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ESL Students' Awareness of Plagiarism Avoidance

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ESL Students' Awareness of Plagiarism Avoidance

by

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Abstract

When acknowledging scholarly and other sources in academic writing, ESL students at American universities face different challenges from the ones their American counterparts face. Cultural differences and low writing proficiency in English are the main reasons why plagiarism is such a complex issue to address by ESL teachers. The development of appropriate strategies for acknowledging sources effectively is a process that requires multiple instructional activities in order for students to fully master the most basic standards. This study will evaluate ESL students' perceptions on the importance of acknowledging sources effectively. The development of their perceptions will be assessed before and after they carry out some instructional activities on the topic of plagiarism. These activities are intended to scaffold students' learning of quotation criteria and to progressively develop students' awareness of the importance of appropriate acknowledgement of sources.

Key words: acknowledgement of sources, citation, scaffold, plagiarism, awareness

Acknowledgement

"Jamás renuncies a tus sueños ni los dejes atrás. Búscalos; hazlos tuyos y a lo largo de toda tu vida atesóralos sin dejarlos jamás escapar." Elisa Contanza

"Commit to the Lord whatever you do, and he will stablish your plan." Proverbs 13:3.

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Angelica Carnero

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Chapter 1: Introduction and Statement of the Problem

As an ESL instructor at an intensive English program in the United States, I have become aware of the fact that for ESL students it is very challenging to develop effective citation and paraphrasing skills. No matter the amount of time spent in class teaching students these skills, they sometimes do not internalize many of the basics of citing such as adding a references list or noticing the difference between in-text citation and footnotes. When I have not emphasized to my students the importance of acknowledging sources in their pieces of writing, they tend not pay necessary attention to the need of citing their sources. The lack of prominence placed on this issue can impact students' perception regarding the importance of avoiding plagiarism.

Moreover, when delivering workshops about the topic of plagiarism to ESL students at intensive English programs, I have noticed how distant the concept of plagiarism is for many international students. My students, for example, from Saudi Arabia, reported that they did not know the Arabic word for plagiarism. My students from China expressed that it was hard for them to identify when an idea belonged to them and they wondered how they could know that someone had not said those words before. My students from Benin were not able to understand why American professors got so offended when they copied and pasted a piece of writing from the internet. My ESL students' frustrations with the concept of plagiarism were thought-provoking for me, because it was considerably complex for me to provide them with sound answers to their questions.

The concept of academic honesty is deeply rooted in American academia. Therefore, it is not surprising that American Academia places so much importance on appropriate acknowledgement of sources. These are issues that are idiosyncratic to Western Academic norms culture, so ESL students are likely to find some of these concepts foreign. These characteristics

of American Academic culture are likely to lead to a culture shock for ESL students during their first few semesters of study in the US.

At the same time, ESL writers in American universities who do not acknowledge sources effectively are at a disadvantage in relation to their American counterparts. It is essential to provide ESL learners with equal strategies for acknowledging sources appropriately. As Hinkel (2015) suggests education should have a democratization effect (p. 11). Improving ESL learners' citing skills will not only help them become better writers, but it will also help them thrive in American universities.

Chapter 2: Literature Review

1) Authorship and Plagiarism

Identifying which are our words and which ones were said by someone else is increasingly difficult in an intertextually related academic world. It is generally assumed that when something is common knowledge it should not be cited. However, what is considered common knowledge? I strongly believe that what is common knowledge for my Palestinian student majoring in Mathematics might not be common knowledge for my Korean student majoring in Criminal Justice.

As Wendy Sutherland-Smith (2008) demonstrates in her study, "The views of authorship held in various countries gives us insight into ways in which expectations of the relationship between a writer and the work are founded (p. 54)." The fact that my students are concerned about their own ideas being considered plagiarism gives me the conclusion that the issue of unintentional plagiarism is worrying them. Moreover, they point to one of the most basic questions in academia: which are my own words?

One possible answer to that question is that "legal protection for works written by authors has arisen in many Western countries from the development of legal notions of copyright" (Sutherland-Smith, 2008, p. 54). In other words, laws protect the rights of people who have created music or products and they have to be paid every time someone reproduces these. In the same way, especially in American academia, when referring to someone else's words, it is necessary to cite the author accordingly. In this sense, "it is critical to reflect on the framework that shapes our thinking about plagiarism- Western legal discourse" (Sutherland-Smith, 2008, p. 55). This concept is to a large extent distant to students from backgrounds other than the USA.

Foucault (1977) points out that "it was at the moment when a system of ownership and

strict copyright rules were established (...) that the transgressive properties always intrinsic to the act of writing became the forceful imperative of literature" (p.125). In other words, the creative process of writing started being related to the concept of authorship "toward the end of the eighteenth century and beginning of the nineteenth century" (Foucault, 1977, p.125).

Nevertheless, there are differences between the concept of plagiarism and that of copyright infringement. According to Stearns (1999) "In some ways the concept of plagiarism is broader than infringement, in that it can include the copying of ideas, or of expression not protected by copyright law" (p. 9). This means that plagiarism does not necessarily mean law infringement, while copyright entails illicit actions. "In other ways, the concept of infringement is broader, in that it can include both properly attributed copying and unintentional copying that would be excused from being called plagiarism" (Stearns, 1999, p.9). Therefore, while there are similarities between copyright infringement and plagiarism, there are also differences between them. Stearns (1999) explains this by saying that "Fundamental to both plagiarism and copyright infringement is wrongful copying from a preexisting work. But the form, the amount and the source of the copying prohibited as copyright infringement are different from those of the copying condemned as plagiarism" (p.9).

Moreover, as Sutherland-Smith (2008) points out "legal notions of authorship are only one view of authorial rights and relationships between authors and their books. The way in which texts are constructed and the roles the writer and the reader are crucial in the plagiarism debate" (p. 74). In every text, there are both writer's and reader's intentions, which further complicate the issue of plagiarism since what might be considered an intentional act of plagiarism for a teacher might not actually be deliberate.

The relationship of power between teachers and students problematizes the issue. "The

adjudication of plagiarism (...) would amount to the imposition of a teacher's moral standards (...) and plagiarism would not be so much a crime against a victim nor a discursive operation as it would be the plagiarist's violations of the teacher's personal code of ethics" (Moore Howard, 1999, p. 21). The fact that a teacher has the power to fail a student should not be underestimated in this discussion. On November, the 28th 2016, a Latina student was accused of plagiarizing the word "Hence" in one of her writings by a teacher who thought that such word could not belong to her language (E. Wanshel, 2016, October 28th). This proves that the action of action of labeling something as plagiarism or having been plagiarized can highlight the power differential between a teacher and student and therefore negatively impact a student's educational trajectory.

The phenomenon of unintentional plagiarism is considered by many authors. According to Robert Harris (2002), "The causes of unintentional plagiarism are several: lack of knowledge of proper source use, misunderstanding the rules for citation, careless note taking, reliance on uninformed opinion about citing, and so forth" (p. 16). The author then acknowledges that students need to be careful when writing in order to avoid plagiarizing and he actually gives students some ideas on how to avoid plagiarism. The main two conclusions he arrives at are that "If the information came from outside your head, cite the source" (Harris, 2002, p. 18) and that "If in doubt, cite it" (Harris, 2002, p 20). When delivering workshops on plagiarism, I arrived at the conclusion that most teachers' golden rule for their students was that to make sure they were not plagiarizing, they should cite when in doubt.

2) Plagiarism and L2 Learners' Culture

In *A Handbook for Deterring Plagiarism in Higher Education*, Carroll (2002) defines plagiarism as "passing off someone else's work, whether intentionally or unintentionally, as your own for your own benefit" (p.9). This definition suggests that every single text is an individual

creation that is not related to other texts. By means of this assertion, Carroll clearly contradicts Pennycook's (1996) implication that every text somehow relates to something that has already been written before. Pennycook demonstrates that there is a dialogic relation between texts since new texts somehow reword or retell what older ones have expressed before.

Pennycook's idea relates to Bakhtin and Holquist's (1981) dialogic theory per which "every extra-artistic prose discourse (...) cannot fail to be orientated toward the 'already uttered,' the 'already known,' the 'common opinion' and so forth. The dialogic orientation of discourse is a phenomenon that is, of course, a property of *any* discourse" (Bakhtin and Holquist, 1981, p. 279). Carroll's notion of "passing off someone's works" (2002, p.9) is problematized if we consider that Pennycook (1996) and Bakhtin and Holquist (1981) put forward that many texts are intertextually related, this phenomenon is also known as indexicality. As Pennycook shows, the Romans referred to Greek mythology and, in turn, they were quoted by Virgil. Pennycook puts forward that there are a number of variables that ought to be considered before blaming students for plagiarism and before passing judgement on them (1996).

Nevertheless, the issue of plagiarism raises concerns in teachers that are more related to moral issues than to learning issues. According to Wendy Sutherland-Smith (2008) "Although it appears easy to define the term and allocate a range of penalties for the act- that approach ignores the layered reality of the issue. Plagiarism carries negative connotations of dishonesty or cheating" (p.3). The author in a way implies that teachers' first reaction is to think about penalties for students' acts of plagiarism instead of actually helping them develop strategies for discouraging the reoccurrence of such offenses.

Most American universities actually have a code of conduct which numerates what actions are acceptable within the Academic environment and which are not. These codes also

enumerate different penalties for committing plagiarism. Table 1 outlines he plagiarism

academic integrity policies at different universities. This shows the different definitions of

plagiarism and the different punishments for students caught plagiarizing:

Table 1

Codes of Conduct

University	Plagiarism definition	Academic integrity policy
Indiana University	• Presenting someone else's work, including the work of other students, as one's own. • Adopting or reproducing ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. • Adopting or reproducing ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. • A student must give credit to the originality of others and acknowledge indebtedness.	• Faculty member responsibility to assess the seriousness of the violation. • Faculty member responsibility to report the violation of the code of conduct to the appropriate dean or university official.

| Fordham University | • Individuals who attempt to present as their own work what has come from another source accidentally or deliberately.

• Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source, including oral, print, broadcast, or computer-mediated communication;

• Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences;

• Presenting borrowed material, whether a phrase, sentence, or whole paragraphs without placing quotation marks around the borrowed material in the approved style;

• Presenting as one's own work an assignment, paper, or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs;

• Failing to use proper citation for information obtained from print sources or the internet, according to citation criteria specified by the instructor or, in cases where instructor guidance is not given, by standard manuals of style (e.g., The Chicago Manual of Style). | • Students found responsible for violating the Code of Conduct Process can receive a sanction or combination of sanctions are imposed.

• Some of the sanctions include expulsion or suspension from the university, academic probation, reprimand or restitution |

| St Cloud State University | • Submitting the published or unpublished work of another person as one's own, including paraphrase or direct quotation, without full and clear acknowledgement such as adequate footnotes, quotations, and other reference forms.

 • Submitting the work of others as one's own with only minor changes.

 • Submitting multiple versions of the same work, written or oral, for more than one course without the permission of the instructor of each class, and/or making minor revisions on work which has received credit and submitting it again as new work.

 • Submitting, without acknowledgment, materials prepared by another person or agency engaged in the selling or distribution of term papers, class notes, or other academic materials without the instructor's permission; e. unauthorized distribution or sale of class notes or materials created from the faculty member's intellectual property. | • Getting a lower grade in that class, failing a class or being expelled from their major, graduate school or university. |

Adapted and retrieved from *St. Cloud State University academic integrity policy*. (2014,

February 28); *St. Cloud State University academic integrity procedures*. (2014, February 28);

Standards of academic integrity. Fordham University website; and *Codes of students' rights,*

responsibilities and conduct. Indiana University website.

As an example, Indiana University code of student rights, responsibilities and conduct lists the types of actions that are regarded as plagiarism and specially cautions students that the concept of common knowledge varies from context to context (2016). Moreover, in case of an instance of plagiarism the Indiana University Code of Conduct (2016) puts forward that "The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official."

The Fordham University Code of Conduct forbids in its main point any form of dishonesty, among which plagiarism is included (2016). Moreover, this same code points out that "The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct" (Fordham University Code of Conduct, 2016). As stated in the Fordham University Student Conduct Sanction (2016) "When a student has been found responsible for violating a University rule under either the Code of Conduct Process or the Residence Halls Conduct Process, a sanction or combination of sanctions is imposed." Some of the sanctions include expulsion or suspension from the university, academic probation, reprimand or restitution (Fordham University Student Conduct Sanction, 2016). In other words, instances of plagiarism ought to be assessed depending on each case. This means that there is not a precise strategy for assessing plagiarism across different universities.

St. Cloud State University (SCSU) defines plagiarism as a phenomenon that takes place in a variety of ways. For example, "plagiarism (...) includes, but is not limited to (...) submitting the work of others by direct quote or paraphrasing as one's own without full and clear acknowledgment" (*St. Cloud State University academic integrity procedures*, 2014, p. 7) and "submitting the work of others as one's own with only minor changes" (*St. Cloud State*

University academic integrity procedures, 2014, p. 7). These two instances refer to the use of the words of others without acknowledging the sources.

Another action that is considered plagiarism is that of "submitting the work of others as one's own without adequate footnotes, quotations, and other reference forms" (*St. Cloud State University academic integrity procedures*, 2014, p. 7). This definition includes unintentional plagiarism which can occur when students are not familiar with APA or MLA style.

Moreover, other forms of plagiarism include "submitting multiple versions of the same work, written or oral, for more than one course without the permission of the instructor of each class" (*St. Cloud State University academic integrity procedures*, 2014, p. 7) and "making minor revisions on work which has received credit and submitting it again as new work" (*St. Cloud State University academic integrity procedures*, 2014, p. 7). This means that students cannot use their own productions from previous classes without authorization from their teachers. What is more, students are not supposed to submit "without acknowledgement, materials prepared by another person or agency engaged in the selling of term papers or other academic material" (*St. Cloud State University academic integrity procedures*, 2014, p. 7).

As for the punishments to those caught plagiarizing, the St. Cloud State University academic integrity policy puts forward that students caught plagiarizing run the risk of getting a lower grade in that class, of failing a class or of being expelled from their major, graduate school or university (*St. Cloud State University academic integrity policy*, 2014, p. 7). Moreover, this policy tells teachers that they are responsible for explaining students about the negative consequences of plagiarizing; "reasonable measures include, but are not limited to, reference to this policy and associated procedures in a class syllabus and discussion(s) of the importance of academic integrity in academic and other professional work" (*St. Cloud State University*

academic integrity policy, 2014, p. 7). Therefore, professors are expected to explain to students

SCSU policies regarding the broader concept of academic integrity which includes talking about

how they should not get involved in plagiarism.

There is a phenomenon that nevertheless does not vary from university to university. As

Wendy Sutherland-Smith (2008) puts forward, "International students- most of whom speak,

read and write English as a second, third or foreign language (ESL/ EFL) - are the highest

proportion of students appearing before the University Disciplinary board" (p.1) for accusations

of plagiarism. This is relevant since, as Pennycook (1996) mentions, academic factors, cultural

background or identity issues have an impact on students' understanding about effective

appropriation and acknowledgement of texts. Pennycook, for instance, points out that Chinese

learners are used to memorizing texts. When they do this, they feel that have learned the texts

and that they are paying homage to the authors. Pennycook asserts that this concept of

memorizing pieces of writing and acknowledging authors can be compared to the concept of

citation in the Western world (1996).

In a similar line of thought, Silva (1997) stresses that teachers need to understand that

students have cultural differences in regard to their conceptions of borrowing ideas. Moore

Howard (1999) also adds that "A familiar problem in teaching writing to international students is

that non-native speakers of English have difficulty in in adhering to Western conventions for

interacting with source material" (117). Instructors who teach citation to L2 writers ought to

consider that L2 learners have varied levels of proficiency. This awareness is essential in order to

develop curricular, instructional and assessment material, together with many placement

opportunities. L2 writers are most often novice in the field of citation and therefore, teachers

need to address this difference, which, if unattended, can impact students' achievements.

Nevertheless, Lise Buranen (1999) carried out a research project about the topic of ESL students' perception on plagiarism which arrived at different conclusions about international students' ideas on plagiarism to those of Pennycook (1996) and Silva (1997). The participants in Buranen's (1999) study were 150 university and community college students taking ESL classes. The objective of the study was to find out how international students perceived plagiarism in their own cultures. The instruments used were questionnaires, analysis of students' essays and interviews. Buranen (1999) discovered that as opposed to the common belief that international students are not aware of the importance of avoiding plagiarism, the students who participated in the study knew that plagiarism was not acceptable and that people who plagiarized had to be sanctioned (p.66). This means that the general misconception that international students do not know about the phenomenon of plagiarism is not necessarily true.

3) Teachers' and Students' Perceptions

In their study, "Students' perceptions of plagiarism," Fish and Hura (2013) surveyed students on their estimations of the regularity of plagiarism at their schools (p.1). Their study demonstrates that students "believe that other students are far more likely than them to commit each type of plagiarism and they recognize that some types of plagiarism are more serious than others" (Fish and Hura, 2013, p. 1). In other words, students believe that people that they do not know are responsible of plagiarizing. They also believe in the existence of a plagiarism continuum (Sutherland- Smith, 2008). This means that students consider some acts of plagiarism, such as copying and pasting a complete research paper written by another person, worse than others.

This study, which required 626 participants, involved the use of a survey, which by means of a Likert scale, aimed at students' assessing different acts of plagiarism according to

their severity (Fish and Hura, 2013, p. 37). Moreover, students had to refer to their opinions, experiences and perceptions on the topic (Fish and Hura, 2013, p. 37). The students concluded that they were not responsible of the acts of plagiarism committed in their schools. They believed that students that they did not know were more likely to plagiarize than their acquaintances or than themselves (Fish and Hura, 2013, p.42). Fish and Hura (2013) found out that "when students believe others have cheated, they are more likely to choose to cheat (p.42)." If we consider students' responses, it is alarming that in this study students believed that other students were plagiarizing; this would mean that they would be more likely to be plagiarizing themselves.

As a conclusion, Fish and Hura (2013) point out that universities should raise awareness on the amount of plagiarism that takes place in each institution, and communicate to the students what the punishments can be for those who commit plagiarism (p. 42).

Abasi and Graves (2008), on the other hand, conducted a qualitative study, "Academic literacy and plagiarism: conversations with international graduate students and disciplinary professors," which analyzed the attitudes and perspectives on plagiarism of four graduate international students and three professors in a Canadian university. The study consisted of in-depth interviews, text-based interviews and an ethnographic study of professors' lessons (Abasi and Graves, 2008, p.224). The authors analyzed the data from a holistic perspective.

Certain recurrent notions emerged from the analysis of the data such as the fact that "From the perspective of the professors, there was a clear expectation and responsibility to assist graduate students in becoming full participants in the academy and proficient in the academic literacy practices" (Abasi and Graves, 2008, p. 224). For example, Abasi and Graves (2008) showed that in many "of the course documents and class lectures, the term argument repeatedly collocated with the role of author and the adoption of a critical stance, suggesting a strong link

between academic authorship and the development of arguments" (p. 225). In other words, graduate students were considered, by their professors, as responsible for becoming authors of critical discourse in their fields of study.

Nevertheless, the authors demonstrated that "the repeated exhortations to the students to connect the readings to their own lives did not include providing them with writing alternatives that would enable them to tell their stories" (Abasi and Graves, 2008, p. 231). This means that teachers expect students to be authors and to problematize the main discourses in their fields, yet they do not provide students with the strategies to do learn by doing.

Abasi and Graves (2008) demonstrate that the discourse of exhortation against plagiarism should be accompanied with pedagogical strategies for students to develop their critical voice in writing and to become argumentative authors in their fields of study. This study complements Fish and Hura's (2013) study in the sense that it adds another building block to the teaching methods on plagiarism and acknowledgement of sources. There should be an awareness-raising stage when students learn about the risks of plagiarizing, followed by professors' actively giving students the sources so as to become critical writers. Some of these strategies are related to teaching students how to effectively include someone else's augments in their writing.

4) Pedagogical Options

In regard to possible teaching methods, a sound option consists of pre-tasks for citing. Pre-tasks are succinct tasks that take place before an actual instructional application of a certain skill to be learned. For instance, instead of having students cite without enough time for planning, they can benefit from performing certain activities that help automatize students' ability to acknowledge sources. Bohlke (2014) defines pre-tasks as exercises that "introduce new language, assist learners in organizing their ideas, activate existing knowledge, recycle known

language, ease the speech processing load and interpret tasks in more demanding ways" (p. 125). Pre-tasks provide strategic, linguistic and content-related support which will encourage high accuracy productions by students. Bohlke shows that, for example, "pre-task planning [gives students] an opportunity to give attention to language areas that have not yet been automatized" (2014, p.125). During a guided pre-task stage, instructors can emphasize certain points that students need to work on, which, for this study, will be related to the development of improved citing skills.

A pre-task can be an awareness-raising task. For instance, in relation to the topic of plagiarism, Schuemann stresses that students should do research on "institutional policies and practices [related to plagiarism as a] writing assignment" (2008, p. 39). This, Schuemann says, will help students understand why plagiarism should be avoided. This activity also raises students' awareness about why citing conventions ought to be respected. Schuemann's guidelines on how to teach citation skills are the main source for the pre-tasks to be used in this study (2008).

Carroll's (2002) study lists instructional activities that can improve students' awareness of the risks of plagiarism. While the two authors cover the issue of raising students' awareness on the dangers of plagiarism, for this study, the awareness-raising tasks will be retrieved and adapted from Carroll's handbook. Schuemann's (2008) guidelines will actually be resorted to as pre-tasks aimed at developing students' skills regarding the mechanics of textual citation.

Reid (2008) declares that students should be encouraged to perform a number of pre-tasks, such as freewriting, outlining or the designing of mental maps. At the same time, learners should be provided with plenty of opportunities for assessment of their achievements. These instructional activities are also necessary in order to gauge students' understanding of the

mechanics of citing and to help adjust instruction accordingly.

Another instructional activity that can be effective for improving students' writing and citing skills consists of providing students with articles to read before citing (Reid, 2008). This process of reading and focusing on the content of the text provides students with input they can later quote in their essays. Furthermore, students can notice examples of effective citation in such articles. Being able to recognize the elements of citing is an effective task that can later lead to students' efficacy in acknowledgement of sources.

By performing a reading exercise such as that suggested by Reid, students should be guided to notice the difference between effective and ineffective citation. Autonomy in citing can also be developed by promoting journal writing. Using a journal is useful for students to find their own voice in writing, also known as "idiolect" (Schuemann, 2008, p. 3), which is relevant for identifying different voices in one's writing. Helping students tell the difference between their own voice from the one of another writer and notice the big gap that exists between different people's idiolects, will help them become aware of the need to acknowledge sources when introducing someone else's ideas.

Research Questions

1) To what extent do ESL students understand the concept of plagiarism?

2) To what extent do ESL students understand and perceive the importance of acknowledging sources appropriately in American universities?

3) In what ways, can explicit instruction on APA formatting improve ESL students' awareness of the importance of appropriate acknowledgement of sources?

Hypothesis

1) For the pre-tests, students will show different awareness levels on the importance of avoiding plagiarism depending on their country of origin, years of English instruction and amount of years spent in the United States.

2) For the post- tests, students will show developed awareness levels on the importance of acknowledging sources effectively and the need to avoid plagiarism after explicit instruction on APA format style, during APA week.

Null Hypothesis

1) There is not significant change in students' awareness level on the importance of plagiarism depending on their country of origin, years of English instruction and amount of years spent in the United States.

2) There is not significant change in students' awareness levels on the importance of acknowledging sources effectively before, during and after participation in APA week.

Candidate

Participants

The participants of the study were 62 students at a university in the Midwest. Nineteen of these students were enrolled intermediate to advanced classes in an Intensive English program (IEP). The rest of the students were in level one and level two reading and writing class in college ESL program. Generally speaking, IEPs have the objective of providing students with the instruction they need in English to start their studies in American universities. In order words, IEPs provide the service of teaching academic English to students prior to their entrance to universities in the USA. On the other hand, college ESL programs are based on English instruction to students who are currently undertaking their studies in American universities but need to work on their reading, writing, listening and speaking. The main difference between

students in IEP and college ESL programs is their proficiency level in English, with college ESL

programs expecting a greater command of English.

The study took place in the spring of 2017 in a university in the study. Their ages went

from go from 18 to 30 years old. The study took place during the students' third, fourth and fifth

week of class.

The total of students who attended APA workshop were 89. Yet there were 13 students

who were under 18, so they could not participate in the study. Moreover, 10 students in total

decided not to participate. Having 89 participants would have added more validity to this

quantitative study. Out the 66 students who participated in the study, there were 4 students who

did not answer all the questions, most importantly those related to awareness levels. Since these

four surveys were incomplete, these partially completed surveys were removed, leaving 62

participants and their responses as the only admissible data for analysis. The amount that was

required for the repeated measures ANOVA test and the t-tests to be valid was that of 60

participants so the study was valid. Yet had there been 89 participants in the study, the results

might have been more valid.

Table 2 illustrates the demographic information of those students participating in the

study:

Table 2:

Demographic information

Demographic information		
Gender	Male	42
	Female	20
Previously Attended an Intensive English Program	Yes	24
	No	32
	Missing	6

Country	Turkey	1
	China	8
	Ivory Coast	3
	Saudi Arabia	8
	Burkina Faso	3
	Vietnam	1
	Korea	1
	Malaysia	2
	Bahrain	1
	Nepal	22
	South Korea	1
	Japan	1
	Palestine	2
	Mongolia	1
	Thailand	1
	Rwanda	1
	Cameroon	1
	Nigeria	1
	Pakistan	1
	Bhutan	1
	Burundi	1
Students' First Language	Turkish	1
	Chinese	9
	French	7
	Arabic	10
	Vietnamese	1
	Korean	2
	Nepali	21
	Japanese	3
	Mongolian	1
	Karen	1
	Kinyarwanda	1
	Yoruba	1
	Urdu	1
	Kirundi	1
	Missing	2
Years studying English in the	0	38

United States	1	7
	2	5
	3	3
	5	4

Data Collection Instruments

This study analyzed students' perception of their knowledge of the concept of plagiarism. The study included a workshop, intervention or treatment, which I called APA week. APA week, consisted of two hours of instructional activities related to the topic of plagiarism with a special emphasis on citation skills (See Appendix 4) and the completion of a total of three (3) questionnaires. I conducted the workshops during the students' regular class time and these were offered to IEP and college ESL teachers. This APA week consisted of two hours of instruction in APA citation formats in class. These two hours were divided in two or one meeting depending on IEP and college ESL teachers' time needs.

The class before APA week, students completed a questionnaire on their perceptions on the importance of plagiarism and of appropriate acknowledgement of sources (See appendix 1). The last day of APA week students also completed a questionnaire (See appendix 2) similar to the one they took before to assess their awareness on the plagiarism and acknowledgement of sources. Finally, two weeks after APA week, they took a similar questionnaire (See appendix 3) related to their perception of their citation skills.

All three of the questionnaires included four questions related to students' perceptions of plagiarism. Using a 6 point Likert scale, the questions assessed to what extent students agree with certain statements about plagiarism. The questionnaires included four questions aimed at testing to what extent students knew when to cite and when not to cite sources and what constitutes plagiarism.

As Mackey and Gass (2016) point out, "in many second language studies, participants are given a pre-test to ensure comparability of the participant group prior to their treatment, and a post-test to measure the effects of treatment" (p. 202). The delayed post-test together with the accompanying questionnaire demonstrate how much knowledge students have retained and how their perceptions have evolved. In a way, this delayed instance allows researchers "to measure the longer-term effects" and to get "a wider snapshot of treatment effects" (Mackey and Gass, 2016, p. 203).

The Likert questionnaires in the form of surveys were chosen as pre-, post-, and delayed post- tests since they "allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning" (Mackey & Gass, 2016, p. 102). The use of this method proves to be beneficial for capturing these variables effectively.

The use of questionnaires has been used for assessing students' perceptions about different topics. I believe that quantifying the data added external validity and transferability to the study, which could later be reduplicated in other contexts.

Procedures

ESL teachers working at level four and five reading and writing course at an IEP and teachers working in level one and two reading and writing in a college ESL program were offered the APA week workshop for their classes. These workshops consisted of two hours of explicit instruction on the topic of plagiarism and APA formatting style.

The students in those previously mentioned courses in a university in the Midwest were invited to participate in a workshop called APA week and to fill out a questionnaire related to their perceptions on the topics of plagiarism and acknowledgement of sources. Students were given the option to opt out from the study in case they did not feel comfortable about sharing

their perception about plagiarism and acknowledgement of sources. Since the instructional activities carried out during APA week and students' performances on those will not be analyzed or assessed in this study, students who decided not to fill out the surveys just participated in the instructional activities in the same way they participate in any other workshop delivered by writing centers or librarians.

Students signed a consent form before filling out the questionnaires about their perceptions and attitudes. As previously mentioned, students could opt out of the study at any time and would not be penalized for doing so. Students' answers to the questionnaires were confidential and they were saved in the researcher's flash drive as with a password to protect the privacy of the students.

The questionnaires were numbered and coded so that the researcher could relate the pre-test, the post-test and the delayed-post test of the same subject of study. This gave the study the nature of confidentiality. The activities that were carried out in the workshop are listed in Appendix 4. These are tasks that students could keep and that did not provide any sources of data for the study. As for the pre-test, it was administered before starting the APA week workshop. The post-test was administered right after the end of APA week and the delayed post-test were administered two weeks after APA week These procedures helped demonstrate how students' perception of their citation skills changed before and after having participated in the APA week.

Considering the issue of experimental mortality or experimental attrition, participants' dropping out of experiments whilst they are taking place, the post-test and the delayed post-test included a section in which students had to fill in how much of the APA week workshop they have attended. This was done with the intension of letting the researcher compare students' attitudes with the amount of exposure to the intervention activity. The students who did not

attended 100 % APA week were supposed to constitute a default control group whose attitudes would be compared with those of the students that attended 100 % of APA week. However, this measure was not relevant for the study since all students that attended the workshop, carried of the pre-test and the post-test. There were not students who attended just part of the workshop.

Considering the research questions and the null hypothesis, together with the previously explained procedures, there is one categorical independent variable: time, the pre-test (before intervention), post-test (during intervention) and delayed post-test (two weeks after intervention). There is one continuous dependent variable: awareness levels.

Analysis

The data collected looked for "evidence of development following an intervention" (Mackey & Gass, 2016, p.134). In this case, the development was related to students' awareness of the importance of avoiding plagiarism. Moreover, the data collected provided an analysis of students' developments in citing. In order to assess students' citation performance, they produced judgements of the correctness of cited sentences. These answers were scored "in terms of a ranking… of highest to lowest scores" (Mackey & Gass, 2016, p. 120). In other words, the data was coded as interval data. The pretest went through an ANOVA test to prove relationships between the answers and certain demographic information such as first language, years of English instruction or instruction on the topic of plagiarism.

Moreover, the pre-tests, post-tests and delayed-post tests were compared by means of a repeated measures ANOVA test in order to assess tendencies in students' answers in these different instances and to prove if there had been a significant change between, during and after APA week. One-way repeated measures ANOVA is useful for evaluating the same group of participants on the awareness levels on three different occasions and for testing the null hypothesis. One-way repeated measures ANOVA are useful for determining a significant difference across three sets of scores.

Finally, the pre-tests, post-tests and delayed post-tests went through t-tests to compare their values and identify the true value of the difference. A paired sample t-test is used when each observation in one group is paired with a related observation in the other group, in this case a pre-test, post-test and delayed post-test. This can help identify if there is a significant difference in the scores of the pre-test, post-test and delayed post-test.

Chapter 4: Results

The discussion on the issue of plagiarism was motivating for students since they could discuss the differences and similarities between the concepts of plagiarism in their countries of origin. In the questionnaire students had to define plagiarism. Table 3 above illustrates some of the recurrent words that were in students' definitions of the word plagiarism for the pre-test and a classification of such data according to some recurrent words:

Table 3

Definitions of plagiarism

Definitions of plagiarism	
Description of the action	1. Information theft.
	2. Stealing someone's ideas.
	3. Taking work that is not written by you.
	4. Stealing the work of another person.
	5. Copying another person's ideas.
	6. Taking the ideas of someone without asking.
	7. Copying.
	8. Projecting someone's else's words as your own.
	9. Taking someone else's work.
	10. Copying one's work as own work.
	11. Copying others' ideas or concept.
	12. Cheating by taking words or ideas of someone else.
	13. Taking someone's ideas as your own.

	14. Copying other's ideas.
	15. Stealing someone's idea or sentences.
	16. Copying and pasting.
	17. The act of copying the whole knowledge from the site.
	18. Copying other idea and research as your own.
	19. Copying someone's ideas.
	20. Copying exactly one else's ideas.
	21. Copying another person's work, word by word.
	22. Stealing someone's ideas.
	23. Copying information from other sources.
	24. Copying same from another or from any sources.
	25. Copying others' ideas, results.
	26. Copying word by word what has been said by another person.
	27. Copying someone's ideas or thoughts.
	28. Copying someone else's work.
	29. Copying others' ideas and making it your own.
	30. Copying others ideas.
Reference to giving credits	1. Copying concepts without giving credits.
	2. Copying others' information without citation.
	3. Copying someone's ideas without quoting them.
	4. Using someone's ideas without giving him credit.
	5. Copying without citation.

	6. Copying others' words or sentences without citation. 7. Copying other people's ideas without credit the sources. 8. Copying someone's ideas and not giving credit to them. 9. Use of others' ideas, theories, articles without giving credits. 10. Using other works without giving credits.
Reference to morals and values	1. Bad behavior. 2. It is not appropriate to do as a student. 3. Stealing. 4. Cheating by copying an idea. 5. Cheating by exact copying. 6. Act of cheating other ideas or words. 7. Cheating. 8. It is bad. 9. Cheating by copying ideas from other people to your. 10. Shameful behavior. 11. It is a really bad thing. 12. Cheating. 13. It is not right in college. 14. Cheating. 15. We cannot do that. 16. Crime. 17. It is just like cheating.

Mistaken definitions	1. Do my own work. 2. Teaching. 3. I do not know what plagiarism is. 4. Copyright proof and own creative answers requirement.
Relation to culture	1. A cultural shock for me.

As can be seen in the table, the words "copying," "cheating," "stealing," "ideas," and "credit" are repeated many times, which demonstrates that most students have at least a notion of what plagiarism is. Thirty students stress the idea of copying ideas, but only 10 students refer to the importance of giving credit, citing or quoting the sources. 17 students know that plagiarism is wrong and that it should be avoided. This data also shows that the majority of the students, even for the pre-test, are aware that plagiarism is based on copying somebody's ideas. The connotations of the word "stealing" which is recurrent in the first column also indicates that students know that plagiarism is not correct behavior.

The ANOVA tests were run to prove relationships between students' awareness levels on the issue of plagiarism and students' first language and years of instruction in American universities. These tests did not bring significant results since, for students' first language, there was an overwhelming majority of students' whose first language was Nepalese with Nepal with 22 participants (35.5 % of the students). The other native languages were underrepresented. Similarly, 61.3 % of the participants (38 students) had never studied in the US before. Therefore, there was no use in comparing students' awareness levels to the amount of years spent in the US

or students' first language. In other words, there was not sufficient data to prove the null hypothesis.

As for the questions on section B, students had to agree or disagree with four statements, which were aimed at measuring students' awareness on the importance of avoiding plagiarism. The first said that they would never knowingly commit plagiarism because it was against their values. The second said that they knew how to acknowledge sources. The third said that if I a friend gave them their permission, it was okay to use their paper. The fourth said that they might unintentionally commit plagiarism. These same sentences were paraphrased and presented in the same order for the pre-test, post-test and delayed post-test. As it was previously mentioned, students had to agree or disagree with this information.

Statement 1 said that students would never knowingly commit plagiarism because it was against their values. This is a question related to students' awareness. For the pre-test 35.5 % percent of the students (22 participants) agreed with this statement, while 51.6 % of them (32 participants) strongly agreed with it. There were 11.3 % of students disagreeing. Moreover, there was one student who did not answer this question. In the post-test, the percentage of students agreeing was of 37.1 % (23 participants) and that of students strongly agreeing was of 54.8 % (34 participants), with an 8% of students either disagreeing or strongly disagreeing. Finally, in the delayed post-test, the percentage of students who agreed was of 27.1 % (17 participants) and that of students who strongly agreed was of 69.4 % (43 participants) with only 3 % of the students disagreeing or strongly disagreeing. These results show that there is there is progressive increase in the number of students who strongly believed that plagiarism was against their morals. Figure 1 shows the variation in students' answers from the pre-test, the post-test and the delayed post-test for such statement.
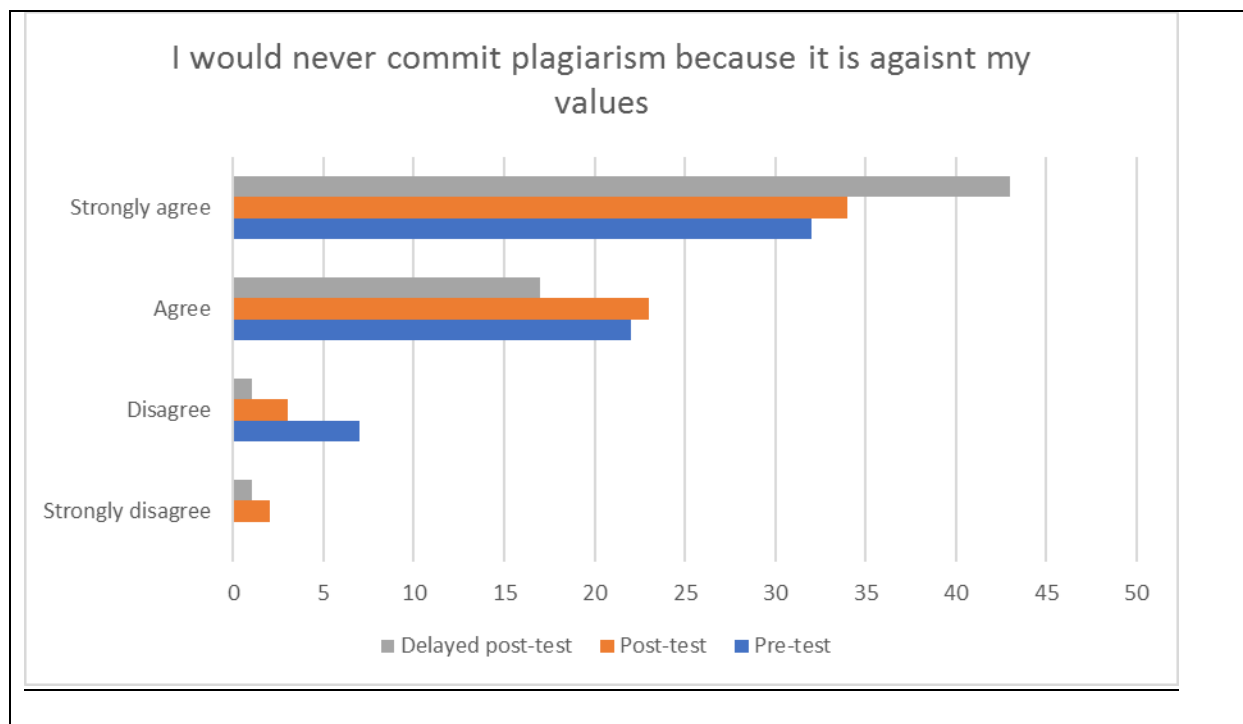
Figure 1. Survey Question 1.

As it can be seen from the figure, students strongly agree the most with the idea that they would never purposefully commit plagiarism since it is against their morals in the post-test right after the workshop and in the delayed post-test. This would mean that students' awareness on the importance of not plagiarizing is higher right after instruction. Another observable trend is that in the three instances, most students do not morally agree with plagiarism. This is something that contradicts the idea that international students do not know what plagiarism means. Students not only know the concept but they also know that it is wrong.

Figure 2 illustrates students answers to the statement that they know how to acknowledge sources effectively to avoid plagiarism. This is a question related to students' awareness of their own proficiency:
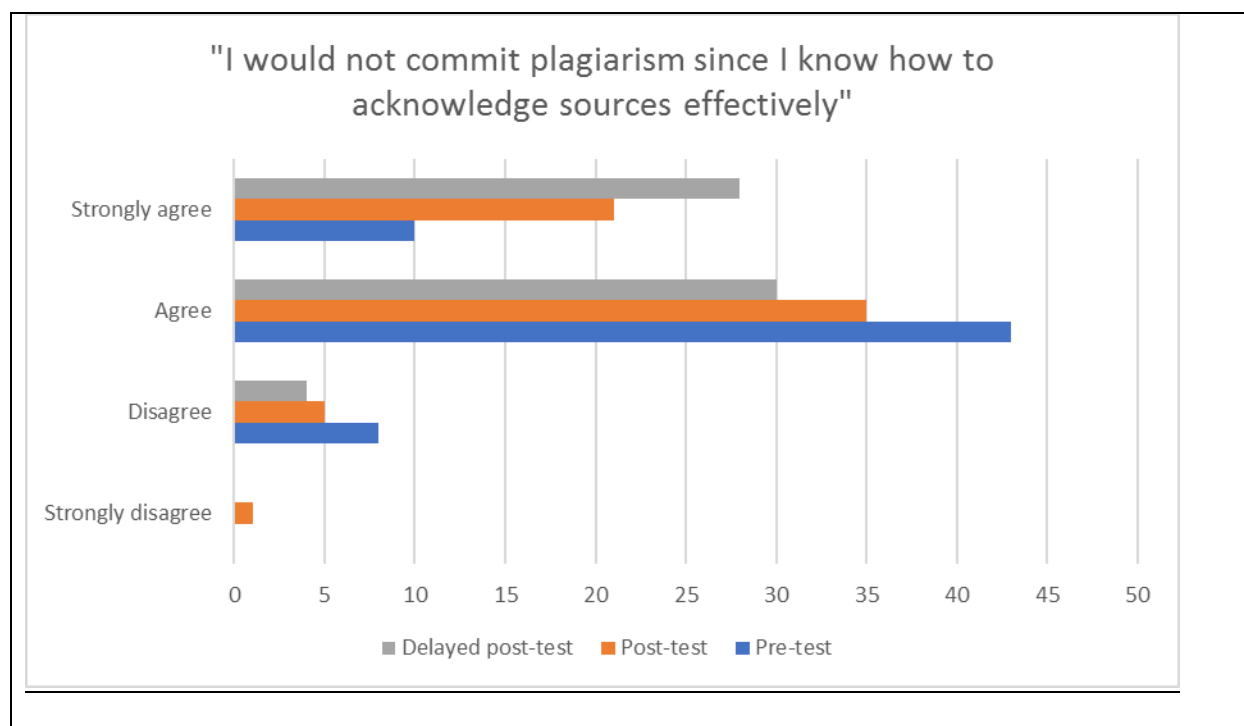
Figure 2. Survey Question 2.

This figure shows some interesting data, for example, it appears that in the three instances, pre-, post- and delayed post-test, students feel confident that they know how to acknowledge sources effectively. This self-perception of students as being capable of acknowledging sources also contradicts the commonly held assumption that ESL students are not capable of citing, paraphrasing or summarizing. As with other skills, such as learning vocabulary, the more students are presented with the topic of APA or MLA, the more prepared they feel when acknowledging sources. It is also interesting that students feel more comfortable with the acknowledgement of sources for the delayed post-test, which indicates that as they receive more instruction, they feel better prepared to cite, paraphrase, or summarize.

Figure 3 specifies students answers for the statement "If your roommate gives you permission to use his or her paper." This question is related to students' awareness of what
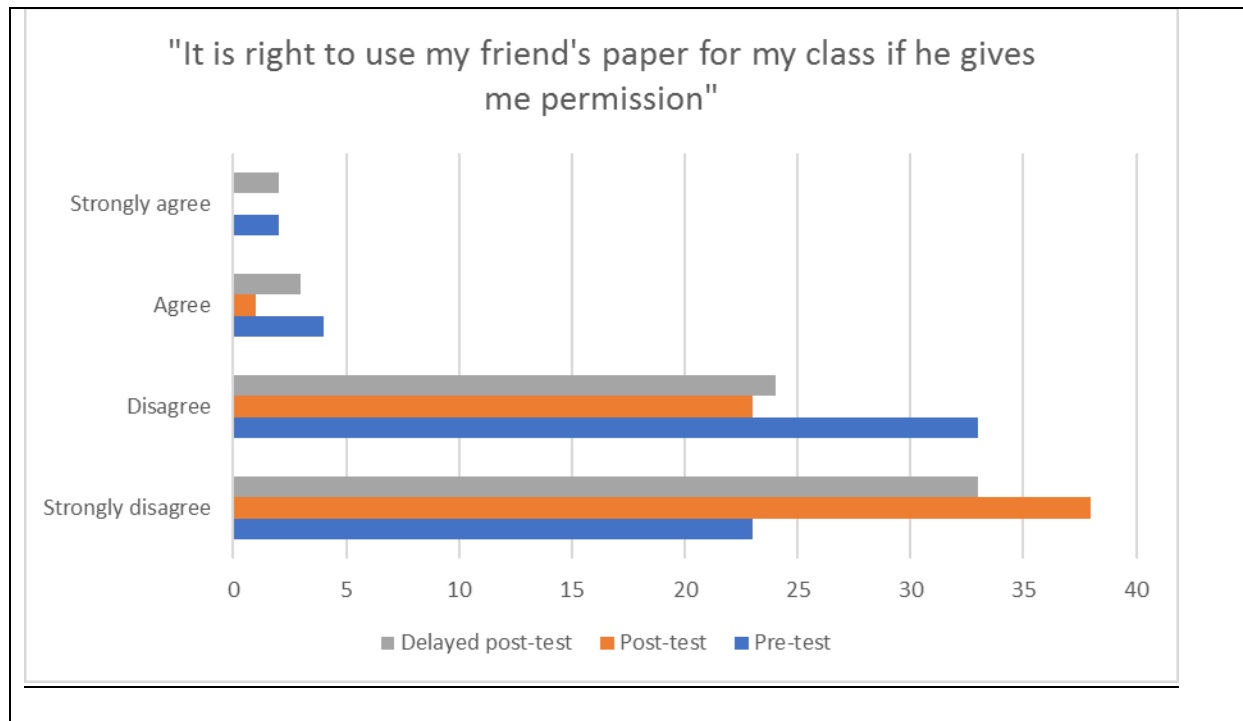
plagiarism consists of.

Figure 3. Survey Question 3.

These results demonstrate that, at the post-test, students are more aware that using a friend's paper for a class is wrong. Students are better aware of the importance of not plagiarizing right after the workshop has finished. This shows that after intensive exposure to APA style rules and the discussion of plagiarism, students' awareness is the highest. In a sort of halo effect, the continuous presence of the researcher in the classroom might have led to these answers.

Figure 4 illustrates students' answers for the statement "I might commit plagiarism inadvertently." This question is also related to students' awareness of their own proficiency and their ability to prevent plagiarism from happening.
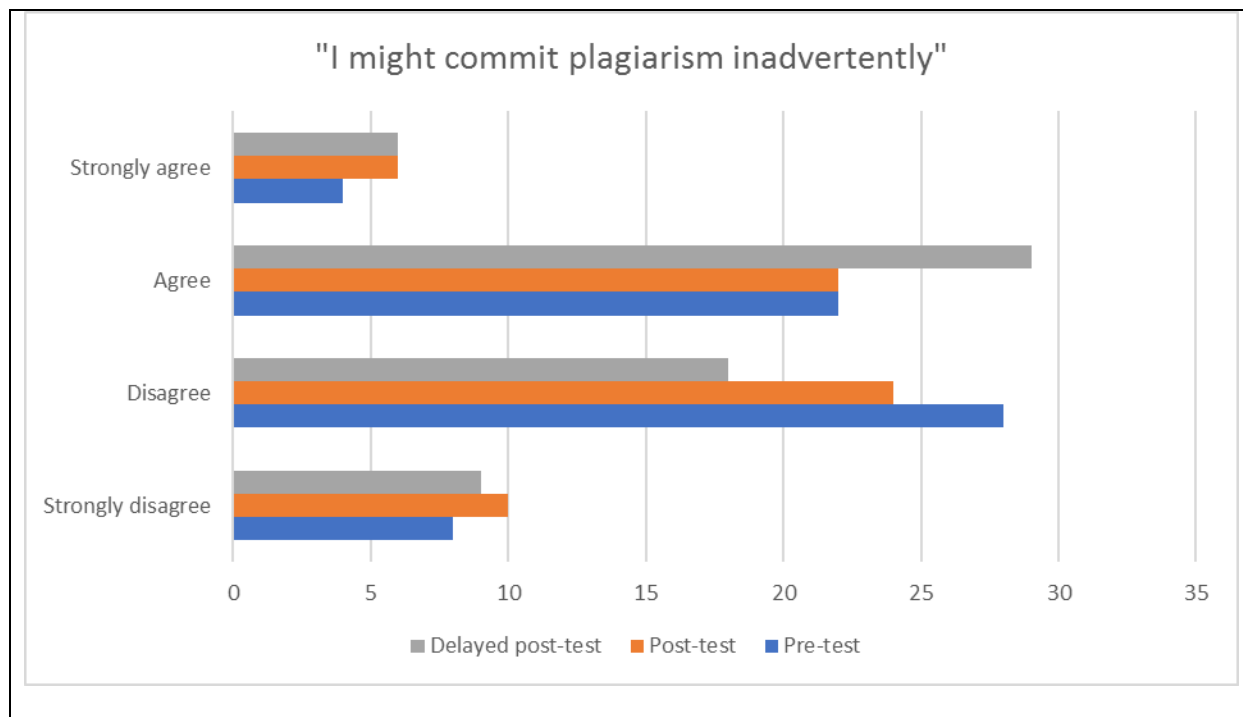
Figure 4. Survey Question 4.

This statement related to students' attitudes towards their proficiency indicates that students are aware that they lack some knowledge about how to avoid plagiarism so they might do it accidentally.

To code the data from student, answers were coded from 1 to 4 to measure students' awareness levels on the dangers of plagiarism. These numbers relate to students' answers "strongly disagree, disagree, agree and strongly agree." According to the nature of the statement, the data was reversed for the numbers to match students' awareness levels. For example, for the statements: "I would never knowingly commit plagiarism because it is against my values" and "I know how to acknowledge sources to avoid plagiarism," the data was coded as strongly disagree (1 point), disagree (2 points), agree (3 points) and strongly agree (4 point). For the statements: "if a friend gave me their permission, it is okay to use their paper" and "I might unintentionally commit plagiarism because I do not know how to acknowledge sources effectively, the data was

coded as strongly disagree (4 point), disagree (3 points), agree (2 points) and strongly agree (1 point). In this way, if students achieved the maximum of 16 points it would mean that their awareness levels were high, whereas if they achieved 4 it would mean that they are not aware of the importance of avoiding plagiarism.

To prove such increase in students' awareness from the pre-test, post-test and delayed post-test, a one-way repeated measure analysis of variance (ANOVA) was conducted to evaluate the null hypothesis that there was no change in participants' awareness levels when measured before, during and after participation in a plagiarism workshop: APA week (N=62). The results of the ANOVA indicated a considerable time effect, Wilks' Lambda= .809, F (2, 59) = 7.1, p= 002, η^2= .191. Thus since .002 is lower than .05, the null hypothesis is rejected, which shows that there was an effect after APA week. Wilks' lambda is a statistics test used in multivariate analysis of variance (MANOVA) to measure whether there are differences between the means of identified groups of subjects on a combination of dependent variables. If a substantial proportion of the variance is accounted for by the independent variable, then it suggests that there is an effect from the grouping variable and that the groups have different mean values. Therefore, I used this test in order to prove if there was a significant difference between the means of the pre-test, post-test and delayed post-test. These three instances are the three dependent variables examined.

Moreover, the eta squared value of η^2=.191 demonstrates that there is a big effect. The eta squared is a measure of effect size for use in ANOVA. As regards effect size, an eta squared of .02 shows a small effect, an eta squared of .13 shows a medium effect size, and a .26 eta squared shows a large effect size. Since the eta squared in this study is that of .191, there is a big effect size after the intervention. Table 4 shows the different tests that we performed:

Table 4

Multivariate Tests

Multivariate Tests[a]						
Effect		Value	F	Hypothesis df	Error df	Sig.
Time	Pillai's Trace	.191	7.100[b]	2.000	60.000	.002
	Wilks' Lambda	.809	7.100[b]	2.000	60.000	.002
	Hotelling's Trace	.237	7.100[b]	2.000	60.000	.002
	Roy's Largest Root	.237	7.100[b]	2.000	60.000	.002

Multivariate Tests[a]				
Effect		Partial Eta Squared	Noncent. Parameter	Observed Power[c]
Time	Pillai's Trace	.191	14.201	.919
	Wilks' Lambda	.191	14.201	.919
	Hotelling's Trace	.191	14.201	.919
	Roy's Largest Root	.191	14.201	.919

To test the hypothesis that the pre-test (M=12.2258, SD=1.90271), post-test (M=12.8710, SD=1.74134) and delayed post-test (M=12.9355, SD=1.85429) were not equal, a dependent samples t-test was performed. Table 5 exemplifies the difference between the means:

Table 5

Descriptive Statistics: Means

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreAware	62	7.00	16.00	12.2258	1.90271
PostAware	62	9.00	16.00	12.8710	1.74134
DPostAware	62	9.00	16.00	12.9355	1.85429

When comparing the pretest and the post-test, the mean of the pretest (M= 12.2258) is not equal to the mean of the post-test (M=12.8710). We can conclude that students' results are significantly higher after APA week. There was a significant difference in the scores for the pre-

test (M=12.2258, SD=1.90271) and the post-test (M=12.8710, SD=1.74134) conditions; t (62) =

-2.877, *p* = .006. Table 6 compares the differences in the values of the pretest and the post-test:

Table 6

Paired Sample Statistics: Pre-test and post-test

T-Test		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreAware	12.2258	62	1.90271	.24164
	PostAware	12.8710	62	1.74134	.22115

When comparing the pretest and the delayed post-test, the mean of the pretest (M=

12.2258) is not equal to the mean of the delayed post-test (M=12.9355). We can conclude that

students' results are significantly higher after APA week. There was a significant difference in

the scores for the pre-test (M=12.2258, SD=1.90271) and the delayed post-test (M=12.9355,

SD=1.85429) conditions; t (62) = -3.283, *p* = .002. Table 7 specifies this data:

Table 7

Paired Sample Statistics: Pre-test and Delayed Post-test

T-Test

		Mean	N	Std. Deviation	Std. Error Mean
	Paired Samples Statistics				
Pair 1	PreAware	12.2258	62	1.90271	.24164
	DPostAware	12.9355	62	1.85429	.23550

The results of figure 5 indicate the variation in students' means in the pre-test, post-test and delayed post-test and at the same time appear to point out the correlation between the independent variable time: pre-test, post-test and delayed post-test and the dependent variable of students' awareness levels.
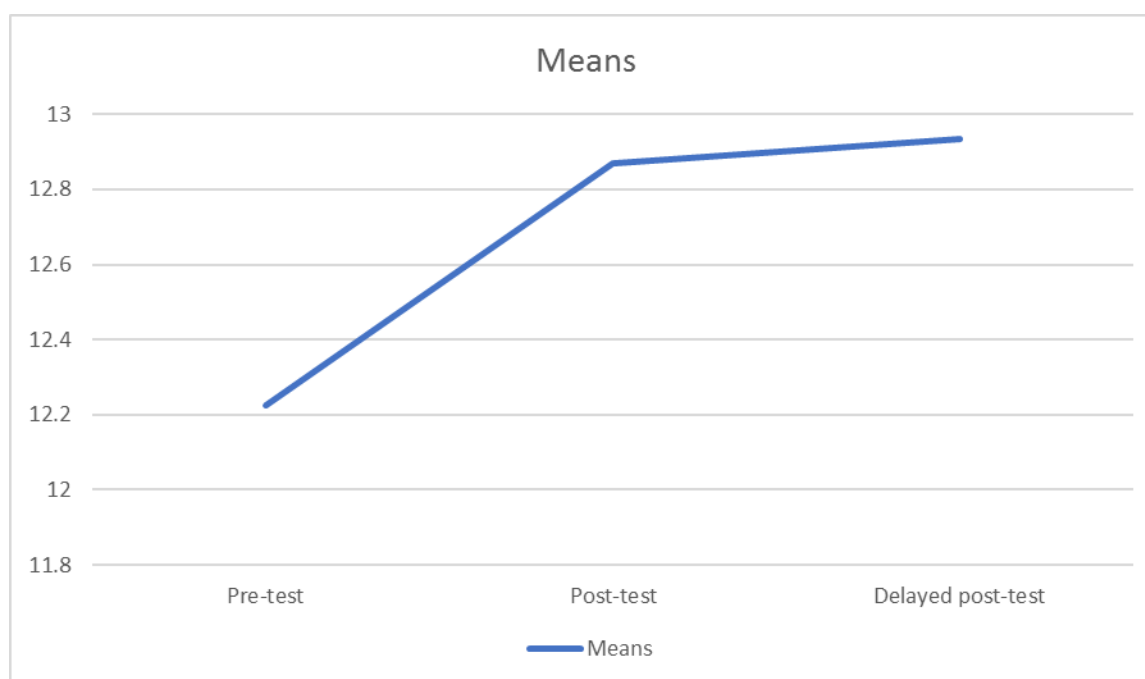

Figure 5. Variation is students' means.

As for question C in the surveys, students had to identify which information had to be cited and which one did not need to be cited. This question was related to students' proficiency in avoiding plagiarism. Table 8 exemplifies the questions and the correct answers:

Table 8

Questions about students' proficiency

	C. In each case, decide whether you must include a citation of the source for the information described.
Pre-test	1. You conduct an interview with a doctor to get information about treatment for skin rashes. You make your own notes. In your paper, you use information from the interview. **You have to cite it.** **X** | You do not have to cite it. …… 2. You create and distribute a survey to shoppers at a mall, asking about the brands of clothing they prefer. You include a table of the results in your paper. You have to cite it. …… | **You do not have to cite it. X**
Post- test	1. You decide to end your paper with a bit of ancient wisdom, so you quote the traditional old proverb, "Look before you leap." You have to cite it. …… | **You do not have to cite it. X** 1. You refer to common knowledge in your field of studies and you do not quote the exact words of the source. You have to cite it. …… | **You do not have to cite it. X**
Delayed post-test	1. You conduct an interview with a doctor to get information about treatment for skin rashes. You make your own notes. In your paper, you use information from the interview. **You have to cite it. X** | You do not have to cite it. …… 2. You create and distribute a survey to shoppers at a mall, asking about the brands of clothing they prefer. You include a table of the results in your paper. You have to cite it. …… | **You do not have to cite it. X**

For the pre-test, 77.4 % of the students (48 participants) answered question one correctly, while only 33.9 % of the students (21 participants) answered question two correctly. These

results might be due to students' over-concern with not plagiarizing to the point that they thought that they had to cite everything, even the information that comes from a survey created by them.

For the post-test, 37.1 % of students (23 students) answered question one correctly, while 58.1 % of the students (36 participants) answered question two correctly. It was surprising that there was a decrease in the number of right answers for question number one and an increase in the number of right answers for question number two. It is likely that the concept of "common knowledge" was troubling for some students to the point that students were not sure of when to cite certain information. It is also possible that instruction on the topic of common knowledge might not have been sufficient for students to answer that question effectively.

For the delayed post-test, 64.5 % of students (40 participants) answered question one correctly, while 56.5 % percent of students (35 participants) answered question two correctly. The fact that there is a consistency in the increase of right answers by the students in the delayed post-test might be because it was carried out in the fifth week of classes so students had more instruction on the topic of plagiarism than on the third week of class. Moreover, this consistency in the right answers by the students shows an increased knowledge of APA formatting and more reflective answers rather than just overgeneralizing a rule as it looks to have happened in the pre-test.

The following figure 6 compares the number of correct answers by the 62 students in these two questions and it shows the final consistency in correct answers by the students in the delayed post-test:
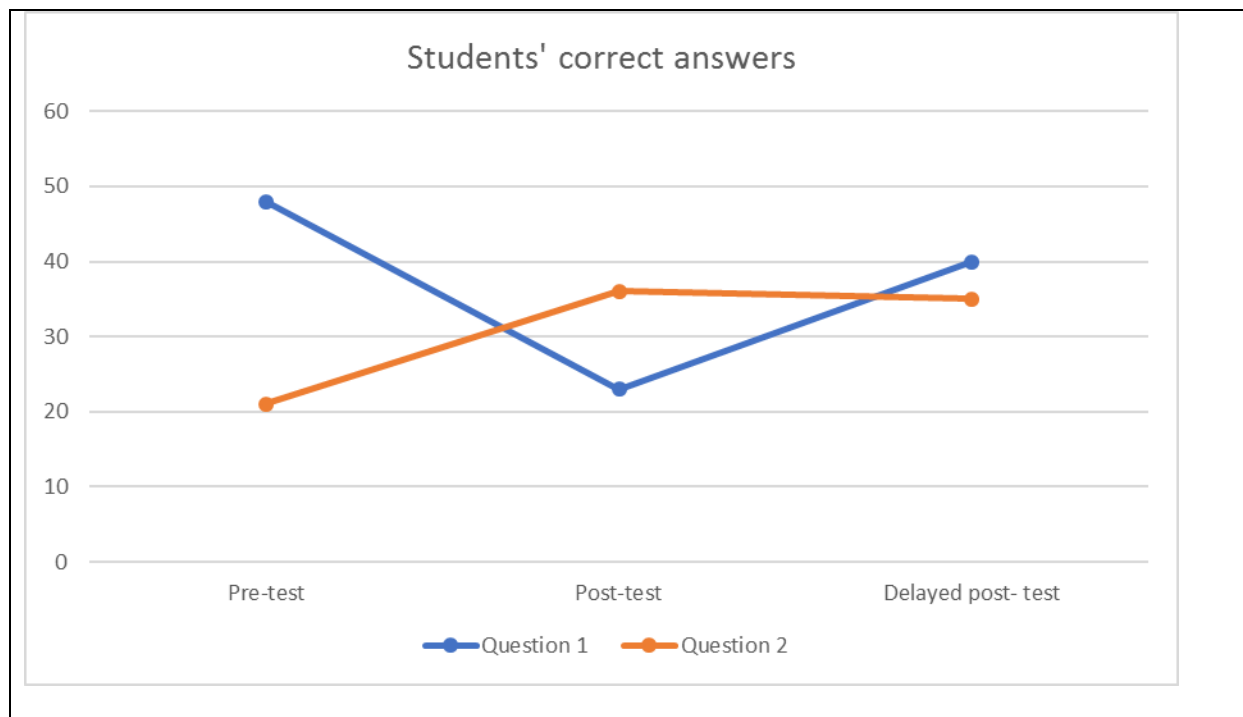
Figure 6. Students' correct answers 1.

The results of this graph shows that the for the pre-test students appeared to be guessing at what information had to be cited. In other words, they really didn't know what needed citing and what did not. The post-test shows that students are still confused with what information should be or should not be cited. Additionally, the concept of common knowledge looks as if it is hard to understand for them. Finally, for the delayed post-test students appear to have developed proficiency in citing which shows more coherent results. It appears that time and exposure to instruction influence students' knowledge of what information should and should not be cited.

As for question D in the surveys, students had to identify instances of plagiarism and of acceptable uses of APA style. Table 9 exemplifies the questions and the right answers:

Table 9

Question about Students' Knowledge of APA Style

Test	**D. Read the source text and then compare it with each of the potential uses that follow. The usage may involve a summary, a paraphrase, or a combination, and may include quotation. In each case ask, "Is the potential use acceptable or does it commit plagiarism?" Explain your answers. (Note this review uses APA citation style.)** There are a few ways to test how smart animals are. One method is to test memory. Scientists in Japan showed a group of college students and a group of five-year-old chimps the number 1 to 9 in different places of a computer screen. The test was to see if the group could remember the specific position of the numbers in the correct order. Every time, the chimps were faster than the students. Why? Did someone assist the chimps? No, but the animals probably had an important advantage: They were young. As both humans and animals get older, their memory gets worse. **Retrieved from Douglas, N. and Bohlke, D. (2015).** *Reading explorer 1.* **Boston, MA: Cengage Learning, p.13.**
Pre-test	**Potential use 1.** According to Douglas and Bohlke (2015) "as both humans and animals get older, their memory gets worse" (p. 13). They support this opinion by means of the description of an experiment comparing both the behaviors of students and chimps (Douglas & Bohlke, 2015, p.13). | **Acceptable Use** **X**	Plagiarism ……
---	--- | **Potential use 2.** Douglas and Bohlke (2015) said that as both humans and animals get older, their memory gets worse (p. 13). The authors demonstrated such argument by means of reference to an experiment comparing chimps' and students' behaviors (Douglas & Bohlke, 2015, p. 13). | Acceptable Use ……	**Plagiarism** **x**
---	---	
Post-test	**Potential use 1.** According to Douglas and Bohlke (2015) "as both humans and animals get older, their memory gets worse" (p. 13). They support this opinion by means of the description of an experiment comparing both the behaviors of students and chimps (Douglas & Bohlke, 2015, p.13). | **Acceptable Use** **X**	Plagiarism ……
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Potential use 2.

Douglas and Bohlke (2015) said that as both humans and animals get older, their memory gets worse (p. 13). The authors demonstrated such argument by means of reference to an experiment comparing chimps' and students' behaviors (Douglas & Bohlke, 2015, p. 13).

Acceptable Use ……	**Plagiarism X**

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Delayed

post-test

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Potential use 1.

According to Douglas and Bohlke (2015) "as both humans and animals get older, their memory gets worse" (p. 13). They support this opinion by means of the description of an experiment comparing both the behaviors of students and chimps (Douglas & Bohlke, 2015, p.13).

Acceptable Use X	Plagiarism ……

Potential use 2.

Douglas and Bohlke (2015) said that as both humans and animals get older, their memory gets worse (p. 13). The authors demonstrated such argument by means of reference to an experiment comparing chimps' and students' behaviors (Douglas & Bohlke, 2015, p. 13).

Acceptable Use ……	**Plagiarism X**

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For the pre-test, 83.9 % of the students (52 participants) answered the first question correctly, while 27.4 % of the students (17 participants) answered the second questions correctly. Two students did not answer the question. This discrepancy in the answers can be due to the fact that students lacked the knowledge about APA style to identify the cases of acceptable use or plagiarism. Therefore, they tended to believe that any example that includes the authors or the page number consists of acceptable citation, no matter the fact that quotation marks were missing.

For the post- test, 93.5 % of the students (58 participants) answered the first question correctly while 30.6 % of the students (19 participants) answered the second question correctly.

This shows an improvement in answers to question one, and the same proficiency with question two. For the post-test, it appears the students were more able to identify acceptable use of APA formatting than instances of plagiarism.

For the delayed post- test, 93.5 % of the students (58 participants) answered question one correctly, but one student did not answer the question. Moreover, 22.6 % of the students (14 participants) answered question two correctly, but one student did not answer the second question. While these results show a clear lower proficiency in the first question but an improved one in question two, there looks to be a different trend than what happened in question C. As a matter of fact, students appear to have achieved better results in both answers in the post-test than in the pre-test or the delayed post-test. When students had to identify instances of correct use of APA format, they did a better job right at the end of the workshop, but such knowledge was not retained after two weeks.

The following figure 7 compares the number of correct answers by the 62 students in these two questions and it shows the peak in students' proficiency in both questions during the post-test:
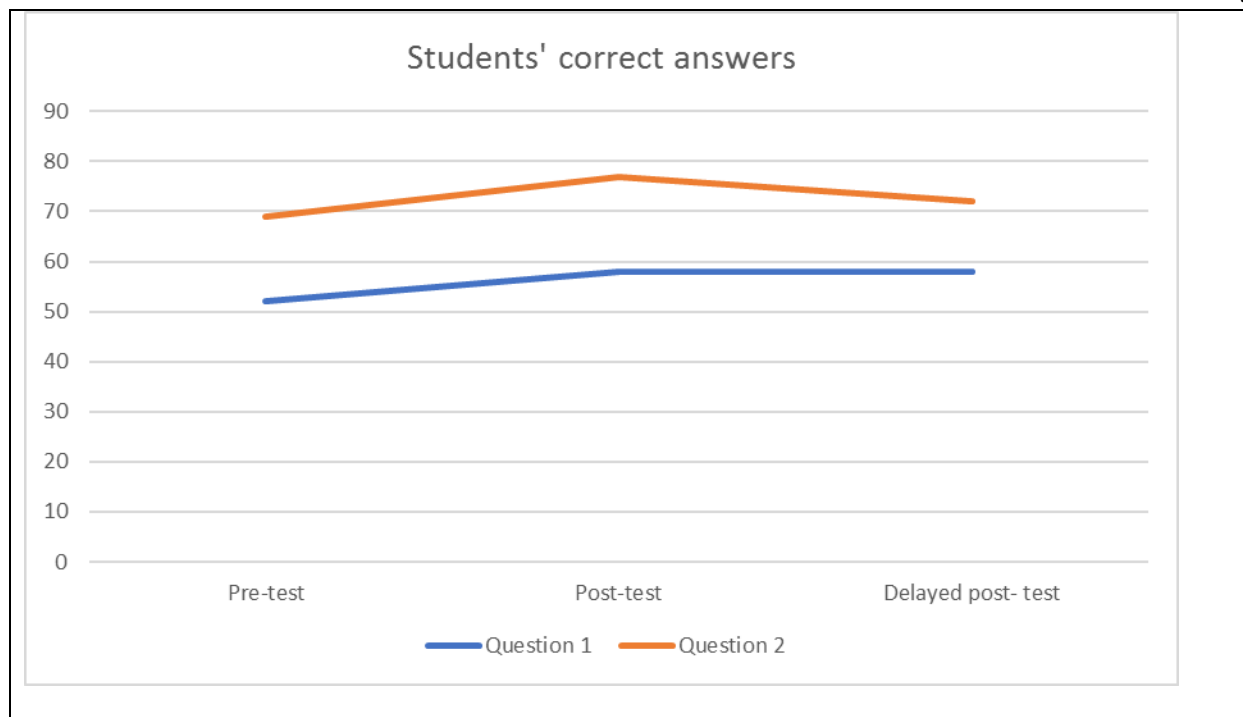
Figure 7. Students' correct answers 2.

The results appear to show that students' performance was better during the post-test, which demonstrates that students' proficiency is higher right after the instructions episode. This might be due to the halo effect of having just been exposed to two hours of instruction on the topic of plagiarism, and having the presenter right in front of the students which, as opposed to just having the researcher stop by for the delayed post-test, activates students' attention and concentration.

In order to assess students' proficiency from the pre-test, post-test and delayed post-test, a one-way repeated measure analysis of variance (ANOVA) was conducted to evaluate the null hypothesis that there was no change in participants' proficiency levels when measured before, during, and after participation in the plagiarism workshop: APA week (N=62). The results of the ANOVA indicated no considerable time effect, Wilks' Lambda= .974, $F_{(2, 59)} = .797$, p= .315, η^2= .026. Thus since .315 is higher than .05, the null hypothesis is not rejected, indicating there

was not an effect for proficiency after APA week. Since the repeated measures, ANOVA test demonstrated that there was no meaningful change, there was not purpose in carrying out the t-tests. If there had been a notable change as reported by the ANOVA test, it would have helped to identify where the change was. That is, in the pre-test, post-test or delayed post-test.

Limitations

A teacher asked to have the APA workshop on the fifth week of class rather than the third, so students had been exposed to more writing instruction. This might lead to students being more aware of the importance of not plagiarizing.

The examples of types of information that students had to identify as something that should be cited or not for question C, were not exactly the same statements. Having had the same statements would have added more internal validity to the study, especially if we consider the fact that the post-test dealt with two questions with common knowledge which is a conflicting concept for students. This factor could have led to students having such low scores in the post-test in question C related to proficiency with APA style.

Finally, APA week was supposed to last 3 hours but it ended up lasting 2 hours due to the requirement of college ESL teachers. Because of that the workshop in both the Intensive English Center and the English for Academic program lasted 2 hours.

Chapter 5: Discussion

As for the different awareness levels on the importance of avoiding plagiarism depending on their country of origin, years of English instruction and amount of years spent in the United States, there was not enough information to prove such hypotheses since most of the students were from a single country, Nepal, while other nationalities were under-represented. Moreover, most of the students were in their first semester at a university in the Midwest so the questions of the impact of years spent in the US and its impact on plagiarism could not be answered. Therefore, there was not enough information to reject the first null hypothesis that there is not a meaningful change in students' awareness level on the importance of plagiarism depending on their country of origin, years of English instruction and amount of years spent in the United States.

For the post- tests, students showed developed awareness levels on the importance of acknowledging sources effectively and the need to avoid plagiarism after explicit instruction on APA format style during APA week. This could be proved by means of the repeated measures ANOVA test and the t-test as it was demonstrated in the results section. Therefore, the second null hypothesis, that there is not notable change in students' awareness levels on the importance of acknowledging sources effectively before, during, and after participation in APA week, was rejected.

The general objective of the study was to find out to what extent students understand the concept of plagiarism, to what extent do ESL students understand and perceive the importance of acknowledging sources appropriately and in what ways, can explicit instruction on APA formatting improve ESL students' awareness of the importance of appropriate acknowledgement of sources.

Considering students' answers to questions related to awareness, even in the pre-test, the great majority of students knew that plagiarism is something to be avoided and that it is morally wrong. Moreover, they know that learning APA or other formatting styles for the acknowledgement of sources allows them to avoid plagiarism.

As for a definition of plagiarism, Carroll (2002) states that plagiarism is the "passing off someone else's work, whether intentionally or unintentionally, as your own for your own benefit" (p.9). This definition is similar to the ones students were providing, which included the words "cheating," "stealing," "copying," "ideas," or "not using sources." Students provided definitions of plagiarism which resembled those provided by different universities codes of conducts.

What the results of these four tables demonstrate is that students know that plagiarism is ethically wrong, yet they still feel they lack the knowledge necessary to avoid it. This observation seems to adhere to Harris's (2002) idea that "The causes of unintentional plagiarism are several: lack of knowledge of proper source use, misunderstanding the rules for citation, careless note taking, reliance on uninformed opinion about citing, and so forth" (p. 16). It looks as if international students who are L2 learners of English knew that plagiarism was wrong; and that it was not okay to use a friend's paper as their own, yet they do not feel confident about their proficiency with APA style. This conclusion matches the results of the study according to which students are aware that plagiarism is morally condemned, yet their proficiency levels with APA style are low. This suggests a need for interventions and increased practice with citations as well as increased emphasis on vocabulary.

This means that, as for students' proficiency with the acknowledgement of sources, when students were aiming at producing APA citations, they still make several mistakes related to

punctuation, and use of reporting verbs. In the case of the tests, it was noticeable that students were not sure of what information had to be cited or not and what was plagiarism and what was acceptable use. As with other aspects of language proficiency such as grammar or vocabulary, learning to use APA formatting is not something that can happen from one day to another. On the contrary, teachers need to maximize students' exposure to citation, paraphrasing, and use of APA formatting for students to acquire such skills. As Abasi and Graves (2008) suggests that teachers should not only expect students to be authors and to problematize the main discourses in their fields, but they should also provide students with the strategies for learning to do so (p. 231).

As stated by Pennycook (1996) academic factors, cultural background or identity issues have an impact on students' understanding about effective appropriation and acknowledgement of texts. While it is important to get to understand the cultural and educational background of the students, what this study seems to show is that students had a clear definition in mind of what plagiarism was not matter their country of origin. In other words, contrary to the commonly held assumption that ESL students come from countries where plagiarism is an unknown concept, the students who participated in this study knew what it was and had a pretty comprehensive definition of the concept. Yet, as Moore Howard (1999) says "non-native speakers of English have difficulty in in adhering to Western conventions for interacting with source material" (117).

Moreover, there is a clear increase in the correct answers either in the post-test or the delayed post-test, which suggests that students' awareness was raised at least for a temporary period, especially in the case of the post-test. It is suggested that instruction positively impacts students' awareness on the topic and that the more students are exposed to the topic, the higher their awareness levels appear to be. Due to positive washback effect, after having had such

intense instruction on the topic of plagiarism and having to be evaluated right after it, students are more likely to pay more attention to details and make more connections between standards and instruction.

Moreover, the results of the study suggest that APA week, explicit two hours' instruction on how to acknowledge sources, effectively impacts students' awareness levels. For the post-tests and the delayed post- tests students showed increasing higher levels of awareness on the importance of plagiarism avoidance. Not only did students agree more with the notion that plagiarism was against their morals, but students also understood explicit ways of avoiding plagiarism such as not using a classmate's paper as their own or learning about APA style. This clearly coincides with Buranen's (1999) study in which the participants knew that plagiarism was not acceptable and had to be reprimanded (p. 66).   This suggest that the common belief that international students are not aware of the importance of avoiding plagiarism ought to be challenged.

As a matter of fact, the results of the study show that students' awareness levels were raised, which might hopefully lead to students more actively avoiding plagiarism or at least understanding the importance of learning APA style. In this sense, the workshop proved to be effective since it helped students learn that plagiarism was to be avoided and that there were several tools to do so. The pedagogical options provided such as the scaffolding charts proposed by Schuemann (2008) were effectively used by the students and even some teachers who participated in the workshop adopted them. Other tasks that proved effective were those related to informing students on "institutional policies and practices [related to plagiarism as a] writing assignment" (2008, p. 39). When students learned about their university Code of Conduct their awareness levels were raised.

Another interesting finding from the study is that the concept of common knowledge was challenging for students. They were not able to tell which information is common knowledge and which one is not. Students were puzzled by such concepts, which is not surprising considering the number of different definitions for common knowledge that exists. The concept of common knowledge is per se very complex. Indiana University code of student rights, responsibilities and conduct specially cautions students that the concept of common knowledge varies from context to context (2016). Bakhtin and Holquist's (1981) in their dialogic theory explain that "every extra-artistic prose discourse (...) cannot fail to be orientated toward the 'already uttered,' the 'already known,' the 'common opinion' and so forth (p. 279)." So common knowledge can be defined to students as knowledge shared in a certain field in which that is considered as the already familiar information as opposed to new findings.

Another implication of the study is that there was a progressive development of students' awareness on plagiarism throughout time yet this was not reflected in their proficiency with citing sources. In a way, this indicates that the concept of plagiarism involves both understanding what the risks of plagiarizing are and learning how to acknowledge sources effectively. These two sides of the coin do not necessarily develop at the same time and even though students might know that plagiarism is to be avoided, teachers must reinforce teaching the basics of APA style, or the formatting style of their choice, if they want students to effectively apply such skills in their writings.

Suggestions for Further Research

This study is expected to be used as part of a longer study in the future; it will be carried out in another university in South America, to examine the results of this approach in an EFL context. There is little research on the issue of plagiarism in an EFL context and carrying out

such study may provide interesting results.

In addition to that, considering the complaints of teachers in content areas as regards the numbers of students plagiarizing, replicating this study in an American university analyzing and comparing the results of ESL and native speakers in a freshman composition course would also bring about interesting results.

As pointed out before, students were confused with the concept of common knowledge. For that reason, it would be interesting to carry out research about the concept of common knowledge and then analyze students' answers to different examples and consider their answers about what common knowledge is. This study could be done in an EFL or ESL context and even with freshman composition courses.

Furthermore, a longitudinal study on the development of students' proficiency of citation skills could also bring about interesting results about effective and not effective instructional activities and the effect of time on students' answers.

Conclusions

Teaching our students how to cite goes beyond a simple instructional activity like teaching students how to use the simple past tense. Citing effectively does not only require students' writing proficiency development, but also an awareness of a characteristic of academic culture in the US. For ESL students not used to the conventions of American academic writing, learning how to cite entails knowing about the real dangers of plagiarism. Nevertheless, it also involves an awareness of the importance of details such as punctuation or citing conventions. It is a process that ought to be scaffolded, assessed and subjected to continuous evaluation by students and teachers.

Being able to incorporate the voice of others in our materials invariably leads to more

credibility in our writing. Adding the voice of authority helps us to support our ideas more effectively. It is in this context that the relationships between reading and writing ought to be examined. Abasi (2016) points out that "good writers are always those who have read widely. Reading is the precursor to writing and that's why in the context of academia graduate students are required to take courses and read extensively before producing anything seriously" (Abasi, A. R., 2016, November 11th, email interview). I can strongly relate Abasi's statement to my own experience since whenever I am required to write a paper, I read extensively what others have written about the topic. Abasi (2016) further points out that "Reading widely makes it possible for us to juxtapose apparently disparate ideas and come up with new insights or ideas and eventually develop a voice of our own" (Abasi, A. R., 2016, November 11th, email interview). It is in this sense that the teaching of how to acknowledge sources consists in an essential skill since it helps to create bridges between what students read and what they have the potential for writing, which relates to the concept of indexicality that Bakhtin and Holquist (1981) define as the intertextual relationship between texts. When readers interact with texts, they make associations with other texts they read before. For instance, when students read the name of an author who was quoted in the text, they make associations about what they previously read from such author.Students in composition classes should be exposed to several texts and presented with tasks that help them cite, summarize and paraphrase information. These are the basics for them to develop their proficiency in academic writing and the ability to incorporate other voices in their texts.

Citing can be used with several purposes which invariably lead to more proficiency in writing such as for supporting ideas, introducing counter arguments and concluding ideas. In an academic world which requires competent students, teachers need to provide them with

strategies to succeed academically, professionally and personally. Learning how to resort to authorities in different fields can empower students for such success. In relation to the connections between reading and writing, Abasi (2016) referred to "the anecdote that in the ancient times someone goes to a big poet and says to him, 'I'd like to write poems.' And the poet tells him: First go and memorize 1000 poems and then come back to me to talk about it" (Abasi, A. R., 2016, November 11th, email interview).

Reading and writing can be considered as input and output. In order to develop students' writing skill, teachers need to present them with a good number of models of effective essays. This can encourage students to identify important elements such as organization, logic, writers' voice and development of ideas. Students should be given plenty of time to go over texts related to what they will write about later. This will help them generate ideas including counter-arguments, supporting ideas or concluding remarks. Moreover, reading texts can be a useful pre-task if we consider a process approach to writing. Pre-tasks to writing, such as a reading comprehension, can help students generate ideas, recycle vocabulary, consider new outlooks on a topic and develop readiness for the actual writing task. Reading and writing are two skills which go hand in hand. While one is receptive and the other is productive, the development of both are interrelated. By reading extensively students learn about effective writing.

I have experienced how many learners experience a silent period when they need time to take in some information and process it before producing output. Reading is a crucial part of this silent period and teachers ought to present students with texts that interests them and motivates them. This can lead to elaboration of their ideas. After students have been exposed to a good amount of input in writing, they can be encouraged to summarize and critique readings.

In relation to the topic of plagiarism and ESL learners, it should be considered that in

same way as many learners experience a silent period before producing output, our ESL students need to read extensively before they can develop writing proficiency. As it was pointed out before students are required to acknowledge sources, first we need to make sure that our students have achieved such proficiency and, then, we must scaffold the teaching of citation formats before we pass judgments on students supposed acts of plagiarism.

In a world in which internet is omnipresent and copying and pasting information is an easy option, students who lack writing proficiency are likely to believe that anything they can find on the internet will be better than their own writing. We, teachers, need to empower our students. We need to expose them to numerous effective texts models and we need to help they understand what makes those texts effective. We need to guide them to paraphrase, to cite and to summarize. We need to scaffold the writing of summary-response essays and we need to help them respond critically to texts.

There are codes of conducts in every university that regulate what should be done in the case of academic dishonesty. Understanding such course of actions is also essential, since we cannot naively think that all plagiarism is unintentional. Yet, as composition instructors we need to reflect on our practices and think to what extend our own teaching is affecting our students' perceptions and awareness on the importance of avoiding plagiarism. We need to go beyond simple accusations of plagiarism and try to delve in to the question of why that phenomenon is happening. This study will hopefully shed some light about those points. Most important, this study will help open the discussion on teachers' responsibility for students' efficiency in acknowledgement of sources and avoidance of plagiarism.

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Appendix 1: Pre-Test

Questionnaire about Beliefs about Plagiarism and Cheating
XXXXXXXX[1]
Date of survey administration

I would like you to answer these questions about students' citation skills and plagiarism awareness. The study is intended to benefit the English learners' community in the United States. The study is conducted by Angelica Carnero an MA TESOL student at XXXX. There are no wrong or right answers in this questionnaire, and the honesty of your answers will help the researchers arrive at conclusions on the topic. Your participation in this project is voluntary and anonymous. You may withdraw and discontinue participation at any time without penalty. Your contribution is valued and appreciated since you will help to improve English teaching.

Thank you,
Angélica Carnero

A) **Please complete the following table with personal information about yourself.**

1) Gender	
2) Country	
3) Native language	
4) Numbers of years studying English in the USA	
5) Have you previously attended Intensive English Programs?	
6) How do evaluate your level of English proficiency?	
7) How would you define the concept of plagiarism?	
8) What have you learned about the topic of plagiarism in your home country?	
9) Describe instances where you have been exposed to the topic of plagiarism.	

B) **To what extend do you agree with the following assertions? Tick the answer that best applies.**

1) I would never knowingly commit plagiarism because it is against my morals.

I strongly agree.	I agree.	I disagree.	I strongly disagree.
……	……	……	……

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[1] XXX = Names have been removed to protect the privacy and confidentiality of the participants and the institution where the study was conducted.

2) I know how to acknowledge sources appropriately in order not to commit plagiarism.

I strongly agree.	I agree.	I disagree.	I strongly disagree.
……	……	……	……

3) If my roommate gives me permission to use his or her paper for one of my classes, I don't think there is anything wrong with doing that.

I strongly agree.	I agree.	I disagree.	I strongly disagree.
……	……	……	……

4) I might unintentionally commit plagiarism because I'm not sure what it is.

I strongly agree.	I agree.	I disagree.	I strongly disagree.
……	……	……	……

C) **In each case, decide whether you must include a citation of the source for the information described.**

1) You conduct an interview with a doctor to get information about treatment for skin rashes. You make your own notes. In your paper, you use information from the interview.

You have to cite it.	You do not have to cite it.
……	……

1) You create and distribute a survey to shoppers at a mall, asking about the brands of clothing they prefer. You include a table of the results in your paper.

You have to cite it.	You do not have to cite it.
……	……

D) **Read the source text and then compare it with each of the potential uses that follow. The usage may involve a summary, a paraphrase, or a combination, and may include quotation. In each case ask, "Is the potential use acceptable or does it commit plagiarism?" Explain your answers. (Note this review uses APA citation style.)**

There are a few ways to test how smart animals are. One method is to test memory. Scientists in Japan showed a group of college students and a group of five-year-old chimps the number 1 to 9 in different places of a computer screen. The test was to see if the group could remember the specific position of the numbers in the correct order. Every time, the chimps were faster than the students. Why? Did someone assist the chimps? No, but the animals probably had an important advantage: They were young. As both humans and animals get older, their memory gets worse.

Retrieved from Douglas, N. and Bohlke, D. (2015). *Reading explorer 1.* **Boston, MA: Cengage Learning, p.13.**

Potential use 1.

According to Douglas and Bohlke (2015) "as both humans and animals get older, their

memory gets worse" (p. 13). They support this opinion by means of the description of an experiment comparing both the behaviors of students and chimps (Douglas & Bohlke, 2015, p.13).

Acceptable Use	Plagiarism
……	……

Potential use 2.

Douglas and Bohlke (2015) said that as both humans and animals get older, their memory gets worse (p. 13). The authors demonstrated such argument by means of reference to an experiment comparing chimps' and students' behaviors (Douglas & Bohlke, 2015, p. 13).

Acceptable Use	Plagiarism
……	……

THANKS!

Retrieved and adapted from Harris, R. A., (2002). *Using sources effectively. Strengthening your writing and avoiding plagiarism*. **Los Angeles, CA: Pyrczak Publishing, pp. 11, 13 &63.**

Appendix 2: Post-Test

Questionnaire about Beliefs about Plagiarism and Cheating
XXXXXXXX
Date of survey administration

I would like you to answer these questions about students' citation skills and plagiarism awareness. The study is intended to benefit the English learners' community in the United States. The study is conducted by Angelica Carnero an MA TESOL student at XXXX. There are no wrong or right answers in this questionnaire, and the honesty of your answers will help the researchers arrive at conclusions on the topic. Your participation in this project is voluntary and anonymous. You may withdraw and discontinue participation at any time without penalty. Your contribution is valued and appreciated since you will help to improve English teaching.
     Thank you,
     Angélica Carnero

E) **Please tick the option best applies to you**

I attended class	0 hour on APA week.	
	1 hour on APA week.	
	2 hours on APA week.	
	3 hours on APA week.	

F) **To what extend do you agree with the following assertions? Tick the answer that best applies.**

5) Plagiarism is against my ethical values so I would not do it.

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

6) My efficiency in acknowledging sources appropriately helps me not to plagiarize.

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

7) that.It is alright for me to use my friend's paper for one of my classes if he allows me to do

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

8) Since I do not know what plagiarism is, I might find myself plagiarizing accidentally.

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

B) **In each case, decide whether you must include a citation of the source for the information described.**

2) You decide to end your paper with a bit of ancient wisdom, so you quote the traditional old proverb, "Look before you leap."

You have to cite it. ……	You do not have to cite it. ……

3) You refer to common knowledge in your field of studies and you do not quote the exact words of the source.

You have to cite it. ……	You do not have to cite it. ……

D) Read the source text and then compare it with each of the potential uses that follow. The usage may involve a summary, a paraphrase, or a combination, and may include quotation. In each case ask, "Is the potential use acceptable or does it commit plagiarism?" Explain your answers. (Note this review uses APA citation style.)

There are a few ways to test how smart animals are. One method is to test memory. Scientists in Japan showed a group of college students and a group of five-year-old chimps the number 1 to 9 in different places of a computer screen. The test was to see if the group could remember the specific position of the numbers in the correct order. Every time, the chimps were faster than the students. Why? Did someone assist the chimps? No, but the animals probably had an important advantage: They were young. As both humans and animals get older, their memory gets worse.

Retrieved from Douglas, N. and Bohlke, D. (2015). *Reading explorer 1.* Boston, MA: Cengage Learning, p.13.

Potential use 1.

According to Douglas and Bohlke (2015) "as both humans and animals get older, their memory gets worse" (p. 13). They support this opinion by means of the description of an experiment comparing both the behaviors of students and chimps (Douglas & Bohlke, 2015, p.13).

Acceptable Use ……	Plagiarism ……

Potential use 2.

Douglas and Bohlke (2015) said that as both humans and animals get older, their memory gets worse (p. 13). The authors demonstrated such argument by means of reference to an experiment comparing chimps' and students' behaviors (Douglas & Bohlke, 2015, p. 13).

Acceptable Use	Plagiarism
……	……

THANKS!

Retrieved and adapted from Harris, R. A., (2002). *Using sources effectively. Strengthening your writing and avoiding plagiarism*. **Los Angeles, CA: Pyrczak Publishing, pp. 11, 13 &63.**

Appendix 3: Delayed Post-Test

Questionnaire about Beliefs about Plagiarism and Cheating
XXXXXXX
Date of survey administration

I would like you to answer these questions about students' citation skills and plagiarism awareness. The study is intended to benefit the English learners' community in the United States. The study is conducted by Angelica Carnero an MA TESOL student at xxxx. There are no wrong or right answers in this questionnaire, and the honesty of your answers will help the researchers arrive at conclusions on the topic. Your participation in this project is voluntary and anonymous. You may withdraw and discontinue participation at any time without penalty. Your contribution is valued and appreciated since you will help to improve English teaching.
Thank you,
Angélica Carnero

A) **Please tick the option best applies to you**

I attended class	0 hour on APA week.	
	1 hour on APA week.	
	2 hours on APA week.	
	3 hours on APA week.	

B) **To what extend do you agree with the following assertions? Tick the answer that best applies.**

1) I would never purposefully plagiarize because it is unethical.

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

2) I do not commit plagiarism since I know how to acknowledge sources appropriately.

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

3) Provided that my friend gives me his permission, it is right to use his paper for my class.

I strongly agree. ……	I agree. ……	I disagree. ……	I strongly disagree. ……

4) Because of my lack of knowledge on the topic of plagiarism, I might commit plagiarism inadvertently.

I strongly agree.	I agree.	I disagree.	I strongly disagree.
……	……	……	……

C) **In each case, decide whether you must include a citation of the source for the information described.**

1) You conduct an interview with a doctor to get information about treatment for skin rashes. You make your own notes. In your paper, you use information from the interview.

You have to cite it.	You do not have to cite it.
……	……

1) You create and distribute a survey to shoppers at a mall, asking about the brands of clothing they prefer. You include a table of the results in your paper.

You have to cite it.	You do not have to cite it.
……	……

D) Read the source text and then compare it with each of the potential uses that follow. The usage may involve a summary, a paraphrase, or a combination, and may include quotation. In each case ask, "Is the potential use acceptable or does it commit plagiarism?" Explain your answers. (Note this review uses APA citation style.)

There are a few ways to test how smart animals are. One method is to test memory. Scientists in Japan showed a group of college students and a group of five-year-old chimps the number 1 to 9 in different places of a computer screen. The test was to see if the group could remember the specific position of the numbers in the correct order. Every time, the chimps were faster than the students. Why? Did someone assist the chimps? No, but the animals probably had an important advantage: They were young. As both humans and animals get older, their memory gets worse.

Retrieved from Douglas, N. and Bohlke, D. (2015). *Reading explorer 1.* Boston, MA: Cengage Learning, p.13.

Potential use 1.

According to Douglas and Bohlke (2015) "as both humans and animals get older, their memory gets worse" (p. 13). They support this opinion by means of the description of an experiment comparing both the behaviors of students and chimps (Douglas & Bohlke, 2015, p.13).

Acceptable Use	Plagiarism
……	……

Potential use 2.

Douglas and Bohlke (2015) said that as both humans and animals get older, their memory gets worse (p. 13). The authors demonstrated such argument by means of reference to an experiment comparing chimps' and students' behaviors (Douglas & Bohlke, 2015, p. 13).

Acceptable Use	Plagiarism
……	……

THANKS!

Retrieved and adapted from Harris, R. A., (2002). *Using sources effectively. Strengthening your writing and avoiding plagiarism***. Los Angeles, CA: Pyrczak Publishing, pp. 11, 13 &63.**

Appendix 4: Instructional Activities for APA week

Plagiarism and cheating

- **Which actions constitute plagiarism, defined as passing of someone else's work as your own? Tick the ones that, in your opinion, are examples of plagiarism and think about a justification for your answer.**

1. Taking unauthorized material into an exam.

   ………………………………………………………………………………………

2. Lying about medical/ other circumstances to get special consideration.

   ………………………………………………………………………………………

3. Copying another student's coursework with their knowledge.

   ………………………………………………………………………………………

4. Altering data such as the results of a survey so as to make these more favorable.

   ………………………………………………………………………………………

5. Paraphrasing material from a source without acknowledging the original author.

   ………………………………………………………………………………………

6. Not contributing to a fair share of work that is assessed for a group mark.

   ………………………………………………………………………………………

   Retrieved and adapted from Carroll, J. (2002). *A handbook for deterring plagiarism in Higher education*. **(p. 52). Oxford: Oxford Centre for Staff and Learning Development.**

Plagiarism and Cheating

- **In what sense are cheating behavior and plagiarism similar? How do they differ?**

  …………………………………………………………………………………

  …………………………………………………………………………………

- **How do you make sure that you are not plagiarizing when you write something?**

  …………………………………………………………………………………

  …………………………………………………………………………………

  ………

 Retrieved and adapted from Carroll, J. (2002). *A handbook for deterring plagiarism in Higher education*. **(p. 52). Oxford: Oxford Centre for Staff and Learning Development.**

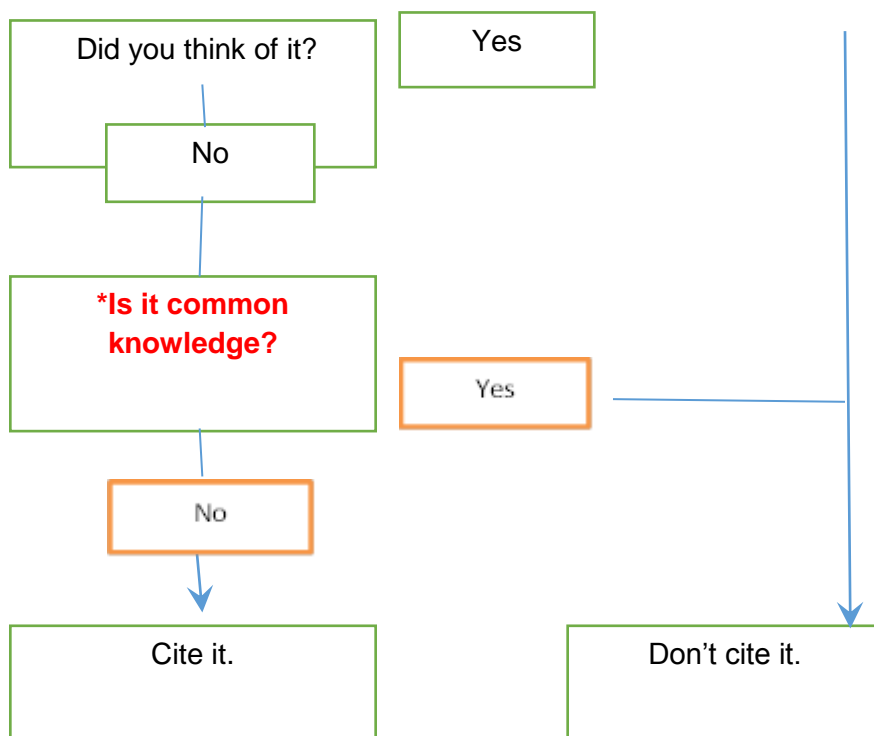| Did you think of it?	Yes
No	

*Is it common knowledge?

Yes

No

Cite it.

Don't cite it.

● **When should you cite your sources?**

1) What do you understand as common knowledge?

…………………………………………………………………………………………………

…..

2) Why could the concept of common knowledge be problematized?

…………………………………………………………………………………………

…

3) What is generally understood as common knowledge in your field of studies?

…………………………………………………………………………………………

……

Retrieved and adapted from Harris, R. A. (2002). Using sources effectively.

Strengthening your writing and avoiding plagiarism (p. 20). Los Angeles, CA:

Pyrczak Publishing.

Reporting verbs brainstorming

In order to report on what someone said it is important to use certain verbs commonly

used for expressing somebody's opinions. Which are in your opinion some of these

verbs?

says	....	....
indicates	....	....
notes	....	....
mentions	....	....

Introductory phrases brainstorming
In order to introduce someone's opinion on a topic there are a number of content words that can be used. Can you think about other similar words?

according to	....	....
as reported by	....	....
as stated by	in line with	....
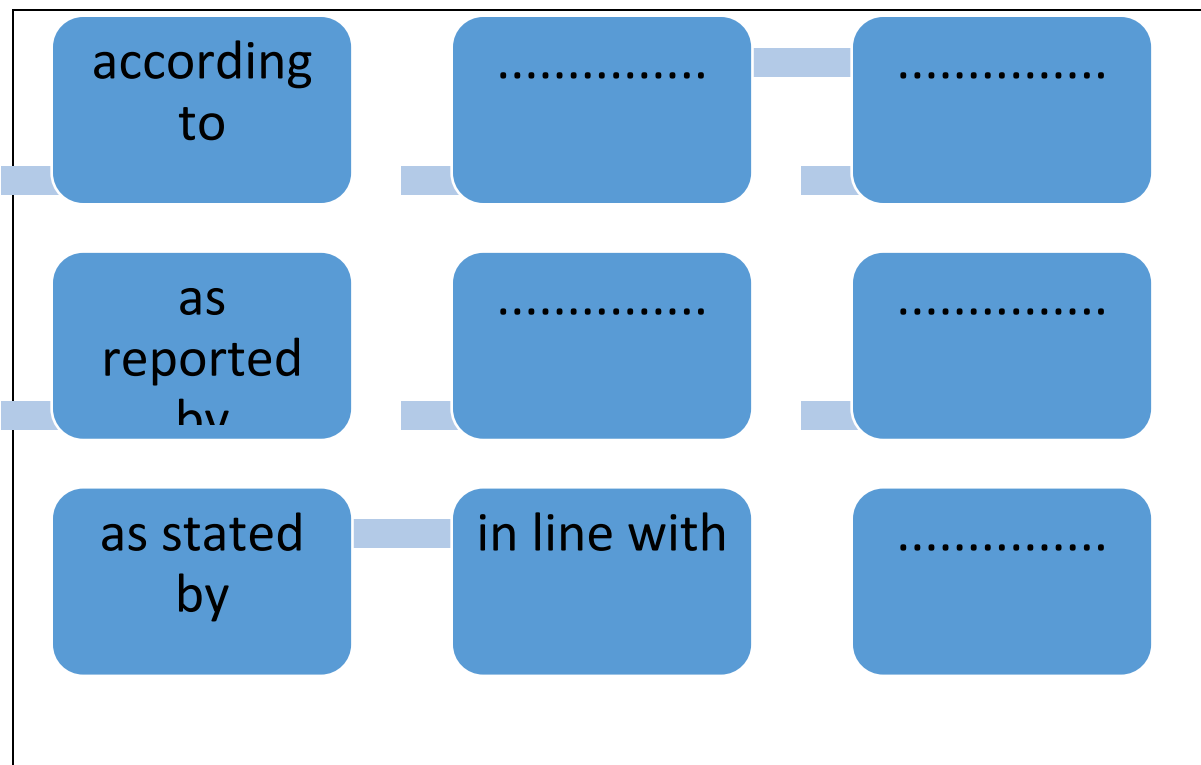
According to				
Consider the formatting of sentences in the quotation charts:				
According to	**Last Name or Source Name**	**Year , (comma)**	**"Definition quoted"**	**page number (p. 76).**
According to	Jones	(1998),	"Students often had difficulty using APA style, especially when it was their first time"	(p. 199).
1) ……………..	………….	………	……………………………………… ……………………………………… ……………………………………… …………………………	……………….
2) ……………..	………….	………	……………………………………… ……………………………………… ……………………………………… …………………………	……………….

Now fill in the charts to talk about the concept of distance learning.

     1) "Distance learning technology has always posed risks for undermining both established faculty-status prerogatives and the quality of student learning." Gary Klass. Page 1. 2000.

     2) "Distance education will increase administrative control and supervision of faculty." Gary Klass. Page 2. 2000.

Retrieved and adapted from Schuemann, C. S. (2008). Teaching citation is someone else's job. In J. Reid (Ed), *Writing Myths***. (p. 36). Michigan: The University of Michigan Press.**

Retrieved and adapted from Klass, G. (3 July 2000). Plato as Distance Education

Pioneer: Status and Quality Threats of Internet Education. *First Monday, 5*(7).

Retrieved from

http://pear.accc.uic.edu/ojs/index.php/fm/article/view/775/684

Said		
Consider the formatting of sentences in the quotation charts:		

"text quoted"	author + said	Year, page number (p. 76).
"Students often had difficulty using APA style,"	Jones said	(1998, p. 199).
1) …………………………………………… ……………………………………………	……………… ……..	…………………..
2) …………………………………………… ……………………………………………	……………… ……….	…………………..

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