%) responded that they never copied the words or ideas of other writers without indicating the source in their writing

assignments. Moreover, 156 out of 196 students (79.60%) stated that their instructors in the postgraduate English writing course (i.e. AEG, TW, or EIL) never told them that there was 'plagiarism' in their written tasks. Almost all of the respondents (193 students or 98.50%) would have liked to receive specific instruction in avoiding plagiarism through academic writing techniques (e.g. citation, paraphrasing, summarizing, etc.) through instructor(s), faculty's training program(s), and books at 67.30%, 59.70%, and 54.60%, respectively.

In addition to the student participants' evaluation-form responses, the quantitative results of research question 3 can be derived from the teacher participants' questionnaire responses (Appendix M). The teacher participants' responses to Part 1 of the questionnaire are presented in Section 4.3.1.3.

4.3.1.3 Instructors'/Administrators' General Information and English Language Teaching Background

With respect to the teacher participants' general information and their English language teaching background, their questionnaire responses to items 1 to 6 of Part 1 are shown in detail in Appendix M. In this section, the questionnaire responses from Appendix M can be concluded as follows.

The data on the teacher participants' general information and their English language teaching background for quantitative analysis of contributing indicators to plagiarism are illustrated in Figure 4.4.

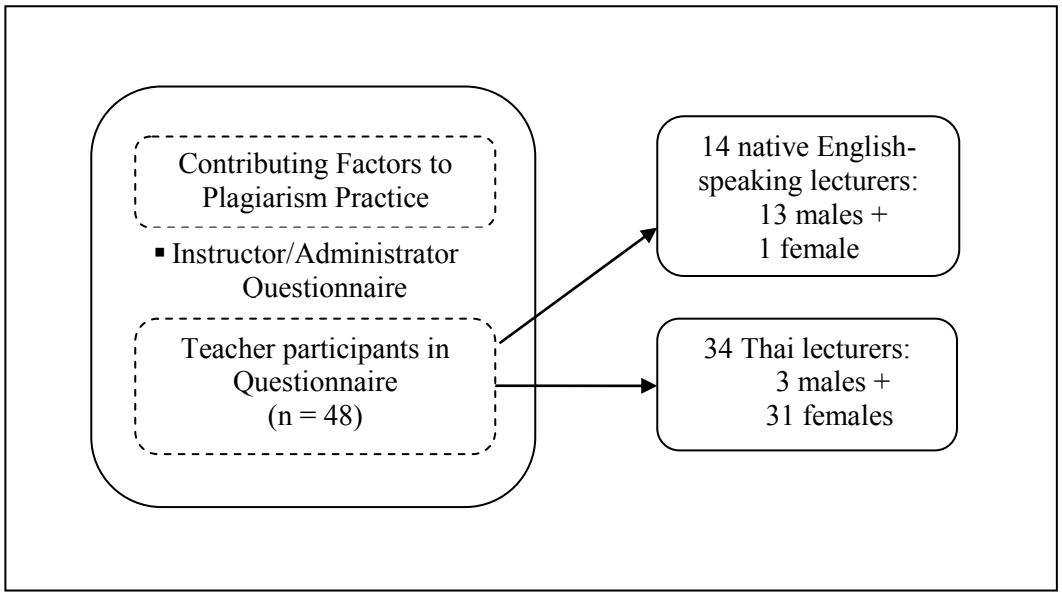


Figure 4.4 Research Data for Analysis on Contributory Factors Influencing Plagiarism

From Figure 4.4, most teacher participants (34 out of 48 teachers or 70.80%) were Thai. Most of them had experienced teaching English writing at university level for three to six years and for more than ten years in the same proportion (37.50%). The participants comprised 32 females (31 Thai female teachers and one native English-speaking teacher) and 16 males (three Thai male teachers and 13 native English-speaking teachers) out of 48 teachers.

The majority of the participants (43 out of 48 teachers or 89.60%) had taught their students to avoid plagiarism in writing. Most participants (29 teachers or 60.40%) thought that their instruction on how to avoid plagiarism in writing was somewhat successful due to teaching academic writing techniques like citation, paraphrasing, and summarizing (28 teachers or 58.30%) and also making students understand and participate in their teaching of writing (28 teachers or 58.30%). Most of the participants (39 teachers or 81.30%) did not give the reason(s) for not

previously teaching the students how to avoid plagiarism in writing. However, five of the teacher participants (10.40%) chose the reason that their students' English levels were too limited to be able to understand academic writing techniques and four of them (8.30%) selected the reason that it was not required in the course syllabus or content used at university undergraduate levels.

The quantitative findings of the student and the teacher participants' responses from the learner evaluation form and the teacher questionnaire from sub-sections 4.3.1.1 to 4.3.1.3 were employed to examine the indicators contributing to possible plagiarism. The qualitative data of the responses of the student and the teacher participants are presented in Section 4.3.2.

4.3.2 Qualitative Results

4.2.2.1 Students' Interview Responses

The data gathered from the interview responses of the student participants were qualitatively analyzed to answer the second interview question about the student participants' opinion about contributory factors influencing plagiarism (Appendix G). The extracts from the content analyses on the interview responses of both groups of three high achievers and three limited achievers are categorized as shown in Table 4.18.

Table 4.18 Content Analysis: Students' Contributory Factors Influencing plagiarism (continued)

Student Participant	**Question 2:** *In your opinion, what are factors influencing plagiarism in your English language writing (if any)?* **Interview Extract**	**Contributory Factors Influencing Plagiarism**
$H1_{AEG}$	*…. since the content in academic writing needs to convince readers of frameworks or models from theories. …* <End of the interview question 1> *I think our different judgment on and knowledge of plagiarism may cause plagiarism. I mean, academic writing convention of each faculty is different. And we here come from different faculties. …There is no single fixed universal style of source-based writing used for all faculties in common. I may judge a written paper as plagiarized work while others from different faculties may not.*	▪ Environmental-situational constructs: Different disciplinary writing convention ▪ Affective-psychological constructs: Learner's different judgment and knowledge
$H2_{TW}$	*In my writing class, hmm… I think I review and normally use academic writing techniques that I studied in class. This could make me away from the claim of plagiarism, I suppose* <smile>*. … I'm not sure if I'm the one of the contributing factors causing plagiarism…when I lent my assignment to my friends…. They are my good friends though they may copy my work and I knew that was wrong.*	▪ Environmental-situational constructs: Peer pressure from cultural norms
$H3_{EIL}$	*I think when I write academic assignments in English, I always note a list of academic writing techniques that I learned before writing to remind myself of not missing using them in my writing assignment. Hmm, suppose my work is found plagiarized, I guess it could be from some of my carelessness like forgetting a citation style or missing quotation marks and so on. …perhaps such carelessness would be possible in exam. … To me, time is always limited in exam.*	▪ Environmental-situational constructs: time pressure ▪ Affective-psychological constructs: Learner's unawareness of source-based writing
$L1_{AEG}$	*… I admit that I actually didn't understand all what is in the source. I could understand just some part of the given source. Also, I didn't like rush hour in the test.*	▪ Environmental-situational constructs: Time pressure ▪ Affective-psychological constructs: Insufficient knowledge and skills of English

Table 4.18 Content Analysis: Students' Contributory Factors Influencing plagiarism

Student Participant	**Question 2:** *In your opinion, what are factors influencing plagiarism in your English language writing (if any)?*	**Contributory Factors Influencing Plagiarism**
	Interview Extract	
$L2_{TW}$	*... But I accept that when I have to write, those plagiarism matters were not in my head at all. What I know is I have to finish my writing assignments with good marks if possible.* <End of the interview question 1> *I think I did my best in the writing test at that time though I know my English is rather weak. ... oh, I think I forgot some writing techniques like paraphrasing that I studied from the graduate English course. I knew that there were many paraphrasing techniques but when I was tested in the class, I felt a kind of nervous and excited and also afraid of being unable to finish my writing in time.*	▪ Environmental-situational constructs: time pressure and course instructor ▪ Affective-psychological constructs: Learner's academic image, individual differences, Insufficient knowledge and skills of English, and unawareness of academic writing skills
$L3_{EIL}$	*... Well, I myself haven't tried both programs* < Turnitin and Akkarawisuth (อักขราวิสุทธ์)> *yet because I don't have time to do so.* <End of the interview question 1> *... umm, at that time while I was writing my version in the test paper, I found that time was almost up. I then decided to mix and match some parts of texts from the original source.*	▪ Environmental-situational constructs: Time pressure ▪ Affective-psychological constructs: Insufficient language proficiency and unawareness of academic writing skills

Notes: $H1_{AEG}$: The first high achiever from the AEG course
$H2_{TW}$: The second high achiever from the TW course
$H3_{EIL}$: The third high achiever from the EIL course
$L1_{AEG}$: The first limited achiever from the AEG course
$L2_{TW}$: The second limited achiever from the TW course
$L3_{EIL}$: The third limited achiever from the EIL course

Referring to the second interview questions (i.e. *In your opinion, what are factors influencing plagiarism in your English language writing (if any)?*), the content of the interview responses, from Table 4.18, of both groups of the participants from three courses indicate that there are both inter-related affective-

psychological and environmental-situational constructs contributing to the act of plagiarism.

Based on environmental-situational constructs, time pressure is viewed by most participants from both groups (i.e. participants $H3_{EIL}$, $L1_{AEG}$, $L2_{TW}$, and $L3_{EIL}$) as a contributory factor affecting the act of plagiarism. As stated in the interview response of participant $L3_{EIL}$ ("*...while I was writing my version in the test paper, I found that time was almost up. I then decided to mix and match some parts of texts from the original source.*"), the participant's act of plagiarism (i.e. mixing and matching texts from the source or "patchwriting") was due to time pressure. Next, peer pressure from cultural norms is perceived by participant $H2_{TW}$ as a contributory factor to the act of plagiarism. As participant $H2_{TW}$ said, "… *when I lent my assignment to my friends…. They are my good friends though they may copy my work.*" Moreover, participant $H1_{AEG}$ added that "*...our different judgment on and knowledge of plagiarism may cause plagiarism. ... academic writing convention of each faculty is different. And we here come from different faculties. ...There is no single fixed universal style of source-based writing used for all faculties in common*…." This means that participant $H1_{AEG}$ considered that different disciplinary writing conventions can bring about writers' acts of plagiarism. Another contributory factor influencing the act of plagiarism is course instructors. Participant $L2_{TW}$ revealed that "... *What I know is I have to finish my writing assignments with good marks if possible.* … ." This means that a course instructor could be a cause of plagiarism since the participants expected to have good marks from her instructor for writing.

Based on affective-psychological constructs, a learner's different judgment and knowledge are viewed by participant $H1_{AEG}$ as a factor contributing to plagiarism. Noticeably, all limited achievers viewed insufficient knowledge and skills in English as the factors influencing plagiarism for them. Additionally, academic image ("*But I accept that when I have to write, those plagiarism matters were not in my head at all. What I know is I have to finish my writing assignments*

with good marks if possible.") and individual differences ("*but when I was tested in the class, I felt a kind of nervous and excited and also afraid of being unable to finish my writing in time.*") are viewed by participant $L2_{TW}$ as factors impacting the act of plagiarism. Moreover, from the interview extracts of participants $L2_{TW}$ (i.e. "*…I think I forgot some writing techniques like paraphrasing that I studied from the graduate English course.*") and $L3_{EIL}$, a learner's lack of awareness of academic writing skills is another factor influencing plagiarism in writing while participant $H3_{EIL}$ imagined her lack of awareness of source-based writing brought about the act of unintentional plagiarism (i.e. "… *suppose my work is found plagiarized, I guess it could be from some of my carelessness like forgetting a citation style or missing quotation marks and so on. ...perhaps such carelessness would be possible in exam.*").

Lastly, there are additional interview responses of the student participants regarding the last interview question about their further comments on academic plagiarism in their English language learning (Appendix L) which will be discussed in Chapter 5.

The qualitative results previously demonstrated are based on the student participants' interview responses. Another part of the qualitative results based on the teacher participants' interview responses are presented next in sub-section 4.3.2.2.

4.3.2.2 Instructors'/Administrators' Interview Responses

The data collected from the teacher participants' interview responses were also qualitatively analyzed. The transcripts of 19 teacher participants' interview responses are shown in Appendix N. The content analysis of the native English-speaking (NE) and Thai (T) teacher participants' interview responses in regard to contributory factors influencing students' plagiarism are shown in Table 4.19.

Table 4.19 Instructors'/Administrators' Interview Extracts
(Contributory Factors Influencing Students' Plagiarism) (continued)

Factors Contributing to Students' Plagiarism	**Teacher Participant**	**Interview Extract**
Unawareness-negligence of the act of plagiarism	2NE	*From my experience, many students are unaware that plagiarizing is a violation. Copying and cheating are standard practice. Indeed, I get the impression many students are taught to copy and regurgitate information, without intellectually engaging with the issues at all. …*
	3NE	*In one of my courses a student regularly "googles" the passages in the textbook. I have found several texts have come from online sources and are used without indicating sources.*
	9T	*I think one reason leading to plagiarism is the students' negligence of the extent to which plagiarism covers.*
Cultural norms	2NE	*From my experience, many students are unaware that plagiarizing is a violation. Copying and cheating are standard practice. Indeed, I get the impression many students are taught to copy and regurgitate information, without intellectually engaging with the issues at all. …*
	4NE	*… Plagiarism is considered "normal" by most Thai people I know. Amazingly, this includes teachers!! When I have shared plagiarism stories in the past with Thai teachers, they've been shocked that I gave a "zero" grade, they suggested that the students be given a chance to re-do the work, and they often say that we can't expect any better from the students because they have done throughout grade school and high school. …*
	10NE	*By the time Thai students reach the university system, most of them have been exposed to an educational model where they are not always encouraged to think independently and are at times expected or required to copy a teacher/authority figure's answers verbatim. …*

Table 4.19 Instructors'/Administrators' Interview Extracts

Factors Contributing to Students' Plagiarism	Teacher Participant	Interview Extract
Insufficient knowledge and language skills	5T	*Personally when I write in Thai, I am a hundred percent sure that I'm not plagiarizing, so it might help if teachers teach students to fully understand the reading passages before writing their own.*
	7T	*Sometimes, students are aware of plagiarism and its penalty. They have been told by the teacher that it's a "crime", and they normally try their best to avoid it. Unfortunately, a large number of them still commit such a crime because they do not have enough knowledge and skills to avoid it. …*

Referring to the interview question regarding comment(s) about contributory factors influencing students' plagiarism, the content analysis of the interview responses of the teacher participants from Table 4.19 are summarised as follows.

Seven out of 19 Thai and native-English teacher participants' responses were categorized into three groups based on the interview question. Three major contributory factors influencing the act of students' plagiarism, from the teacher participants' points of view, are students' unawareness and negligence of the act of plagiarism (i.e. participants 2NE, 3NE, and 9T), cultural norms (i.e. participants 2NE, 4NE, and 10NE), and their insufficient knowledge and language skills (i.e. participants 5T and 7T).

The quantitative and qualitative findings to answer research question 3 of this study was presented previously in Section 4.3. The quantitative and qualitative data, regarding the practical measures for plagiarism prevention, gathered from the teacher questionnaire and the interview are demonstrated in the next section.

4.4 The Practical Measures for Plagiarism Prevention

The teacher participants' responses to Parts 2 and 3 of the teacher questionnaire were analyzed to answer research question 4 of the study.

Research Question 4: What are practical measures for academic plagiarism prevention in the Thai context?

The quantitative results of research question 4 illustrate the instructors'/administrators' responses to two parts of the instructor/administrator questionnaire: part 2 concerning academic plagiarism issues and part 3 regarding effective measures for plagiarism prevention. In part 2, the teacher participants were asked to rate the plagiarism issues which are related to knowledge of plagiarism, awareness of plagiarism, and other issues of academic plagiarism. Additionally, in part 3, the participants were also asked to rate their perspectives on the given measures of plagiarism prevention.

4.4.1 Quantitative Results

4.4.1.1 Instructors'/Administrators' Questionnaire Responses

There are four sub-sections providing relevant quantitative results in regard to practical measures for plagiarism prevention. Section 4.4.1.1.1 refers to knowledge of plagiarism with nine Likert-scale items (item numbers 7 to 15). Section 4.4.1.1.2 covers 16 Likert-scale items about awareness of plagiarism (item numbers 16 to 31). Section 4.4.1.1.3 contains seven Likert-scale items concerning other issues of plagiarism (item numbers 32 to 38). In addition, section 4.4.1.1.4 consists of four given measures of plagiarism prevention (item numbers 39 to 42).

4.4.1.1.1 Knowledge of Plagiarism

With regard to knowledge of plagiarism issues, the teacher participants' responses to nine items from item numbers 7 to 15 are interpreted and summed up in Table 4.20.

Table 4.20 Instructors'/Administrators' Knowledge of Plagiarism (continued)

Knowledge of Plagiarism		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
7. Students pay a person for editing assistance, and s/he re-writes much of the students' original papers. The students hand in this new edited version to you without acknowledging that person's assistance. Is this plagiarism?	Disagree	4	28.57	11	32.35	15	31.30	2.34	0.82
	Unsure	3	21.43	13	38.24	16	33.30		
	Agree	7	50.00	10	29.41	17	35.40		
8. Students copy a passage directly from an article they found. They cite the source, but did not use quotation marks "...". Is this plagiarism?	Disagree	5	35.71	3	8.82	8	16.70	2.50	0.77
	Unsure	0	0.00	8	23.53	8	16.70		
	Agree	9	64.29	23	67.65	32	66.70		
9. Students copy a short passage from an article they found. They change a few words so that it's different from the original. They cite the source but did not use quotation marks. Is this plagiarism?	Disagree	4	35.71	8	23.53	13	27.10	2.41	0.85
	Unsure	5	35.71	7	20.59	12	25.00		
	Agree	5	28.58	19	55.88	23	47.90		

Table 4.20 Instructors'/Administrators' Knowledge of Plagiarism (continued)

Knowledge of Plagiarism		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
10. Citing sources protects us from accusations of plagiarism by acknowledging the sources of information used in our papers.	Disagree	13	92.86	26	76.47	39	81.30	1.60	0.69
	Unsure	0	0.00	3	8.82	3	6.30		
	Agree	1	7.14	5	14.71	6	12.50		
11. Students don't have to cite the source stating a fact in their papers if it's something that most people would already know.	Disagree	11	78.57	13	38.23	24	50.00	1.19	0.89
	Unsure	2	14.29	7	20.59	9	18.80		
	Agree	1	7.14	14	41.18	15	31.30		
12. There are many different citation styles, and we must choose an appropriate one.	Disagree	10	71.43	31	91.18	41	85.40	1.59	0.54
	Unsure	3	21.43	1	2.94	4	8.30		
	Agree	1	7.14	2	5.88	3	6.30		
13. It is not necessary to cite sources found on the web.	Disagree	0	0.00	2	5.88	2	4.20	2.49	0.46
	Unsure	1	7.14	2	5.88	3	6.30		
	Agree	13	92.86	30	88.24	43	89.60		
14. It is not required to cite our source in a graph/bar chart which is derived from our own findings.	Disagree	8	57.14	12	35.29	20	41.70	1.02	0.91
	Unsure	3	21.43	6	17.65	9	18.80		
	Agree	3	21.43	16	47.06	19	39.60		
15. It is required to cite our source when using a fact from a source we think, but we are not sure, may be common knowledge.	Disagree	10	71.43	25	73.53	35	72.90	1.58	0.74
	Unsure	0	0.00	6	17.65	6	12.50		
	Agree	4	28.57	3	8.82	7	14.60		

The results of the nine cases in part 2 of the instructor/administrator questionnaire from Table 4.20 show how the teacher participants rated their perception about nine cases regarding knowledge of plagiarism in their English language teaching. All 48 teacher participants can be divided into two groups: 14 native English-speaking lectures and 34 Thai lecturers/administrators. Both groups rated their perception of plagiarism in their English language teaching at three levels: agree, not sure, and disagree.

Five cases were rated at the same levels: 'agree' and 'disagree' by most participants of both groups of native English-speaking and Thai instructors of English. The following cases, mainly rated at the 'agree' level, are: *"Students copy a passage directly from an article they found. They cite the source, but did not use quotation marks "..." This is plagiarism*." (item number 8) rated by the majority of about 64% of native English-speaking instructors and about 68% of Thai instructors and "*Students copy a short passage from an article they found. They change a few words so that it's different from the original. They cite the source but did not use quotation marks. Is this plagiarism?*" (item number 9) rated equally at the 'agree' level by the majority of the native English-speaking group (five participants or around 36% of the group) at the 'unsure' and 'agree' levels as well as the majority of the Thai group (19 participants or around 56% of the group). Next, the following cases, mainly rated at the 'disagree' level, are: "*Citing sources protects us from accusations of plagiarism by acknowledging the sources of information used in our papers*." (item number 10) rated by the majority of approximately 93% native English-speaking instructors and around 76% of Thai instructors, "*There are many different citation styles, and we must choose an appropriate one*." (item number 12) rated by the majority of about 71% native English-speaking instructors and about 91% of Thai instructors, and "*It is required to cite our source when using a fact from a source we think, but we are not sure, may be common knowledge.*" (item number 15) rated by the majority of about 71% native English-speaking instructors

and about 74% of Thai instructors. Additionally, most participants of both groups (13 participants or around 93% of the native English-speaking group and 30 participants or about 88% of Thai instructors of English) rated the case for item number 13: "*It is not necessary to cite sources found on the web*." at the 'disagree' level.

There are however four items that most participants of both groups rated differently. First, item number 7 with the case "*Students pay a person for editing assistance, and s/he re-writes much of the students' original papers. The students hand in this new edited version to you without acknowledging that person's assistance. Is this plagiarism?*" was rated by the majority of the native English speaking group (seven participants or 50% of the group) at the 'agree' level. On the other hand, the majority of the Thai group (13 participants or around 38% of the group) rated the case number 7 at the 'unsure' level. Next, item number 11 with the case "*Students don't have to cite the source stating a fact in their papers if it's something that most people would already know.*" was rated by the majority of the native English speaking group (11 participants or around 79% of the group) at the 'disagree' level. On the contrary, the majority of the Thai group (14 participants or around 41% of the group) rated the case number 11 at the 'agree' level. Last, item number 14 with the case "*It is not required to cite our source in a graph/bar chart which is derived from our own findings.*" was rated by the majority of the native English speaking group (eight participants or around 57% of the group) at the 'disagree' level. On the other hand, the majority of the Thai group (16 participants or around 47% of the group) rated the case number 14 at the 'agree' level.

Referring to the three-point Likert-scale questionnaire in Table 4.20, the criteria for the rating scale interpretation of the mean scores (see Table 3.7) were: 1.00-1.66 (disagree), 1.67-2.33 (not sure), and 2.34-3.00 (agree). The mean scores of the participants' responses to perspectives of plagiarism from item numbers 7 to 15 fall into the levels of 'agree' and 'disagree'. The findings from the

mean scores of all teacher participants' responses to the questionnaire show that the teacher participants were knowledgeable about academic plagiarism since the mean scores of all rated nine case items were consistent with the suggested answers (i.e. 'agree' for item numbers 7 to 9, and 13 and 'disagree' for the rest of the five items).

To further examine whether native English-speaking and Thai participants have a significant difference in their perspectives of plagiarism in English language teaching (item numbers 7 to 15), one-way Analysis of Variance (ANOVA) was utilized. Native English-speaking and Thai participants' perspectives of plagiarism can be analyzed statistically as in Table 4.21.

Table 4.21 Difference between Native English-Speaking and Thai Instructors' Perspectives of Plagiarism (Item Numbers 7-15)

ANOVA

Instructors' Perspectives of Plagiarism in English Language Teaching

Item No		Sum of Squares	df	Mean Square	F	Sig.
7	Between Groups	.589	1	.589	.865	.357
	Within Groups	31.328	46	.681		
	Total	31.917	47			
8	Between Groups	.908	1	.908	1.541	.221
	Within Groups	27.092	46	.589		
	Total	28.000	47			
9	Between Groups	1.547	1	1.547	2.198	.145
	Within Groups	32.370	46	.704		
	Total	33.917	47			
10	Between Groups	.569	1	.569	1.203	.278
	Within Groups	21.744	46	.473		
	Total	22.313	47			
11	Between Groups	5.485	1	5.485	7.927	.007
	Within Groups	31.828	46	.692		
	Total	37.313	47			
12	Between Groups	.438	1	.438	1.494	.228
	Within Groups	13.479	46	.293		
	Total	13.917	47			
13	Between Groups	.109	1	.109	.510	.479
	Within Groups	9.870	46	.215		
	Total	9.979	47			
14	Between Groups	2.235	1	2.235	2.799	.101
	Within Groups	36.744	46	.799		
	Total	38.979	47			
15	Between Groups	.473	1	.473	.864	.357
	Within Groups	25.193	46	.548		
	Total	25.667	47			

Test of Homogeneity of Variances

Item No	Levene Statistic	df1	df2	Sig.
7	1.223	1	46	.275
8	12.580	1	46	.001
9	.580	1	46	.450
10	5.098	1	46	.029
11	7.687	1	46	.008
12	3.616	1	46	.063
13	2.304	1	46	.136
14	.729	1	46	.398
15	6.014	1	46	.018

Descriptives

Item No		N	SD	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
7	1.00	14	.89258	.23855	1.6989	2.7296	1.00	3.00
	2.00	34	.79717	.13671	1.6924	2.2487	1.00	3.00
	Total	48	.82406	.11894	1.8024	2.2809	1.00	3.00
8	1.00	14	.99449	.26579	1.7115	2.8599	1.00	3.00
	2.00	34	.65679	.11264	2.3591	2.8174	1.00	3.00
	Total	48	.77184	.11141	2.2759	2.7241	1.00	3.00
9	1.00	14	.82874	.22149	1.4501	2.4071	1.00	3.00
	2.00	34	.84282	.14454	2.0295	2.6176	1.00	3.00
	Total	48	.84949	.12261	1.9617	2.4550	1.00	3.00
10	1.00	14	.53452	.14286	2.5485	3.1658	1.00	3.00
	2.00	34	.73915	.12676	2.3597	2.8755	1.00	3.00
	Total	48	.68901	.09945	2.4874	2.8876	1.00	3.00
11	1.00	14	.61125	.16336	2.3614	3.0672	1.00	3.00
	2.00	34	.90404	.15504	1.6552	2.2860	1.00	3.00
	Total	48	.89100	.12860	1.9288	2.4462	1.00	3.00
12	1.00	14	.63332	.16926	2.2772	3.0085	1.00	3.00
	2.00	34	.50045	.08583	2.6783	3.0276	1.00	3.00
	Total	48	.54415	.07854	2.6337	2.9497	1.00	3.00
13	1.00	14	.26726	.07143	.9171	1.2257	1.00	2.00
	2.00	34	.52052	.08927	.9949	1.3581	1.00	3.00
	Total	48	.46078	.06651	1.0120	1.2796	1.00	3.00
14	1.00	14	.84190	.22501	1.8710	2.8432	1.00	3.00
	2.00	34	.91336	.15664	1.5637	2.2010	1.00	3.00
	Total	48	.91068	.13145	1.7564	2.2853	1.00	3.00
15	1.00	14	.93761	.25059	1.8872	2.9699	1.00	3.00
	2.00	34	.64584	.11076	2.4217	2.8724	1.00	3.00
	Total	48	.73899	.10666	2.3688	2.7979	1.00	3.00

From Table 4.21, out of nine items, there is only one item (i.e. item number 11) producing a significant result as elaborated in Table 4.22.

Table 4.22 A Significant Difference between Native English-Speaking and Thai Instructors' Perspectives of Plagiarism (Item Number 11)

Item No		Sum of Squares	df	Mean Square	F	Sig.	N	SD	Std. Error	95% Confidence Interval for Mean	
										Lower Bound	Upper Bound
11	Between Groups	5.485	1	5.485	7.927	.007	14	.61125	.16336	2.3614	3.0672
	Within Groups	31.828	46	.692			34	.90404	.15504	1.6552	2.2860
	Total	37.313	47				48	.89100	.12860	1.9288	2.4462

Note: $p < .05$

The result from the data analysis presented in Table 4.22 indicates that out of nine cases there was a statistically significant difference between the native English-speaking participants and the Thai participants' perspectives of plagiarism for only one case, item number 11 (i.e. "*Students don't have to cite the source stating a fact in their papers if it's something that most people would already know.*"). The F-test value is 7.93 at the *p* value of 0.00 (recorded to 2 decimal points) which is less than 0.05 ($F = 7.93$, $p < .05$). This means that the perspective of plagiarism for case item number 11 for the native English-speaking participants was significantly different from that of the Thai participants at the level of .05.

To further examine the extent of the significant difference in the actual practice between both groups of high and limited achievers, Cohen's effect-size (*d*) method was utilized to analyze its magnitude. Table 4.15 demonstrates the magnitude of the difference in the groups of high and limited achievers' actual practice of plagiarism.

The results of the first section in part 2 of the teacher questionnaire responses were presented earlier. Next, those of the second section in part 2 of the questionnaire responses are presented in Section 4.4.1.1.2.

4.4.1.1.2 Awareness of Plagiarism

The teacher participants' responses to 16 items with regard to awareness of plagiarism issues from item numbers 16 to 31 are interpreted and summarized in Table 4.23.

Table 4.23 Instructors'/Administrators' Awareness of Plagiarism (continued)

I think, it is acceptable to:		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
16. Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).	Strongly Disagree	14	100.00	30	88.24	44	91.70	1.08	0.28
	Disagree	0	0.00	4	11.76	4	8.30		
	Unsure	0	0.00	0	0.00	0	0.00		
	Agree	0	0.00	0	0.00	0	0.00		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
17. Use ideas I got from an instructor or classmate, during our conversation, in my paper without citing, quoting, or referencing the source.	Strongly Disagree	1	7.14	14	41.18	15	31.30	2.27	1.18
	Disagree	6	42.86	10	29.41	16	33.30		
	Unsure	3	21.43	5	14.71	8	16.70		
	Agree	3	21.43	4	11.76	7	14.60		
	Strongly Agree	1	7.14	1	2.94	2	4.20		
18. Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and cite the source.	Strongly Disagree	1	7.14	13	38.24	14	29.20	2.44	1.27
	Disagree	7	50.00	8	23.53	15	31.30		
	Unsure	1	7.14	4	11.76	5	10.40		
	Agree	4	28.58	8	23.53	12	25.00		
	Strongly Agree	1	7.14	1	2.94	2	4.20		
19. Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.	Strongly Disagree	12	85.71	25	73.53	37	77.10	1.33	0.69
	Disagree	0	0.00	7	20.59	7	14.60		
	Unsure	2	14.29	1	2.94	3	6.30		
	Agree	0	0.00	1	2.94	1	2.10		
	Strongly Agree	0	0.00	0	0.00	0	0.00		

Table 4.23 Instructors'/Administrators' Awareness of Plagiarism (continued)

I think, it is acceptable to:		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
20. Copy statement(s) (not more than 40 words) from an article and use quotation marks "..." and reference the source.	Strongly Disagree	1	7.14	3	8.82	4	8.30	3.81	1.14
	Disagree	0	0.00	3	8.82	3	6.30		
	Unsure	0	0.00	3	8.82	3	6.30		
	Agree	8	57.14	18	52.95	26	54.20		
	Strongly Agree	5	35.72	7	20.59	12	25.00		
21. Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).	Strongly Disagree	12	85.72	27	79.41	39	81.30	1.25	0.60
	Disagree	1	7.14	6	17.65	7	14.60		
	Unsure	1	7.14	0	0.00	1	2.10		
	Agree	0	0.00	1	2.94	1	2.10		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
22. Change one or two words to make a quote into a paraphrase and then not reference the source.	Strongly Disagree	10	71.43	23	67.65	33	68.80	1.37	0.70
	Disagree	4	28.57	10	29.41	14	29.20		
	Unsure	0	0.00	0	0.00	0	0.00		
	Agree	0	0.00	0	0.00	0	0.00		
	Strongly Agree	0	0.00	1	2.94	1	2.10		
23. Omit citations/references in my paper if I paraphrased an original text.	Strongly Disagree	10	71.43	21	61.77	31	64.60	1.46	0.71
	Disagree	4	28.57	9	26.47	13	27.10		
	Unsure	0	0.00	3	8.82	3	6.30		
	Agree	0	0.00	1	2.94	1	2.10		
	Strongly Agree	0	0.00	0	0.00	0	0.00		

Table 4.23 Instructors'/Administrators' Awareness of Plagiarism (continued)

I think, it is acceptable to:		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
24. Download a graphic without the author's permission but the source is cited.	Strongly Disagree	1	7.14	12	35.29	13	27.10	2.58	1.16
	Disagree	6	42.86	12	35.29	18	37.50		
	Unsure	2	14.29	4	11.77	6	12.50		
	Agree	4	28.57	6	17.65	10	20.80		
	Strongly Agree	1	7.14	0	0.00	1	2.10		
25. Omit citations/references of numerical data or graphs because they are facts or common knowledge.	Strongly Disagree	5	35.72	14	41.18	19	39.60	1.92	0.92
	Disagree	4	28.57	13	38.23	17	35.40		
	Unsure	4	28.57	5	14.71	9	18.80		
	Agree	1	7.14	2	5.88	3	6.30		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
26. Omit a citation to my previous work when I reuse it in my writing in other courses since it is my own work.	Strongly Disagree	4	28.57	17	50.00	21	43.80	1.73	0.79
	Disagree	8	57.15	13	38.24	21	43.80		
	Unsure	1	7.14	3	8.82	4	8.30		
	Agree	1	7.14	1	2.94	2	4.20		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
27. Commit plagiarism because it only affects me.	Strongly Disagree	12	85.71	26	76.47	38	79.20	1.21	0.41
	Disagree	2	14.29	8	23.53	10	20.80		
	Unsure	0	0.00	0	0.00	0	0.00		
	Agree	0	0.00	0	0.00	0	0.00		
	Strongly Agree	0	0.00	0	0.00	0	0.00		

Table 4.23 Instructors'/Administrators' Awareness of Plagiarism

I think, it is acceptable to:		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
28. Commit plagiarism because it does not affect others.	Strongly Disagree	12	85.71	27	79.41	39	81.30	1.19	0.39
	Disagree	2	14.29	7	20.59	9	18.80		
	Unsure	0	0.00	0	0.00	0	0.00		
	Agree	0	0.00	0	0.00	0	0.00		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
29. Commit plagiarism though it may be unfair to the university.	Strongly Disagree	10	71.42	29	85.29	39	81.30	1.23	0.52
	Disagree	2	14.29	5	14.71	7	14.60		
	Unsure	2	14.29	0	0.00	2	4.20		
	Agree	0	0.00	0	0.00	0	0.00		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
30. Commit plagiarism though it may be unfair to the writer of the original passage.	Strongly Disagree	10	71.43	31	91.18	41	85.40	1.17	0.43
	Disagree	3	21.43	3	8.82	6	12.50		
	Unsure	1	7.14	0	0.00	1	2.10		
	Agree	0	0.00	0	0.00	0	0.00		
	Strongly Agree	0	0.00	0	0.00	0	0.00		
31. Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.	Strongly Disagree	9	64.29	28	82.35	37	77.10	1.35	0.73
	Disagree	1	7.14	5	14.71	6	12.50		
	Unsure	4	28.57	0	0.00	4	8.30		
	Agree	0	0.00	1	2.94	1	2.10		
	Strongly Agree	0	0.00	0	0.00	0	0.00		

The responses in part 2 of the instructor/administrator questionnaire from Table 4.23 show how the teacher participants rated their perspectives on whether the 16 given cases are academically acceptable in English language teaching. The findings are as follows.

Fourteen out of sixteen cases were rated at the same levels, 'agree', 'disagree', and 'strongly disagree' by most participants of both groups—native English-speaking lecturers and Thai lecturers/administrators. The twelve cases that were rated at the 'strongly disagree' level were: *"Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s)."* (item number 16), "*Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.*" (item number 19), "*Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s)."* (item number 21), "*Change one or two words to make a quote into a paraphrase and then not reference the source.*" (item number 22), "*Omit citations/references in my paper if I paraphrased an original text."* (item number 23), "*Omit citations/references of numerical data or graphs because they are facts or common knowledge."* (item number 25), "*Omit a citation to my previous work when I reuse it in my writing in other courses since it is my own work."* (item number 26), "*Commit plagiarism because it only affects me."* (item number 27), *"Commit plagiarism because it does not affect others."* (item number 28), *"Commit plagiarism though it may be unfair to the university."* (item number 29), *"Commit plagiarism though it may be unfair to the writer of the original passage."* (item number 30), and "*Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.*" (item number 31).

Moreover, there were two cases that were rated by both native English-speaking and Thai participants at the 'disagree' level. The statements were—"*Use ideas I got from an instructor or classmate, during our conversation,*

in my paper without citing, quoting, or referencing the source." (item number 17) and "*Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and cite the source*." (item number 18).

One item rated differently by most participants in both groups. Item number 24, which stated "*Download a graphic without the author's permission but the source is cited.",* was rated by the majority of the native English-speaking group (six participants or approximately 43% of the group) at the 'unsure' level while in the Thai group twelve participants (35% of the group) rated the case equally at the 'strongly disagree' and the 'unsure' levels.

The 16 five-point Likert-scale questionnaire in Table 4.22 shows that the criteria for the rating scale interpretation of the mean scores (see Table 3.6) were: 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.40 (not sure), 3.41-4.20 (agree), and 4.21-5.00 (strongly agree). The mean scores of the participants' responses for items 16 to 31 are 'agree' (item number 20), 'disagree, (item numbers 17, 18 and 24), and 'strongly disagree' (item numbers 16, 19, 21 to 23, 25 to 31). The results from the mean scores of all teacher participants' responses to the questionnaire indicate that the native English-speaking and Thai teacher participants were very aware of academic plagiarism. Their mean scores for all case items except item number 24 (i.e. "*Download a graphic without the author's permission but the source is cited*.") were consistent with the suggested answers.

One-way ANOVA was used to determine whether native English-speaking and Thai participant groups had a significant difference in their perspectives of plagiarism in English language teaching (item numbers 16 to 31). Native English-speaking and Thai participant groups' perspectives of plagiarism were analyzed quantitatively (Table 4.24).

Table 4.24 Difference between Native English-Speaking and Thai Instructors' Perspectives of Plagiarism (Item Numbers 16-31)

ANOVA

Instructors' Perspectives of plagiarism in English Language Teaching (Continued)

Item No		Sum of Squares	df	Mean Square	F	Sig.
16	Between Groups	.137	1	.137	1.789	.188
	Within Groups	3.529	46	.077		
	Total	3.667	47			
17	Between Groups	5.240	1	5.240	4.001	.051
	Within Groups	60.239	46	1.310		
	Total	65.479	47			
18	Between Groups	2.397	1	2.397	1.502	.227
	Within Groups	73.416	46	1.596		
	Total	75.813	47			
19	Between Groups	.045	1	.045	.091	.764
	Within Groups	22.622	46	.492		
	Total	22.667	47			
20	Between Groups	2.157	1	2.157	1.677	.202
	Within Groups	59.155	46	1.286		
	Total	61.313	47			
21	Between Groups	.025	1	.025	.068	.795
	Within Groups	16.975	46	.369		
	Total	17.000	47			
22	Between Groups	.158	1	.158	.314	.578
	Within Groups	23.092	46	.502		
	Total	23.250	47			
23	Between Groups	.589	1	.589	1.161	.287
	Within Groups	23.328	46	.507		
	Total	23.917	47			
24	Between Groups	6.188	1	6.188	4.952	.031
	Within Groups	57.479	46	1.250		
	Total	63.667	47			
25	Between Groups	.473	1	.473	.556	.460
	Within Groups	39.193	46	.852		
	Total	39.667	47			
26	Between Groups	.786	1	.786	1.260	.267
	Within Groups	28.693	46	.624		
	Total	29.479	47			

Table 4.24 Difference between Native English-Speaking and Thai Instructors' Perspectives of Plagiarism (Item Numbers 16-31)

ANOVA

Instructors' Perspectives of plagiarism in English Language Teaching

Item No		Sum of Squares	df	Mean Square	F	Sig.
27	Between Groups	.085	1	.085	.498	.484
	Within Groups	7.832	46	.170		
	Total	7.917	47			
28	Between Groups	.039	1	.039	.249	.620
	Within Groups	7.273	46	.158		
	Total	7.312	47			
29	Between Groups	.786	1	.786	3.092	.085
	Within Groups	11.693	46	.254		
	Total	12.479	47			
30	Between Groups	.717	1	.717	4.149	.047
	Within Groups	7.950	46	.173		
	Total	8.667	47			
31	Between Groups	1.647	1	1.647	3.248	.078
	Within Groups	23.332	46	.507		
	Total	24.979	47			

Test of Homogeneity of Variances

Item No	Levene Statistic	df1	df2	Sig.
16	9.527	1	46	.003
17	.011	1	46	.917
18	.232	1	46	.633
19	.039	1	46	.845
20	1.275	1	46	.265
21	.142	1	46	.708
22	.991	1	46	.325
23	4.271	1	46	.044
24	2.840	1	46	.099
25	.368	1	46	.547
26	.588	1	46	.447
27	2.328	1	46	.134
28	1.099	1	46	.300
29	13.836	1	46	.001
30	16.250	1	46	.000
31	10.149	1	46	.003

Descriptives

Item No		N	SD	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
16	1.00	14	.00000	.00000	1.0000	1.0000	1.00	1.00
	2.00	34	.32703	.05609	1.0035	1.2318	1.00	2.00
	Total	48	.27931	.04031	1.0022	1.1644	1.00	2.00
17	1.00	14	1.12171	.29979	2.1381	3.4334	1.00	5.00
	2.00	34	1.15316	.19776	1.6565	2.4612	1.00	5.00
	Total	48	1.18033	.17037	1.9281	2.6136	1.00	5.00
18	1.00	14	1.18831	.31759	2.0996	3.4718	1.00	5.00
	2.00	34	1.29168	.22152	1.8434	2.7448	1.00	5.00
	Total	48	1.27005	.18332	2.0687	2.8063	1.00	5.00
19	1.00	14	.72627	.19410	.8664	1.7051	1.00	3.00
	2.00	34	.69117	.11853	1.1118	1.5941	1.00	4.00
	Total	48	.69446	.10024	1.1317	1.5350	1.00	4.00
20	1.00	14	1.02711	.27451	3.5498	4.7359	1.00	5.00
	2.00	34	1.17346	.20125	3.2670	4.0859	1.00	5.00
	Total	48	1.14216	.16486	3.4809	4.1441	1.00	5.00
21	1.00	14	.57893	.15473	.8800	1.5486	1.00	3.00
	2.00	34	.61835	.10605	1.0490	1.4805	1.00	4.00
	Total	48	.60142	.08681	1.0754	1.4246	1.00	4.00
22	1.00	14	.46881	.12529	1.0150	1.5564	1.00	2.00
	2.00	34	.78306	.13429	1.1385	1.6850	1.00	5.00
	Total	48	.70334	.10152	1.1708	1.5792	1.00	5.00
23	1.00	14	.46881	.12529	1.0150	1.5564	1.00	2.00
	2.00	34	.78760	.13507	1.2546	1.8042	1.00	4.00
	Total	48	.71335	.10296	1.2512	1.6655	1.00	4.00
24	1.00	14	1.02711	.27451	2.5498	3.7359	1.00	5.00
	2.00	34	1.15161	.19750	1.9511	2.7548	1.00	4.00
	Total	48	1.16388	.16799	2.2454	2.9213	1.00	5.00
25	1.00	14	.99725	.26653	1.4956	2.6472	1.00	4.00
	2.00	34	.89213	.15300	1.5417	2.1642	1.00	4.00
	Total	48	.91868	.13260	1.6499	2.1834	1.00	4.00
26	1.00	14	.82874	.22149	1.4501	2.4071	1.00	4.00
	2.00	34	.77391	.13272	1.3770	1.9171	1.00	4.00
	Total	48	.79197	.11431	1.4992	1.9591	1.00	4.00
27	1.00	14	.36314	.09705	.9332	1.3525	1.00	2.00
	2.00	34	.43056	.07384	1.0851	1.3855	1.00	2.00
	Total	48	.41041	.05924	1.0892	1.3275	1.00	2.00
28	1.00	14	.36314	.09705	.9332	1.3525	1.00	2.00
	2.00	34	.41043	.07039	1.0627	1.3491	1.00	2.00
	Total	48	.39444	.05693	1.0730	1.3020	1.00	2.00

Descriptives

Item No		N	SD	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
29	1.00	14	.75593	.20203	.9921	1.8650	1.00	3.00
	2.00	34	.35949	.06165	1.0216	1.2725	1.00	2.00
	Total	48	.51528	.07437	1.0795	1.3788	1.00	3.00
30	1.00	14	.63332	.16926	.9915	1.7228	1.00	3.00
	2.00	34	.28790	.04937	.9878	1.1887	1.00	2.00
	Total	48	.42941	.06198	1.0420	1.2914	1.00	3.00
31	1.00	14	.92878	.24823	1.1066	2.1791	1.00	3.00
	2.00	34	.60597	.10392	1.0239	1.4467	1.00	4.00
	Total	48	.72902	.10523	1.1425	1.5659	1.00	4.00

In Table 4.24, only one out of the 16 items (i.e. item number 24) produced a significant result (see Table 4.25).

Table 4.25 A Significant Difference between Native English-Speaking and Thai Instructors' Perspectives of Plagiarism (Item Number 24)

Item No		Sum of Squares	df	Mean Square	F	Sig.	N	SD	Std. Error	95% Confidence Interval for Mean	
										Lower Bound	Upper Bound
24	Between Groups	6.188	1	6.188	4.952	.031	14	1.02711	.27451	2.5498	3.7359
	Within Groups	57.479	46	1.250			34	1.15161	.19750	1.9511	2.7548
	Total	63.667	47				48	1.16388	.16799	2.2454	2.9213

Note: $p < .05$

The finding from the data analysis presented in Table 4.25 shows that out of the 16 cases, a statistically significant difference between the native English-speaking participants and the Thai participants' perspectives of plagiarism was found only for item number 24 (i.e. "*Download a graphic without the author's permission but the source is cited.*"). The F-test value is 2.84 at a *p* value of 0.03 (recorded to 2 decimal points) which is less than the 0.05 level ($F = 4.95$, $p < .05$). This means that the native English-speaking participants' perspective of plagiarism for case item number 24 was significantly different from that of the Thai participants at the .05level.

The findings of the second section in part 2 of the teacher questionnaire responses were presented in Section 4.4.1.1.2. Those of the third section in part 2 of the questionnaire responses are presented in Section 4.4.1.1.3.

4.4.1.1.3 Other Issues of Plagiarism

The teacher participants' responses to the seven 5-point Likert scale items concerning other relevant issues of plagiarism from item number 32 to 38 are presented in Table 4.26.

Table 4.26 Instructors'/Administrators' Perspectives of Other Plagiarism Issues (continued)

To what extent do the following contribute to the tendency to plagiarize?		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
32. Academic competition.	Strongly Disagree	1	7.14	2	5.88	3	6.30	3.44	1.27
	Disagree	4	28.57	7	20.59	11	22.90		
	Unsure	2	14.29	6	17.65	8	16.70		
	Agree	4	28.57	10	29.41	14	29.20		
	Strongly Agree	3	21.43	9	26.47	12	25.00		
33. The environment or situation (e.g. presence or absence of a proctor, small/large class)	Strongly Disagree	0	0.00	2	5.88	2	4.20	3.54	1.03
	Disagree	3	21.43	3	8.82	6	12.50		
	Unsure	2	14.29	9	26.47	11	22.90		
	Agree	6	42.85	16	47.07	22	45.80		
	Strongly Agree	3	21.43	4	11.76	7	14.60		
34. Opportunistic cheating (cheating when an occasion to do so presents itself)	Strongly Disagree	0	0.00	2	5.88	2	4.20	3.67	1.08
	Disagree	2	14.29	4	11.76	6	12.50		
	Unsure	2	14.29	6	17.65	8	16.70		
	Agree	7	50.00	15	44.12	22	45.80		
	Strongly Agree	3	21.42	7	20.59	10	20.80		
35. Intentional cheating (planning to cheat)	Strongly Disagree	0	0.00	3	8.82	3	6.30	3.73	1.26
	Disagree	2	14.29	1	2.94	3	6.30		
	Unsure	3	21.43	8	23.53	11	22.90		
	Agree	5	35.71	13	38.24	18	37.50		
	Strongly Agree	4	28.57	9	26.47	13	27.10		

Table 4.26 Instructors'/Administrators' Perspectives of Other Plagiarism Issues

Perspectives on the following statements:		Native Language				Total (n = 48)		Mean	SD
		English (n = 14)		Thai (n = 34)					
		n	%	n	%	n	%		
36. Plagiarism is considered a serious violation of academic honesty.	Strongly Disagree	0	0.00	5	14.71	5	10.40	4.33	1.33
	Disagree	2	14.29	0	0.00	2	4.20		
	Unsure	0	0.00	0	0.00	0	0.00		
	Agree	2	14.29	4	11.76	6	12.50		
	Strongly Agree	10	71.42	25	73.53	35	72.90		
37. Plagiarism is normal in a university.	Strongly Disagree	1	7.14	5	14.71	6	12.50	3.41	1.30
	Disagree	3	21.43	7	20.59	10	20.80		
	Unsure	2	14.29	6	17.64	8	16.70		
	Agree	5	35.71	11	32.35	16	33.30		
	Strongly Agree	3	21.43	5	14.71	8	16.70		
38. Plagiarism is a serious issue in Thailand.	Strongly Disagree	0	0.00	3	8.82	3	6.30	4.23	1.23
	Disagree	0	0.00	4	11.76	4	8.30		
	Unsure	3	21.43	7	20.59	10	20.80		
	Agree	5	35.71	7	20.59	12	25.00		
	Strongly Agree	6	42.86	13	38.24	19	39.60		

The criteria for the five-point rating scale questionnaire in Table 4.26 can be interpreted through the mean scores (see Table 3.6): 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.40 (not sure), 3.41-4.20 (agree), and 4.21-

5.00 (strongly agree). The responses in the last section of part 2 in the instructor/administrator questionnaire from Table 4.26 cover two main issues of plagiarism: the extent of the specified cases contributing to plagiarism tendency (item numbers 32 to 35) and the roles of 'plagiarism' in their English language teaching (item numbers 36 to 38).

With respect to the extent of the specified cases contributing to plagiarism tendency, the majority of the teacher participants, both native English-speaking and Thai lecturers, all agreed that "*intentional cheating (planning to cheat)*" led to the tendency to plagiarize the most (mean = 3.73, SD = 1.26), "*opportunistic cheating (cheating when an occasion to do so presents itself)"* the second most (mean = 3.67, SD = 1.08), then "*the environment or situation (e.g. presence or absence of a proctor, small/large class)"* (mean = 3.54, SD = 1.03), and "*academic competition*" (mean = 3.44, SD = 1.27).

In regard to the roles of plagiarism in the English language teaching context, most native English-speaking and Thai participants strongly agreed in decreasing order with the statements, "*Plagiarism is considered a serious violation of academic honesty*." and (mean = 4.33, SD = 1.33) and "*Plagiarism is a serious issue in Thailand*." (mean = 4.23, SD = 1.23). In addition, both native English-speaking and Thai participants perceived the statement, "*Plagiarism is normal in a university*.", at the 'agree' level (mean = 3.41, SD = 1.30).

One-way ANOVA was used to further examine whether native English-speaking and Thai participant groups had a significant difference in their perspectives of other plagiarism issues in English language teaching (item numbers 32 to 38). However, the results from the data analysis of these seven items indicate that there was no significant difference between the native English-speaking participants and the Thai participants' perspectives of other plagiarism issues as shown in Table 4.27.

Table 4.27 Difference between Native English-Speaking and Thai Instructors' Perspectives of Other Plagiarism Issues (Item Numbers 32-38)

ANOVA

Item No		Sum of Squares	df	Mean Square	F	Sig.
32	Between Groups	.455	1	.455	.278	.601
	Within Groups	75.357	46	1.638		
	Total	75.813	47			
33	Between Groups	.202	1	.202	.187	.667
	Within Groups	49.714	46	1.081		
	Total	49.917	47			
34	Between Groups	.280	1	.280	.237	.629
	Within Groups	54.387	46	1.182		
	Total	54.667	47			
35	Between Groups	.063	1	.063	.049	.826
	Within Groups	59.416	46	1.292		
	Total	59.479	47			
36	Between Groups	.179	1	.179	.100	.753
	Within Groups	82.487	46	1.793		
	Total	82.667	47			
37	Between Groups	.959	1	.959	.559	.459
	Within Groups	78.958	46	1.716		
	Total	79.917	47			
38	Between Groups	2.868	1	2.868	1.946	.170
	Within Groups	67.798	46	1.474		
	Total	70.667	47			

Test of Homogeneity of Variances

Item No	Levene Statistic	df1	df2	Sig.
32	.081	1	46	.777
33	.120	1	46	.730
34	.714	1	46	.403
35	.086	1	46	.771
36	.614	1	46	.437
37	.043	1	46	.837
38	6.028	1	46	.018

Descriptives

Item No		N	SD	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
32	1.00	14	1.32599	.35438	2.5201	4.0513	1.00	5.00
	2.00	34	1.26131	.21631	3.0599	3.9401	1.00	5.00
	Total	48	1.27005	.18332	3.0687	3.8063	1.00	5.00
33	1.00	14	1.08182	.28913	3.0182	4.2675	2.00	5.00
	2.00	34	1.02247	.17535	3.1432	3.8568	1.00	5.00
	Total	48	1.03056	.14875	3.2424	3.8409	1.00	5.00
34	1.00	14	.97496	.26057	3.2228	4.3486	2.00	5.00
	2.00	34	1.12855	.19354	3.2239	4.0114	1.00	5.00
	Total	48	1.07848	.15567	3.3535	3.9798	1.00	5.00
35	1.00	14	1.05090	.28087	3.1789	4.3925	2.00	5.00
	2.00	34	1.16851	.20040	3.2982	4.1136	1.00	5.00
	Total	48	1.12495	.16237	3.4025	4.0558	1.00	5.00
36	1.00	14	1.08941	.29116	3.7996	5.0576	2.00	5.00
	2.00	34	1.42551	.24447	3.7967	4.7915	1.00	5.00
	Total	48	1.32622	.19142	3.9482	4.7184	1.00	5.00
37	1.00	14	1.28388	.34313	2.6873	4.1699	1.00	5.00
	2.00	34	1.32035	.22644	2.6570	3.5783	1.00	5.00
	Total	48	1.30398	.18821	2.8297	3.5870	1.00	5.00
38	1.00	14	.80178	.21429	3.7513	4.6772	3.00	5.00
	2.00	34	1.34211	.23017	3.2082	4.1448	1.00	5.00
	Total	48	1.22619	.17699	3.4773	4.1894	1.00	5.00

The quantitative findings of the teacher participants' responses to the first two parts of the questionnaire were discussed in sub-sections 4.4.1.1.1 to 4.4.1.1.3. The data from the last part of the teacher questionnaire are presented in Section 4.4.1.1.4.

4.4.1.1.4 Perspectives on Measures for Plagiarism Prevention

In Part 3 of the instructor/administrator questionnaire, the teacher participants were requested to rate four items from item numbers 39 to 42 in regard to their perspectives on measures for plagiarism prevention in their Thai context. The results are shown in Table 4.28.

Table 4.28 Instructors'/Administrators' Perspectives on Measures for Plagiarism Prevention

Effective Measures	The Most Practical		2nd Most Practical		3rd Most Practical		4th Most Practical		5th Most Practical	
	n	%	n	%	n	%	n	%	n	%
39. Teaching how and when to cite sources	21	43.80	10	20.80	13	27.10	2	4.20	2	4.20
40. Having students write an annotated bibliography	8	16.70	9	18.80	17	35.40	13	27.10	1	2.10
41. Raising students' awareness of the values of academic honesty	16	33.30	16	33.30	5	10.40	7	14.60	4	8.30
42. Having very strict policies, rules, and practices to avoid plagiarism	22	45.80	7	14.60	9	18.80	4	8.30	6	12.50

The results of the teacher questionnaire responses in item number 6 showed that most teacher participants (29 teachers or 60.40%) responded that their instruction on how to avoid plagiarism in writing was somewhat successful. Forty-eight teacher participants, 34 Thai instructors and 14 native English-speaking instructors, further rated their perspectives on effective measures for preventing plagiarism in their English language instruction. The analysis of the findings in Table 4.28 shows that the measure "*Having very strict policies, rules, and practices to avoid plagiarism"* (item number 42) was ranked as the most effective one by most participants (22 out of 48 or 45.80%). The measure "*Teaching how and when to cite sources*" (item number 39) was rated second highest by 21 participants

(43.80%). The measure "*Raising students' awareness of the values of academic honesty"* (item number 41) was rated by 16 participants (33.30%), and "*Having students write an annotated bibliography*" (item number 40) was rated by eight participants (16.70%).

One-way ANOVA was utilized to further investigate whether native English-speaking and Thai participant groups have a significant difference in their perspectives on effective measures for plagiarism prevention in English language teaching (item numbers 39 to 42). Native English-speaking and Thai participant groups' perspectives of plagiarism were analyzed quantitatively (see Table 4.29).

Table 4.29 Difference between Native English-Speaking and Thai Instructors' Perspectives on Measures for Plagiarism Prevention (Item Numbers 39-42)

ANOVA

Item No		Sum of Squares	df	Mean Square	F	Sig.
39	Between Groups	.589	1	.589	.457	.503
	Within Groups	59.328	46	1.290		
	Total	59.917	47			
40	Between Groups	.370	1	.370	.307	.582
	Within Groups	55.546	46	1.208		
	Total	55.917	47			
41	Between Groups	13.628	1	13.628	9.400	.004
	Within Groups	66.685	46	1.450		
	Total	80.313	47			
42	Between Groups	.147	1	.147	.070	.793
	Within Groups	97.332	46	2.116		
	Total	97.479	47			

Test of Homogeneity of Variances

Item No	Levene Statistic	df1	df2	Sig.
39	4.631	1	46	.037
40	.073	1	46	.788
41	1.595	1	46	.213
42	.019	1	46	.892

Descriptives

Item No		N	SD	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
39	1.00	14	1.36880	.36583	1.4240	3.0046	1.00	5.00
	2.00	34	1.02942	.17654	1.6114	2.3298	1.00	5.00
	Total	48	1.12908	.16297	1.7138	2.3695	1.00	5.00
40	1.00	14	1.14114	.30498	2.2697	3.5874	1.00	5.00
	2.00	34	1.08177	.18552	2.3578	3.1127	1.00	4.00
	Total	48	1.09074	.15743	2.4749	3.1084	1.00	5.00
41	1.00	14	1.29241	.34541	2.3966	3.8891	1.00	5.00
	2.00	34	1.16737	.20020	1.5633	2.3779	1.00	5.00
	Total	48	1.30720	.18868	1.9329	2.6921	1.00	5.00
42	1.00	14	1.44686	.38669	1.5218	3.1925	1.00	5.00
	2.00	34	1.45766	.24999	1.7267	2.7439	1.00	5.00
	Total	48	1.44015	.20787	1.8527	2.6890	1.00	5.00

In Table 4.29, only one item (number 41) produced a significant result (see Table 4.30).

Table 4.30 A Significant Difference between Native English-Speaking and Thai Instructors' Perspectives on Measures for Plagiarism Prevention (Item Number 41)

Item No		Sum of Squares	df	Mean Square	F	Sig.
41	Between Groups	13.628	1	13.628	9.400	.004
	Within Groups	66.685	46	1.450		
	Total	80.313	47			

Note: $p < .05$

The finding from the data analysis presented in Table 4.30 indicates that out of four given cases, there was a statistically significant difference between the native English-speaking participants and the Thai participants' perspectives on

effective measures for plagiarism prevention only for item number 41 (i.e. "*Raising students' awareness of the values of academic honesty.*"). The F-test value is 9.40 at the *p* value of 0.00 (recorded to 2 decimal points) which is less than the 0.05 level ($F = 9.40$, $p < .05$). This means that the views of the native English-speaking participants on effective measures for plagiarism prevention in case item number 41 were significantly different from that of the Thai participants at the .05 level.

In addition to the quantitative analyses from the instructor/administrator questionnaire, the opinions towards measures for plagiarism prevention on the interview responses were qualitatively interpreted through content analysis.

4.4.2 Qualitative Results

4.4.2.1 Students' Interview Responses

The semi-structured interview results detailing the student participants' responses to other comments (if any) on academic plagiarism in their English language learning are shown in Appendix L.

4.4.2.2 Instructors'/Administrators' Interview Responses

The data on the teacher participants' interview responses for qualitative analysis of perspectives on practical measures for plagiarism prevention are illustrated in Figure 4.5.

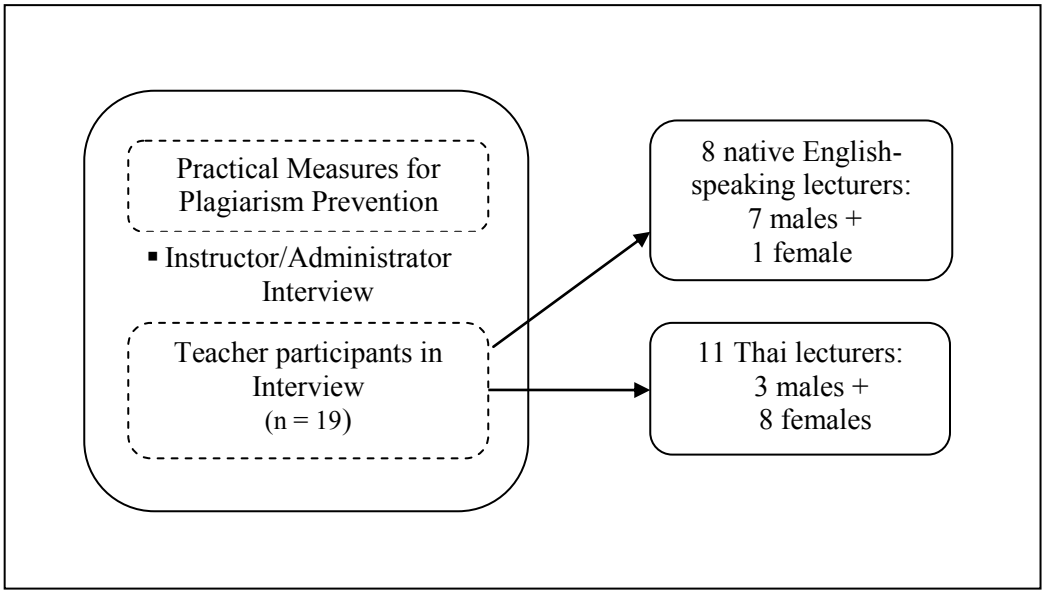


Figure 4.5 Research Data for Analysis on Measures for Plagiarism Prevention

Nineteen out of 48 lecturers of English (approximately 40%) participated in the interview. From Figure 4.5, nineteen written interview responses from one native English-speaking female (100% of the native-English female group), seven native English-speaking male participants (54% of the 13 native English-speaking male group), eight Thai females (26% of the 31 Thai female group), and three Thai males (100% of the Thai male group), were returned to the researcher. It is noted that in the Thai female participant group, three out of eight participants (around 38%) were administrators as well as lecturers of English.

The data gathered from the interview of native English-speaking and Thai participants were qualitatively analyzed, coded, and grouped. The transcripts of the participants' interview responses to the open-ended interview (i.e. "*Any other comment(s)/suggestion(s) about effective measures for plagiarism prevention (in the Thai/any EFL/ESL context) you would like to share (please specify)*") are shown in Appendix N.

In this section, the extracts from the content analysis of effective measures for plagiarism prevention from the interview responses of the native English-speaking (NE) and Thai (T) participants are shown in Table 4.31.

Table 4.31 Instructors'/Administrators' Interview Responses (Practical Measures for Plagiarism Prevention) (continued)

Teacher No.	Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context)
	Interview Extract
1NE	*- Tools such as "TURNITIN" are valuable as they show students that teachers are looking at their writing, as well as a tool that gives feedback to the students. If plagiarism is to be reduced it must be perceived as being important to the students too. Strictly enforced penalties & accurate tools will help.* *- Other ideas would be to teach basic ethics courses as part of a university EFL course.*
2NE	*… I would like to encourage a culture where students are encouraged to give and express views and arguments (even if they are wrong) and hold independent ideas. Then, gradually over tune, copying and 'Spoon feeding' would be seen as outdated, detrimental and ill-advised by students and readers alike, without the need for tight rules and regulations. However, so long as there is excessive testing I do not believe there is an opportunity to foster such a culture.*
3NE	*… With this example of my student's unintentional plagiarism, I think, teaching them how to cite and reference sources which also come from electronic material though.*
4NE	*Students should be taught about plagiarism in their native language in a standardized orientation session prior to their first semester of university life. The university should adopt and enforce strict rules against plagiarism. Plagiarized work should result in –at a minimum—a grade of "zero" on the assigned work. In my view, a more appropriate response is an "F" in the course and/or expulsion from the university. Plagiarism is considered "normal" by most Thai people I know. Amazingly, this includes teachers!! When I have shared plagiarism stories in the past with Thai teachers, they've been shocked that I gave a "zero" grade, they suggested that the students be given a chance to re-do the work, and they often say that we can't expect any better from the students because they have done throughout grade school and high school. Nothing will change unless all teachers understand the serious problem posed by plagiarism and accept that the university must take a strong stand against it.* *Also, unless there is unconditional support from the university administration, nothing will change. This is an extremely serious problem that harms Thailand's reputation and reduces its competitiveness in the world.*

Table 4.31 Instructors'/Administrators' Interview Responses (Practical Measures for Plagiarism Prevention) (continued)

Teacher No.	Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context)
	Interview Extract
5T	*Personally when I write in Thai, I am a hundred percent sure that I'm not plagiarizing, so it might help if teachers teach students to fully understand the reading passages before writing their own.*
6NE	*Use www.turnitin.com for students to submit their writing assignments*
7T	*… I believe the institution should offer more training or courses to make sure that the students and well-equipped with ample skills and abilities to avoid plagiarism.*
8T	*Provide a tool (e.g. Turn-it-in) for students so that they have something to prevent themselves from plagiarism before submitting their work.*
9T	*… Teaching them how to avoid plagiarism in writing would be a key.*
10NE	*… It seems to me that focusing on younger students—pushing them to come up with original answers, supporting them in these efforts, and fostering a sense of pride in creative thought—would preempt many of the issues we deal with at the university level. In terms of what we can do directly: (1) encouragement, (2) training, and (3) discipline. (1) encourage and nurture creative work from day one. Downplay rote/highly controlled tasks. Create a classroom environment where wrong answers are seen as productive and not shameful and where the teacher is not presented as an all-throwing authority figure. (2) Train students so they understand clearly what is/isn't plagiarism, how to avoid it, how to cite properly. (3) Finally, having done the above, in year two adopt a zero tolerance policy for plagiarism—automatic fail for the course and expulsion on the 2nd offense. They won't take it seriously if we don't.*
11T	*Often practice getting other ideas with citation of sources in their work presentation.*
12T	*Teach students clearly how not to plagiarize and get them to practice writing.*

Table 4.31 Instructors'/Administrators' Interview Responses
(Practical Measures for Plagiarism Prevention)

Teacher No.	**Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context)**
	Interview Extract
13NE	*I believe that it is important to separate citation from plagiarism. Plagiarism is the act of consciously cheating by copying or taking source information with the intent of claiming it is my own work. Citation is the proper assigning of credit for a concept or written work in academic writing or speaking. If a writer copies a paragraph with no quotes or citation or reference to any original writer, it is plagiarism. If a student puts quotes but does not properly cite, or give a name it is just bad citation and requires explicit instruction. When these concepts are separated a teacher can clearly teach plagiarism policy but can also teach citation skills from a functional perspective by considering reasons for citation, such as establishing credibility, sharing resources etc.*
14T	*It is a big/serious issue in Thailand, as a teacher, we should raise awareness and teach the students how to paraphrase and summarize as well as have a strict rule and penalty!*
15T	*There should be negative consequences for students who plagiarize.*
16T	*-The design of an assignment can help present plagiarism. We can assign an essay as a big project that students are required to start from pitching their topics/writing an outline/finding a related source etc.* *-If a project is a process writing, coupled with teaching them how to cite properly, the case of plagiarism will not be an issue anymore.*
17T	1. *Requiring the students to hand in computerized versions of their assignments so that teachers/supervisors can check the originality of the work using programs like Turnitin.* 2. *Implementing very severe punishments such as expelling cheating students or putting them on probation.*
18T	*-Universities in Thailand should impose very strict rules on plagiarism and have more serious penalties on plagiarized work.*
19T	*The effective measure should be imitated since learners are young not in a university. Learners should be kept teaching about this issue as I think it relates to morality. Very young learners are much easier to be taught than adolescents.*

The analysis of the nineteen teacher participants' responses from Table 4.31 indicates that most of the teacher participants (approximately 74%) supported classroom instruction and practice in academic writing and source-based writing including training courses as well as the promotion of academic integrity as effective measures to prevent students' act of plagiarism in writing. Four participants (i.e. 1NE, 6NE, 8T, and 17T) comprising 21% of the participants mentioned Turnitin as an anti-plagiarism screening tool to prevent plagiarism. Participant 16T proposed that the design of a writing assignment should promote how to document, cite, and reference sources. Participants 14T suggested that instructors should raise awareness of how to prevent plagiarism among students. Similarly, participant 2NE raised the issue of encouraging cultural values that promoted the ability to create independent ideas and that depicted copying as an out-of-date notion. Furthermore, participant 10NE shared his ideas on practical measures to prevent plagiarism at the university level:

> *... focusing on younger students—pushing them to come up with original answers, supporting them in these efforts, and fostering a sense of pride in creative thought—would preempt many of the issues we deal with at the university level. In terms of what we can do directly: ...(1) encourage and nurture creative work from day one. Downplay rote/highly controlled tasks. Create a classroom environment where wrong answers are seen as productive and not shameful and where the teacher is not presented as an all-throwing authority figure. (2) Train students so they understand clearly what is/isn't plagiarism, how to avoid it, how to cite properly. (3) Finally, having done the above, in year two adopt a zero tolerance policy for plagiarism—automatic fail for the course and expulsion on the 2nd offense. They won't take it seriously if we don't.*

Seven of the respondents (approximately 37%) raised another practical measure for preventing plagiarism, that of imposing strict rules and penalties. However,

participant 4NE voiced concern that "*... unless there is unconditional support from the university administration, nothing will change. This is an extremely serious problem that harms Thailand's reputation and reduces its competitiveness in the world.*"

4.2 Chapter Summary

The findings of this mixed-method with triangulation-designed study are based on both quantitative and qualitative evidence through learner evaluation forms, writing tests, instructor/administrator questionnaires, and interviews with both student participants and Thai as well as native-English teacher participants. The results, hence, provide some insights into four aspects ranging from the perception to the actual practice of plagiarism by Thai postgraduate participants. They include comparisons between groups based on their major fields of study and levels of English language proficiency, the contributory factors influencing acts of plagiarism, and practical measures for plagiarism prevention. The results of this current study are discussed in Chapter 5.

CHAPTER 5

DISCUSSION

This study focused on investigating academic plagiarism by Thai postgraduate students from interdisciplinary studies at Chulalongkorn University. The findings are discussed in four parts: perception of academic plagiarism, actual practice of academic plagiarism, contributory factors influencing academic plagiarism, and alternative measures for plagiarism prevention. The outline of the discussion is shown below.

5.1 Perceptions of Academic Plagiarism: Awareness and Knowledge of Plagiarism
5.2 Actual Practice of Academic Plagiarism: By Raters and Checking Software
5.3 Contributory Factors Influencing Academic Plagiarism
5.4 Practical Measures for Plagiarism Prevention
5.5 Applications: Alternative Measures for Plagiarism Prevention

5.1 Perception of Academic Plagiarism: Awareness and Knowledge of Plagiarism

This section discusses the student participants' perception, covering awareness and knowledge, of academic plagiarism. How the student participants interpreted the issue of academic plagiarism is discussed below.

To answer the first research question, both quantitative and qualitative data were analyzed. The quantitative analysis was carried out on the responses to the learner evaluation form while the qualitative analysis was performed on the learner interview data.

With reference to the quantitative data, out of the 295 learner evaluation forms distributed to student participants, 219 forms were returned. This resulted in a satisfactory rate of return of over 74%. 196 returned forms with complete and valid information were used for the data analysis. The investigation of the perception of plagiarism of 196 university postgraduates including a comparison of the perception of plagiarism between groups of the participants based on their major fields of study and levels of English language proficiency show that the participants did not have a significant difference in their perception of academic plagiarism. To elaborate on the results, no significant difference was found in the perception, which covers both awareness and knowledge, of plagiarism of the overall participants and the groups of both science-social science and high-limited achiever participants. Similarly, it can be concluded, from the statistical analysis of the first research question, that the null hypothesis is accepted or the alternative hypothesis is rejected (i.e. accept H_0 or reject H_1).

The interview responses of six student participants were further analyzed. It is noted that on account of a statistically significant result in the actual practice of plagiarism in the participant groups of high and limited achievers other than those of science and social science participants (from sub-Section 4.2.1.1.2), six participants were randomly selected from the group of high and limited

achievers. This purposive-sampling selection was for gathering additional in-depth data on the group that produced a statistically significant result. Both high and limited achievers shared their perspectives on plagiarism. Participants $H1_{AEG}$, $H2_{TW}$, and $L3_{EIL}$ admitted that they were aware of the issue of plagiarism from classroom instruction while three of them (i.e. participants $H1_{AEG}$, $H3_{EIL}$ and $L1_{AEG}$) were still confused about the act of academic plagiarism. Interestingly, another participant in the limited achiever group, participant $L2_{TW}$, admitted her understanding but unawareness of plagiarism due to academic-image concerns about language performance. This underlying factor affecting this participant's incomplete perception of plagiarism (i.e. knowing but unaware of the issue of plagiarism) is considered to be a contributory factor influencing plagiarism as discussed in Section 5.3.

In support of both quantitative and qualitative evidence previously mentioned, the statistically non-significant difference in the perception of plagiarism of the overall participants and of the specific groups (i.e. both science-social science and high-limited achiever groups) may be due to: their unawareness of plagiarism and insufficient knowledge and skills of academic and source-based writing.

(a) Unawareness of the Act of Plagiarism

One underlying reason for the participants' unawareness of plagiarism could be their inexperience of the issue of academic plagiarism, and lack of training in preventing and committing plagiarism (see sub-Section 4.3.1.2 or Appendix J, part II). Additionally, in the evaluation form, most participants (52%) were unaware of the case of plagiarism in item number 22 (i.e. "*Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source.*") (see Table 4.2). On the other hand, in the interviews, most voluntary interviewees discussed their experience of plagiarism. The responses in the evaluation form ran counter to those in the in-depth interviews. That is, the participants' responses were inconsistent and unclear at different points of time. As

Dawson & Overfield (2006) explained, students could perceive plagiarism unclearly on account of their different demographic backgrounds such as academic background and mode of study. In addition, what the participants revealed in their interview responses in the current study was consistent with what Dawson & Overfield (2006) found in their study in the way that the students did not always know or realize which case was or was not plagiarism. Sutherland-Smith (2008) also pointed out that the degree of seriousness of the action could indicate the degree of awareness as she found in her study that most students perceived plagiarism less seriously than teacher did.

(b) Insufficient Knowledge and Skills of Academic Writing

The second reason why a statistically non-significant difference was found in the participants' perception of plagiarism in the present study may be that the participants did not have adequate knowledge and skills in academic writing to understand the issue of plagiarism. The supporting evidence is the misunderstanding of most participants of knowledge of plagiarism in item number 37 (i.e. "*You copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "..."*.") and item number 44 (i.e. "*It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge*.") from Table 4.5.

As found by Eret & Gokmenoglu (2010) and Park (2002), lack of plagiarism knowledge and foreign language difficulties were regarded as factors influencing plagiarism. Power (2009) however insisted that the students who committed plagiarism did not always intend to cheat or be dishonest as they did not fully comprehend the concept of plagiarism. Similarly, as Sutherland-Smith (2008) found, some students did not intentionally plagiarize but were acquiring the knowledge and writing skills that they initially lacked.

5.2 Actual Practice of Academic Plagiarism: By Raters and Checker Software

The results for the second research question of the current study were compiled from 153 writing-test scripts of student participants who were exposed to academic writing techniques (e.g. citation, paraphrasing, summarizing, etc.) in their postgraduate English courses. The data of the participants' source-based writing-test scores were analyzed based upon their major fields of study (Section 5.2.1) and levels of English language proficiency (Section 5.2.2).

5.2.1 The Groups of Science and Social Science Participants

With reference to the descriptive analysis of the participants' general information (in sub-Section 4.3.1.1), the highest number of the participants were from the Faculty of Science (44 students or 22.40%) and the second highest from the Faculty of Education (34 students or 17.30%). This means that the highest and the second highest numbers of participants represent those whose major fields of study were from science and social science, respectively. In terms of English language learning background (in sub-Section 4.3.1.1), most participants had extensive experience in studying English (16-20 years), but the majority of them had less experience in English language writing (1-5 years). In regard to the participants' prior experience of plagiarism (in sub-Section 4.3.1.2), the result revealed that most participants had never heard of academic plagiarism, did not know what academic plagiarism was, and had never had any training on identifying and dealing with academic plagiarism (e.g. Turnitin Plagiarism Checking Training).

In the statistical analysis, the proportions of science and social science participants were quite similar. A statistically non-significant difference in the actual practice of plagiarism was found between the science and social science groups. Possible reasons for the statistically non-significant difference may be the similarity of most participants' English language learning background (i.e. limited experience in academic writing in English) and experience of plagiarism (i.e. lack of knowledge of academic plagiarism and no training in dealing with plagiarism)

(Dawson & Overfield, 2006; Eret & Gokmenoglu, 2010; Park, 2002; Power, 2009; Sutherland-Smith, 2008).

Furthermore, since the science and the social science participant groups had inadequate knowledge and experience of academic plagiarism in common, they might not have fully acquire those discourse structures and rhetorical writing patterns used in their discipline-specific writing. The result of the non-significant difference in the average writing-test scores of the science-social science participant groups in the present study was not consistent with those of the studies by Bernstein (1999), Li (2006a and 2006b), and Wood (2001) of the influence of writing conventions of disciplinary source-based writing in discourse communities. As Flowerdew & Li (2007b) noted, differences in disciplinary writing between the natural sciences and the humanities are still a challenge for textual borrowing in writing.

5.2.2 The Groups of High and Limited Achievers

As shown in the descriptive analysis of the participants' general information (in sub-Section 4.3.1.1), 159 out of 196 participants (approximately 81%) were studying at the doctoral level. The higher number of doctoral participants suggests that there should be a high proportion with more background experience and practice of academic and source-based writing. In other words, the high achiever group with sufficient proficiency in writing should be able to acknowledge the given source correctly while the limited achiever group might not be able to acknowledge the source directly in the writing test. This may be one of the reasons for a statistically significant difference in the actual practice in the group of high and limited achievers (t = -13.74, $p < .05$; effect level d = .80) as shown in Tables 4.15 and 4.16.

In the source-based writing, acknowledging the source helps avoid the act of plagiarism (Folse & Pugh, 2010). In the current study, to elaborate on the participants' acknowledgment behavior, Table 5.1 presents their actual practice of

academic plagiarism in terms of acknowledgment behavior in the source-based writing.

Table 5.1 Actual Practice: Acknowledgment of Sources

<table>
<tr><td colspan="3"></td><td colspan="2">Acknowledgment Behavior</td><td>Number of Test Paper (153)</td></tr>
<tr><td colspan="3"></td><td colspan="2">No acknowledgment</td><td>11 (≈7%)</td></tr>
<tr><td colspan="3"></td><td colspan="2">Acknowledged source</td><td>142 (≈93%)</td></tr>
<tr><td colspan="3"></td><td colspan="2">▪ Paraphrasing (+ Direct quotation) (+ Summarizing)</td><td>13 (≈9%)</td></tr>
<tr><td colspan="3">Human and Electronic Detection</td><td colspan="2">▪ Direct quotation</td><td>12 (≈8%)</td></tr>
<tr><td>Rater</td><td colspan="2">Turnitin</td><td colspan="2">▪ Summarizing</td><td>14 (≈10%)</td></tr>
<tr><td rowspan="2">Writing Score Range: (1-100)</td><td rowspan="2">Color Code (% copied)</td><td rowspan="2">Number of Test Paper (153)</td><td colspan="2">▪ Paraphrase (Adapted from Keck, 2006)</td><td rowspan="8">121 (≈85%)</td></tr>
<tr><td colspan="2">Linguistic Criteria</td></tr>
<tr><td>10-98</td><td>Blue (0)</td><td>90 (≈59%)</td><td>No unique links</td><td>Substantial Paraphrase</td></tr>
<tr><td>5-33</td><td>Green (12-23)</td><td>6 (≈4%)</td><td>1-19% words contained within unique links</td><td>Moderate Paraphrase</td></tr>
<tr><td>18-53</td><td>Yellow (26-49)</td><td>19 (≈12%)</td><td>20-49% words contained within unique links</td><td>Minimal Paraphrase</td></tr>
<tr><td>23-45</td><td>Orange (59-74)</td><td>21 (≈14%)</td><td rowspan="2">50% or more words contained within unique links</td><td rowspan="2">Near Copy - Copy</td></tr>
<tr><td>13-33</td><td>Red (75-98)</td><td>17 (≈11%)</td></tr>
</table>

As illustrated in Table 5.1, the participants' source-acknowledgment behavior was examined on whether and how sources were acknowledged. In the writing-test scripts, eleven papers did not document the given source (see Figure 4.3) while 142 papers acknowledged the source. 7% of the participants who did acknowledge the source in the literature-review writing test revealed in the interview that they did not realize and/or forgot the use of source documentation although they received explicit teaching of source-based writing in class. The finding, regarding the 11 participants' failure to use source documentation despite their exposure to explicit instruction, runs counter to the concept of explicit instruction helping to prevent students' plagiarism (Pecorari, 2013). There are a number of studies on instructional intervention affecting learners' academic writing ability and anti-plagiarism behavior in writing (Davis, 2013; Dubois, 1988; East, 2006; Flowerdew & Li, 2007a; Folse & Pugh, 2010; Gu & Brooks, 2008; Li, 2013b and 2013c; Petrić & Harwood, 2013; Storch, 2012; Wette, 2010). As suggested earlier by Pecorari (2013) regarding explicit instruction helping to prevent students' plagiarism, different results were obtained in some studies, for example, Storch (2012) and Wette (2010). Noticeably, according to Wette's (2010) study, the students' linguistic and discourse skill constraints (Currie, 1998) and their constraints on explicit instruction in source-based writing (Shi, 2006) likely contributed to the students' act of plagiarism. Li's (2013b and 2013c) studies also suggested having experienced writers/authors mentoring novice ones in source-based writing.

The degree or the amount of plagiarism is specified via color codes in Turnitin (see Table 5.1) to assist teachers and/or raters to evaluate how serious the offence of plagiarism (if any) is in the participants' written tasks. In this present study, the extent of academic plagiarism detected by Turnitin ranged from 12% to 98%. As stated by Whitley (1998), the prevalent rates of academic dishonesty normally ranged from 9% to 95%. Three illustrations of various degrees of plagiarism in the participants' writing-test papers are now discussed.

The first paper of a PhD participant in the group of high achievers from the EIL program was assessed with the highest raw score of 98 out of 100 and coded with the blue color (i.e. 0% plagiarism detection) by Turnitin. The paper script is demonstrated on the next page.

H_{EIL}'s Written Version:

> According to Edwards (2012), distraction can be viewed in two aspects. To begin with, physical distraction such as sweaty palms and muscle tension is the symtom that one experiencing more intense activities.
>
> The second kind of distraction involves numbling to and blaming oneself for not being able to write in one's own words. In case that learners are faced with either of these issues, their performance could be declined (p.45).

Although there is a misspelling in participant H_{EIL}'s paper, the misspelled word, "symtom" does not lead to any misunderstanding of the statement. Additionally, the content in this paper was summarized and paraphrased without changing the original meaning of the given source. More importantly, there was use of in-text citation.

The second paper of a PhD participant in the group of low achievers from the AEG course was assessed with the raw score of 20 out of 100 and coded in red (i.e. 98% plagiarism detection) by Turnitin. The paper script is shown on the next page.

L_{AEG}'s Written Version:

> The attention diverted from the task at hand can be categorized into two types. The first type of distraction can be classified as physical and includes an increase in awareness of heightened automatic activity (e.g., sweaty palms, muscle tension). The second type of distraction includes inappropriate cognitions, such as saying to oneself, "Others are finishing before me, so I must not know the material," or "I'm stupid, I won't pass." The presence of either of these two task-irrelevant cognitions will affect the quality of a student's performance (Carl Edwards, 2012)

Participant L_{AEG} copied all of the content from the source. Only an in-text citation was added to her paper. Concerning the citation per se, she made a mistake in writing the author's full name in the in-text citation.

The paper of a PhD participant in the group of low achievers from the TW course was assessed with the minimum raw score of 5 out of 100 and coded green (i.e. 14% plagiarism detection) by Turnitin. Noticeably, despite the lowest raw score of the writing test, L_{TW}'s paper was coded green. The paper script is shown below.

L_{TW}'s Written Version:

> The first type of distration can be classified as physical and includes an increase in awareness of heightened automatic activity (e.g. sweaty palms, muscle tension). The second type of distraction includes inappropriate cognitions, the presence of either of these two task-irrelevant cognitions will affect the quality of a student's performance.

L_{TW}'s paper script shows that the participant was engaged in patchwriting (Gu & Brooks, 2008; Howard, 1999 in Harwood & Petric, 2012: 84; Nelms, 2015; Pecorari, 2003 and 2013).

Despite the different extent of plagiarism found in the test papers of 63 participants (41%), it is questionable whether the participants' difficulty in English proficiency affects any engagement in committing plagiarism. Moreover, although most participants (59%) were in the no-violation of the source content group, it does not mean that they had perfect writing scores. To illustrate, from Table 4.17, the participants' average writing test scores were 20.1 out of 50 (or 40.2%) for citation, 11.1 out of 25 (or 44.4%) for content, and 7.8 out of 25 (or 31.2%) for language or grammar. The participants' writing proficiency was below 50% for the individual scored criteria (i.e. citation, language and content).

As several studies have shown, insufficient proficiency in academic writing causes problems in source-based writing (Eret & Gokmenoglu, 2010; Flowerdew & Li, 2007a and 2007b; Hayes & Introna, 2005; Li, 2013b and 2013c; Li & Casanave, 2012; Storch, 2009; Wette, 2010; Wood, 2001). As Storch (2012) suggested, students can improve their ability to incorporate and paraphrase sources in writing when they are exposed to explicit instruction and classroom practice on academic writing. The next section discusses the student and teacher participants' shared experiences of learning and teaching source-based writing.

5.3 Contributory Factors Influencing Academic Plagiarism

The contributory factors to the act of plagiarism can be understood from the responses of the student and teacher participants on the learner evaluation form, the instructor/administrator questionnaire, and the interviews.

The quantitative data from the learner evaluation form (in sub-Sections 4.3.1.1 and 4.3.1.2) and the instructor/administrator questionnaire (in sub-Section 4.3.1.3) suggest that the profiles derived from the demographic data and the

experiences in English language learning and teaching communities of the student participants and the teacher participants can indicate contextual backgrounds. As stated in the 2006 ethical module of the NUS, human factors (e.g. teachers, authors or students who plagiarized, and fellow students in the same setting as the authors) are regarded as part of the academic culture. In the present study, the project was implemented in the Thai context where the student and teacher respondents participated in classroom-based postgraduate writing courses. The one hundred and ninety-six student participants in the present study were homogeneous in terms of their Thai nationality and native language. However, they were heterogeneous in terms of levels of postgraduate study (i.e. Master's and doctoral degrees), faculties (i.e. 17 disciplinary groups), levels of English language achievement and proficiency, and their prior disciplines and universities. On the other side, the forty-eight teacher participants included 14 native English and 34 Thai lecturers who had a minimum of three years of experience in English-language writing instruction at the tertiary level.

Furthermore, the qualitative data from the interview responses of both student and teacher participants were used for an in-depth investigation of contextual backgrounds. Table 5.2 shows how the student and teacher participants rationalized the act of plagiarism.

Table 5.2 Integration of Contributory Factors Influencing the Act of Plagiarism

Construct	**Contributory Factors**	
	Teacher Participant	**Student Participant**
Affective-psychological:	Unawareness-negligence of the act of plagiarism	Unawareness of academic and source-based writing
		Learner's academic image, individual differences, and learner's different judgment and knowledge
	Insufficient knowledge and language skills	Insufficient knowledge and skills of English and insufficient language proficiency
Environmental-situational:	Cultural norms	Peer pressure in cultural norms
		Different disciplinary writing convention
		course instructors
		time pressure

As illustrated in Table 5.2, the classic concepts of affective-psychological constructs (see Section 2.3.1) and environmental-situational constructs (see Section 2.3.2) are utilized to frame the results in regard to the contributory factors affecting the writer's act of plagiarism. When taking the results from the interview responses of the student participants and the teacher participants into account, the researcher found a relationship within and between individual constructs (see Figure 2.3).

With reference to the macro-constructs of the environmental-situational contexts, cultural norms were rated by both student and teacher participants as one of the major contributory factors influencing the act of plagiarism. Noticeably as participant $H2_{TW}$ reported in an excerpt:

> Student $H2_{TW}$: *In my writing class, … I'm not sure if I'm the one of the contributing factors causing plagiarism…when I lent my assignment to my friends…. They are my good friends though they may copy my work and I knew that was wrong.*

For the sake of a good rapport with friends or classmates, this participant decided to share her writing assignment. That is to say, the participant's decision was influenced by peer pressure from cultural norms and this subsequently contributed to the act of plagiarism by her friends. Thai cultural norms may make it hard for the participant to refuse to share their own work with friends. Being generous is the key for a participant to get accepted into the same learning community (Pennycook, 1996). Similarly, the study by Walker (1998) showed that students' academic assistance for friends in need is a common practice or a cultural norm in the Asian context.

The cultural notion of the participant $H2_{TW}$ previously discussed may occur among those writers who have sufficient knowledge and skills of academic writing. However, for those writers who have difficulty in academic writing, memorization may be one of their writing strategies. As participant $L2_{TW}$ revealed:

> Student $L2_{TW}$: *I think I did my best in the writing test at that time though I know my English is rather weak. … oh, I think I forgot some writing techniques like paraphrasing that I studied from the graduate English course. …*

Memorization of academic writing techniques which was used by a limited achiever (i.e. participant $L2_{TW}$) can also be employed by a high achiever. As statesd by participant $H3_{EIL}$:

Student $H3_{EIL}$	*I think when I write academic assignments in English, I always note a list of academic writing techniques that I learned before writing to remind myself of not missing using them in my writing assignment. Hmm, I think suppose my work is found plagiarized, I guess it could be from some of my carelessness like forgetting a citation style or missing quotation marks and so on. … This could happen in exam since time is limited.*

This high achiever participant shared a similar experience concerning memorization strategies in her source-based writing context. As stated in the studies by Phan Le Ha (2006), Pennycook (1996), and Shi (2011), in Asian academic culture, having good memorization is believed to mean deep understanding that leads to academic success. The adoption of memorization in English language learning is to prevent losing face which could make students believe that they are not intelligent (Pennycook, 1996). That is, academic image could be an underlying factor behind the adoption of memorization. In the current study, the notion of academic image was also evident in participant $L2_{TW}$'s interview response. The extract is as follows:

Student $L2_{TW}$	*… My instructor often reminded me of not trying to copy words and ideas, but trying to think and write by my own. … But I accept that when I have to write, those plagiarism matters were not in my head at all. What I know is I have to finish my writing assignments with good marks if possible. Gaining good marks would be the best answer for my instructor's and my own satisfaction.*

The studies by Shi (2008) and Harwood & Petric (2012) added that students' need for gaining academic credit and being accepted in learning communities is a factor that drives their academic performance. In addition to the academic-image concern as an affective-psychological factor as evidenced in participant $L2_{TW}$'s interview extract, the participants' course instructor is another environmental-situational factor influencing the act of plagiarism (see Table 5.2).

With regard to cultural norms, the teacher participants in the present study shared their experiences of academic plagiarism in teaching English-language writing in the Thai context in the following excerpts:

Teacher 2NE	*From my experience, many students are unaware that plagiarizing is a violation. Copying and cheating are standard practice. Indeed, I get the impression many students are taught to copy and regurgitate information, without intellectually engaging with the issues at all. …*
Teacher 4NE	*… Plagiarism is considered "normal" by most Thai people I know. Amazingly, this includes teachers!! When I have shared plagiarism stories in the past with Thai teachers, they've been shocked that I gave a "zero" grade, they suggested that the students be given a chance to re-do the work, and they often say that we can't expect any better from the students because they have done throughout grade school and high school. …*
Teacher 10NE	*By the time Thai students reach the university system, most of them have been exposed to an educational model where they are not always encouraged to think independently and are at times expected or required to copy a teacher/authority figure's answers verbatim. …*

Consideration of the underlined phrases of participant $H3_{EIL}$'s interview excerpt on page 214 suggest that there are three further influential factors: note-taking techniques, the writer's carelessness, and time pressure. First, it is noticeable that this high achiever utilized the note-taking technique to avoid plagiarism in writing (Brandon, 2004; Li, 2013b; Mehlich & Smith-Worthington, 1997; Wyrick, 2008). Second, the carelessness of a writer is considered to be unawareness of academic writing (also see Table 5.2) which leads to the act of unintentional plagiarism (Sutherland-Smith, 2008). The teacher participants also shared experiences of their students' unawareness and negligence of the act of plagiarism in the following extracts:

Teacher 2NE	*From my experience, many students are unaware that plagiarizing is a violation. Copying and cheating are standard practice. Indeed, I get the impression many students are taught to copy and regurgitate information, without intellectually engaging with the issues at all. …*
Teacher 3NE	*In one of my courses a student regularly "googles" the passages in the textbook. I have found several texts have come from online sources and are used without indicating sources.*
Teacher 9T	*I think one reason leading to plagiarism is the students' negligence of the extent to which plagiarism covers.*

Last, time pressure is another major cause of the act of plagiarism in environmental-situational contexts. In the extracts of the interview responses of almost all respondents (i.e. participant $H3_{EIL}$ and all limited achievers), time pressure was rated as a main factor contributing to plagiarism. As asserted in the study by Pennycook (1996), time pressure brought about students' unintentional plagiarism in the form of patchwork, particularly when the students had difficulties in English language writing. Consistent with Pennycook's (1996) study, the result from the interview response of a limited achiever, $L3_{EIL}$, revealed the act of patchwriting as demonstrated below:

Student $L3_{EIL}$	*... Well, I myself haven't tried both programs yet because I don't have time to do so.* *... umm, at that time while I was writing my version in the test paper, I found that time was almost up. I then decided to mix and match some parts of texts from the original source.*

On other hand, the act of patchwriting is optimistically viewed as a developmental transition in the writing process and is frequently found in most novice writers' papers (Gu & Brooks, 2008; Howard, 1999 in Harwood & Petric, 2012; Nelms, 2015; Pecorari, 2003 and 2013; Wheeler, 2009).

As also summarized by Howard (1999 in Harwood & Petric, 2012: 84), patchwriting is "a time-saving strategy to compensate for students' linguistic shortcomings and difficulties with managing her reading load." In this case, learners' difficulties in English language skills, both reading and writing, are identified as an affective-psychological factor contributing to the act of plagiarism (also see Table 5.2). From the current study, both teacher and student participants viewed a writer's insufficient knowledge and skills of English as another burden

that increased the chances of a writer engaging in plagiarism. As shared by the teacher participants:

Teacher 5T	*Personally when I write in Thai, I am a hundred percent sure that I'm not plagiarizing, so it might help if teachers teach students to fully understand the reading passages before writing their own.*
Teacher 7T	*Sometimes, students are aware of plagiarism and its penalty. They have been told by the teacher that it's a "crime", and they normally try their best to avoid it. Unfortunately, a large number of them still commit such a crime because they do not have enough knowledge and skills to avoid it. …*

Similarly, as participant $L1_{AEG}$ reported:

Student $L1_{AEG}$	*… I admit that I actually didn't understand all what is in the source. I could understand just some part of the given source. Also, I didn't like rush hour in the test.*

At this point, it can be seen that the excerpts from the interviews of teacher and student participants are related.

In addition, as in the excerpt shared by participant $L1_{AEG}$ above, not only inadequate knowledge and skills of English but also the participant's negative perception of time pressure and anxiety in the test is also another likely affective-psychological factor contributing to plagiarism. That is, learner's attitude and anxiety are typically framed in individual differences (Gardner and Lambert, 1972).

The sensitivity of learners' individual differences is also shown in an excerpt from participant $L2_{TW}$:

> *I think I did my best in the writing test at that time though I know my English is rather weak. … oh, I think I forgot some writing techniques like paraphrasing that I studied from the graduate English course. I knew that there were many paraphrasing techniques but when I was tested in the class, I felt a kind of nervous and excited and also afraid of being unable to finish my writing in time.*

5.4 Practical Measures for Plagiarism Prevention

The analyzed data from the instructor/administrator questionnaire and the interview regarding plagiarism prevention measures are discussed below.

5.4.1 Instructor/Administrator Questionnaire

Out of forty-eight questionnaire responses (Table 4.20), there was a statistically significant difference between native English-speaking and Thai instructors' perspectives of plagiarism, in terms of knowledge of plagiarism, for item number 11—"*Students don't have to cite the source stating a fact in their papers if it's something that most people would already know.*" ($F = 7.69$, $p < .05$) (Table 4.21). In terms of awareness of plagiarism, a significant difference between both groups of the teacher participants' perspectives was found for item number 24—"*Download a graphic without the author's permission but the source is cited.*" ($F = 2.84$, $p < .05$) (Table 4.23). In addition, there was a significant difference between the groups' perspectives of plagiarism on measures for plagiarism prevention for item number 41—"*Raising students' awareness of the values of academic honesty.*"($F = 1.60$, $p < .05$) (Table 4.26). The practical measures for

plagiarism prevention in the Thai context were rated in Table 4.27. They will also be considered in the applications of alternative measures for plagiarism prevention in Section 5.5.

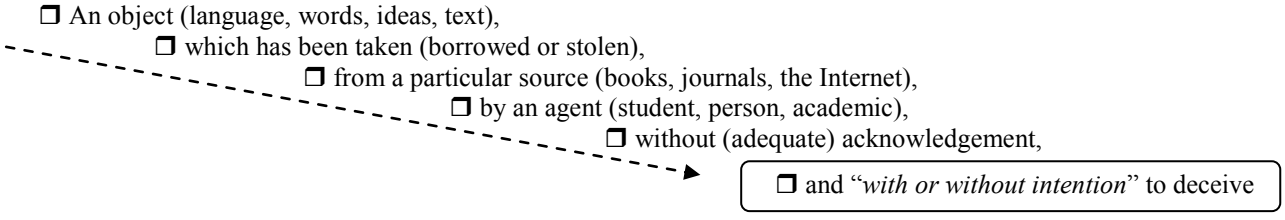
5.4.2 Instructor/Administrator Interview

The student participants' other comments on academic plagiarism in their English language learning (Appendix L) point out some applications and implications of measures for plagiarism prevention (see Section 5.5 and Chapter 6, respectively).

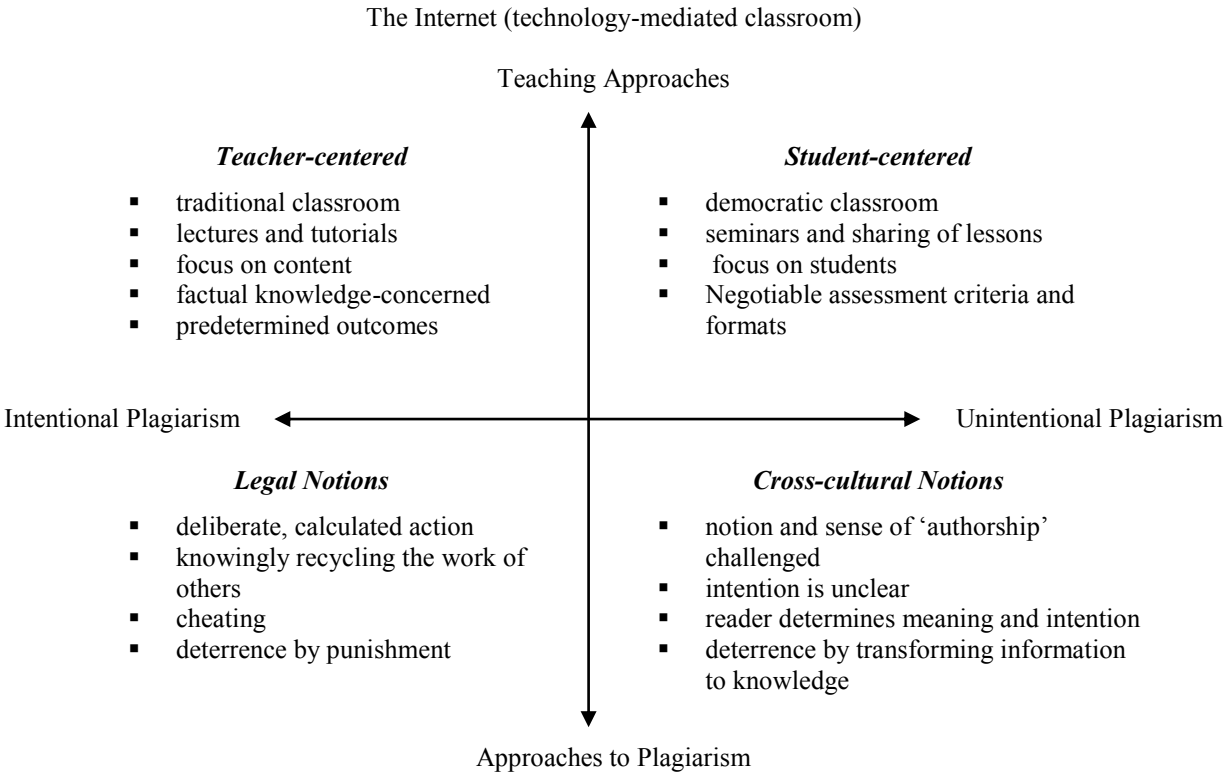
5.5 Applications: Alternative Measures for Plagiarism Prevention

Referring to Figure 1.2, alternative measures for plagiarism prevention are applied from the main findings of the study with the definitional model of plagiarism (Pecorari, 2002, in Sutherland-Smith, 2008: 70-71) (Figure 2.1) and the conceptual model of plagiarism (Sutherland-Smith, 2008: 29) (Figure 2.2). The alternative measures are presented as serial measures through the initial yardstick of plagiarism, plagiarism interpretation, and plagiarism education as diagramed in Figure 5.1.

① **An Initial Yardstick of Plagiarism** (Adapted from Pecorari, 2002, in Sutherland-Smith, 2008: 70-71)



② **Plagiarism Interpretation** (Adapted from Sutherland-Smith's (2008: 29) conceptual model of plagiarism)



③ **Plagiarism Education:** Awareness, Practice, and Prevention

Research Question	Research Variable	Plagiarism Education	
		Purpose	**Strategy**
1.	**Perception** **1.1 Awareness**	▪ Create students' sense of intellectual ownership and pride.	▪ Establish the value of creative thinking with the provision of some rewards and/or praise if any students can achieve the purpose. ▪ Discuss the benefits of crediting sources in academic writing. ▪ Assign awareness-raising writing tasks.
	1.2 Knowledge	▪ Develop students' understanding of the offence of plagiarism. ▪ Enhance students' levels of the English-language writing proficiency. ▪ Familiarized students with process writing and source-based writing.	▪ Explain students what (①) and how harmful plagiarism is and will be (e.g. demonstrating ESL and EFL universities' plagiarism cases and penalties). ▪ Exemplify types of plagiarism (Table 1) by which the textual content is based on contextual disciplines. ▪ Review grammatical knowledge and providing grammar exercises. ▪ Training courses of process writing, note-taking, and then followed by source-based writing.
2.	**Actual Practice**		
3.	**Causal Factors**	▪ Build up students' understand why the act of plagiarism occurs.	▪ Provide consultation for students who have difficulties to cope with their own individual differences (e.g. test anxiety) and/or those who need special guidance or discussions to improve their writing performance. ▪ Build students' self-confidence to be able to deal with their affective-psychological and environmental-situational factors.
4.	**Measures for Prevention**	▪ Active and effective cooperation from relevant stakeholders who are:	▪ Establish and require the use of plagiarism screening tool(s) (e.g. Turnitin) prior to the submission of a written task.
		- University and Faculty:	▪ Establish anti-plagiarism policies and assessment in every course curricula, particularly in English language writing at the undergraduate and the postgraduate levels. ▪ Promote the provision of training courses and practices: academic and source-based writing and the use of available plagiarism screening tools.
		- Instructors:	▪ Teach how to document sources in writing together with the skills of quoting, paraphrasing, and summarizing.
		- Students:	▪ Practice the source-based writing from the writing courses. Use plagiarism screening tool(s) before submitting written task(s).

Figure 5.1 Alternative Measures for Plagiarism Prevention

The conclusion and the implications of the study are presented in the next chapter.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

This chapter contains four parts: summary of the study, summary of the results, conclusion, and implications of the study. Four parts are outlined as below.

6.1 Summary of the Study
- 6.1.1 Research Purposes
- 6.1.2 Research Questions
- 6.1.3 Research Procedure

6.2 Summary of the Results

6.3 Conclusion

6.4 Implications of the Study

6.1 Summary of the Study

Prior to the conclusion and the implications of this research project, three main sections are presented as follows:

6.1.1 Research Purposes

The purposes of the present study were as follows:

1. Investigate and compare the perception of academic plagiarism of Thai postgraduate students from interdisciplinary studies;
2. Evaluate and compare the students' actual practice of academic plagiarism in English language learning;
3. Examine and justify contributory factors influencing the act of academic plagiarism;

4. Estimate and construct alternative measures for academic plagiarism prevention in the Thai context.

6.1.2 Research Questions

This research project addressed the following questions:

1. Do Thai postgraduate students have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?
   - 1.1 Do science and social science student groups have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?
   - 1.2 Do the groups of high achievers and limited achievers have a significant difference in their perception of academic plagiarism in English language learning? If so, to what extent?
2. Do Thai postgraduate students have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?
   - 2.1 Do science and social science student groups have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?
   - 2.2 Do the groups of high achievers and limited achievers have a significant difference in their actual practice of academic plagiarism in English language learning? If so, to what extent?
3. What are the contributory factors influencing the students' academic plagiarism?
4. What are alternative measures for academic plagiarism prevention in the Thai context?

6.1.3 Research Procedure

This research project was undertaken from the first semester of the 2013 academic year to the first semester of the 2014 academic year (see Table 3.5). The procedure used of this study was divided into three stages: the development of research instruments, the implementation of the instruments, and the assessment and evaluation of academic plagiarism of Thai postgraduate participants from interdisciplinary studies.

Stage 1: The Development of Research Instruments

The stage of development of research instruments involved two steps:

Step 1: Developing and Validating Research Instruments

Prior to developing the research instruments, the researcher had reviewed relevant theories and research on the issues of academic plagiarism in ESL and EFL contexts in addition to her direct experiences and her colleagues' shared experiences about students' plagiarism in writing courses. Moreover, the postgraduate writing course books (e.g. AEG and TW), supplementary documents of the postgraduate courses, handbooks in source-based writing, and copies of written tasks, which were authorized by the researcher's former students from the years 2012 to 2014, were also utilized as sources of information in designing the research instruments.

To ensure the content validity of the five research instruments, four instruments (learner evaluation form, learner interview questions, instructor/administrator questionnaire, and teacher interview questions) were verified by three experts while another instrument (the learner writing test) including plagiarism assessment criteria was verified by five experts. After the validity was assessed, all instruments were then revised as suggested. Before their actual use, the instruments (learner evaluation form, learner writing test, and instructor/administrator questionnaire) were piloted to establish their reliability with

30 postgraduates who were studying in three courses (i.e. AEG, TW, and EIL) but not the participants in the main study.

Step 2: Revising and Re-designing Research Instruments

After the pilot study, all research instruments were revised and re-designed in accordance with the purposes of the main study and used to collect data. In addition to the revision and re-design of the learner evaluation form, the instructor/administrator questionnaire, the writing test, and the interview questions, the plagiarism assessment criteria for raters and software were also adapted and re-designed/developed.

Stage 2: The Implementation of the Instruments and the Treatment

Before starting the implementation processes for data collection in the main study, the researcher needed to be assured of the participants' permission and voluntary sharing of their data and information in the study. The data were gathered from the implementation of the research instruments over 28 weeks (seven months) from the second summer semester of the 2013 academic year to the first semester of the 2014 academic year. In 28 weeks, there were two phases of data collection. The three-month phase 1 was used for data collection in the groups of the student participants from week 1 to week 8 and from week 13 to 16. It is noted that during week 9 to 12, there was no data collection process due to the midterm examinations. Then, the four-month phase 2 was used for data collection in the groups of the teacher participants starting from weeks 17 to 32 (see Table 3.5).

In phase 1, the consent form and the learner evaluation form were implemented, and were then followed by the writing test. The time required for the data collection was approximately one hour and a half during classes. The learner evaluation form for the study was distributed to the participants in their classrooms after completion of literature-review writing lessons in order to make sure that the participants had input from the knowledge and skills they gained from source-based

writing. In addition, an in-depth interview for additional data on the participants' perspectives on academic plagiarism in their English language learning context was implemented as the last step in Phase 1 of the data collection process. The interview responses were recorded and subsequently transcribed to support the analysis of the quantitative data.

In phase 2, the consent form and the instructor/administrator questionnaire were distributed to the native-English and Thai instructors at the same university where the data collection in phase 1 was implement. It took approximately two months to gather the returned copies of the questionnaire since individual instructors had variable free time to respond to the questionnaire. Then the instructor/administrator interview for additional data on students' academic plagiarism in their teaching of English language writing was conducted. The research was delayed by data collection issues during the interview process. Owing to the sensitivity of arranging timely interviews for individual teacher participants and their reluctance to be sound-recorded, the interview was re-designed to be in written form.

Importantly, in both phases of the data collection, the student and teacher participants needed to be informed and assured that their names as well as personal information and performance would be kept confidential and anonymous.

Stage 3: The Assessment and Evaluation of Academic Plagiarism of Thai Postgraduate Participants from Interdisciplinary Studies

To investigate academic plagiarism of university postgraduate students from interdisciplinary studies, both quantitative and qualitative data were analyzed. The quantitative data on the responses to the learner evaluation form, the instructor/administrator questionnaire, and the scripts of the writing test were assessed using a statistical approach (arithmetic means, standard deviations, the *t*-test and the effect size method) and evaluated by expert raters and software.

Content analysis was undertaken on qualitative data from the responses to the learner interviews and the instructor/administrator interviews.

6.2 Summary of the Results

The results of this study can be summarized as follows.

6.2.1 The analyses of the participants' perception, comprising awareness and knowledge, of plagiarism based on their main fields of study—science and social sciences—from interdisciplinary studies and groups of high achievers and limited achievers were found no statistically significant difference at the .05 level.

6.2.2 No significant difference in the participants' actual practice of plagiarism was determined when analyzed on the field of study. However, with the levels of English-language proficiency-based analysis, a significant difference in the actual practice of plagiarism was found between the average writing-test score of the high-achiever group (63.26) and that of the limited-achiever group (30.95) at the .05 level (t = -13.74, $p < .05$; effect level d = .80). The effect size of a significant difference in the actual practice of plagiarism between the higher achievers and the limited achievers was approximately .80. The magnitude of the difference in the actual practice between the groups that were classified on levels of English language proficiency was relatively large. Alternatively, referring to the statement of hypotheses for item number 1.6.2.2 in Section 1.6, the null hypothesis is rejected or the alternative hypothesis is accepted (i.e. reject H_0 or accept H_1).

6.2.3 Contributory factors influencing the act of academic plagiarism were relevant to affective-psychological constructs (i.e. academic image, individual differences, insufficient knowledge and skills of English, and unawareness and negligence of the act of plagiarism and source-based writing skills) and environmental-situational constructs (i.e. course instructors, cultural norms, different disciplinary writing convention, peer pressure, and time pressure).

6.2.4 The practical measures for plagiarism prevention in the Thai context were rated for "having very strict policies, rules, and practices to avoid plagiarism" (45.80%), "teaching how and when to cite sources" (43.80%), "raising students' awareness of the values of academic honesty" (33.30%), and "having students write an annotated bibliography" (16.70%), respectively.

Through the applications of the results of the study, alternative measures for plagiarism prevention were diagramed and presented in the discussion chapter.

6.3 Conclusion

This research project was undertaken in response to one of the research plans in the National Research Policy and Strategy to promote Thai learners to develop their mental quality—virtue and morality. It was also influenced by the notion of an ethical underpinning as a core human value (Barber's Well-Educated Students in the 21st Century adapted from Gardner, 2007 in Puengpipattrakul, 2013b: 39), Thailand planned membership of the AEC, and the researcher's reflections on her previous research studies in English-language writing pedagogy (Puengpipattrakul, 2009-2010 and 2013-2014). Several questions have been raised about the readiness of educational institutions in Thailand to produce accredited graduates that would be quality global citizens. Therefore, it is essential for these institutions to realize, understand, and give precedence to the issue of academic integrity at the higher education level.

This project aimed at investigating the perception and the actual practice of academic plagiarism, contributory factors influencing plagiarism, and preventive measures of plagiarism of Thai postgraduate learners from interdisciplinary studies. The results of the study provide insights into raising awareness and developing knowledge of the issues of plagiarism of Thai learners, the need for explicit instruction of source-based writing together with the provision of consulting services to respond to learners' individual differences, and the importance of active

and effective cooperation between academics, administrators, faculties, educational institutions, and relevant stakeholders when taking well-rounded and continual measures against plagiarism.

The results through investigation, comparison and evaluation suggest it is necessary to formulate an honor-code alternative plan in Thai higher-education institutions. Finally, the researcher believes that an ethical underpinning in academic writing is powerful and has an influence on students' English language proficiency and potential.

6.4 Implications of the Study

The results of this study may provide some useful information for EFL learners and teachers. The implications are as follows:

6.4.1 Understanding the continuum of academic plagiarism can help determine whether there is a match (similarities) or a mismatch (differences) between learners' awareness and their actual practice of plagiarism. As found from some student participants' interview responses in this present study, students may understand source-based writing techniques (e.g. paraphrasing and summarizing), but when they have to write, they forget these techniques. This is to say, the students have knowledge of documenting sources but they do not internalize the techniques. The students' unawareness of the writing techniques could be lessened if process writing is taken into consideration. It is crucial to introduce process-oriented writing prior to sourced-based writing. Once the students understand and are aware of the writing process, there may be no need for them to memorize source-based writing techniques.

6.4.2 The significant finding of the participants' actual practice of plagiarism in the study could help instructors and faculties equip their students with

awareness and skills of academic, particularly source-based, writing through writing activities.

6.4.3 Software detection is not a panacea for plagiarism. An optimal strategy is to raise awareness and the value of having a sense of ownership among student writers. This is a preventive approach rather than a prohibitive approach.

6.4.4 The results of this study could also help generate and strengthen cross-cultural understanding of plagiarism among native/non-native English teaching and learning communities in both EFL and ESL contexts.

6.4.5 An important point is that English-language source-based writing requires the establishment and the implementation of obvious criteria for an acceptable ceiling for textual borrowing in each discipline. Both student and teacher participants revealed this need in the interviews in the current study:

Student $H3_{EIL}$	*I admit that I feel quite confused with the concept of plagiarism. Faculties and university say that students will be penalized if they plagiarize the source words or ideas. But in fact, I never saw those plagiarized tasks being scored zero or those who plagiarize being penalized… Well, I think we can prevent ourselves from committing plagiarism by using academic writing techniques that we studied such as paraphrasing and citing and referencing sources in our writing. In my case, after I used those techniques in my writing, I then uploaded my work to Turnitin before submitting it to my lecturer.*
Teacher 4NE	*… When I have shared plagiarism stories in the past with Thai teachers, they've been shocked that I gave a "zero" grade, they suggested that the students be given a chance to re-do the work, and they often say that we can't expect any better from the students because they have done throughout grade school and high school. …*

6.4.6 Source-based writing, which is stipulated in postgraduate course curricula, should be fully introduced at undergraduate levels. According to the interview response of participant $L1_{AEG}$, the participants misunderstood that source-based writing was only oriented at postgraduate courses. A source-based writing policy should be inserted into undergraduate English language writing curricula.

6.4.7 The orientation and the style of writing examination to test students' writing performance in English language education in the Thai context are further issues of concern. It is necessary that the examination should promote the students' creative and critical thinking skills rather than role-learning skills. In such cases, the development of instructional approaches and systems should be considered.

CHAPTER 7

RECOMMENDATIONS FOR FURTHER WORK

This chapter presents relevant recommendations for further studies and lists the limitations of this study.

7.1 Recommendations for Further Studies

Several areas are recommended for further studies:

7.1.1 A statistically significant result for the participants' actual practice of plagiarism was revealed when the data was compared based on their levels of English language proficiency. This result highlights the importance of English language proficiency as it could facilitate the skills of the participants' academic and source-based writing. The excuse, "forgetting writing techniques", was frequently given as the reason for students' acts of plagiarism. Therefore, a cross-sectional study or a longitudinal study comparing the effects of process writing and memorization or rote learning on learners' act of plagiarism may be useful.

7.1.2 Due to the reasons explained in item number 7.1.1, a study of the effect of awareness-raising writing tasks on students' awareness and acts of plagiarism is also worth undertaking.

7.1.3 The findings of the study regarding different aspects of the students' and teachers' perception of academic plagiarism despite their similar academic contexts would suggest further studies of the national and international impacts of the cultural dimensions of academic plagiarism in the AEC context would be beneficial.

7.1.4 The learners' individual differences (e.g. attitudes, motivation, anxiety, or learning situations) found in the present study may, to some extent, influence the participants' journal writing performance and grammatical ability. Therefore, future investigations could be conducted, using factor analysis, on the relationships between students' underlying factors involved in journal writing and their grammatical ability.

7.1.5 With respect to the areas of testing, assessment, and evaluation, a comparative study of the impacts of writing in exams and writing in class on students' act of plagiarism could be undertaken.

7.2 Limitations of the Study

This study is limited in the following areas.

7.2.1 Out of 249 participants (i.e. 30 in the pilot study and 219 in the main study), the questionnaire data of 23 participants in the main study were omitted due to incomplete information. Thus, 196 questionnaire responses were used for the data analysis in the main study.

7.2.2 Out of 196 participants, the data of the writing test of 43 participants were omitted owing to having no written test-scripts or having written scripts that were too short (less than 15-20 words in length) to be analyzed. Thus, 153 test scripts were used for the data analysis in this study.

7.2.3 The participants in this project cannot be generalized to all postgraduate students from interdisciplinary studies at the same university where this project was undertaken and at other universities in the Thai context.

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APPENDICES

Appendix A: Consent Form

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Appendix A
Consent Form

This evaluation form is designed to investigate plagiarism in English language study of multi-disciplinary postgraduate students enrolled in Graduate-leveled English language courses at the Chulalongkorn University in the year 2014.

All of the information in the evaluation form and/or the interviews conducted in this study will be kept strictly confidential, and will **not affect any of your GPAs**. It is hoped that your responses will be particularly useful as part of the databases in developing guidelines to prevent academic plagiarism in the English language writing curricula for non-native English speaking students in the future.

Please sign your name if you are pleased to participate in this study.

Student's signature: …….……...

Student's name: Mr./Mrs./Ms. …….…….....……..

Faculty: ……..……...……...……

Level: (Please circle) MA / PhD Year of study: …….……...

Contacting phone number: 08……- ….……...……..... /

09…… - …….....……

E-mail: ……..…….…...……

Appendix B
ใบยินยอมให้ข้อมูลเพื่อการวิจัย

แบบการประเมินผลชุดนี้จัดทำขึ้นเพื่อศึกษาเรื่องการลอกเลียนงานทางวิชาการในการเรียนภาษาอังกฤษของผู้เรียนชาวไทยระดับบัณฑิตศึกษาจากพหุสาขาวิชา ที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษระดับบัณฑิตศึกษา ในปี 2557

ข้อมูลที่ได้จากแบบการประเมินผล และ/หรือ จากการสัมภาษณ์ในงานวิจัยนี้จะเก็บเป็นความลับและจะ**ไม่มีผลต่อคะแนนหรือเกรดของรายวิชาใด ๆทั้งสิ้น**ของผู้เรียน ผู้วิจัยคาดว่าการให้ข้อมูลของผู้เรียนจะเป็นประโยชน์อย่างยิ่งต่อการเป็นหนึ่งในฐานข้อมูลด้านการพัฒนาแนวทางการป้องกันการลอกเลียนงานทางวิชาการและด้านการพัฒนาหลักสูตรการเรียนการสอนในด้านทักษะการเขียนภาษาอังกฤษสำหรับผู้เรียนภาษาอังกฤษที่ไม่เจ้าของภาษาต่อไปในอนาคต

โปรดลงชื่อของผู้เรียนสำหรับการยินดีเป็นหนึ่งในผู้ให้ข้อมูลในงานวิจัยนี้

ลงชื่อ: ……

(นาย /นางสาว ……)

คณะ: ……

ระดับ (โปรดวงกลม) ป.โท / ป.เอก ชั้นปีที่: ……

หมายเลขโทรศัพท์: 08.….- ……/

09.….- ……

อีเมล์: ……

Appendix C

Learner Evaluation Form

PART I

Directions: Please check (✓) in ☐ and give a written answer for the information below.

1. Gender: ☐ Male ☐ Female

2. Age: ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ Others.....

3. Postgraduate Level:

   ☐ Master's degree (Please answer item numbers 4-5)

   ☐ Doctoral degree (Please answer item numbers 4-6)

4. Current Faculty: .....

   Major: ..... Year of study: .....

5. Previous institution (Bachelor's degree): .....

   Faculty (Bachelor's degree):..... No. of years of study:…....

6. Previous institution (Master's degree): .....

   Faculty (Master's degree):..... No. of years of study:.....

7. I have been studying English for .....year(s) .....month(s)

8. I have been studying English <u>writing skills</u> for .....year(s) .....month(s)

9. My current CU-TEP score = ... and/or

   My current TOEFL/IELTS score = ...

10. In the university levels, **<u>before</u>** enrolling in the AEG/TW/EIL course, to what extent did you have to write report/s in English? (include total courses per semester)

    ☐ never ☐ one time ☐ two times

    ☐ three times ☐ more than three times

PART II

Directions: Please check (✓) in ☐ and give a written answer for the information below.

11. **Before** enrolling in the AEG/TW/EIL course, had you ever heard of academic plagiarism?
☐ Yes ☐ No

12. **Before** enrolling in the AEG/TW/EIL course, had you known what academic plagiarism is?
☐ Yes ☐ No

13. **Before** enrolling in the AEG/TW/EIL course, had you had any previous training on identifying and dealing with academic plagiarism (e.g. Turnitin Plagiarism Checker Training)?
☐ Yes ☐ No

14. **Before** enrolling in the AEG/TW/EIL course, in general, where **did** you receive specific instruction on English language academic writing techniques (e.g. citation, paraphrasing, summarizing, and etc.)? (***can choose more than 1 item***)

14.1 Book(s)
☐ Textbooks from the AEG/TW/EIL course ☐ Textbooks from other courses ☐ Other handbooks

14.2 Course(s)
☐ Courses **in** the CU Graduate English programs ☐ Courses **outside** the CU Graduate English programs (e.g. tutoring courses)

14.3 Instructor(s)
☐ Instructor(s) **in** the CU Graduate English programs ☐ Instructor(s) **outside** the CU Graduate English programs (e.g. tutors) ☐ Supervisor(s)

14.4 ☐ Faculty's training program(s)

14.5 ☐ Academic conference(s)

14.6 ☐ website(s) / online learning: ……

14.7 ☐ Did not receive specific instruction

14.8 ☐ Others (please specify): ……

15. **Before** enrolling in the AEG/TW/EIL course, to what extent do you feel you yourself copied the words or ideas of other writers without properly indicating the source in your university writing assignments? (*Please, answer this question without considering whether or not you understood what might be wrong with such a habit*.)

☐ never ☐ a little bit (2-3 times) ☐ moderately (4-5 times) ☐ a lot (6 times or more) ☐ every time

16. How often did any of your instructors of English in the past university studies ever tell you (i. e. by means of spoken or written comments) that there was 'plagiarism' in your own written task?

☐ never ☐ a few times (2-3 times) ☐ moderate times (4-5 times) ☐ many times (6 times or more) ☐ every time

17. In the AEG/TW/EIL course, to what extent do you feel you copied the words or ideas of other writers without indicating the source in your university writing assignments? (*Please, answer this question without considering whether or not you understood what might be wrong with such a habit*.)

☐ never ☐ a little bit (2-3 times) ☐ moderately (4-5 times) ☐ a lot (6 times or more) ☐ every time

18. How often did your instructor of the AEG/TW/EIL course in this semester tell you (i.e. by means of spoken or written comments) that there was 'plagiarism' in your own written task?

☐ never ☐ a few times (2-3 times) ☐ moderate times (4-5 times) ☐ many times (6 times or more) ☐ every time

19. **Would** you **like to** receive specific instruction in avoiding plagiarism through academic writing techniques (e.g. citation, paraphrasing, summarizing, and etc.)?

19.1 ☐ No.

19.2 ☐ Yes. If so, which source would you like to learn the techniques from?

(*can choose more than 1 item*)

19.2.1 ☐ Books

19.2.2 ☐ Courses

19.2.3 ☐ Instructor(s)

19.2.4 ☐ Faculty's training program(s)

19.2.5 ☐ Academic conference(s)

19.2.6 ☐ Website(s) / online learning: ……..……

19.2.7 ☐ Others (please specify): ……..……..……

PART III

Direction: Please check (✓) in the appropriate box that describes your opinions.

No.	I think that it is acceptable to:	Level				
		5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
20.	Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).					
21.	Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s).					
22.	Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source.					
23.	Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.					
24.	Copy a sentence (not more than 40 words) from an article and use quotation marks "..." and reference the source.					
25.	Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).					
26.	Change one or two words to make a quote into a paraphrase and then not reference the source.					
27.	Omit citations/references in my paper if I paraphrased an original text.					
28.	Cite the source when I downloaded a graphic without the author's permission.					
29.	Omit citations/references of numerical data or graphs because they are facts or common knowledge.					
30.	Omit to cite my previous work when I reused it in my writing in other courses since it is my own work.					

No.	I think that it is acceptable to:	Level				
		5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
31.	Commit plagiarism because it only affects me.					
32.	Commit plagiarism because it does not affect others.					
33.	Commit plagiarism though it may be unfair to the university.					
34.	Commit plagiarism though it may be unfair to the writer of the original passage.					
35.	Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.					

PART IV

Section A: Please check (✓) in the appropriate ☐ that describes your ideas.

36. You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance. Is this plagiarism?

☐ Yes, it is. ☐ No, it isn't. ☐ Unsure

37. You copy a passage directly from an article you found. You cite the source, but you did not use quotation marks "...". Is this plagiarism?

☐ Yes, it is. ☐ No, it isn't. ☐ Unsure

38. You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source. Is this plagiarism?

☐ Yes, it is. ☐ No, it isn't. ☐ Unsure

39. Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source.

☐ Agree ☐ Disagree ☐ Unsure

40. You don't have to cite the source stating a fact in your paper if it's something that most people would already know.

☐ Agree ☐ Disagree ☐ Unsure

41. There are many different citation styles, and you must choose an appropriate one.

☐ Agree ☐ Disagree ☐ Unsure

42. It is not necessary to cite sources found on the web.

☐ Agree ☐ Disagree ☐ Unsure

43. It is not required to cite your source in a graph/bar chart which is derived from your own findings.

☐ Agree ☐ Disagree ☐ Unsure

44. It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.

☐ Agree ☐ Disagree ☐ Unsure

Section B: Read an excerpt of the original text below. Check (✓) in the appropriate ☐ and **give supporting reason(s)**.

45. ▪ **An excerpt of the Original text is as follows:**

> Where mainstream sports typically refrain from displaying unapologetically violent acts, professional wrestling dives in head first. A large portion of wrestling's cultural appeal is generated by the psychological excitement provided by witnessing highly aggressive and violent forms of physical interaction in this sphere. Wrestling takes that which is pushed behind the scenes of social life and places it in the center ring.

Source: Atkinson, A. (2012). *The Challenge of Educational Equity.* Bloomington, IN: Phi Delta Kappa Educational Foundation. Pages 62-63.

45.1 Is the text in Version A plagiarized?

- **Version A:**

Mainstream sports refrain from showing unremorseful violent acts while professional wrestling unapologetically revels in the same type of violence. A large part of wrestling's appeal is generated by the very aggressive and violent interaction in this sport. While such violence is usually behind the scenes of social life, it is the centre of wrestling's existence (Atkinson, 2002: 62-63).

Reference: Atkinson, A. (2012). *The Challenge of Educational Equity.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

☐ Yes, because (reason/s)……

……

……

……

……

……

……

☐ No, because (reason/s)……

……

……

……

……

……

……

45.2 Is the text in Version B plagiarized?

- **Version B:**

Atkinson (2012: 62-63) states that most sports do not encourage blatant acts of violence, while professional wrestling embraces the same behaviour. Wrestling appeals to audiences because people enjoy watching aggressive and violent acts in the ring. What is normally not condoned in ordinary society is made acceptable in wrestling.

Reference: Atkinson, A. (2012). *The Challenge of Educational Equity.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

☐ Yes, because (reason/s)……

……

……

……

……

……

……

☐ No, because (reason/s) ……

……

……

……

……

……

……

Appendix D

แบบการประเมินผลของผู้เรียน

ส่วนที่ 1

คำสั่ง: จงทำเครื่องหมาย ✓ ลงในช่อง ☐ และเติมข้อความในช่องว่าง

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ อื่นๆ.....
3. ระดับ
   - ☐ ปริญญาโท (โปรดตอบข้อที่ 4-5)
   - ☐ ปริญญาเอก (โปรดตอบข้อที่ 4-6)
4. คณะ (ปัจจุบัน) .....

   สาขาวิชา ..... ชั้นปีที่ .....
5. สถาบันการศึกษา (ปริญญาตรี) .....

   คณะ (ปริญญาตรี) ..... จำนวนปีที่เรียน.....
6. สถาบันการศึกษา (ปริญญาโท) .....

   คณะ (ปริญญาโท) ..... จำนวนปีที่เรียน.....
7. เรียนภาษาอังกฤษมาเป็นเวลา .....ปี .....เดือน
8. เรียน**<u>ทักษะการเขียน</u>**ภาษาอังกฤษมาเป็นเวลา .....ปี .....เดือน
9. ได้คะแนน CU-TEP ครั้งล่าสุด = ... และ/หรือ

   ได้คะแนน TOEFL/IELTS ครั้งล่าสุด = ...
10. ในการเรียนระดับมหาวิทยาลัย**<u>ก่อน</u>**ลงทะเบียนเรียนในรายวิชา AEG/TW/EIL ท่านต้องเขียนรายงานเป็นภาษาอังกฤษมากน้อยเพียงใด (รวมทุกวิชาโดยเฉลี่ย**<u>ต่อเทอม</u>**)

    ☐ ไม่เคย ☐ 1 ครั้ง ☐ 2 ครั้ง ☐ 3 ครั้ง ☐ มากกว่า 3 ครั้ง

ส่วนที่ 2

คำสั่ง: จงทำเครื่องหมาย ✓ ลงในช่อง ☐ และเติมข้อความในช่องว่าง

11. **ก่อน**ลงทะเบียนเรียนในรายวิชา AEG/TW/EIL ท่านเคยได้ยินเรื่องการลอกเลียนงานทางวิชาการมาก่อนหรือไม่

☐ ยังไม่เคยได้ยิน ☐ เคยได้ยิน

12. **ก่อน**ลงทะเบียนเรียนในรายวิชา AEG/TW/EIL ท่านทราบหรือไม่ว่าการลอกเลียนงานทางวิชาการคืออะไร

☐ ยังไม่เคยทราบ ☐ ทราบ

13. **ก่อน**ลงทะเบียนเรียนในรายวิชา AEG/TW/EIL ท่านเคยได้รับการอบรมในด้านการพิสูจน์และการจัดการเกี่ยวกับการลอกเลียนงานทางวิชาการ (เช่น อบรมการใช้โปรแกรม Turnitin) มาก่อนหรือไม่

☐ ยังไม่เคยผ่านการอบรม ☐ เคยได้รับการอบรมแล้ว

14. **ก่อน**ลงทะเบียนเรียนในรายวิชา AEG/TW/EIL โดยทั่วไป ท่าน**เคยเรียน**เทคนิคด้าน**การเขียนภาษาอังกฤษเชิงวิชาการ** (เช่น citation, paraphrasing, summarizing และอื่นๆ) มาแล้วจากที่ใดบ้าง (*สามารถ**ตอบได้มากกว่า** 1 ข้อ*)

14.1 หนังสือเรียน

☐ หนังสือเรียนรายวิชา AEG/TW/EIL ☐ หนังสือเรียนจากรายวิชาอื่น ☐ หนังสือคู่มืออื่นๆ

14.2 รายวิชา

☐ รายวิชา**ใน**หลักสูตรบัณฑิตศึกษาของทางจุฬาฯ ☐ รายวิชา**นอก**หลักสูตรบัณฑิตศึกษาของทางจุฬาฯ (เช่น วิชาที่สอนโดยโรงเรียนกวดวิชา)

14.3 ผู้สอน

☐ อาจารย์ผู้สอน**ใน**หลักสูตรบัณฑิตศึกษาของทางจุฬาฯ ☐ อาจารย์ผู้สอน**นอก**หลักสูตรบัณฑิตศึกษาของทางจุฬาฯ (เช่น ผู้สอนในโรงเรียนกวดวิชา) ☐ อาจารย์ที่ปรึกษาวิทยานิพนธ์

14.4 ☐ การอบรมภายในคณะ

14.5 ☐ การประชุมทางวิชาการ

14.6 ☐ เว็บไซต์ / เรียนทางออนไลน์ .....

14.7 ☐ ไม่ได้รับการสอนด้านเทคนิคเลย

14.8 ☐ อื่นๆ (โปรดระบุ): .....

15. **<u>ก่อน</u>**ลงทะเบียนเรียนในรายวิชา AEG/TW/EIL ท่านเคยใช้คำหรือความคิดของผู้เขียนคนอื่น โดยที่ไม่ได้เขียนที่มาของแหล่งข้อมูลในการบ้านงานเขียนระดับมหาวิทยาลัยของท่านมากน้อยเพียงใด (*โปรดตอบคำถามนี้โดย<u>ไม่ต้อง</u>คิดว่าการลอกเลียนงานทางวิชาการนั้นถูกหรือผิด*)

☐ ไม่เคย ☐ เคยทำเล็กน้อย (2-3 ครั้ง) ☐ เคยทำพอสมควร (4-5 ครั้ง)

☐ เคยทำบ่อยมาก (6 ครั้งขึ้นไป) ☐ ทุกครั้ง

16. ครูผู้สอนภาษาอังกฤษในสถาบันการศึกษาที่ท่านเคยศึกษา**<u>ก่อน</u>**หน้านี้ เคยบอกท่าน (โดยทางวาจาหรือทางการเขียน) ว่าในงานเขียนของท่านมีการลอกเลียนงานทางวิชาการเกิดขึ้น

☐ ไม่เคย ☐ 2-3 ครั้ง ☐ พอสมควร (4-5 ครั้ง)

☐ หลายครั้ง (6 ครั้งขึ้นไป) ☐ ทุกครั้ง

17. ในรายวิชา AEG/TW/EIL ท่านเคยใช้คำหรือความคิดของผู้เขียนคนอื่น โดยที่ไม่ได้เขียนที่มาของแหล่งข้อมูลในการบ้านงานเขียนระดับมหาวิทยาลัยของท่านมากน้อยเพียงใด (*โปรดตอบคำถามนี้โดย<u>ไม่ต้อง</u>คิดว่าการลอกเลียนงานทางวิชาการนั้นถูกหรือผิด*)

☐ ไม่เคย ☐ เคยทำเล็กน้อย (2-3 ครั้ง) ☐ เคยทำพอสมควร (4-5 ครั้ง)

☐ เคยทำบ่อยมาก (6 ครั้งขึ้นไป) ☐ ทุกครั้ง

18. ครูผู้สอนในรายวิชา AEG/TW/EIL ในภาคการศึกษานี้ เคยบอกท่าน (โดยทางวาจาหรือทางการเขียน) ว่าในงานเขียนของท่านมีการลอกเลียนงานทางวิชาการเกิดขึ้น

☐ ไม่เคย ☐ 2-3 ครั้ง ☐ พอสมควร (4-5 ครั้ง)

☐ หลายครั้ง (6 ครั้งขึ้นไป) ☐ ทุกครั้ง

19. ท่าน**<u>ต้องการเรียน</u>**ด้านเทคนิคการเขียนภาษาอังกฤษเชิงวิชาการ (เช่น citation, paraphrasing, summarizing และอื่นๆ) เพื่อป้องกันการลอกเลียนงานทางวิชาการ หรือไม่

19.1 ☐ ไม่ต้องการ

19.2 ☐ ต้องการ ท่านต้องการเรียนจากแหล่งใด (***ตอบได้มากกว่า** 1 ข้อ*)

19.2.1 ☐ หนังสือเรียน

19.2.2 ☐ รายวิชา

19.2.3 ☐ ผู้สอน

19.2.4 ☐ การอบรมภายในคณะ

19.2.5 ☐ การประชุมทางวิชาการ

19.2.6 ☐ เว็บไซต์ / เรียนทางออนไลน์ .....

19.2.7 ☐ อื่นๆ (โปรดระบุ) .....

ส่วนที่ 3

คำสั่ง: จงทำเครื่องหมาย ✓ ลงในช่องระดับที่ตรงกับความคิดเห็นของท่าน

ข้อ	ข้าพเจ้าคิดว่า การกระทำดังต่อไปนี้ <u>เป็นที่ยอมรับได้</u>	ระดับ				
		5 เห็นด้วยอย่างยิ่ง	4 เห็นด้วย	3 ไม่แน่ใจ	2 ไม่เห็นด้วย	1 ไม่เห็นด้วยอย่างยิ่ง
20.	การเปลี่ยนงานเขียนของผู้อื่นมาเป็นงานเขียนของข้าพเจ้า โดยไม่จำเป็นต้องบอกแหล่งที่มาของข้อมูล					
21.	การนำความคิดที่ข้าพเจ้าได้รับจากผู้สอนหรือเพื่อนร่วมชั้น มาใช้ในงานเขียนของข้าพเจ้า โดยไม่จำเป็นต้องบอกแหล่งที่มาของข้อมูล					
22.	การลอกย่อหน้าหนึ่ง (มีความยาวเกิน 40 คำ) จากบทความ นิตยสาร วารสาร หนังสือ หรืออินเตอร์เน็ต โดยอ้างอิงแหล่งที่มาของข้อมูล					
23.	เนื่องจากข้อมูลทางอิเล็คทรอนิคส์ไม่ต้องเสียค่าใช้จ่ายและสามารถนำมาใช้เมื่อไรก็ได้ ดังนั้นข้าพเจ้าสามารถนำเนื้อหาข้อมูลจากเว็บไซต์มาไว้ในงานเขียนของข้าพเจ้าได้โดยไม่จำเป็นต้องบอกแหล่งที่มาของข้อมูล					
24.	การคัดลอกประโยค (ความยาวไม่เกิน 40 คำ) จากบทความโดยใช้เครื่องหมายคำพูด "..." และอ้างอิงแหล่งที่มาของข้อมูล					
25.	การคัดลอกย่อหน้าจากหลายๆบทความแล้วมารวมไว้ในงานเขียนของข้าพเจ้า โดยใช้ประโยคที่ข้าพเจ้าเขียนขึ้นมาเองมาเชื่อมย่อหน้าจากบทความเหล่านั้น โดยไม่จำเป็นต้องอ้างอิงแหล่งที่มา					
26.	การเปลี่ยน 1-2 คำในข้อความอ้างถ้อยคำ (a quote) ให้กลายมาเป็นการถอดความ (a paraphrase) โดยไม่ต้องอ้างอิงถึงแหล่งที่มาของข้อความอ้างถ้อยคำนั้น					
27.	ไม่จำเป็นต้องบอกแหล่งที่มาของข้อมูลในงานเขียนของข้าพเจ้า หากข้าพเจ้าได้ถอดความงานเขียนจากต้นฉบับแล้ว					
28.	เป็นการละเมิดลิขสิทธิ์หากข้าพเจ้าดาวน์โหลดภาพกราฟิกโดยยังไม่ได้ขออนุญาตจากเจ้าของภาพ แม้ข้าพเจ้าจะอ้างอิงถึงแหล่งที่มาแล้วก็ตาม					
29.	ไม่จำเป็นต้องอ้างอิงแหล่งที่มาของข้อมูลเชิงตัวเลขหรือกราฟ เนื่องจากเป็นข้อมูลที่จัดอยู่ในข้อเท็จจริงหรือความรู้ทั่วไป					

ข้อ	ข้าพเจ้าคิดว่า การกระทำดังต่อไปนี้ <u>เป็นที่ยอมรับได้</u>	ระดับ				
		5 เห็นด้วยอย่างยิ่ง	4 เห็นด้วย	3 ไม่แน่ใจ	2 ไม่เห็นด้วย	1 ไม่เห็นด้วยอย่างยิ่ง
30.	เมื่อข้าพเจ้านำงานเขียนเก่าของตนเองมาใช้ในการเขียนในรายวิชาอื่น ไม่จำเป็น ต้องอ้างอิงงานเก่าของตนเอง เพราะการลอกเลียนผลงานตนเองไม่ใช่สิ่งผิด					
31.	ไม่ใช่เป็นสิ่งผิดในเรื่องการลอกเลียนงานทางวิชาการ เพราะปัญหานี้กระทบแค่ตัวข้าพเจ้า					
32.	ไม่ใช่เป็นสิ่งผิดในเรื่องการลอกเลียนงานทางวิชาการ เพราะปัญหานี้ไม่กระทบผู้อื่น					
33.	การลอกเลียนงานทางวิชาการ เป็นการกระทำที่เป็นผลเสียต่อภาพพจน์ของ<u>มหาวิทยาลัย</u>					
34.	การลอกเลียนงานทางวิชาการ เป็นสิ่งที่ไม่ยุติธรรมต่อ<u>เจ้าของงานเขียน</u>					
35.	การลอกเลียนงานทางวิชาการ เป็นการไม่ยุติธรรมต่อ<u>เพื่อนร่วมชั้นเรียน</u> หากข้าพเจ้านำความคิดของเพื่อนร่วมชั้นมาใช้ในงานเขียนของข้าพเจ้าโดยมิได้อ้างอิง					

ส่วนที่ 4

<u>ตอนที่ 1</u> จงทำเครื่องหมาย ✓ ลงในช่อง ☐ ที่ตรงกับความคิดของท่าน

36. การที่ท่านจ่ายค่าตรวจแก้ไขงานเขียนภาษาอังกฤษให้แก่ผู้อื่นซึ่งได้แก้ไขงานเขียนเป็นจำนวนมากในต้นฉบับของท่าน จากนั้นท่านส่งงานฉบับปรับปรุงที่ได้แก้ไขแล้วให้กับอาจารย์ของท่านโดยไม่ได้แจ้งว่างานเขียนชิ้นนี้มีผู้ช่วยตรวจแก้ไขให้เครดิตต่อผู้นั้นในงานเขียนฉบับปรับปรุง กรณีนี้จัดเป็นการลอกเลียนงานทางวิชาการหรือไม่

☐ เป็น ☐ ไม่เป็น ☐ ไม่แน่ใจ

37. การที่ท่านคัดลอกข้อความหนึ่งจากบทความ (มีความยาวไม่เกิน 40 คำ) โดยมีการอ้างอิงแหล่งที่มาของข้อมูล แต่ท่านมิได้ใส่เครื่องหมายคำพูด "..." กรณีนี้จัดเป็นการลอกเลียนงานทางวิชาการหรือไม่

☐ เป็น ☐ ไม่เป็น ☐ ไม่แน่ใจ

38. การที่ท่านคัดลอกข้อความหนึ่งจากบทความ โดยเปลี่ยนคำ 2-3 คำในข้อความเพื่อจะได้ดูแตกต่างจากต้นฉบับ และมีการอ้างอิงแหล่งที่มาของข้อมูลอย่างละเอียดครบถ้วน กรณีนี้จัดเป็นการลอกเลียนงานทางวิชาการหรือไม่

☐ เป็น ☐ ไม่เป็น ☐ ไม่แน่ใจ

39. การอ้างอิงแหล่งที่มาของข้อมูล ช่วยไม่ให้ท่านถูกกล่าวหาว่าลอกเลียนงานทางวิชาการ

☐ เห็นด้วย ☐ ไม่เห็นด้วย ☐ ไม่แน่ใจ

40. ไม่ต้องอ้างอิงแหล่งที่มา หากเป็นข้อมูลด้านข้อเท็จจริงหรือสิ่งที่คนทั่วไปรู้อยู่แล้ว

☐ เห็นด้วย ☐ ไม่เห็นด้วย ☐ ไม่แน่ใจ

41. มีวิธีอ้างอิงแหล่งที่มาหลายวิธี ที่ท่านต้องเลือกใช้ให้เหมาะสม

☐ เห็นด้วย ☐ ไม่เห็นด้วย ☐ ไม่แน่ใจ

42. ไม่จำเป็นต้องอ้างอิงแหล่งที่มา หากข้อมูลนั้นมาจากเว็บไซต์

☐ เห็นด้วย ☐ ไม่เห็นด้วย ☐ ไม่แน่ใจ

43. ไม่จำเป็นต้องอ้างอิงแหล่งที่มาของแผนภูมิภาพหรือกราฟที่ได้จากผลการศึกษาที่ได้ค้นพบในงานของท่าน

☐ เห็นด้วย ☐ ไม่เห็นด้วย ☐ ไม่แน่ใจ

44. ถ้าท่านใช้ข้อมูลด้านข้อเท็จจริงที่ได้จากแหล่งที่มา แต่ท่านไม่แน่ใจว่าข้อเท็จจริงนั้นเป็นที่รู้ของคนทั่วไปหรือไม่ ท่านจำเป็นต้องบอกแหล่งที่มาของข้อมูล

☐ เห็นด้วย ☐ ไม่เห็นด้วย ☐ ไม่แน่ใจ

<u>ตอนที่ 2</u> จงอ่านเนื้อหาจากงานเขียนต้นฉบับข้างล่างนี้ ทำเครื่องหมาย ✓ ลงในช่อง ☐ ที่เหมาะสม **<u>และให้</u>** **<u>เหตุผล</u>**ประกอบ

45. ■ **เนื้อหาจากงานเขียน<u>ต้นฉบับ</u>** เป็นดังนี้

> Where mainstream sports typically refrain from displaying unapologetically violent acts, professional wrestling dives in head first. A large portion of wrestling's cultural appeal is generated by the psychological excitement provided by witnessing highly aggressive and violent forms of physical interaction in this sphere. Wrestling takes that which is pushed behind the scenes of social life and places it in the center ring.

> **Source:** Atkinson, A. (2012). *The Challenge of Educational Equity.* Bloomington, IN: Phi Delta Kappa Educational Foundation. Pages 62-63.

45.1 เนื้อหาใน Version A จัดเป็นการลอกเลียนงานทางวิชาการหรือไม่

■ **Version A:**

Mainstream sports refrain from showing unremorseful violent acts while professional wrestling unapologetically revels in the same type of violence. A large part of wrestling's appeal is generated by the very aggressive and violent interaction in this sport. While such violence is usually behind the scenes of social life, it is the centre of wrestling's existence (Atkinson, 2002: 62-63).

Reference: Atkinson, A. (2012). *The Challenge of Educational Equity.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

45.2 เนื้อหาใน Version B จัดเป็นการลอกเลียนงานทางวิชาการหรือไม่

■ **Version B:**

Atkinson (2012: 62-63) states that most sports do not encourage blatant acts of violence, while professional wrestling embraces the same behavior. Wrestling appeals to audiences because people enjoy watching aggressive and violent acts in the ring. What is normally not condoned in ordinary society is made acceptable in wrestling.

Reference: Atkinson, A. (2012). *The Challenge of Educational Equity.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

☐ เป็น เพราะ(**เหตุผล**)……..……

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☐ ไม่เป็น เพราะ(**เหตุผล**) ……..……

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☐ เป็น เพราะ(**เหตุผล**)……...……..…….

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☐ ไม่เป็น เพราะ(**เหตุผล**) ……..…...……

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Appendix E

The Pilot Study: Student Writing Test

Writing Practice

Situation: You are going to use the information about Coca Cola in an academic report you are writing. Show how you would do this.

Original Source Material:

The Coca-Cola Co. is testing a new vending machine that lets thirsty consumers buy a Coke by dialing a phone number located on the machine near the coin slot. Dial the number and out pops your soda. The wireless phone account is charged for the soda. Students and staff at the Institute of Technology in Helsinki are using the prototype. Coke says it is waiting to see how the phone-ready vending machine fares there before possibly rolling it out elsewhere, maybe even in the U.S.

Source:

Rick Pappas. 1999. Marketing Strategies. Upper Saddle River, NJ: Prentice-Hall. Page 45.

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Appendix F

The Main Study: Learner Writing Test

Situation: You are assigned to **write in an incomplete portion** about The Second Model in a literature review entitled: "**Test Anxiety**", the given details of which are of the three models explaining the origin of Test Anxiety.

Directions: Read the information about The Second Model written by PROFESSOR CARL EDWARDS given below.

The Second Model

PROFESSOR CARL EDWARDS: The attention diverted from the task at hand can be categorized into two types. The first type of distraction can be classified as physical and includes an increase in awareness of heightened automatic activity (e.g., sweaty palms, muscle tension). The second type of distraction includes inappropriate cognitions, such as saying to oneself, "Others are finishing before me, so I must not know the material," or "I'm stupid, I won't pass." The presence of either of these two task-irrelevant cognitions will affect the quality of a student's performance.

(87 words)

Source: The information is taken from a book, "Educational Research" written by CARL EDWARDS, published in 2012 on page 45, printed by Upper Saddle River, NJ: Prentice-Hall.

- and use the information written by PROFESSOR CARL EDWARDS you read above (**DO NOT** invent any extra information) to complete the review of this report in the space provided.

Literature Review

Test Anxiety

Research on test anxiety had identified three models that explain the origin of test anxiety: **(1)** The problem lies not in taking the test, but in preparing for the test. Kleijn, Van der Ploeg, and Topman (1994) have identified this as the learning-deficit model. In this model, the student with high test anxiety tends to have or use inadequate learning or study skills while in the preparation stage of exam taking. **(2) The second model** is termed the interference model. The problem for people in this model is that during tests, individuals with test anxiety focus on task-irrelevant stimuli that negatively affect their performance.

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(3) The third model of test anxiety includes people who think they have prepared adequately for a test, but in reality, did not. These people question their abilities after the test, which creates anxiousness during the next test.

Appendix G
Learner Interview Questions

1. How do you think about plagiarism in your English language learning?
2. In your opinion, what are factors influencing plagiarism in your English language learning?
3. Other comments (if any) on academic plagiarism in their English language learning.

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Appendix H

Instructor/Administrator Questionnaire

PART 1

Please check (✓) in ☐ and give your written answer (if any) for the information below.

1. Gender: ☐ Male ☐ Female
2. Approximate length of experience in teaching English writing at university level in Thailand.
   ☐ less than 3 years ☐ 3-6 years ☐ 7-10 years ☐ more than 10 years
3. First/Native language: ☐ English ☐ Thai ☐ Other (please specify): .....
4. Have you taught university students to avoid plagiarism in their writing?
   ☐ Yes (Please answer items # 5 and then 7-43)
   ☐ No (Please answer items # 6 and then 7-43)
5. Was your instruction on how to avoid plagiarism in student writing successful?

☐ **Yes.** If so, what do you think has led to this result?	☐ **Somewhat.** If so, what do you think has led to this result?	☐ **No.** If not so, what do you think has led to this result?

(***You can choose more than 1 item***)

- ☐ Books used in your English course(s)
- ☐ English course syllabus and content used in university undergraduate courses
- ☐ English course syllabus and content used in university postgraduate courses
- ☐ Students' knowledge of plagiarism from their disciplinary training program/me(s)
- ☐ Students' self-study of how to avoid plagiarism in their writing
- ☐ Students' understanding and participation in your teaching of writing
- ☐ University rules for plagiarism and penalties
- ☐ Use of some useful website(s)/suggested online-learning in your teaching: ……..……
  ……..
  ……..
- ☐ Your teaching of academic writing techniques (e.g. citation, paraphrasing, summarizing, and etc.)
- ☐ Others (please specify): ……..……
  ……..
  ……..

6. Reason(s) for **not** teaching the students how to avoid plagiarism in their writing in your previous teaching:

(You can choose more than 1 reason)

☐ Your first-time teaching writing

☐ Your students' English levels were too limited to be able to understand academic writing techniques

☐ Not in the course syllabus or content used in university undergraduate levels

☐ Not in the course syllabus or content used in university postgraduate levels

☐ Others (please specify): ……..……..……...

……..……..……

……..……..……

……..……..……

PART 2

Please rate (✓) your views on the following statements. **(Items # 7-15)**		Disagree	Unsure	Agree
7.	Students pay a person for editing assistance, and s/he re-writes much of the students' original papers. The students hand in this new edited version to you without acknowledging that person's assistance. This is plagiarism.	1	2	3
8.	Students copy a passage directly from an article they found. They cite the source, but did not use quotation marks "...". This is plagiarism.	1	2	3
9.	Students copy a short passage from an article they found. They change a few words so that it's different from the original. They cite the source but did not use quotation marks. This is plagiarism.	1	2	3
10.	Citing sources protects us from accusations of plagiarism by acknowledging the sources of information used in our papers.	1	2	3
11.	Students don't have to cite the source stating a fact in their papers if it's something that most people would already know.	1	2	3
12.	There are many different citation styles, and we must choose an appropriate one.	1	2	3
13.	It is not necessary to cite sources found on the web.	1	2	3
14.	It is not required to cite our source in a graph/bar chart which is derived from our own findings.	1	2	3
15.	It is required to cite our source when using a fact from a source we think, but we are not sure, may be common knowledge.	1	2	3

I think that it is acceptable to: (Items # 16-31)		**Strongly disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly agree**
16.	Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).	1	2	3	4	5
17.	Use ideas I got from an instructor or classmate, during our conversation, in my paper without citing, quoting, or referencing the source.	1	2	3	4	5
18.	Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and cite the source.	1	2	3	4	5
19.	Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.	1	2	3	4	5
20.	Copy statement(s) (not more than 40 words) from an article and use quotation marks "..." and reference the source.	1	2	3	4	5
21.	Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).	1	2	3	4	5
22.	Change one or two words to make a quote into a paraphrase and then not reference the source.	1	2	3	4	5
23.	Omit citations/references in my paper if I paraphrased an original text.	1	2	3	4	5
24.	Cite the source when I downloaded a graphic without the author's permission.	1	2	3	4	5
25.	Omit citations/references of numerical data or graphs because they are facts or common knowledge.	1	2	3	4	5

I think that it is acceptable to: (Items # 16-31)		**Strongly disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly agree**
26.	Omit a citation to my previous work when I reuse it in my writing in other courses since it is my own work.	1	2	3	4	5
27.	Commit plagiarism because it only affects me.	1	2	3	4	5
28.	Commit plagiarism because it does not affect others.	1	2	3	4	5
29.	Commit plagiarism though it may be unfair to the university.	1	2	3	4	5
30.	Commit plagiarism though it may be unfair to the writer of the original passage.	1	2	3	4	5
31.	Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.	1	2	3	4	5

To what extent do the following contribute to the tendency to plagiarize?	**Strongly disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly agree**
32. *Academic competition*	1	2	3	4	5
33. The *environment or situation* (e.g. presence or absence of a proctor, small/large class)	1	2	3	4	5
34. *Opportunistic cheating* (cheating when an occasion to do so presents itself)	1	2	3	4	5
35. *Intentional cheating* (planning to cheat)	1	2	3	4	5

Please rate (✓) your views on the following statements.	**Strongly disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly agree**
36. Plagiarism is considered a *serious violation* of academic honesty.	1	2	3	4	5
37. Plagiarism is *normal in a university.*	1	2	3	4	5
38. Plagiarism is a *serious* issue in *Thailand*.	1	2	3	4	5

PART 3

Please rank (✓) your views on effective measures for plagiarism prevention.

	The Most Practical	**2nd Most Practical**	**3rd Most Practical**	**4th Most Practical**	**5th Most Practical**
39. Teaching how and when to cite sources	1	2	3	4	5
40. Having students write an annotated bibliography	1	2	3	4	5
41. Raising students' awareness of the values of academic honesty	1	2	3	4	5
42. Having very strict policies, rules, and practices to avoid plagiarism	1	2	3	4	5

Appendix I
Instructor/Administrator Interview

Any other comment(s)/suggestion(s) about contributory factors influencing students' plagiarism and effective measures for plagiarism prevention (in the Thai/any EFL/ESL context) you would like to share (please specify):

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Appendix J

Learner Evaluation Form Responses

PART I: General Information and English Language Learning Background

		1. Gender				Total	
		Male		Female			
		N	%	N	%	N	%
2. Age	21 - 25	12	6.10	21	10.70	33	16.80
	26 – 30	28	14.30	43	21.90	71	36.20
	31 - 35	15	7.70	33	16.80	48	24.50
	36 – 40	10	5.10	17	8.70	27	13.80
	41 – 45	4	2.00	5	2.60	9	4.60
	Others …	5	2.60	3	1.50	8	4.10
3. Postgraduate level (Current)	Master's degree	11	5.60	24	12.20	35	17.90
	Doctoral degree	61	31.10	98	50.00	159	81.10
	N/A	2	1.00	0	0.00	2	1.00
4.1 Faculty (Current)	Engineering	16	8.20	4	2.00	20	10.20
	Science	19	9.70	25	12.80	44	22.40
	Education	13	6.60	21	10.70	34	17.30
	Graduate School	9	4.60	22	11.20	31	15.80
	Medicine	1	0.50	11	5.60	12	6.10
	Architecture	6	3.10	1	0.50	7	3.60
	Nursing	0	0.00	2	1.00	2	1.00
	Communication Arts	0	0.00	1	0.50	1	0.50
	College of Population Studies	0	0.00	2	1.00	2	1.00
	Pharmaceutical Science	0	0.00	9	4.60	9	4.60
	Fine and Applied Arts	3	1.50	6	3.10	9	4.60
	Veterinary Science	0	0.00	8	4.10	8	4.10
	Arts	3	1.50	0	0.00	3	1.50
	Public Health	2	1.00	1	0.50	3	1.50
	Sports Science	2	1.00	3	1.50	5	2.60
	Dentistry	0	0.00	1	0.50	1	0.50
	Allied Health Science	0	0.00	2	1.00	2	1.00

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
	EIL (English as an International Language) program	0	0.00	3	1.50	3	1.50
4.2 Major (Current)	Social Sciences-Humanities	24	12.20	42	21.40	66	33.70
	Science	50	25.50	75	38.30	125	63.80
	N/A	0	0.00	5	2.60	5	2.60
4.3. Current year of study	Year 1	12	7.20	24	14.40	36	21.60
	Year 2	32	19.20	49	29.30	81	48.50
	Year 3	10	6.00	19	11.40	29	17.40
	Year 4	10	6.00	5	3.00	15	9.00
	Year 5	2	1.20	3	1.80	5	3.00
	Year 6	0	0.00	1	0.60	1	0.60
5. Previous institution (Bachelor's degree)	Kasetsart University	3	1.50	7	3.60	10	5.10
	Chulalongkorn University	16	8.20	35	17.90	51	26.00
	King Mongkut's University of Technology North Bangkok	1	0.50	1	0.50	2	1.00
	Silpakorn University	2	1.00	5	2.60	7	3.60
	Burapha Univerity	3	1.50	1	0.50	4	2.00
	Chiang Mai University	3	1.50	7	3.60	10	5.10
	Khon Kaen University	2	1.00	6	3.10	8	4.10
	King Mongkut's Institute of Technology Ladkrabang	4	2.00	2	1.00	6	3.10
	King Mongkut's University of Technology Thonburi	1	0.50	2	1.00	3	1.50
	Thammasat University	3	1.50	4	2.00	7	3.60
	Mahidol University	0	0.00	8	4.10	8	4.10
	Naresuan University	2	1.00	2	1.00	4	2.00
	Prince of Songkla University	5	2.60	4	2.00	9	4.60
	Kasembundit University	1	0.50	0	0.00	1	0.50
	Srinakharinwirot University	5	2.60	10	5.10	15	7.70

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
5. Previous institution (Bachelor's degree) (*continued*)	Bangkok University	0	0.00	5	2.60	5	2.60
	Ramkhamhang University	2	1.00	1	0.50	3	1.50
	Rajabhat Universities	2	1.00	1	0.50	3	1.50
	Technological and Vocational Education Colleges	6	3.10	2	1.00	8	4.10
	Rungsit University	0	0.00	1	0.50	1	0.50
	Teacher's Colleges	4	2.00	2	1.00	6	3.10
	Taksin University	0	0.00	1	0.50	1	0.50
	Sripatum University	1	0.50	0	0.00	1	0.50
	Huachiew Chalermprakiet University	1	0.50	1	0.50	2	1.00
	Siam University	0	0.00	1	0.50	1	0.50
	Maejo University	0	0.00	1	0.50	1	0.50
	Assumption University	0	0.00	1	0.50	1	0.50
	กลุ่มมหาวิทยาลัยต่างประเทศ	3	1.50	2	1.00	5	2.60
	N/A	3	1.50	8	4.10	11	5.60
5.2 Previous Faculty (Bachelor's degree)	Engineering	15	7.70	7	3.60	22	11.20
	Science	19	9.70	34	17.30	53	27.00
	Education	10	5.10	10	5.10	20	10.20
	Medicine	0	0.00	1	0.50	1	0.50
	Food Industry	0	0.00	1	0.50	1	0.50
	Architecture	5	2.60	1	0.50	6	3.10
	Social Sciences-Humanities	1	0.50	6	3.10	7	3.60
	Nursing	0	0.00	6	3.10	6	3.10
	Communication Arts	0	0.00	3	1.50	3	1.50
	Pharmaceutical Science	0	0.00	8	4.10	8	4.10
	Fine and Applied Arts	4	2.00	5	2.60	9	4.60
	Veterinary Science	1	0.50	7	3.60	8	4.10
	Arts	4	2.00	4	2.00	8	4.10
	Economics	1	0.50	1	0.50	2	1.00

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
	Public Health	2	1.00	4	2.00	6	3.10
	Sports Science	1	0.50	1	0.50	2	1.00
	Dentistry	0	0.00	3	1.50	3	1.50
	Political Science	0	0.00	1	0.50	1	0.50
	Allied Health Sciences	3	1.50	7	3.60	10	5.10
	Commerce and Accountancy	4	2.00	5	2.60	9	4.60
	Agriculture	2	1.00	0	0.00	2	1.00
	N/A	2	1.00	7	3.60	9	4.60
5.3 No. of years of study (Bachelor's degree)	2-2.5	3	1.70	2	1.10	5	2.80
	3-3.5	4	2.20	5	2.80	9	5.00
	4-4.5	54	30.20	80	44.70	134	74.90
	5-5.5	7	3.90	11	6.10	18	10.10
6. No. of years of study (Bachelor's degree):	6-6.5	1	0.60	11	6.10	12	6.70
	13-13.5	1	0.60	0	0.00	1	0.60
6.1 Previous institution (Master's degree)	Kasetsart University	1	0.50	5	2.60	6	3.10
	Chulalongkorn University	35	17.90	53	27.00	88	44.90
	King Mongkut's University of Technology North Bangkok	4	2.00	2	1.00	6	3.10
	Silpakorn University	2	1.00	1	0.50	3	1.50
	Burapha Univerity	2	1.00	1	0.50	3	1.50
	Chiang Mai University	1	0.50	7	3.60	8	4.10
	Khon Kaen University	2	1.00	1	0.50	3	1.50
	King Mongkut's Institute of Technology Ladkrabang	0	0.00	1	0.50	1	0.50
	King Mongkut's University of Technology Thonburi	0	0.00	2	1.00	2	1.00
	Thammasat University	0	0.00	1	0.50	1	0.50

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
	Mahidol University	3	1.50	3	1.50	6	3.10
	Naresuan University	0	0.00	1	0.50	1	0.50
	Prince of Songkla University	1	0.50	0	0.00	1	0.50
	Kasembundit University	0	0.00	1	0.50	1	0.50
	Srinakharinwirot University	1	0.50	0	0.00	1	0.50
	Bangkok University	0	0.00	1	0.50	1	0.50
	Ramkhamhang University	0	0.00	1	0.50	1	0.50
	Rajabhat Universities	2	1.00	2	1.00	4	2.00
	Technological and Vocational Education Colleges	0	0.00	1	0.50	1	0.50
	Rungsit University	2	1.00	6	3.10	8	4.10
	Teacher's Colleges	18	9.20	32	16.30	50	25.50
	Taksin University	1	0.50	5	2.60	6	3.10
	Sripatum University	35	17.90	53	27.00	88	44.90
	Huachiew Chalermprakiet University	4	2.00	2	1.00	6	3.10
	Siam University	2	1.00	1	0.50	3	1.50
	Maejo University	2	1.00	1	0.50	3	1.50
	Assumption University	1	0.50	7	3.60	8	4.10
	กลุ่มมหาวิทยาลัยต่างประเทศ	2	1.00	1	0.50	3	1.50
	N/A	0	0.00	1	0.50	1	0.50
6.2 Previous faculty (Master's degree)	Engineering	9	4.60	4	2.00	13	6.60
	Science	16	8.20	21	10.70	37	18.90
	Education	12	6.10	14	7.10	26	13.30
	Graduate School	4	2.00	5	2.60	9	4.60
	Medicine	0	0.00	7	3.60	7	3.60
	Food Industry	0	0.00	2	1.00	2	1.00
	Architecture	4	2.00	1	0.50	5	2.60
	Social Sciences-Humanities	0	0.00	6	3.10	6	3.10
	Nursing	0	0.00	2	1.00	2	1.00

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
	Communication Arts	1	0.50	3	1.50	4	2.00
	College of Population Studies	0	0.00	1	0.50	1	0.50
	Psychology	0	0.00	1	0.50	1	0.50
	Pharmaceutical Science	0	0.00	3	1.50	3	1.50
	Fine and Applied Arts	3	1.50	0	0.00	3	1.50
	Veterinary Science	0	0.00	2	1.00	2	1.00
	Arts	2	1.00	0	0.00	2	1.00
	Economics	1	0.50	0	0.00	1	0.50
	Public Health	2	1.00	2	1.00	4	2.00
	Sports Science	1	0.50	3	1.50	4	2.00
	Dentistry	0	0.00	1	0.50	1	0.50
	Political Science	0	0.00	3	1.50	3	1.50
	Commerce and Accountancy	0	0.00	1	0.50	1	0.50
	Agriculture	1	0.50	1	0.50	2	1.00
	EIL	0	0.00	2	1.00	2	1.00
	Others	2	1.00	6	3.10	8	4.10
	N/A	16	8.20	31	15.80	47	24.00
6.3 No. of years of study (Master's degree)	Pursuing the Master's degree	17	8.70	38	19.40	55	28.10
	2-2.5	1	0.50	6	3.10	7	3.60
	3-3.5	24	12.20	39	19.90	63	32.10
	4-4.5	16	8.20	29	14.80	45	23.00
	More than 5	4	2.00	1	0.50	5	2.50
7. I have been studying English for:	0 year	5	2.60	16	8.20	21	10.70
	1-5 year(s)	4	2.00	4	2.00	8	4.10
	6-10 years	12	6.10	13	6.60	25	12.80
	11-15 years	19	9.70	16	8.20	35	17.90
	16-20 years	25	12.80	47	24.00	72	36.70
	21-25 years	7	3.60	12	6.10	19	9.70
	26-30 years	2	1.00	11	5.60	13	6.60

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
	31-35 years	0	0.00	2	1.00	2	1.00
	41-45 years	0	0.00	1	0.50	1	0.50
8. I have been studying English writing skills for:	0 year	19	9.70	40	20.40	59	30.10
	1-5 year(s)	32	16.30	34	17.30	66	33.70
	6-10 years	9	4.60	23	11.70	32	16.30
	11-15 years	4	2.00	9	4.60	13	6.60
	16-20 years	8	4.10	12	6.10	20	10.20
	21-25 years	2	1.00	1	0.50	3	1.50
	26-30 years	0	0.00	2	1.00	2	1.00
	36-40 years	0	0.00	1	0.50	1	0.50
9.1 My current CU-TEP score	Never try CU-TEP	9	4.60	18	9.20	27	13.80
	1-7 point(s)	1	0.50	1	0.50	2	1.00
	8-17 points	1	0.50	0	0.00	1	0.50
	18-32 points	1	0.50	0	0.00	1	0.50
	33-44 points	5	2.60	6	3.10	11	5.60
	45-56 points	28	14.30	47	24.00	75	38.30
	57-68 points	24	12.20	40	20.40	64	32.70
	69-79 points	3	1.50	7	3.60	10	5.10
	80-91 points	0	0.00	2	1.00	2	1.00
	92-106 points	2	1.00	1	0.50	3	1.50
9.2.1 My current TOEFL score	Never try TOEFL	73	37.20	118	60.20	191	97.40
	434-473 points	1	0.50	2	1.00	3	1.50
	474-510 points	0	0.00	2	1.00	2	1.00
9.2.2 My current IELTS score	Never try IELTS	67	34.20	112	57.10	179	91.30
	3-3.5 points	1	0.50	0	0.00	1	0.50
	4-4.5 points	1	0.50	0	0.00	1	0.50
	5-5.5 points	2	1.00	2	1.00	4	2.00
	6-6.5 points	1	0.50	5	2.60	6	3.10
	7-7.5 points	1	0.50	2	1.00	3	1.50
	8-8.5 points	1	0.50	1	0.50	2	1.00

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
10. In the university levels, **before** enrolling in the AEG/TW/EIL course, to what extent did you have to write report/s in English? (include total courses per semester)	never	19	9.70	29	14.80	48	24.50
	one time	19	9.70	27	13.80	46	23.50
	two times	10	5.10	18	9.20	28	14.30
	three times	6	3.10	9	4.60	15	7.70
	More than three times	20	10.20	34	17.30	54	27.60
	N/A	0	0.00	5	2.60	5	2.60

PART II: Experiences of Plagiarism

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
Before enrolling in the AEG/TW/EIL course,							
11. Had you ever heard of academic plagiarism?	No	61	31.10	99	50.50	160	81.60
	Yes	13	6.60	23	11.70	36	18.40
12. Had you known what academic plagiarism is?	No	45	23.00	92	46.90	137	69.90
	Yes	29	14.80	30	15.30	59	30.10
13. Had you had any previous training on identifying and dealing with academic plagiarism (e.g. Turnitin Plagiarism Checker Training)?	No	36	18.40	83	42.30	119	60.70
	Yes	38	19.40	39	19.90	77	39.30
14. You received specific instruction on English language academic writing techniques (e.g. citation, paraphrasing, summarizing, and etc.) from:							

14.1 Book(s)							
- Textbooks from the AEG/TW/EIL course	No	61	31.10	99	50.50	160	81.60
	Yes	13	6.60	23	11.70	36	18.40
- Textbooks from other courses	No	45	23.00	92	46.90	137	69.90
	Yes	29	14.80	30	15.30	59	30.10
- Other handbooks	No	36	18.40	83	42.30	119	60.70
	Yes	38	19.40	39	19.90	77	39.30
14.2 Course(s)							
- Courses **in** the CU Graduate English programs	No	41	20.90	79	40.30	120	61.20
	Yes	33	16.80	43	21.90	76	38.80
- Courses **outside** the CU Graduate English programs (e.g. tutoring courses	No	57	29.10	101	51.50	158	80.60
	Yes	17	8.70	21	10.70	38	19.40
14.3 Instructor(s)							
- Instructor(s) **in** the CU Graduate English programs	No	42	21.40	74	37.80	116	59.20
	Yes	32	16.30	48	24.50	80	40.80
- Instructor(s) **outside** the CU Graduate English programs (e.g. tutors)	No	59	30.10	100	51.00	159	81.10
	Yes	15	7.70	22	11.20	37	18.90
- Supervisor(s)	No	48	24.50	86	43.90	134	68.40
	Yes	26	13.30	36	18.40	62	31.60
14.4 Faculty's training program(s)	No	60	30.60	104	53.10	164	83.70
	Yes	14	7.10	18	9.20	32	16.30
14.5 Academic conference(s)	No	57	29.10	107	54.60	164	83.70
	Yes	17	8.70	15	7.70	32	16.30
14.6 website(s) / online learning	No	65	33.20	103	52.60	168	85.70
	Yes	9	4.60	19	9.70	28	14.30
14.7 Did not receive specific instruction	No	63	32.10	95	48.50	158	80.60
	Yes	11	5.60	27	13.80	38	19.40
14.8 Others	No	73	37.20	114	58.20	187	95.40
	Yes	1	0.50	8	4.10	9	4.60

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
15. To what extent do you feel you yourself copied the words or ideas of other writers without properly indicating the source in your university writing assignments?	Never	28	14.30	39	19.90	67	34.20
	A little bit (2-3 times)	32	16.30	66	33.70	98	50.00
	Moderately (4-5 times)	11	5.60	14	7.10	25	12.80
	a lot (6 times or more)	2	1.00	2	1.00	4	2.00
	Every time	1	0.50	1	0.50	2	1.00
16. How often did any of your instructors of English in the past university studies ever tell you (i. e. by means of spoken or written comments) that there was 'plagiarism' in your own written task?	Never	50	25.50	81	41.30	131	66.80
	A little bit (2-3 times)	14	7.10	22	11.20	36	18.40
	Moderately (4-5 times)	6	3.10	8	4.10	14	7.10
	a lot (6 times or more)	3	1.50	7	3.60	10	5.10
	Every time	1	0.50	4	2.00	5	2.60
17. In the AEG/TW/EIL course, to what extent do you feel you copied the words or ideas of other writers without indicating the source in your university writing assignments?	Never	47	24.00	79	40.30	126	64.30
	A little bit (2-3 times)	17	8.70	28	14.30	45	23.00
	Moderately (4-5 times)	8	4.10	13	6.60	21	10.70
	a lot (6 times or more)	2	1.00	1	0.50	3	1.50
	Every time	0	0.00	1	0.50	1	0.50

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
18. How often did your instructor of the AEG/TW/EIL course in this semester tell you (i.e. by means of spoken or written comments) that there was 'plagiarism' in your own written task?	Never	52	26.50	104	53.10	156	79.60
	A little bit (2-3 times)	4	2.00	4	2.00	8	4.10
	Moderately (4-5 times)	6	3.10	5	2.60	11	5.60
	a lot (6 times or more)	4	2.00	6	3.10	10	5.10
	Every time	8	4.10	3	1.50	11	5.60
19. ต้องการเรียนด้านเทคนิคการเขียนภาษาอังกฤษเชิงวิชาการ เพื่อป้องกันการลอกเลียนงานทางวิชาการ	No	2	1.00	1	0.50	3	1.50
	Yes	72	36.70	121	61.70	193	98.50
19.1 Books	No	30	15.30	59	30.10	89	45.40
	Yes	44	22.40	63	32.10	107	54.60
19.2 Course	No	36	18.40	68	34.70	104	53.10
	Yes	38	19.40	54	27.60	92	46.90
19.3 Instructor(s)	No	25	12.80	39	19.90	64	32.70
	Yes	49	25.00	83	42.30	132	67.30
19.4 Faculty's training program(s)	No	33	16.80	46	23.50	79	40.30
	Yes	41	20.90	76	38.80	117	59.70
19.5 Academic conference(s)	No	60	30.60	99	50.50	159	81.10
	Yes	14	7.10	23	11.70	37	18.90
19.6 Website(s) / online learning	No	49	25.00	75	38.30	124	63.30
	Yes	25	12.80	47	24.00	72	36.70
19.7 Others	No	74	37.80	121	61.70	195	99.50
	Yes	0	0.00	1	0.50	1	0.50

PART III: Plagiarism Awareness

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
20. Turn in a paper written by other person(s) as my own work without citing, quoting, or referencing the source(s).	Strongly disagree	53	27.00	98	50.00	151	77.00
	Disagree	16	8.20	21	10.70	37	18.90
	Unsure	1	0.50	2	1.00	3	1.50
	Agree	0	0.00	0	0.00	0	0.00
	Strongly agree	4	2.00	1	0.50	5	2.60
21. Use ideas I got from an instructor or classmate(s), during our conversation, in my paper without citing, quoting, or referencing the source(s).	Strongly disagree	23	11.70	42	21.40	65	33.20
	Disagree	26	13.30	38	19.40	64	32.70
	Unsure	21	10.70	29	14.80	50	25.50
	Agree	3	1.50	10	5.10	13	6.60
	Strongly agree	1	0.50	3	1.50	4	2.00
22. Copy a paragraph (more than 40 words) from an article, a magazine, a journal, a book, or the Internet site and reference the source.	Strongly disagree	7	3.60	27	13.80	34	17.30
	Disagree	16	8.20	19	9.70	35	17.90
	Unsure	9	4.60	16	8.20	25	12.80
	Agree	23	11.70	37	18.90	60	30.60
	Strongly agree	19	9.70	23	11.70	42	21.40
23. Cut and paste material from a website into my assignment without crediting the source because any information that is available in electronic form is free and can be used any time.	Strongly disagree	41	20.90	76	38.80	117	59.70
	Disagree	28	14.30	38	19.40	66	33.70
	Unsure	3	1.50	7	3.60	10	5.10
	Agree	0	0.00	0	0.00	0	0.00
	Strongly agree	2	1.00	1	0.50	3	1.50
24. Copy a sentence (not more than 40 words) from an article and use quotation marks “...” and reference the source.	Strongly disagree	32	16.30	41	20.90	73	37.20
	Disagree	2	1.00	3	1.50	5	2.60
	Unsure	4	2.00	5	2.60	9	4.60
	Agree	8	4.10	18	9.20	26	13.30
	Strongly agree	28	14.30	55	28.10	83	42.30

		Gender				**Total**	
		Male		Female			
		N	%	N	%	N	%
25. Copy paragraphs from several different articles into my paper and write sentences to link them together without citing, quoting, or referencing the source(s).	Strongly disagree	33	16.80	50	25.50	83	42.30
	Disagree	22	11.20	49	25.00	71	36.20
	Unsure	10	5.10	12	6.10	22	11.20
	Agree	6	3.10	7	3.60	13	6.60
	Strongly agree	3	1.50	4	2.00	7	3.60
26. Change one or two words to make a quote into a paraphrase and then not reference the source.	Strongly disagree	19	9.70	48	24.50	67	34.20
	Disagree	27	13.80	48	24.50	75	38.30
	Unsure	24	12.20	12	6.10	36	18.40
	Agree	3	1.50	13	6.60	16	8.20
	Strongly agree	1	0.50	1	0.50	2	1.00
27. Omit citations/references in my paper if I paraphrased an original text.	Strongly disagree	22	11.20	50	25.50	72	36.70
	Disagree	32	16.30	46	23.50	78	39.80
	Unsure	8	4.10	13	6.60	21	10.70
	Agree	11	5.60	11	5.60	22	11.20
	Strongly agree	1	0.50	2	1.00	3	1.50
28. Cite the source when I downloaded a graphic without the author’s permission.	Strongly disagree	14	7.10	8	4.10	22	11.20
	Disagree	5	2.60	17	8.70	22	11.20
	Unsure	16	8.20	28	14.30	44	22.40
	Agree	27	13.80	53	27.00	80	40.80
	Strongly agree	12	6.10	16	8.20	28	14.30
29. Omit citations/references of numerical data or graphs because they are facts or common knowledge.	Strongly disagree	27	13.80	51	26.00	78	39.80
	Disagree	27	13.80	50	25.50	77	39.30
	Unsure	11	5.60	16	8.20	27	13.80
	Agree	7	3.60	4	2.00	11	5.60
	Strongly agree	2	1.00	1	0.50	3	1.50
30. Omit to cite my previous work when I reused it in my writing in other courses since it is my own work.	Strongly disagree	21	10.70	39	19.90	60	30.60
	Disagree	24	12.20	55	28.10	79	40.30
	Unsure	21	10.70	15	7.70	36	18.40
	Agree	7	3.60	8	4.10	15	7.70
	Strongly agree	1	0.50	5	2.60	6	3.10

		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
31. Commit plagiarism because it only affects me.	Strongly disagree	51	26.00	89	45.40	140	71.40
	Disagree	16	8.20	27	13.80	43	21.90
	Unsure	5	2.60	2	1.00	7	3.60
	Agree	1	0.50	4	2.00	5	2.60
	Strongly agree	1	0.50	0	0.00	1	0.50
32. Commit plagiarism because it does not affect others.	Strongly disagree	51	26.00	91	46.40	142	72.40
	Disagree	17	8.70	25	12.80	42	21.40
	Unsure	2	1.00	1	0.50	3	1.50
	Agree	2	1.00	5	2.60	7	3.60
	Strongly agree	2	1.00	0	0.00	2	1.00
33. Commit plagiarism though it may be unfair to the university.	Strongly disagree	56	28.60	79	40.30	135	68.90
	Disagree	5	2.60	12	6.10	17	8.70
	Unsure	1	0.50	2	1.00	3	1.50
	Agree	2	1.00	0	0.00	2	1.00
	Strongly agree	10	5.10	29	14.80	39	19.90
34. Commit plagiarism though it may be unfair to the writer of the original passage.	Strongly disagree	56	28.60	87	44.40	143	73.00
	Disagree	4	2.00	10	5.10	14	7.10
	Unsure	2	1.00	3	1.50	5	2.60
	Agree	1	0.50	2	1.00	3	1.50
	Strongly agree	11	5.60	20	10.20	31	15.80
35. Commit plagiarism though it may be unfair to the class whose original opinion(s) deserve credit.	Strongly disagree	39	19.90	58	29.60	97	49.50
	Disagree	3	1.50	10	5.10	13	6.60
	Unsure	4	2.00	0	0.00	4	2.00
	Agree	9	4.60	14	7.10	23	11.70
	Strongly agree	19	9.70	40	20.40	59	30.10

PART IV: Plagiarism Knowledge

Section A **Is this plagiarism?**		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
36. You pay a person for editing assistance, and he re-writes much of your original paper. You hand in this new edited version to your professor without acknowledging that person's assistance.	Agree	36	18.40	59	30.10	95	48.50
	Disagree	10	5.10	16	8.20	26	13.30
	Unsure	28	14.30	47	24.00	75	38.30
37. You copy a passage (not more than 40 words) directly from an article you found. You cite the source, but you did not use quotation marks "...".	Agree	13	6.60	34	17.30	47	24.00
	Disagree	43	21.90	58	29.60	101	51.50
	Unsure	18	9.20	30	15.30	48	24.50
38. You copy a short passage from an article you found. You change a couple of words, so that it's different from the original. You carefully cite the source.	Agree	31	15.80	65	33.20	96	49.00
	Disagree	27	13.80	35	17.90	62	31.60
	Unsure	16	8.20	22	11.20	38	19.40
39. Citing your sources protects you from accusations of plagiarism by acknowledging that specific information in your paper has been taken from another source.	Agree	57	29.10	97	49.50	154	78.60
	Disagree	9	4.60	10	5.10	19	9.70
	Unsure	8	4.10	15	7.70	23	11.70
40. You don't have to cite the source stating a fact in your paper if it's something that most people would already know.	Agree	32	16.30	55	28.10	87	44.40
	Disagree	26	13.30	44	22.40	70	35.70
	Unsure	16	8.20	23	11.70	39	19.90
41. There are many different citation styles, and you must choose an appropriate one.	Agree	69	35.20	114	58.20	183	93.40
	Disagree	2	1.00	4	2.00	6	3.10
	Unsure	3	1.50	4	2.00	7	3.60
42. It is not necessary to cite sources found on the web.	Agree	69	35.20	118	60.20	187	95.40
	Disagree	2	1.00	1	0.50	3	1.50
	Unsure	3	1.50	3	1.50	6	3.10

Section A **Is this plagiarism?**		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
43. It is not required to cite your source in a graph/bar chart which is derived from your own findings.	Agree	44	22.40	64	32.70	108	55.10
	Disagree	23	11.70	46	23.50	69	35.20
	Unsure	7	3.60	12	6.10	19	9.70
44. It is required to cite your source when using a fact from a source you think, but you are not sure, may be common knowledge.	Agree	7	3.60	6	3.10	13	6.60
	Disagree	59	30.10	101	51.50	160	81.60
	Unsure	8	4.10	15	7.70	23	11.70

PART IV: Plagiarism Knowledge

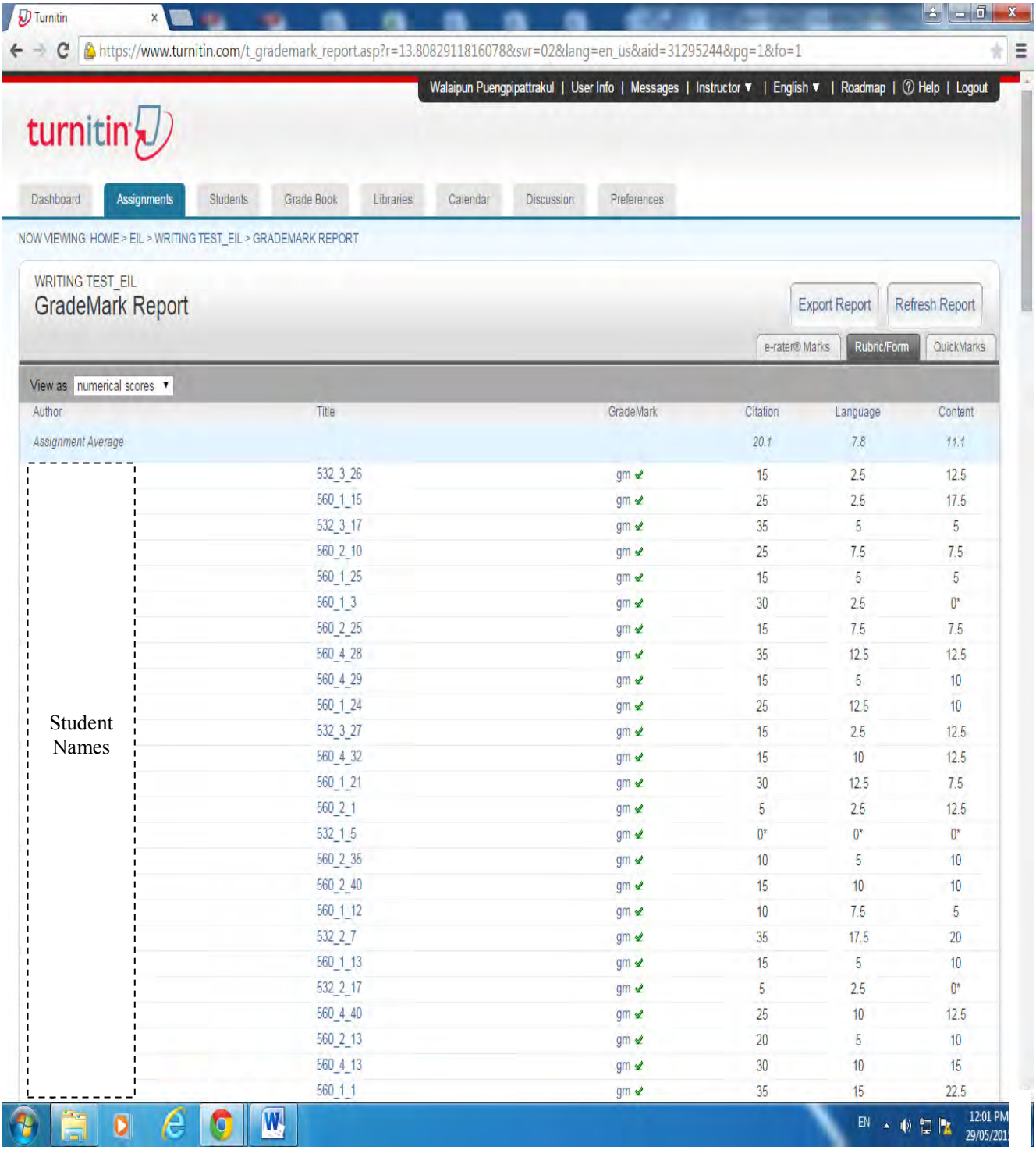
Section B		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
45.1. **Is the text in Version A plagiarized?**	Yes	40	20.40	59	30.10	99	50.50
	No	34	17.30	63	32.10	97	49.50
Reason/s:							
- เป็น เพราะ มีการอ้างอิงแหล่งที่มา		10	5.10	14	7.10	24	12.20
- เป็น เพราะ มีความคล้ายคลึงหรือเหมือนต้นฉบับ		10	5.10	18	9.20	28	14.30
- เป็น เพราะ มีการดัดแปลงคำ ประโยคหรือเรียบเรียงใหม่		3	1.50	19	9.70	22	11.20
- เป็น เพราะ มีการดัดแปลงคำ ประโยคหรือเรียบเรียงใหม่และอ้างอิงแหล่งที่มา		4	2.00	4	2.00	8	4.10
- เป็น เพราะ ไม่ใช้ภาษาของผู้เขียนและข้อมูลไม่ถูกต้อง		0	0.00	1	0.50	1	0.50
- เป็น เพราะ มีการอ้างอิงเนื้อหาข้อมูลที่ผิด		1	0.50	1	0.50	2	1.00
- เป็น เพราะ ไม่มีการอ้างอิงตั้งแต่แรกว่าเป็นงานเขียนของใคร ทำให้เกิดความเข้าใจว่าเขียนเอง		0	0.00	1	0.50	1	0.50

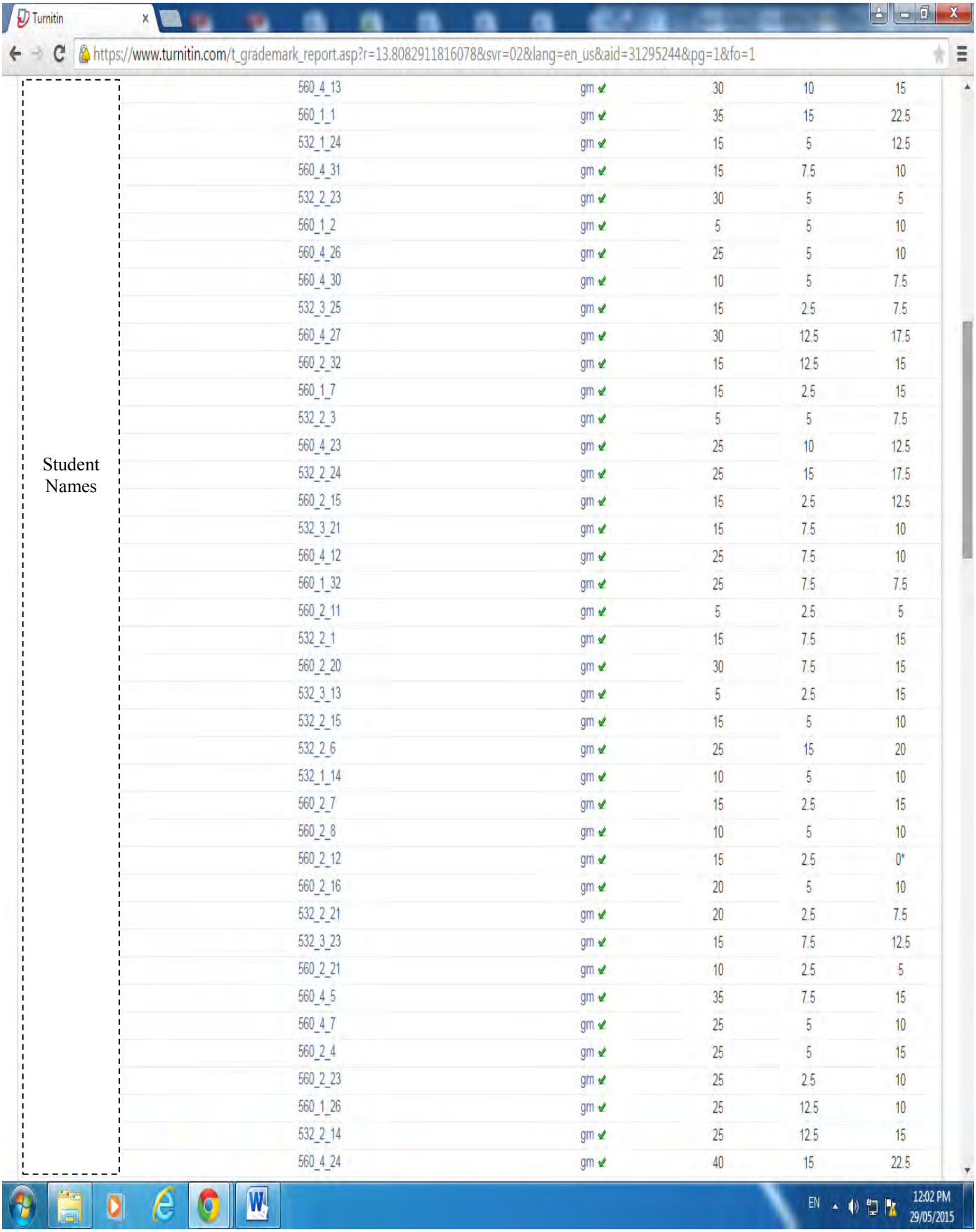
		เพศ				รวม	
		ชาย		หญิง			
		N	%	N	%	N	%
- เป็น เพราะ มีการลอกคำหรือประโยค		0	0.00	3	1.50	3	1.50
- เป็น เพราะ มีการลอกคำ ประโยคและอ้างอิงแหล่งที่มา		3	1.50	1	0.50	4	2.00
- ไม่เป็น เพราะ มีการอ้างอิงแหล่งที่มา		21	10.70	21	10.70	42	21.40
- ไม่เป็น เพราะ มีการเรียบเรียงใหม่ อ้างอิงแหล่งข้อมูลครบถ้วน		9	4.60	24	12.20	33	16.80
- ไม่เป็น เพราะ มีการถอดความเรียบเรียงคำและประโยคใหม่		6	3.10	11	5.60	17	8.70
- ไม่ให้เหตุผลประกอบ		7	3.60	4	2.00	11	5.60
45.2. **Is the text in Version B**	Yes	2	1.00	2	1.00	4	2.10
plagiarized?	No	72	36.70	120	61.20	192	97.90
Reason/s:							
- เป็น เพราะ มีการอ้างอิงแหล่งที่มา		1	0.50	1	0.50	2	1.00
- เป็น เพราะ มีการลอกคำหรือประโยค		1	0.50	0	0.00	1	0.50
- ไม่เป็น เพราะ มีการอ้างอิงแหล่งที่มา		21	10.70	24	12.20	45	23.00
- ไม่เป็น เพราะ มีความคล้ายคลึงหรือเหมือนต้นฉบับ		1	0.50	0	0.00	1	0.50
- ไม่เป็น เพราะ มีการดัดแปลงคำ ประโยคหรือเรียบเรียงใหม่		22	11.20	46	23.50	68	34.70
- ไม่เป็น เพราะ มีคำเกินกว่า 40 คำ		7	3.60	11	5.60	18	9.20
- ไม่เป็น เพราะ มีการดัดแปลงคำ ประโยคหรือเรียบเรียงใหม่และอ้างอิงแหล่งที่มา		21	10.70	39	19.90	60	30.60
- ไม่เป็น เพราะ มีการลอกคำ ประโยคและอ้างอิงแหล่งที่มา		0	0.00	1	0.50	1	0.50

Appendix K

Learner Writing Test Scores: By Raters and By Turnitin

A. Original Version




Turnitin
https://www.turnitin.com/t_grademark_report.asp?r=13.8082911816078&svr=02&lang=en_us&aid=31295244&pg=1&fo=1
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560_1_1 gm 35 15 22.5
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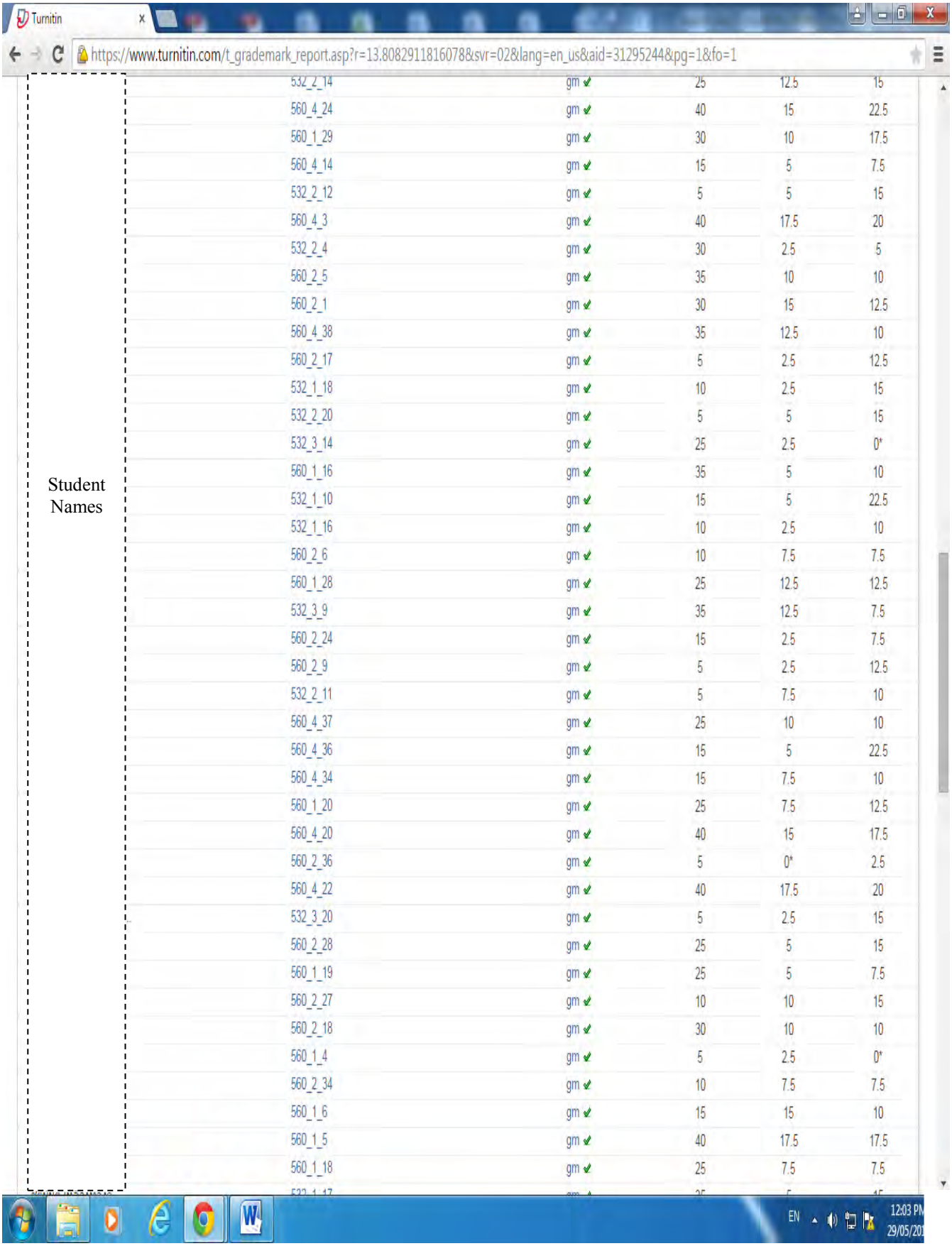
29/05/2015



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560_2_5	gm ✔	35	10	10
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560_2_34	gm ✔	10	7.5	7.5
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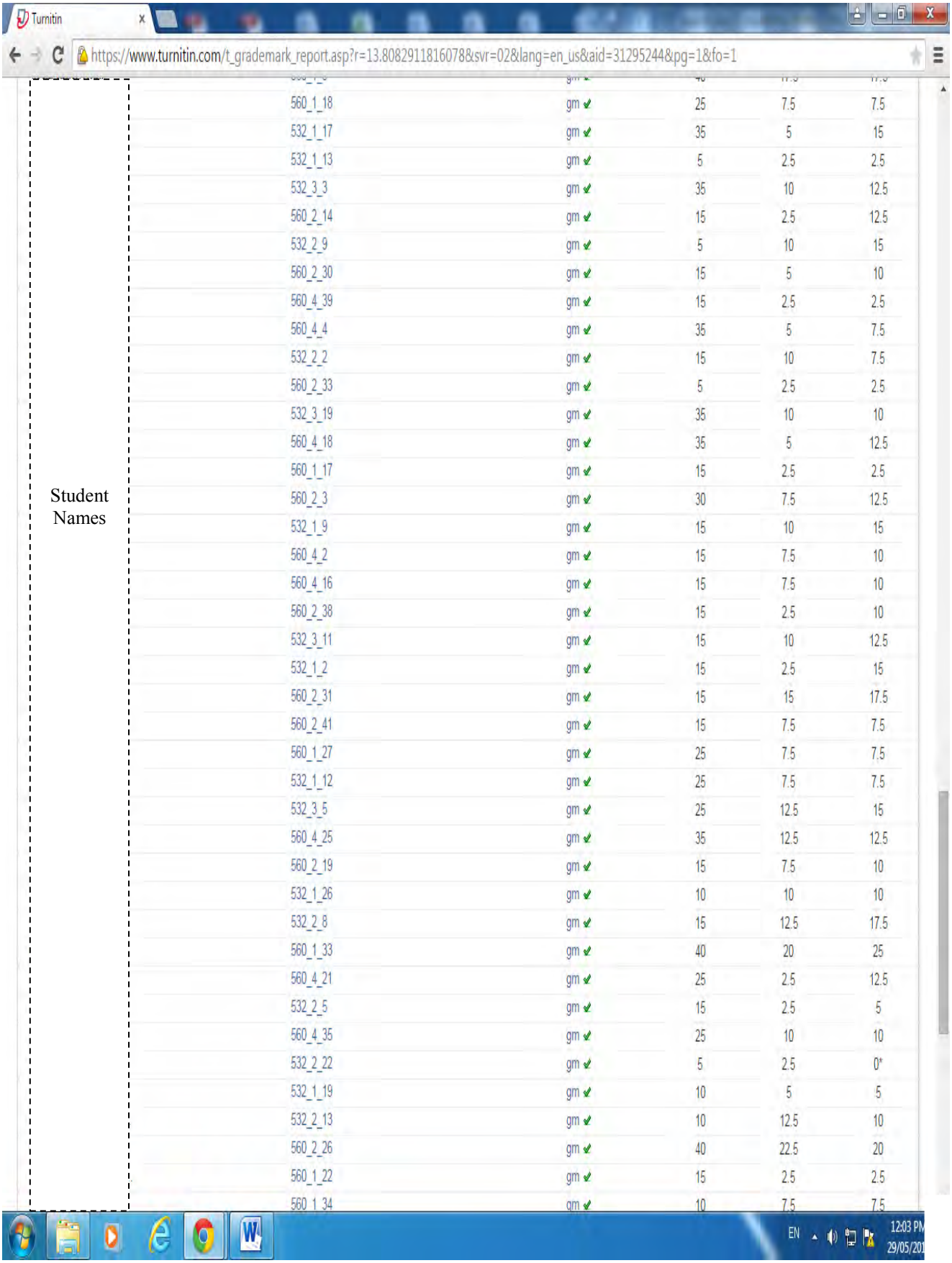

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	560_4_39	gm ✓	15	2.5	2.5
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	560_1_17	gm ✓	15	2.5	2.5
	560_2_3	gm ✓	30	7.5	12.5
	532_1_9	gm ✓	15	10	15
	560_4_2	gm ✓	15	7.5	10
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	560_2_38	gm ✓	15	2.5	10
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	560_2_41	gm ✓	15	7.5	7.5
	560_1_27	gm ✓	25	7.5	7.5
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	532_3_5	gm ✓	25	12.5	15
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	560_2_19	gm ✓	15	7.5	10
	532_1_26	gm ✓	10	10	10
	532_2_8	gm ✓	15	12.5	17.5
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	560_4_21	gm ✓	25	2.5	12.5
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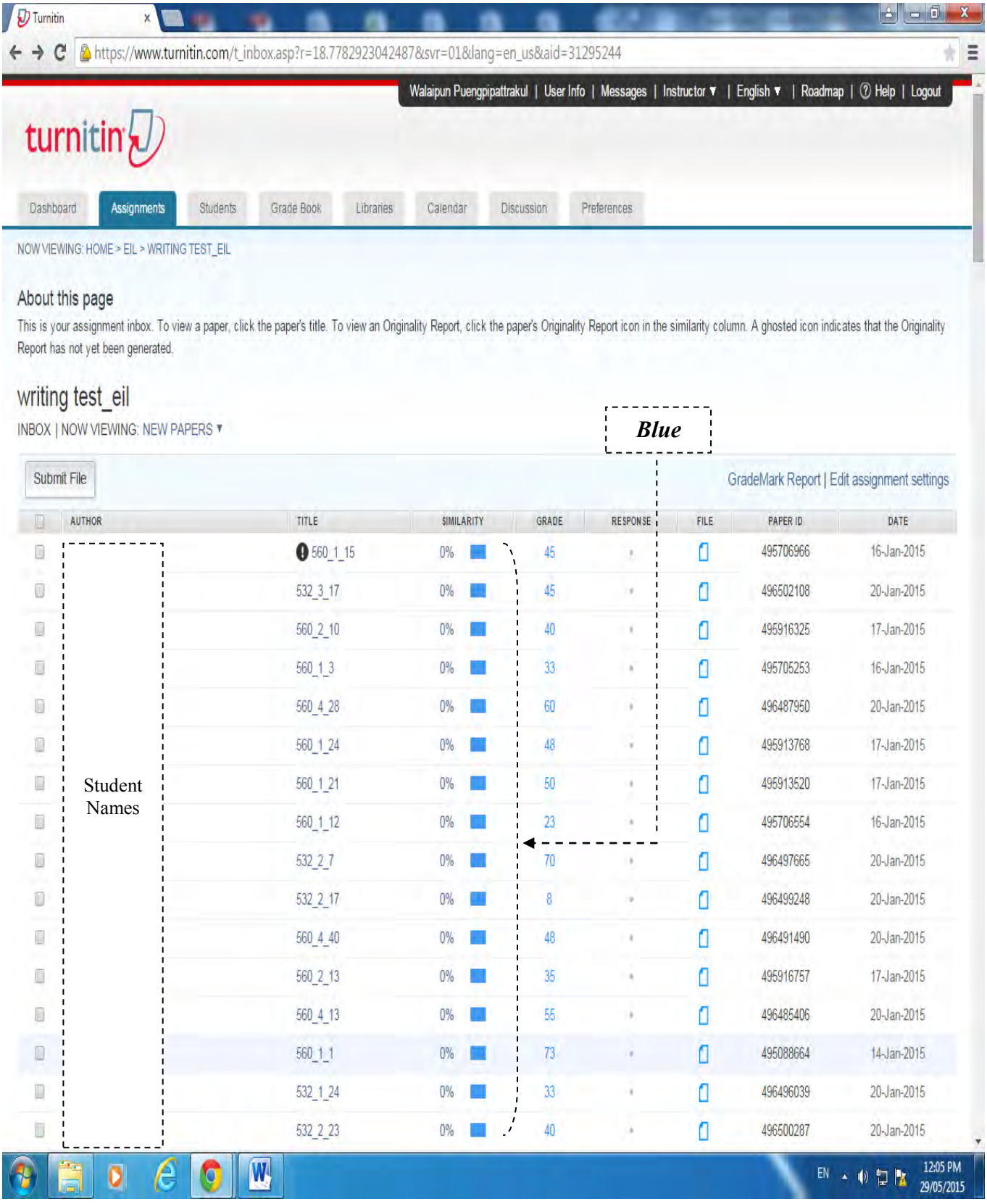
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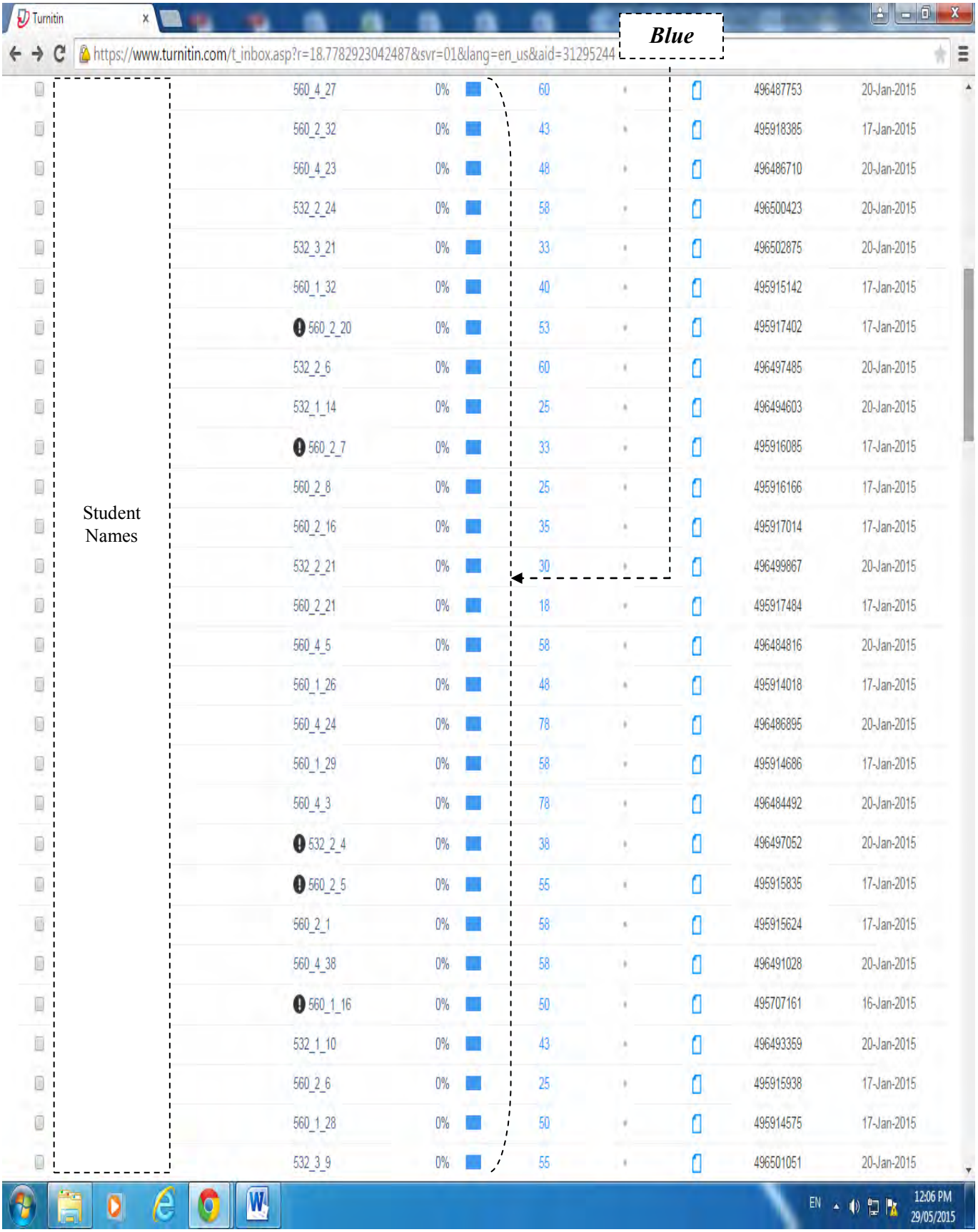
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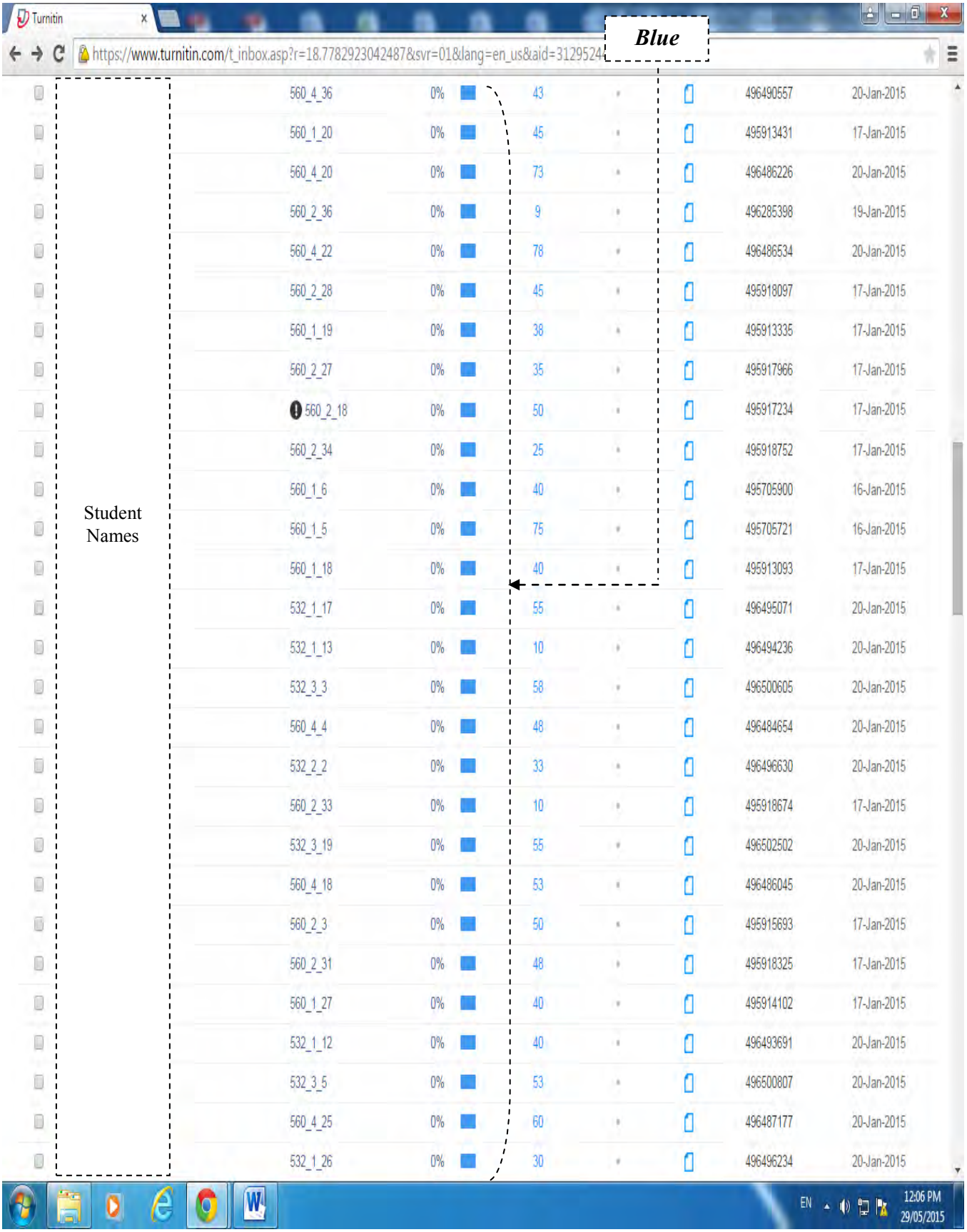
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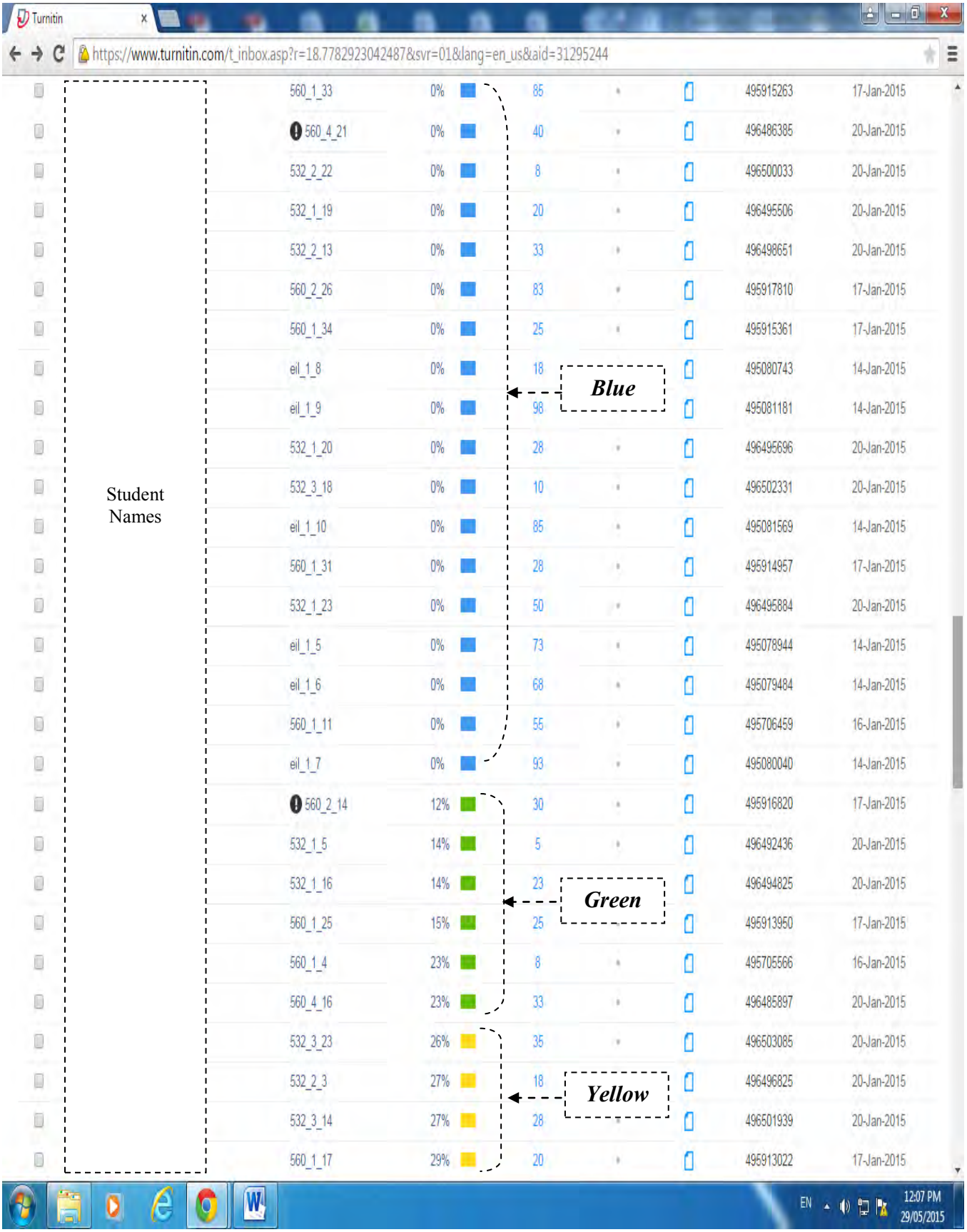
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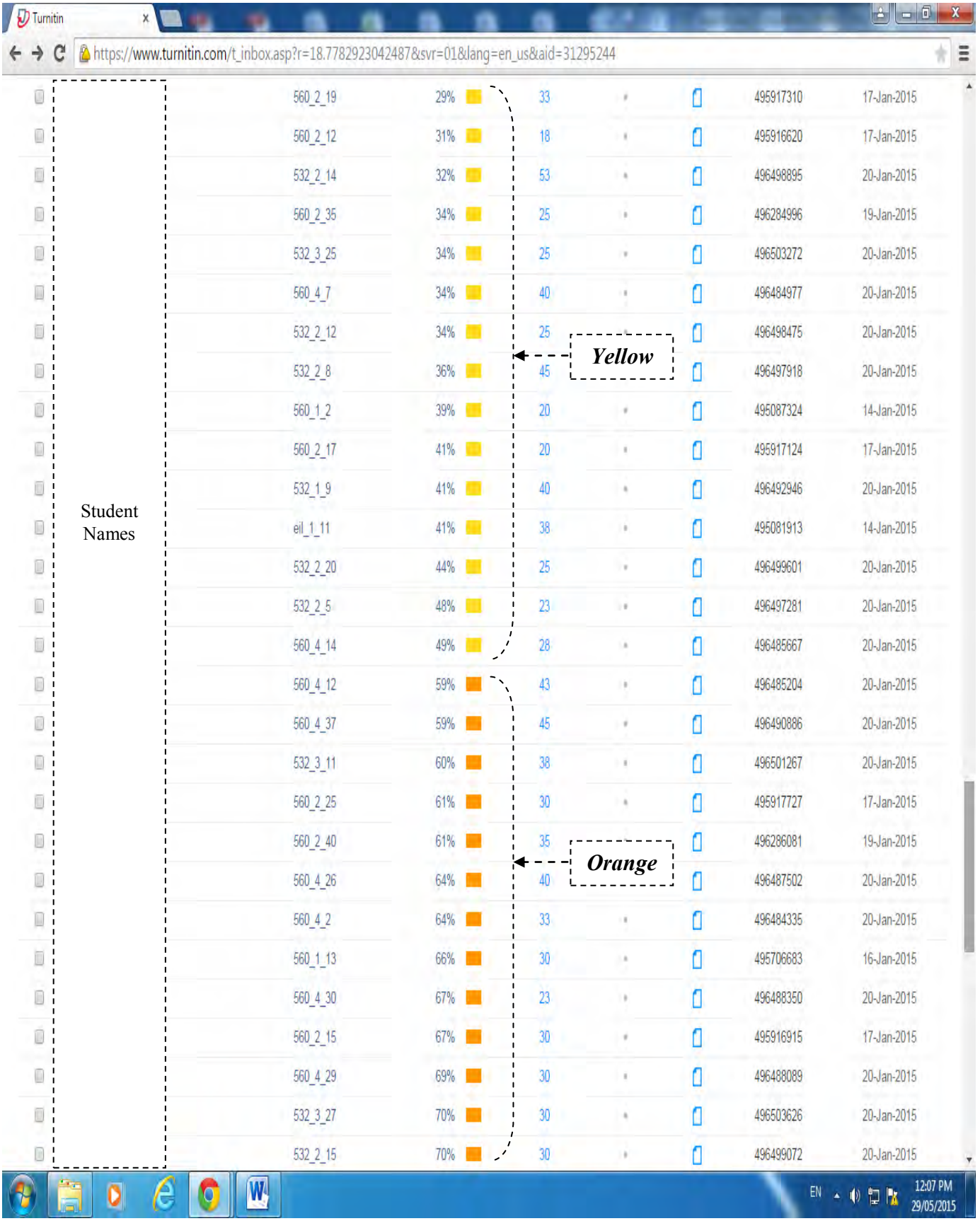
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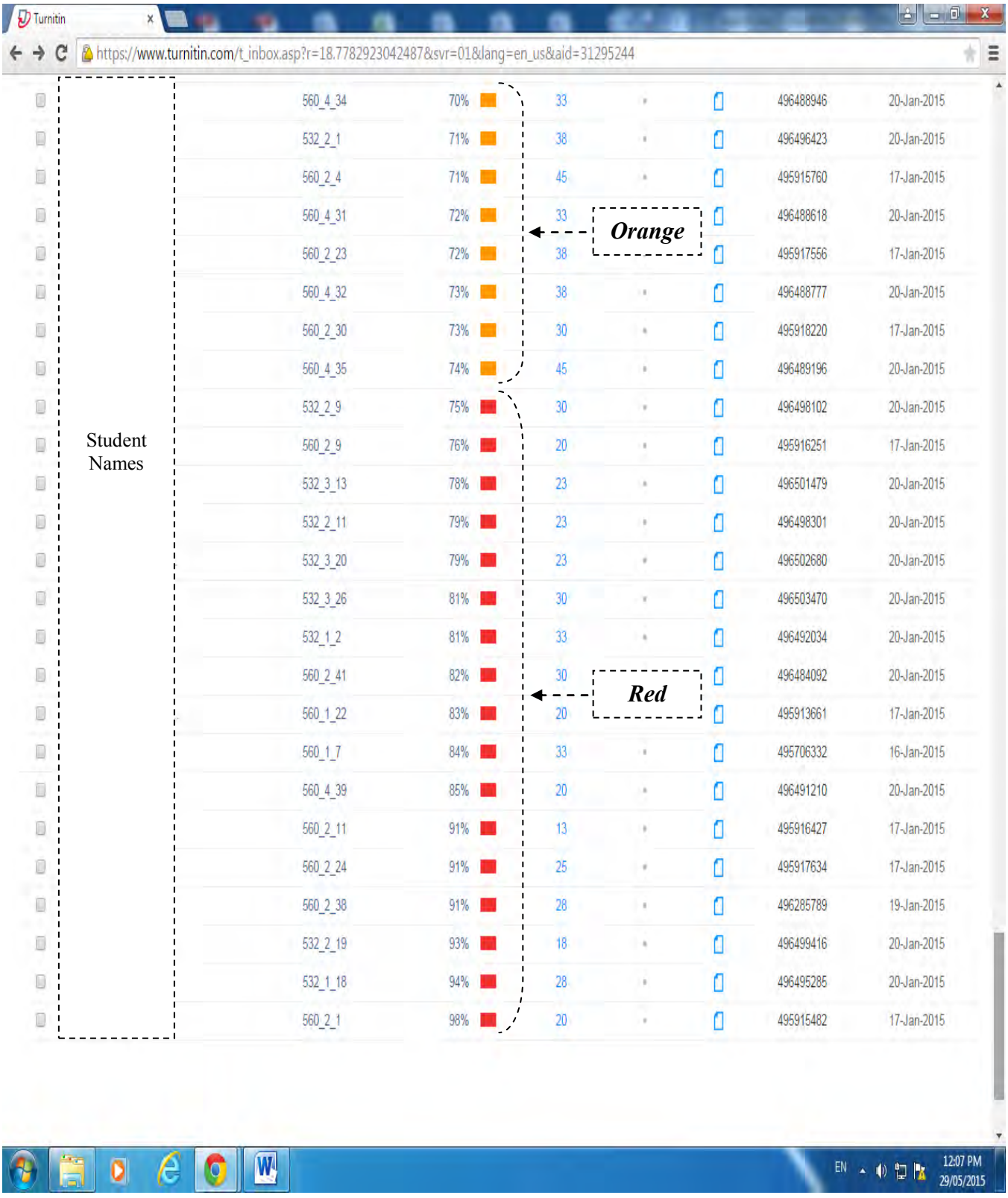
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B. Simplified Version

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	560_4_2	64%	33
	560_4_20	0%	73
	560_4_21	0%	40
	560_4_22	0%	78
	560_4_23	0%	48
	560_4_24	0%	78
	560_4_25	0%	60
	560_4_26	64%	40
	560_4_27	0%	60
	560_4_28	0%	60
	560_4_29	69%	30
	560_4_3	0%	78
	560_4_30	67%	23
	560_4_31	72%	33
	560_4_32	73%	38
	560_4_34	70%	33
	560_4_35	74%	45
	560_4_36	0%	43
	560_4_37	59%	45
	560_4_38	0%	58
	560_4_39	85%	20
	560_4_4	0%	48
	560_4_40	0%	48
	560_4_5	0%	58
	560_4_7	34%	40
	eil_1_10	0%	85
	eil_1_11	41%	38
	eil_1_5	0%	73
	eil_1_6	0%	68
	eil_1_7	0%	93
	eil_1_8	0%	18
	eil_1_9	0%	98

Appendix L

Learner Interview Responses: Summary of Relevant Extracts (continued)

Interview Question	Student Participant	Interview Extract
1. How do you think about plagiarism in your English language learning?	$H1_{AEG}$	*I think plagiarism is difficult to eliminate in our writing. It is impossible to use only our own ideas to write academic papers since the content in academic writing needs to convince readers of frameworks or models from theories. And we are not those big name persons creating those theories. We then have to put those theories in our papers to make our work more reliable. Hmm, honestly, I'm not sure of what I said earlier is viewed as plagiarism?*
	$H2_{TW}$	*In my personal view, I think plagiarism is an academic taboo, especially in English language writing. In my writing course, my instructor taught us about those academic writing techniques like paraphrasing, quoting and citing sources to avoid plagiarism in our own writing.*
	$H3_{EIL}$	*I admit that I feel quite confused with the concept of plagiarism. Faculties and university say that students will be penalized if they plagiarize the source words or ideas. But in fact, I never saw those plagiarized tasks being scored zero or those who plagiarize being penalized… Well, I think we can prevent ourselves from committing plagiarism by using academic writing techniques that we studied such as paraphrasing and citing and referencing sources in our writing. In my case, after I used those techniques in my writing, I then uploaded my work to Turnitin before submitting it to my lecturer.*
	$L1_{AEG}$	*I know just plagiarism is prohibited when we have to write in English. Don't copy! I remember that my instructor often complained us about copying. But I'm not clear how I can avoid plagiarism in my writing. … Yes, I studied how to summarize and paraphrase texts but we have to use idea content from the given texts in any way to write them in our own papers, right? I'm kind of confused with this. Hmm… this is as if we were plagiarizing by not using our own ideas while practicing writing techniques of how to avoid plagiarism….*
	$L2_{TW}$	*…hmm… actually, I'm not sure how much each action can be called plagiarism. But I guess that plagiarism occurs when we copy other people's ideas, right? … My instructor often reminded me of not trying to copy words and ideas, but trying to think and write by my own. In our course book, the term "plagiarism" is also stated in a literature writing chapter. But I accept that when I have to write, those plagiarism matters were not in my head at all. What I know is I have to finish my writing assignments with good marks if possible.*
	$L3_{EIL}$	*I know that plagiarism is a serious matter in writing class. I also know that we can check our written work via Turnitin or the university Akkarawisuth (อักขราวิสุทธ์) program before task submission. Well, I myself haven't tried both programs yet because I don't have time to do so.*

(Appendix L)

Learner Interview Responses: Summary of Relevant Extracts (continued)

Interview Question	Student Participant	Interview Extract
2. In your opinion, what are factors influencing plagiarism in your English language writing (if any)?	$H1_{AEG}$	*I think our different judgment on and knowledge of plagiarism may cause plagiarism. I mean, academic writing convention of each faculty is different. And we here come from different faculties. …There is no single fixed universal style of source-based writing used for all faculties in common. I may judge a written paper as plagiarized work while others from different faculties may not.*
	$H2_{TW}$	*In my writing class, hmm… I think I review and normally use academic writing techniques that I studied in class. This could make me away from the claim of plagiarism, I suppose* <smile>. *… I'm not sure if I'm the one of the contributing factors causing plagiarism…when I lent my assignment to my friends…. They are my good friends though they may copy my work and I knew that was wrong.*
	$H3_{EIL}$	*I think when I write academic assignments in English, I always note a list of academic writing techniques that I learned before writing to remind myself of not missing using them in my writing assignment. Hmm, suppose my work is found plagiarized, I guess it could be from some of my carelessness like forgetting a citation style or missing quotation marks and so on. …perhaps such carelessness would be possible in exam. … To me, time is always limited in exam.*
	$L1_{AEG}$	*… I admit that I actually didn't understand all what is in the source. I could understand just some part of the given source. Also, I didn't like rush hour in the test.*
	$L2_{TW}$	*I think I did my best in the writing test at that time though I know my English is rather weak. … oh, I think I forgot some writing techniques like paraphrasing that I studied from the graduate English course. I knew that there were many paraphrasing techniques but when I was tested in the class, I felt a kind of nervous and excited and also afraid of being unable to finish my writing in time.*
	$L3_{EIL}$	*… umm, at that time while I was writing my version in the test paper, I found that time was almost up. I then decided to mix and match some parts of texts from the original source.*

(Appendix L)

Learner Interview Responses: Summary of Relevant Extracts

Interview Question	Student Participant	Interview Extract
3. Other comments (if any) on academic plagiarism in their English language learning.	$H1_{AEG}$	*I think only one writing course like the one I'm taking is not enough. If possible, some extra course to focus on how to academically write without plagiarizing …*
	$H2_{TW}$	*Is there any course or particular consultation about writing to avoid plagiarism? … Yes, I did receive the university's printed material concerning academic plagiarism though. You know, most of us haven't read it. Sorry, this but it's true.*
	$H3_{EIL}$	*The issue of plagiarism to me hasn't been clarified. Of course, this issue is literally stated in the university's graduate school handbook but hardly concretely applied to individual faculties, I think.*
	$L1_{AEG}$	*I think I need to improve my English language writing first before attending this graduate course focusing on the source-based writing.*
	$L2_{TW}$	*… If there were more class hours of practicing academic and source-based writing, it'd be better for me. I think, more practice can make me familiarize with writing techniques. Perhaps, when I have to write, I won't forget them. … Thank you for letting me share and speak my thought!*
	$L3_{EIL}$	*I need more time to reflect on those academic writing and research writing techniques that I studied. … Yes, I did study, I hope, all of these writing techniques but I don't have to review most of them. It's like I think I'm okay with those theoretical concepts of research writing patterns and styles but I'm weak at practicing them. …*

Appendix M

Instructors'/Administrators' Questionnaire Responses (Part I)

PART I: General Information and English Language Teaching Background

PART 1		3. Native Language				Total	
		English (n=14)		Thai (n=34)			
		N	%	N	%	N	%
1. Gender	Male	13	27.10	3	6.30	16	33.30
	Female	1	2.10	31	64.60	32	66.70
2. Length of experience in teaching English writing	less than 3 years	3	6.30	6	12.50	9	18.80
	3-6 years	6	12.50	12	25.00	18	37.50
	7 - 10 years	0	0.00	3	6.30	3	6.30
	more than 10 years	5	10.40	13	27.10	18	37.50
4. Hay you taught students to avoid plagiarism in their writing?	Yes	13	27.10	30	62.50	43	89.60
	No	1	2.10	4	8.30	5	10.40
5. Was your instruction on how to avoid plagiarism in student writing successful?	Yes	3	6.30	5	10.40	8	16.70
	Somewhat	10	20.80	19	39.60	29	60.40
	No	1	2.10	10	20.90	4	22.90
6. Your instruction on how to avoid plagiarism in student writing successful.	Books used in your English course(s)	6	12.50	8	16.70	14	29.20
	English course syllabus and content used in university undergraduate courses	6	12.50	7	14.60	13	27.10
5. Your instruction on how to avoid plagiarism in student writing successful.	English course syllabus and content used in university postgraduate courses	1	2.10	1	2.10	2	4.20
	Students' knowledge of plagiarism from their disciplinary training program/me(s)	1	2.10	8	16.70	9	18.80

		3. Native Language				**Total**	
		English (n=14)		Thai (n=34)		English (n=14)	
		N	%	N	%	N	%
6. Reason(s) for not teaching the students how to avoid plagiarism in their writing in your previous teaching	Students' self-study of how to avoid plagiarism in their writing	3	6.30	3	6.30	6	12.50
	Students' understanding and participation in your teaching of writing	6	12.50	19	39.60	25	52.10
	University rules for plagiarism and penalties	6	12.50	8	16.70	14	29.20
	Use of some useful website(s) / suggested online-learning in your teaching	3	6.30	6	12.50	9	18.80
	Your teaching of academic writing techniques (e.g. citation, paraphrasing, summarizing)	11	22.90	17	35.40	28	58.30
	Your first-time teaching writing	0	0.00	0	0.00	0	0.00
	Your students' English levels were too limited to be able to under stand academic writing techniques	1	2.10	4	8.30	5	10.40
	Not in the course syllabus or content used in university undergraduate levels	1	2.10	3	6.30	4	8.30
	Not in the course syllabus or content used in university postgraduate levels	0	0.00	0	0.00	0	0.00
	No reason	12	25.00	27	56.30	39	81.30

Appendix N

Instructors'/Administrators' Interview Responses (continued)

Teacher No.	Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context)
	Interview Transcript
1NE	Tools such as "TURNITIN" are valuable as they show students that teachers are looking at their writing, as well as a tool that gives feedback to the students. If plagiarism is to be reduced it must be perceived as being important to the students too. Strictly enforced penalties & accurate tools will help. Other ideas would be to teach basic ethics courses as part of a university EFL course.
2NE	From my experience, many students are unaware that plagiarizing is a violation. Copying and cheating are standard practice. Indeed, I get the impression many students are taught to copy and regurgitate information, without intellectually engaging with the issues at all. I would like to encourage a culture where students are encouraged to give and express views and arguments (even if they are wrong) and hold independent ideas. Then, gradually over tune, copying and 'Spoon feeding' would be seen as outdated, detrimental and ill-advised by students and readers alike, without the need for tight rules and regulations. However, so long as there is excessive testing I do not believe there is an opportunity to foster such a culture.
3NE	In one of my courses a student regularly "googles" the passages in the textbook. He has found several texts have come from online sources and are used without indicating sources. With this example of my student's unintentional plagiarism, I think, teaching them how to cite and reference sources which also come from electronic material though.

Appendix N (continued)

eacher No.	**Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context)**
	Interview Transcript
4NE	Students should be taught about plagiarism in their native language in a standardized orientation session prior to their first semester of university life. The university should adopt and enforce strict rules against plagiarism. Plagiarized work should result in –at a minimum—a grade of "zero" on the assigned work. In my view, a more appropriate response is an "F" in the course and/or expulsion from the university. Plagiarism is considered "normal" by most Thai people I know. Amazingly, this includes teachers!! When I have shared plagiarism stories in the past with Thai teachers, they've been shocked that I gave a "zero" grade, they suggested that the students be given a chance to re-do the work, and they often say that we can't expect any better from the students because they have done throughout grade school and high school. Nothing will change unless all teachers understand the serious problem posed by plagiarism and accept that the university must take a strong stand against it. Also, unless there is unconditional support from the university administration, nothing will change. This is an extremely serious problem that harms Thailand's reputation and reduces its competitiveness in the world.
5T	Personally when I write in Thai, I am a hundred percent sure that I'm not plagiarizing, so it might help if teachers teach students to fully understand the reading passages before writing their own.
6NE	Use www.turnitin.com for students to submit their writing assignments
7T	Sometimes, students are aware of plagiarism and its penalty. They have been told by the teacher that it's a "crime", and they normally try their best to avoid it. Unfortunately, a large number of them still commit such a crime because they do not have enough knowledge and skills to avoid it. I believe the institution should offer more training or courses to make sure that the students and well-equipped with ample skills and abilities to avoid plagiarism.

Appendix N (continued)

Teacher No.	Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context)
	Interview Transcript
7T	that the students and well-equipped with ample skills and abilities to avoid plagiarism.
8T	Provide a tool (e.g. Turn-it-in) for students so that they have something to prevent themselves from plagiarism before submitting their work.
9T	I think one reason leading to plagiarism is the students' negligence of the extent to which plagiarism covers. Teaching them how to avoid plagiarism in writing would be a key.
10NE	By the time Thai students reach the university system, most of them have been exposed to an educational model where they are not always encouraged to think independently and are at times expected or required to copy a teacher/authority figure's answers verbatim. It seems to me that focusing on younger students—pushing them to come up with original answers, supporting them in these efforts, and fostering a sense of pride in creative thought—would preempt many of the issues we deal with at the university level. In terms of what we can do directly: (1) encouragement, (2) training, and (3) discipline. (1) encourage and nurture creative work from day one. Downplay rote/highly controlled tasks. Create a classroom environment where wrong answers are seen as productive and not shameful and where the teacher is not presented as an all-throwing authority figure. (2) Train students so they understand clearly what is/isn't plagiarism, how to avoid it, how to cite properly. (3) Finally, having done the above, in year two adopt a zero tolerance policy for plagiarism—automatic fail for the course and expulsion on the 2nd offense. They won't take it seriously if we don't.
11T	Often practice getting other ideas with citation of sources in their work presentation.
12T	Teach students clearly how not to plagiarize and get them to practice writing.

Appendix N

Teacher No.	Effective Measures for Plagiarism Prevention (in the Thai/any EFL/ESL context) Interview Transcript
13NE	I believe that it is important to separate citation from plagiarism. Plagiarism is the act of consciously cheating by copying or taking source information with the intent of claiming it is my own work. Citation is the proper assigning of credit for a concept or written work in academic writing or speaking. If a writer copies a paragraph with no quotes or citation or reference to any original writer, it is plagiarism. If a student puts quotes but does not properly cite, or give a name it is just bad citation and requires explicit instruction. When these concepts are separated a teacher can clearly teach plagiarism policy but can also teach citation skills from a functional perspective by considering reasons for citation, such as establishing credibility, sharing resources etc.
14T	It is a big/serious issue in Thailand, as a teacher, we should raise awareness and teach the students how to paraphrase and summarize as well as have a strict rule and penalty!
15T	There should be negative consequences for students who plagiarize.
16T	-The design of an assignment can help present plagiarism. We can assign an essay as a big project that students are required to start from pitching their topics/writing an outline/finding a related source etc. -If a project is a process writing, coupled with teaching them how to cite properly, the case of plagiarism will not be an issue anymore.
17T	1. Requiring the students to hand in computerized versions of their assignments so that teachers/supervisors can check the originality of the work using programs like Turnitin. 2. Implementing very severe punishments such as expelling cheating students or putting them on probation.
18T	-Universities in Thailand should impose very strict rules on plagiarism and have more serious penalties on plagiarized work.
19T	The effective measure should be imitated since learners are young not in a university. Learners should be kept teaching about this issue as I think it relates to morality. Very young learners are much easier to be taught than adolescents.

BIOGRAPHY

Walaipun Puengpipattrakul is an assistant professor at Chulalongkorn University Language Institute. She had been granted four National Research Awards in Development Administration (Language and Communication) by the National Institute of Development Administration from 2012 to 2014. Her academic and research articles have been published in TCI-indexed (Tier 1 with Thai-Journal Impact Factors) national journals and the SCOPUS-, EBSCOhost-, MLA International Bibliography-, AGRIS-, Directory of Open Access Journals-, Ulrich's Periodicals Directory-, and CiteFactor-indexed (with the SJR indicators) international journals. She authored the 2015 academic book entitled "Blueprints for Essay Writing in English" for Thai higher-education students, interested readers, and Thai lecturers who teach essay writing.