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Saudi Students' Perception of Plagiarism

by

Mohammad Musa A Madkhali

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

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Thesis Committee:
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Abstract

The current study aims at investigating Saudi students' perspective on plagiarism in the context of universities in the United States. Saudi students who are interested in coming to English-speaking countries such as the United States or Canada to take English courses for personal reasons and to learn English as a Second Language (L2) before taking academic courses. Many of these students realize that Saudi Arabian education is different from US education systems. Saudi students encounter challenges while trying to understand American education system. An example of these challenges is students' lack of knowledge about plagiarism, which might be due to their lack of knowledge about Western academic culture. This study will assist ESL instructors to become more aware of the impact of students' cultural background and the importance of understanding the complexities of plagiarism before making accusations of academic dishonesty.245 of Saudi students were surveyed in this study test the hypotheses. The participants were in either American Intensive English Programs (IEPs) or US universities. An online survey was created in Survey Monkey and link was sent to all participants via the Saudi Arabian Cultural Mission to the US (SACM). In addition, SACM provided permission for the link to be posted on their social media websites. Once the participants got the link, they could easily start the survey via computers and smart phones. The findings of this study showed that despite the awareness about plagiarism and the use of citations among the Saudi students, the students still practice plagiarism because of some factors like family friendship, lack of knowledge of how to provide an appropriate way of citations.

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Dedication

There is light at the end of the tunnel.my deepest gratitude goes to my beloved parents

My father Musa Madkhali & mother Hoda Madkhali.

Also to my sisters for their endless love, prayers and encouragement

Amal, Laila and Areej

Also not forgetting my brothers for their love, care and our childhood memories. I will be always there for you.

Fahad, Abdulrahman, and Youssef

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Chapter One: Introduction

1.0 Background to Study

The current study aims at investigating Saudi students' perspective on plagiarism in the context of universities in the United States. An increasing number of Saudi ESL learners are challenged by American academic environment especially with the phenomenon of plagiarism. For this study, Saudi students will be surveyed to test the hypothesis that these learners do not consider plagiarism as a form of academic dishonesty. This research will help understand whether and under what circumstances Saudi students find it difficult to acknowledge sources and struggle with citation standards. This study will assist ESL instructors to become more aware of the impact of students' cultural background and the importance of understanding the complexities of plagiarism before making accusations of academic dishonesty.

Since 2005 the Saudi government has been sending Saudi students to the US through the King Abduallah External Scholarship. When King Abduallah died on January 23, 2015, the name of the Scholarship was changed to be the Two Holy Mosques Program for Foreign Scholarship. This scholarship is designed for Saudi students to pursue higher education in the best prestigious established universities around the world. This exchange program's aim at developing qualified professionals and cadres in the fields of science, education, and art. Therefore, this program seeks to accommodate students who are interested in obtaining bachelors, masters or doctorate degrees (Taylor & Albasri, 2014, p. 110). In addition, this program allows Saudi Arabian (SA) students who are interested in coming to English-speaking countries such as the United States or Canada to take English courses for personal reasons and to learn English as a Second Language (L2) before taking academic courses. Many of these students realize that Saudi Arabian education is different from US education systems. The Saudi

education system relies primarily on rote learning, a memorization technique based on repetition while the US education system focuses more on critical thinking skills and learning to apply skills outside of the classroom.

Thus, many Saudi students encounter challenges while trying to understand American education system. An example of these challenges is students' lack of knowledge about plagiarism, which might be due to their lack of knowledge about Western academic culture. For example, many codes of conduct consider plagiarism something that should be avoided. The University of Boston's "Academic Code of Conduct" (2016) defines plagiarism as:

> copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution (Boston University Academic Code of Conduct, 2016).

Moreover, according to the Academic integrity policy of one university in the Midwest, Provost and Vice President for Academic Affairs (2014) mentioned, "each student is expected to fulfill his/her academic obligations honestly and fairly without engaging in cheating, plagiarism, falsification, collusion, or other forms of academic dishonesty" (p. 1). As the punishment for those who caught plagiarizing, "Students found in violation of this policy face sanctions such as a lower or failing grade for an activity or course, and university actions including but not limited to suspension or dismissal from the major, graduate school or the university" (Provost and Vice President for Academic Affairs, 2014, p. 1).

Research Questions.

1. Do Saudi students perceive the importance of citation or academic integrity differently than it is perceived in the US?
2. Do Saudi students believe they plagiarize and if so, under what circumstances?

1.2 Hypothesis

3. Saudi Students will continue to plagiarize.

1. Saudi Students receive inefficient knowledge about strategies for avoiding plagiarizing.

This excerpt from an American university's code of conduct shows the importance that avoiding plagiarism has in Academic culture. This thesis will examine Saudi students' perception on plagiarism in Wester Academic tradition and what strategies they use to avoid this growing problem. This is a topic that calls for research since the Two Holy Mosques Program for Foreign Scholarships is still active. In the current research, Saudi students will be interviewed. Their knowledge about plagiarism will be assessed to test these hypotheses.

Chapter Two: Literature Review

2.1 The Concept of Plagiarism in Arabic and English

An Arabic term for the concept of plagiarism has been present in the English and Arabic languages for a long time. The Arabic term "Sarigah"**"السرقه الأدبية"** [ɑserɪkə]means *plagiarism*. "Ysarag"[jɑserɪk] is the infinitive verb of the noun "Sarigah". "Ysarag""يسرق"is defined in Arabic as taking something that the taker does not own without prior permission. Also, the literal translation for "Ysrag" in English Language is "to steal". Since the pre- Islamic era, poets used to care about the quality of their verses so that they were free of "plagiarism". The pre-Islamic poet Tarafahbal- Abd wrote the following verse and he claimed that all his verses were free of plagiarism and he even accused the other poets who stole from others poets' verses.

وَلا أُغيرُ عَلى الأشعار أسْرقُها ... عَنْها غَنيتُ وَشَرُّ النّاس من سَرَقا

The translation of the verse is "I do not round verses and steal them. I do not need to do it. The worse people are those who steal" (Al-Matouq, 1987, p.23).

2.2 Structure and Features of Saudi Education System

In Saudi Arabia, the education system is based on the Islamic religion and culture. For example, schools are segregated by gender; there are separate schools for women and for men. Alhazmi & Nyland (2013) mention segregation in Saudi Arabia, "Gender segregation is a cultural practice that occurs across all public and private domains. This segregation has shaped the lives of Saudi citizens and it is driven socially, through cultural and religious discourses, and politically, through regulation and policy" (p. 365). Although schools are not co-educational, male and female students study the same curriculum. The only difference is related to minor gender-based differences in home economics and physical education. However, since many

Saudi students study in the United States, through the Two Holy Mosques Program for Foreign Scholarships, Saudi Arabia has also been influenced by Western cultures. ESL/EFL instructors should not mistakenly ignore this while interacting with Saudi students in American institutions. In the U.S., most schools are mixed. Thus, exchange students from Saudi Arabia sometimes feel uncomfortable when interacting with the opposite sex because they are not used to it. Students from Saudi Arabia, especially females, would prefer not to interact with males because this is considered *haram*.

As a Saudi Muslim researcher, the researcher define *Haram* in Arabic as something that should not be done by a righteous and obedient Muslim. *Haram* is a sin that goes against Islam and that is punishable by Allah (God). Since Saudi Arabia is a religious monarchy, laws are created per the Islamic religion and acts of *haram* such as committing adultery or expressing homosexuality are forbidden. Gender segregation in every sphere of life is a result of this cultural construct.

From his experience of living in Saudi Arabia, the researcher can say that an adult woman cannot be with a non-relative male, as it is considered *haram*. On the other hand, she can be with her father, brother, uncle, daughter's husband, mother's husband, or husband's father because these are the relatives who cannot marry the woman in question. A woman cannot touch or shake hands with any man out of that circle. Despite that, women can work with men and talk to male customers without touching them.

Some Muslim students do not be comfortable even working in pairs or small groups with students of the opposite gender. When setting up the classroom, teachers are aware of the physical distance that some students may find necessary. Students are usually accommodated as much as possible: teachers try using different-sized groups if their class is imbalanced, for

example. However, to ensure that the classroom is not totally segregated by sex, teachers generally try to have male and female students engage each other in whole-class discussions. This may be more comfortable and appropriate for them than small-group work. Streitmatter (1994) cautions that segregated work can perpetuate already negative gender stereotypes, which can lead to a strengthening of male dominance in academics and a devaluation of those academic strengths on the part of females.

This is an example of a cultural feature of Saudi Arabia that contradicts with American culture. Students usually experience a cultural shock when they start their studies in the United States since American universities are not gender-segregated. Yet this is not the only cause for students' cultural shock at American universities. American universities have a teaching methodology that is based on the idea on developing students' critical thinking skills and problem solving strategies. This teaching approach leads also to a cultural shock from the part of Saudi students. Saudi Arabia, as other Arabic countries, have the teaching tradition of rote learning and memorization of long texts. For example many people will memorize the holy text of the Quran as a way to study and learn about Islam. According to Wagner and Lotfi (1983),

> The first and foremost task is to memorize and to recite as much of the Quran as possible. Children as young as four or five years of age begin by learning the rudiments of the alphabet and reading in their general effort to memorize chapters (suras) of the Quran (p.116).

This means rote learning is a typical studying strategy in Saudi Arabian schools. As from the researcher' experience of studying in Saudi Universities, the common teaching practice in Saudi Arabia is the grammar-translation method, which involves repetition and drilling. In this method,

teachers are more likely to be considered knowledge-givers and students have less control of the content and students are not expected to question their professors.

In contrast, in the researcher's experience in the US, classes tend to not be lecture based but rather student centered in which small groups of students work on projects together. What is expected of these courses is the development of critical thinking skills. The researcher, as a student learning English in an Intensive English Program in the United States himself, has had teachers who teach communicatively. Duff (2014) says, "Communicative language teaching is an approach to language that emphasizes learning a language first and foremost for communicating with others" (p.15). Nonetheless, many students come to American universities expecting to memorize information and not use their critical thinking skills and this leads to academic problems such as plagiarism.

Students are used to taking notes and then copying exactly what the teachers said. The table by Antonio Causarano and Pei-Ni Lin Causarano (2015) below exemplifies the differences between American and Non-American teaching contexts:

US Education system	Non-US Education system
• There are many kinds of schools in the US. There are community colleges, technical colleges, state universities, and research universities. Some school are private and some are public. Their curriculums are similar but different. • These different schools are independent of each other but each helps to support the other. • The US Department of Education can influence schools, but does not govern them. • Students have some flexibility in their plan of study. Students can change degree programs even after they have begun their study plan. • Admission standards are different for each school. Each school decides what a student needs to know and be able to do for admission. • Faculty members are hired by individual schools. A school decides what they	• In many countries, there is one department in the government that controls all the schools. This is called centralization. All schools use the same curriculum. • The administration of schools is governed by a national ministry of education. • Students choose a fixed plan of study usually cannot make changes in their plan of study once they have begun. • Standardized/ national admission tests are given each year, usually in the spring or early summer. A student's performance on these tests can determine where the student goes to college. • Faculty members are hired by teaching individual schools. Faculty must be certified and demonstrate credentials and quality of references. • This kind of classroom is often called teacher-centered and is what is known as top-down because the teacher tells students what

need and then advertises for faculty to apply. It is a competitive process.	they need to know that the teacher believes is important.

Retrieved and adapted from Causarano, A. and Causarano, P. L., (2015). The Non-US section can be applied to the Saudi Education system. For example, in Saudi Arabia, the schools are managed by the Ministry of Education and they have the same curriculum. Students are required to take standardized tests called "Qiyas". From the researcher's experience, this test evaluates mathematic and verbal skills and based on the results, the test-taker will decide what major is more appropriate for them. Finally, the most common instructional method is teacher-centered and students just listen and take notes on what the teacher says.

What is more interesting is that all students in the class are expected to give the same answer in exams, so teachers are not surprised when two students have identical answers for a test question. As a matter of fact, it is rewarded when students answer exactly what the teacher said. What ends up happening in practice is that all the students in a class memorize long texts and they all rewrite it and submit it to their teacher. It is thus shocking for them when they are told in American universities that they should not repeat what the teacher said nor to memorize texts, but that they should develop their own standpoint as regards to different topics.

In addition, another reason that may contribute to Saudi students plagiarizing is that Saudi Arabia is characterized by an oral tradition in which elders retell stories to the youngsters. Retelling a story told by an elder is related to paying homage to the previous generations, which is not distant to the notion of acknowledgement of sources in Western European Academia. Saudis are expected to memorize long fragments from the Quran and they are supposed to recite them in exactly in the same way. Roney (2010) suggests that "In Arab culture, spoken language

is more valued than written" (p. 8). Recitation is a typical cultural practice as well as a social activity. Saudis get together and they recite some poetry fragments to each other. There is even the custom of listening to recordings of poets reciting poetry. This is a cultural practice that somehow resembles audiobooks in the United States, yet it can be said that Saudis have a stronger oral tradition. So, when they study in American universities, they not only struggle with citing but also with writing in general.

2.3 Previous Studies

For Saudi students, plagiarism is not acceptable as morally right, but it is to a certain extent permitted in Saudi society. In other words, Saudi students may have been told that plagiarism is something that they should not do, but teachers in Saudi Arabia do not usually check their students' citations or teach how to cite one's work. Thus, when they come to study in American universities, they know that it is inappropriate, but they believe that professors will be accepting of their deficiencies in citing. Razek (2014) carried out a study on the topic of "Academic integrity: A Saudi student perspective among Saudi students." The study involved the use of open-ended interviews with 13 participants, who responded to a topical interview protocol eliciting their feelings about academic honesty. Findings of the study show that "most participants, though reporting several academic dishonesty behaviors as accepted practices, denounced cheating as opposed to their own cultural, religious, and ethical beliefs" (Razek, 2014, p.143). Moreover, since teachers in KSA do not pay attention to plagiarism, this action is legitimized in practice and students think that they can always get away with it. As a matter of fact, Keck (2014) states:

> Educators and published scholars alike have expressed the view that international students studying in English-speaking universities bring with them a culture which

> accepts plagiarism as a legitimate strategy, a culture which does not value creativity and critical thinking in the same way that Western cultures do (p.5).

This applies to plagiarism as conceived by Saudi students.

As a former student in an Intensive English program, the researcher could tell that his Saudi classmates were more proficient in their conversation and listening and speaking classes than in the writing ones. Some students experienced concerns with the mechanics of writing. They oftentimes had spelling mistakes. This might be attributed to the strong oral tradition in Arabic as well as to the differences between the Arabic and English writing systems.

In addition, American society values originality and individual ownership ideas, whereas Saudi Arabia is a collectivist society in which sharing work and ideas is the norm. Friendship and sharing has a crucial role in Saudi students' daily lives. When it comes to offering help to other group members, Saudis are students who are willing to serve and support their friends. Culturally, this is an essential responsibility in Arab' lives (Nydell, 1996). In addition, Nydell (1996) explains that, "For an Arab, good manners require that one never openly refuse a request from a friend" (p.26). This behavior clearly goes against the American tradition of independence especially in academia, since for Saudis, sending a paper to a classmate for them to revise the grammar and content is considered a form of solidarity and a demonstration of friendship. In the American academic environment, the situation is completely different. It is acceptable to have a pair of eyes checking one's paper for grammar and mechanical errors, yet it is not alright to ask someone for additional content. This is considered academic dishonesty.

Buranen (1999) investigated the topic of ESL students' perception on plagiarism in 150 students at community college where she taught with the intention of finding how students perceived plagiarism differently in their culture. The procedure involved questionnaires,

analyzing student's essays, and interviews. She found that, in contrast with the common misconception that students from other counties do not know about the importance of avoiding plagiarism, the participants in the study knew that plagiarism was wrong and that people who plagiarized should be reported for academic dishonesty. One of the participants was an Armenian woman who emigrated from Iran in 1988. The participant said that both her teachers and parents in Iran had put an "emphasis… on doing one's own work and putting ideas 'into your own words'. She was told that one will not learn anything by copying from books or from friends (Buranen, 1999, p. 69). Not only that but, when the researcher told her about the general belief that Middle Eastern students collaborated with each other in their assignments, "she was surprised to hear such a thing. She not only thought it was untrue, but she felt that it was evidence of a kind of 'discrimination' or 'stereotyping'" (Buranen, 1999, p. 70).

2.4 Ownership

It is not easy to decide what should be considered as common knowledge and what should be cited. For instance, some students wonder if they are not plagiarizing when they take notes during their classes. The thing is that they are not sure if they wrote the exact words that the professors said or their own words for their understanding. In addition, when it comes to using those notes, they do not know exactly whether to cite the professors or to consider it as common knowledge that does not need to be cited. Moreover, professors may even co-mingle common knowledge and intellectual property during their lectures. In this regard, teachers may be exhibiting a type of plagiarism behavior which students are likely to model.

Pennycook (1996) mentions in his article,

> It was also suggested that there was a degree of hypocrisy in lectures where it was evident that a lecturer was doing little more than reproducing chunks of the course text

> (with their good textual memories, students were very good at spotting this) and yet never acknowledged the source. If they took close notes, memorized them, and rewrote them in an exam, they could be accused of plagiarism (p.225).

Many Saudi Students do not see plagiarism as the act of stealing ideas from another as their own work. Although copyright laws in Saudi Arabia make it illegal to reproduce, sell or publish someone else's ideas/work without their permission, these laws are not usually strictly enforced. Thus, many students continue to plagiarize because there are no repercussions of such actions. Sutherland-Smith (2008) states,

> Plagiarism presents the most difficulty for student because for many it is a new concept, whereas for others, although the notion of acknowledgement of sources is not new, the actual point of such acknowledgement continues to elude them. In other words, some students understand that they should not take words or ideas without attribution to the source, but they do not understand why not- other than to avoid university penalties (Sutherland-Smith, 2008, p. 154-155).

The first task educators need to pay attention to is teaching about plagiarism. The best solution to preventing plagiarism is to help students understand what plagiarism is and how to cite sources appropriately. White (1999), points out that

> Too many students stumble into plagiarism unaware, not only because they have never learned how to use sources, but sometimes because they have been taught that research means plagiarism. Many high school students have learned to get good grades by putting their own name on material copied from an encyclopedia or other reference books, with a teacher's approval (White, 1999, p. 206-207).

The root of plagiarism is ignorance of writing conventions; thus, strict plagiarism enforcement without education will only create better plagiarizers. Lastly, many Saudi students plagiarize because they have a lack of confidence in their own writing. As a matter of fact, according to the manual of writing for international students at the University of Minnesota, it is stated that one of the main reasons why international students plagiarize is that they lack confidence in their English proficiency: “Students also plagiarize because they lack confidence in their own writing skills and ability to express their ideas. They want to sound "good" and therefore take someone else's words to express what they believe would be their opinion/thoughts if only they could write better” (University of Minnesota, 2017). Moreover, as stated in the Purdue Online Writing Lab, Nall & Gherwash (2017) argue, “some mainstream interpretations of academic cultures outside of the North American context claim that copying another author’s words is widely accepted and even considered a compliment to the author”. In Saudi Arabia, it might be socially accepted to copy other writers’ words without providing the appropriate citation. This phenomenon is considered as paying homage to the writers, because it is considered that everybody knows who these people are.

2.5 Citation Issues

There are many obstacles that affect Non-Western Styles of Education (NWSE) students’ perception on the concept of plagiarism because they come from a different educational system. Critical thinking is not involved in the process of learning in many countries, so the education is based on memorization of texts and on taking notes during the lecture (Pennycook, 1996). As suggested by Pennycook (1996), when dealing with Chinese students “It is not uncommon in discussions of plagiarism to hear those cultural others-our students-derided as rote learners (…) In this view, memorization is a traditional and outdated pedagogical practice” (pp. 218-219). In

other words, it is generally agreed in the Western Academic world that Chinese teaching methods are related to memorization of texts rather than the development of students' critical thinking and their own voice in writing.

Similarly, in Saudi Arabia, students have not been encouraged to practice critical thinking skills and strategies. Saudi students are more likely to face difficulties in an education system that relies on such an approach. In regards to this issue, Meleis (1982) claims that "plagiarism is a totally foreign concept to Arab students. Using ideas from others and giving proper credit for them involves skills that have to be consciously developed in any educational or training program" (p. 444). Due to these cultural traits of the Saudi educational system, some Saudi students are likely to hand in assignments totally copied and pasted from Google and students believe that since they found the information, it belongs to them and it is their property. They believe that there is no need to cite or acknowledge the author's name because they found it on the Internet and memorized it (Keck, 2014, p. 5).

Although students had been plagiarizing long before the internet was available, the internet has made plagiarizing easier. Students are now able to find materials to copy and paste for their assignments. Some even buy their essays online instead of spending time writing it. Sutherland-Smith (2008) states, "the Internet gives students the opportunity to plagiarize, whether students do so or not. Teachers often express feelings of helplessness with the inability to keep track of internet information" (Sutherland-Smith, 2008, p. 105). Nevertheless, the internet has also made identifying plagiarism much easier. There are numerous plagiarism tracking software programs available and GOOGLE has also made it easier to spot plagiarized material. Nevertheless, some students have learned how to better get away with plagiarism and evade plagiarism checker software. For example, as demonstrated by Menai and Bagais (2011),

"APlag, is a new **plagiarism** detection tool for Arabic texts, based on a logical representation of a document as paragraphs, sentences, and words, and new heuristics for text comparison" (p. 1). This program was developed for Arabic texts only, so Saudi professors can use it for checking students' assignments. Moreover, students can use it to check their assignments before they submit them (Menai & Bagais, 2011).

In the study, "Copying, paraphrasing, and academic writing development: A re-examination of L1 and L2 summarization practices," Keck (2014) carried out research into the topic of paraphrasing and plagiarism. He investigated 203 undergraduate students. One hundred twenty-four of the participants were native speakers of English and 103 participants were L2 speakers of English (Keck, 2014, p.7). In this study, Keck (2014) transcribed test into texts files and used computer software developed by the researcher to identify instances of copying, pasting and paraphrasing (Keck, 2014, p.8). It is generally believed that L1 writers have better paraphrasing skills than L2 writers. Contrary to that belief, the researchers concluded that both L1 and L2 writers selected similar concepts to include in their summaries (Keck, 2014, pp.17-19).

Moreover, according to Ferris and Hedgecock (2014), L2 writers may have different perceptions about using information from the Internet in their writing because L2 writers often come from different cultural backgrounds and they may have different beliefs on giving credit to the author. There is a lot of diversity among L2 writers. L2 students are categorized in four groups:

1. International ESL students who come to seek a better educational and when they finish, they go back to their home towns.
2. EFL students who study English in countries where English is not spoken.

3. Third, resident immigrants who leave their homelands to have better life and to be effective in a new environment, they need to learn the language that is being spoken in the host country.
4. Fourth, within resident writers, there are first generation and generation 1.5 students, who were either born in the US or came very young, and who are fluent in oral English yet speak another language in their homes.

These writers experience different challenges related to development of writing processes (p. 48). Moreover, according to Ferris and Hedgecock (2014) all these L2 learners find it hard to "effectively and accurately use sources in own texts" (p. 40).

Moreover, when students make mechanical mistakes when citing, it is considered plagiarism, even if it was not intentional. According to the Duke University Plagiarism tutorial "Unintentional plagiarism is plagiarism that results from the disregard for proper scholarly procedures." The main question is how to assess students' mistakes related to punctuation or reporting verbs. Howard (2007) argues:

> A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly, uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately (p.13).

In other words, the fact that the student is trying to acknowledge a source shows that they have a background knowledge about plagiarism. There is a difference between someone trying to give credit to an author and someone intentionally copying someone's work without acknowledging sources. For example, when a student has the intention to commit an act of academic dishonesty

and the student does not even try to acknowledge sources there is not much that the teacher can do but fail the student for blatant plagiaristic behavior. In contrast to this, when unintentional plagiarism takes place, someone is trying to give credits, yet they lack the skills to do it. In this situation, we can teach the students how to do citation correctly so they can avoid these behaviors in the future. Teachers should not include this last situation as plagiarism, but they should provide students with strategies to cite and paraphrase effectively. As a matter of fact, as Hinkel (2015) says, "Developing academic writing skills required a persistent effort on behalf of both teachers and learners" (p. 74).

It can be considered from Keck's and Howard's studies that teaching writing to L1 and L2 students involves raising students' awareness of effective citation and plagiarism avoidance. Yet, nuances such as punctuation, reporting phrases and reporting verbs ought to be taught and practiced in class since mistakes in these can result in unintentional plagiarism.

Teachers should figure how to link writing to real-life situations to prevent plagiarism. Leki and Carson (1997) believe that teachers should encourage students to bring their own knowledge and cultural background while incorporating text so that students can grow academically and personally (p.64). Leki and Carson (1997) propose that "EAP classes that limit students to writing without source texts or to writing without responsibility for the content of source texts miss the opportunity to engage L2 writing students in the kinds of interactions with text that promote linguistic and intellectual growth" (p. 39). Moreover, studies have shown that students are more engaged when class materials are authentic and they can relate to it. Saudi ESL students would be more motivated to write about topics they are more familiar with and for which they can find sources to acknowledge. Teachers should achieve a balance between teaching students' academic writing and strategies for citing effectively and they should provide

students with input they can relate to, process, and quote according to their interests. One of the main objective of ESL support programs, IEP and/or bridge program, is to develop students' reading and writing skills together with their critical thinking skills to produce coherent and cohesive pieces of writing in different fields.

Chapter Three: Methodology

3.1 Participants

The participants in this study were from Saudi Arabia, so Arabic was their first language. They were enrolled in either American Intensive English Programs (IEPs) or US universities. Their ages were between 18 and 25 years old. The study included students who were studying English in IEPs and in regular academic credit bearing classes in American universities across the US. One hundred nine students were enrolled in undergraduate degree programs and 96 were in graduate degree programs. Since the study included 40 participants who were still learning English in IEPs, it was decided to translate the questionnaire into Arabic. Thus, the questionnaire was available in both English and Arabic. A copy of the same questionnaire was provided in Arabic, so the participants could choose to complete the survey with either English or Arabic.

The participants had different reasons for coming to America and studying in American colleges and universities. Their goals were first, just coming to study English then they go back home to seek jobs that required English language; second, pursuing their bachelor's degree and students earning their graduate's degree in different fields; third, Studying English, when they finish IEPs programs they pursue their degrees in different fields

To solicit participation, the researcher asked SACM to distribute the survey to students living and studying in the USA. The process is described in more detail in the Procedures section below. The study included both males and females. About 455 participants started the survey but not all of them completed answering all the questions of the survey. By removing participants with 13 or more missed responses, only 30% of the total number of participants were eliminated from the study. To set the cut of at more than 13 missing responses would have removed too many participants, thus negatively effecting the validity of the analyses. Eliminating those with

13 or less missing responses kept the N (sample size) sufficiently large to provide accurate statistical significance found in the data.

3.2 Description of Data Collection Instruments

All informants were second language learners who were asked for permission to collect data for this research. The project focus was to identify Saudi students' perception on the concept of plagiarism which is meant to find out people's perceptions and cultural backgrounds. Since the researcher decided to gather responses from the participants based on their opinions, agreement, and disagreement, a survey was the appropriate tool for this kind of quantitative study. According to Nunan & Bailey (2009) "Many kinds of questionnaires elicit numeric responses, so surveys are sometimes grouped in quantitative approaches to research. They are part of the psychometric tradition in that they try to measure psychological constructs" (p.126). Thus, the survey was distributed across six sections covering different sub-topics related to plagiarism:

1. Demographic question.
2. Diagnostic question.
3. Previous experiences.
4. Sharing behavior and learning style.
5. Consequences of plagiarism.

The first section consisted of asking the participants demographic questions such as gender, academic level, and length of stay in the US. It was felt that these might be contributing factors to participants' perceptions of plagiarism (see Appendix 1).

The second section asked the participants to respond to diagnostic questions and those questions were intended to measure the participants' awareness of the concept of the plagiarism. The objective of this section was to determine if Saudi students had prior knowledge about in-text

citation and reference pages. The third section intended to evaluate participants' previous experiences in schools. For instance, the ways they do their assignments, the collaboration between the participants in sharing their knowledge and assignments. The fourth section sought to collect information about the participants' learning behavior and learning style. In other words, they would share opinions about the kinds of homework they get from their teachers, their teachers' styles to manage the classes, and their attitudes towards offering help to their families and friends with assignments.

The fifth section aimed at getting the participants' opinion about consequences of plagiarism. Basically, the subjects shared their thoughts about whether they think the students who copy off each other's assignments and for those that do copy, what kinds of punishments the students should receive. To ensure understanding of all the questions, it was offered two copies of the same questionnaire, one in English and the other in Arabic (see Appendix 5). Thus, the participants could choose which language they felt comfortable with to complete the survey.

3.3 Procedures

I began collecting data in spring 2017. Since a quantitative study was performed, some steps were designed to describe the perceptions of the participants. First, to keep student's confidentiality, the participants signed a consent form and were informed that their privacy would be protected by completing anonymous online surveys. The consent form and the survey were approved by Institutional Review Board (IRB) before sending them out to the participants (appendix 2).

Second, the survey was created in Survey Monkey and link was sent to all participants via the SACM. I addition, SACM provided permission for the link to be posted on their social

media websites. Once the participants got the link, they could easily start the survey via computers and smart phones.

The survey was distributed to the students who were currently studying in Intensive English Programs and universities in the United States.

3.4 Analysis Plan

Since this is quantitative research, there was a test of "Measures of Central Tendency" (Mackey & Gass, 2016, p.297) which raised from finding patterns in the means in the data among different groups. As Mackey and Gass (2016) point out, "Second language researchers often use one or more measures of central tendency to provide precise quantitative information about the typical behavior of learners with respect to a particular phenomenon" (p. 297). Afterwards, this survey was analyzed by identifying opinions, prior knowledge about Saudi students in their classes and the data was classified in nominal categories. Some of the categories included students' motivation, age, and language proficiency level, among others. According to Mackey and Gass (2016), "Nominal scales are used for attributes or categories and allow researchers to categorize variables in to two or more groups" (p. 117).

Because different categories were presented for example the data was organized based on the level of the students, the researcher decided to use Chi-Square test for analyzing data that related to investigate the occurrence of the plagiarism. The Chi-Square test tends to measure the relationship between the participants within different levels. More specifically, the participants who were at the IEPs were still holding their Saudi perceptions because they were new to the country. On the other hand, the degree-seeking students, who had been in the country for a longer period, displayed some perceptions that had some elements of the American tradition on plagiarism, but even these students still showed some assumptions related to the Saudi academic

tradition (see Appendix 3). Since both genders were included in this study, males and females are one example of the variables. Since there are different variables, I decided to use T-tests for the date analysis (See appendix 4). According to Nunan & Bailey (2009), "When there are two different groups contributing data, the independent samples t-test is used" (p.389). The participants were split into 2 groups. Group 1 believed they had plagiarized and Group 2 believed they had not committed acts of plagiarism. T-tests were conducted to compare the two groups to the various questions.

In other words, different categories were presented. For example, the data was organized based on the level of the students. More specifically, the participants who were in IEPs were still holding their Saudi perceptions because they were new to the country. On the other hand, the degree-seeking students had been in the country for a longer period so their perception had some elements of the American tradition on plagiarism, but still some assumptions related to the Saudi academic tradition.

Chapter Four: Data Analysis & Discussion

Chi-square of cross tabs test enabled the researcher to compare the participants' answers within their level of education. As it can be seen in the following figures, different level of students appears. This test was used for Figure 1- 6 and 14. T-test compares the students' answers within two groups. This used for yes-no answers involving the occurrence of plagiarism. This test was used in Figure 7-13.

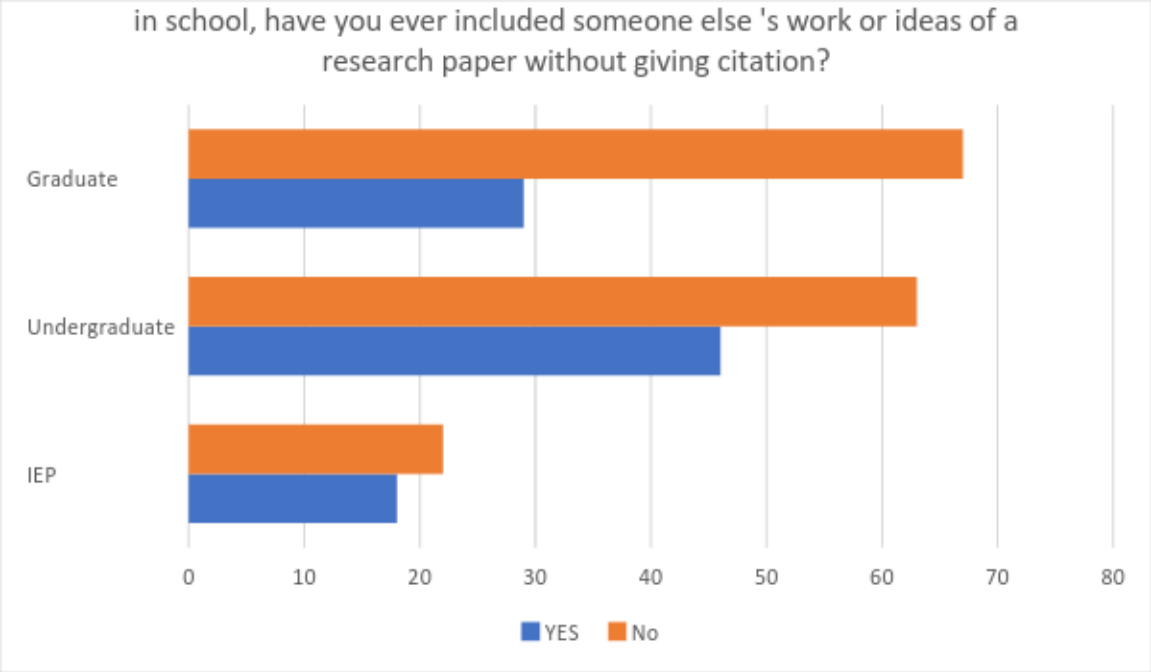

Figure 1. Students' awareness of citation.

As can be seen in Figure 1, out of these 245 students, 38 %, (93 participants), said yes; while 62 %, (152 participants), said no. Out of these 245 students, 16%, or 40 students, attended IEPs, 44.5%, or 109 were undergraduate students and 39%, or 96 were graduate students. Out of the 40 IEP students, 18 students, 45 %, said that they did include someone else's work without

giving citation while 22 students, 55% of the participants, said they did not do that. Out of the 109 undergraduate students, 46 students, 42 %, said yes, while 63 participants, 57 %, said no. Finally, out of the 96 graduate students, 29 students, 30 %, said yes while 67 students, 69.8%, said no.

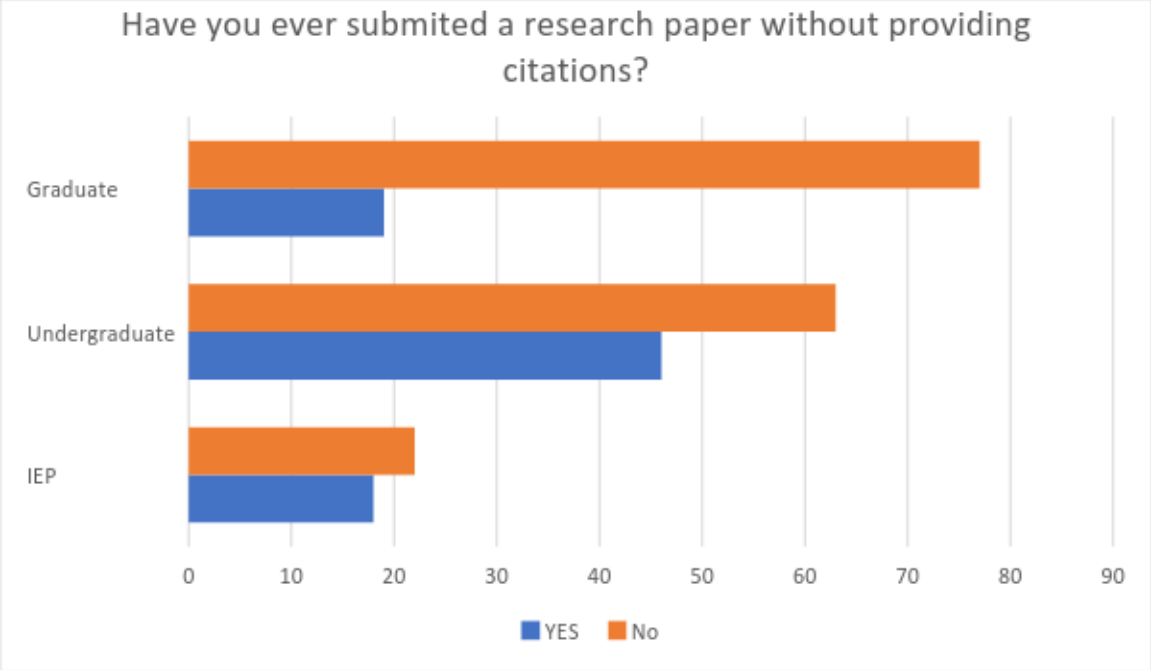

Figure 2. Submitting research papers without citation.

As shown in Figure 2 above, out of these 245 students, 33 %, (83 participants), said yes; while 66 %, (162 participants), said no**.** Out of the 40 IEP students, 18 students, 45 %, said that they did include someone else's work without giving citation, while 22 students, 55 %, said they did not do that. Out of the 109 undergraduate students, 46 students, 42 %, said yes, while 63 participants, 58 %, said no. Finally, out of the 96 graduate students, 19 students, 19.8 %, said yes while 77 students, 80 %, said no.

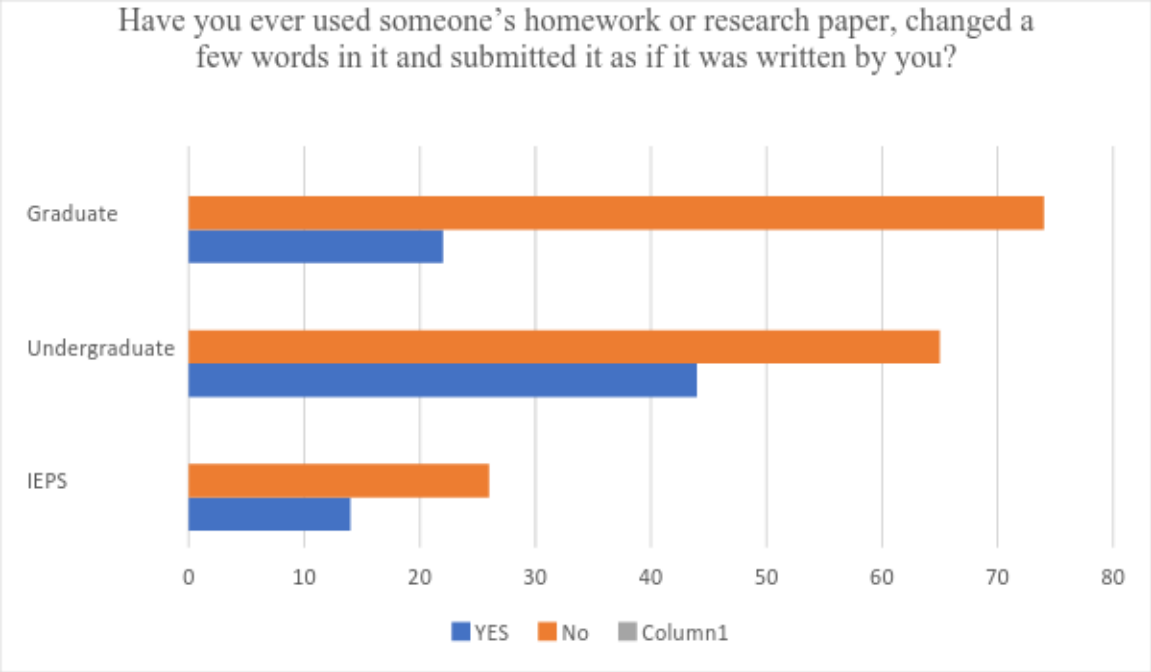

Figure 3. Students' coping others students' ideas.

According to figure 3, out of these 245 students, 32 %, (80 participants), said yes; while 67 %, 165 participants, said no. Out of the 40 IEP students, 14 students, 35 %, said that they included someone else's work without giving citation, while 26 students, 65%, said they did not do that. Out of the 109 undergraduate students, 44 students, 40%, said yes, while 65 participants, 59.6 **%**, said no. Finally, out of the 96 graduate students, 22 students, 23 %, said yes while 74 students, 77%, said no.

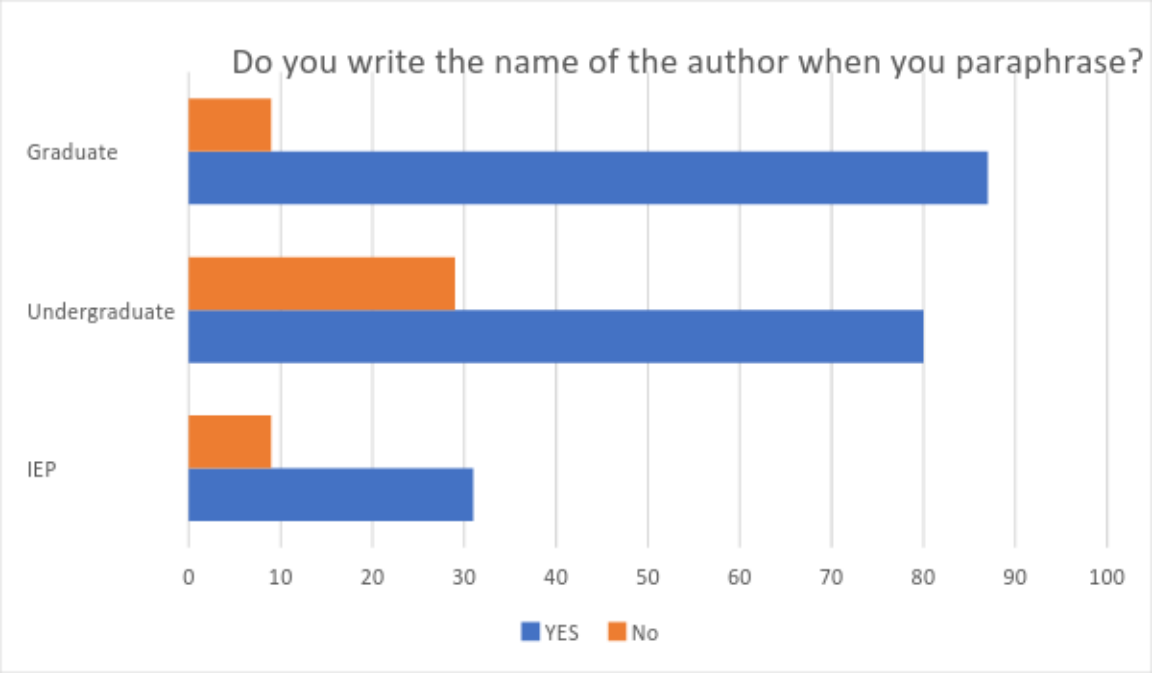

Figure 4. Students' awareness of giving credits to other authors.

As Figure 4 shows, 80.8 %, said yes, they wrote the name of the author when paraphrasing; while 19 %, or 47 participants, said no. Out of the 40 IEP students, 31 students, 77 %, said that they did include someone else's work without giving citation, while 9 students, 22%, said they did not do that. Out of the 109 undergraduate students, 80 students, 73 %, said yes, while 29 participants, 26.6 %, said no. Finally, out of the 96 graduate students, 87 students, 90.6 %, said yes while 9 students, 9.3 %, said no.

Table 1: "How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before?"

Academic Level	Never	Rarely	Sometimes	Frequently	Total
IEP	12(30 %)	6 (15%)	18 (45%)	4(10 %)	40
Undergraduate	19(17.43%)	27(24.77%)	44 (40. 36 %)	19(17.43 %)	109
Graduate	28 (29.17%)	33 (34. 37%)	27 (28.12%)	8 (8.33%)	96
Total	**59**	**66**	**89**	**31**	**245**

Figure 5. Students' submitting other students' papers.

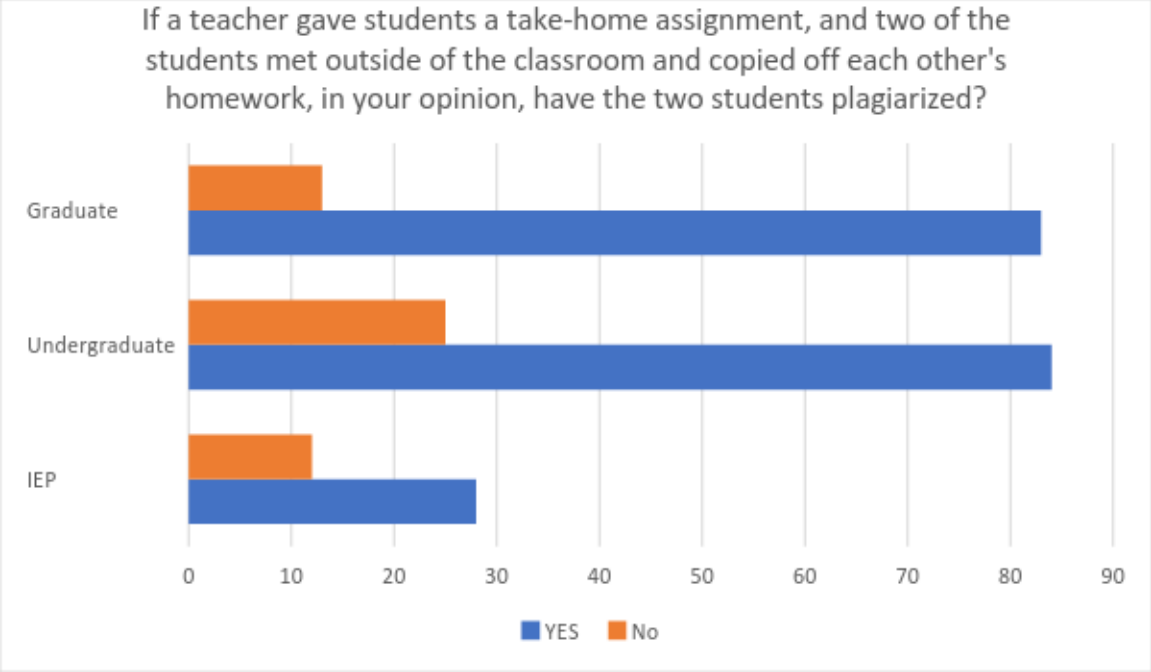

Figure 6. Copying off other students' homework.

As shown in Figure 6, out of these 245 students, 79.6 % (195 participants) said yes; while 20.4 % (50 participants), said no. Out of the 40 IEP students, 28 students, 70 %, said that they included someone else's work without giving citation, while 12 students, 30 %, said they did not

do that. Out of the 109 undergraduate students, 84 students, 77 %, said yes, while 25 participants, 23 %, said no. Finally, out of the 96 graduate students, 83 students, 86 %, said yes while 13 students, 14 %, said no.

Figure 7 and Figure 8: Sources. In Figure 7 and Figure 8, the participants shared their opinions about the use of the internet and print resources are used by students for completing their classroom assignments and researches

Questions 7 and 8 both dealt with the research habits that students from Saudi Arabia engage in. Question 7 asked if students use the internet like websites, social media or e-books to complete their assignments. Question 8 asked if students used print materials like books, newspapers, magazines and journals to complete their assignments. Students overwhelmingly (98%) claimed that they use both the internet and print resources for completing their class assignments and conducting research (See Appendix 6).

Figure 9 and Figure 10: Study style. In Figure 9 and Figure 10, the participants shared their opinions about the Style that they would prefer when they study and do their homework.

Questions 9 and 10 both dealt with the study style that students from Saudi Arabia engage in. Question 9 asked if students preferred to study and do their homework alone and Question 9 asked if students preferred to study and do their homework alone. Students overwhelmingly (98%) claimed that they prefer both to study and do their homework alone and with their friends (See Appendix 6).

Figures 11- 14: Help. Questions 11to 14 all of them dealt with the students' opinions about asking and offering help for relatives and friends with their homework.

Questions 11, the students answered if offering help with homework to their relatives and friends is an obligation. Students overwhelmingly (98%) said that indeed they were supposed to

help their relatives and friends with their homework (See Appendix 6).

In question 12, the students were asked whether they feel that it is appropriate or not to help family and friends with their homework. 98 % of the students (241 participants) said that they helped others with homework as it was seen in pie Figure 12(see Appendix 6).

Question 13, the students answered a question related to the likelihood of asking their family or friends for help if they found homework confusing or difficult. From pie Figure 13 98 % (242 participants) said that they indeed asked their friends and relatives for help. Moreover, 1.62 % (4 participants) said they did not ask them as it was noticed in Figure 13 (see Appendix 6|).

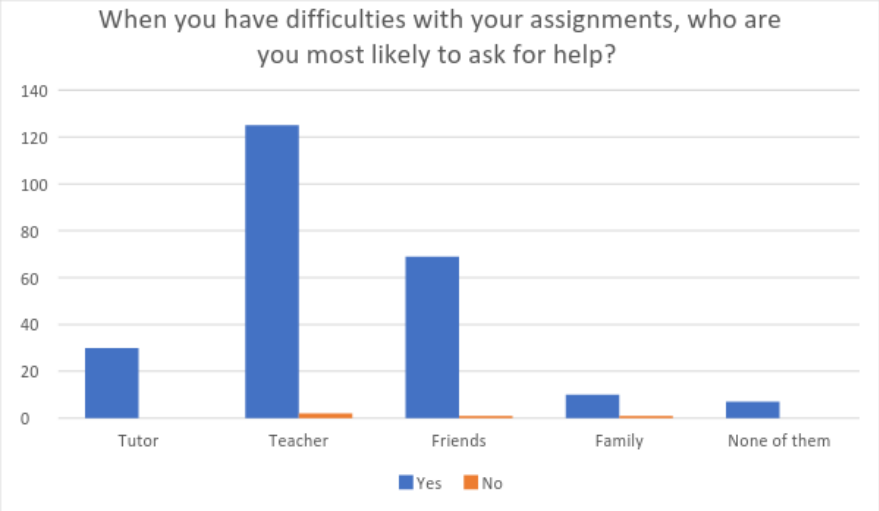

Figure 14. *Help.*

Question 14, though also falling under the larger category of help, does show some differentiation as participants selected different sources from whom they are likely to seek assistance .The students answered the question “When you have difficulties with your assignments, who are you more likely to ask for help?” It can be seen in Figure 14 (see Appendix 6), 12.24 % (30 participants), said that they often looked for help from tutors. In addition to that, 51%, (125 students) said that they were more likely to ask help from their teachers. Moreover, 28

%, (69 students), said that they asked helped from their friends. What is more, 4 %, (10 students) said that they asked help from their relatives. Finally, 2.9 %, (7 students), said that they did not use any of the above sources of help.

4.1 Discussion

As for the first research question, "Do Saudi Arabian students perceive the importance of citation or academic integrity differently than it is perceived in the US?" There appear to be some interesting results about students' perceptions. As a matter of fact, Saudi students across the different academic levels (IEP, undergraduate, and graduate) understand that it is not appropriate to submit a research paper in which they use another person's ideas without citing that author's research. So, there is a general awareness of what is acceptable and what is not, regardless of culture or academic level. The following paragraphs, the use of the t-tests and the chi-square tests will be explained in relation to the results and the research questions.

Questions 1 through 6 were intended to measure the participants' awareness of plagiarism. This study found that the data matched the findings of the study that was done on ESL students by Lise Buranen (1999), who investigated the topic of ESL students' perception on plagiarism. She found that, in contrast with the common misconception that students from other countries do not know about the importance of avoiding plagiarism, the participants in the study knew that plagiarism was wrong and that people who plagiarized should be reported for academic dishonesty.

In Figure 1 where the Chi-square tests were used because of the three different levels of education represented in the study, it is obvious that the students have different opinions about plagiarism since some of participants have said it was okay if you change a few things in a research paper written by friends and submit it to a teacher (as it can be seen in Figure 2). In

Figure 2, the chi-square test was used again. Despite the high level of awareness about plagiarism and the use of citations among the students, the students still practice plagiarism because of some factors like friendship, lack of knowledge of how to provide an appropriate way of citations (as it can be seen in figures 3, 4,11,13) and low proficiency in English. As it can be seen in Figure 3 and 4, IEP, undergraduate and graduate students know that it is not acceptable to change a few things in a friend's research and submit it as if it was written by them. Also, they know they have to write the name of the author when they paraphrase (as it can be seen in figures 3 and 4, where the chi-square test was also performed). However, the findings seem to contradict Meleis's (1982) suggestion that "Plagiarism is a totally foreign concept to Arab students" (p.444). I strongly believe that at the time Meleis's study was carried out, students did not have as much access to the internet and to telecommunications as they do now. In fact, as is stated below, Sutherland-Smith (2008) believes that the internet has made it easier for students to plagiarize. The current study demonstrates that, as it can be seen in figures 3 and 4, Saudi students showed high levels of awareness of the concept of plagiarism.

In addition, the participants from different levels of education have strong opinions about what is not okay and that it is inappropriate for them to copy off their friend's assignments (see Figure 6).

The Saudi students from different levels have opinions about submitting research papers without citations, most of the graduate students had not submitted research papers without citations. It can be said that this may relate to the kind of assignments that the graduate students receive from their teachers since the graduate school requires different types of research papers (see Figure 5).

Regarding research question 2, which deals with students' beliefs as if Saudi students

believed they plagiarized and if so, under what circumstances. Furthermore it was found that Saudi students in the different academic levels (IEP, undergraduate, and graduate) believe that it is not appropriate to use another person's ideas without citing that author's research. Also, there was a higher percentage of students in IEPs who admitted to copying or using someone else's work. There is a general awareness of what is acceptable and what is not but students tend to commit plagiarism in different ways under some circumstances, such as pressure from family and friends.

Based on the data for the present study, it seems that the results match the findings of Razek (2014). Razek (2014) found that "most participants, though reporting several academic dishonesty behaviors as accepted practices, denounced cheating as opposed to their own cultural, religious, and ethical beliefs" (p.143). Since most of the Saudi participants agreed that they use internet resources (see Figure 7), the internet provides different sources for the students and when the students use the internet resources and find information that would help them to finish their assignments faster, and they directly take online material. It was mentioned earlier in the literature review by Sutherland-Smith (2008) that, "the internet gives students the opportunity to plagiarize, whether students do so or not" (Sutherland-Smith, 2008, p. 105). Due the excessive usage of the internet, some students may hand in assignments copied and pasted from the internet to their professors. In addition, students believe that since they spend time to find the information, this information belongs to them and it is their property. They believe that there is no need to cite or acknowledge the author's name because they found it on the internet and memorized it (Keck, 2014, p. 5). Moreover, White (1999) argues that:

> Too many students stumble into plagiarism unaware, not only because they have never learned how to use sources, (....) Many high school students have learned to get good

> grades by putting their own name on material copied from an encyclopedia or other reference books, with a teacher's approval (p. 206-207).

In Figures 9 and 10 t-tests were used because there are two groups. Those saying yes and those saying no. In these figures, however, there is a contradiction among students' answers which means that they prefer to study and do their assignments with their friends and alone. In Saudi Arabia, helping family and friends is necessary for maintaining friendship, which most Saudis do (see Figure 11). Culturally, this is an essential responsibility in Arab' lives (Nydell, 1996). In contrast to American culture, this behavior is not acceptable according to the American tradition of independence, especially in academia. Since students agreed to help each other, it can be said that sending a paper or homework to a classmate or friends to revise the grammar or content is considered a form of solidarity and demonstration of friendship. In the American Academic environment, the situation is completely different. It is acceptable to have a pair of eyes checking one's paper for grammar and mechanical errors, but asking for additional content is considered academic dishonesty.

From Figures 11, 12 and 13, t-tests were run. In these figures, it can be said that even though the participants found it was inappropriate to help others, they tend to ask their family and friends for help with their assignments from the information in Figure 6. The reason for this is that they know that when they ask for help, their friends are not likely to reject it since denying help is against their morals.

Saudi students believe that the source of authentic knowledge is their teacher since the majority of participants preferred to ask their teachers for help and there were 125 participants (52 % of the participants) out 241 who answered in this way (see Appendix 6). Moreover, 69 participants preferred to ask their friends. It was mentioned earlier in the literature

review that for foreign language instruction, grammar-translation is the pedagogical method preferred in Saudi Arabia. According to this method, the teacher's role is that of the source of knowledge. The teachers oversee the class by delivering knowledge directly to the students via lecture and nearly exclusively in Arabic. In this method, students participate less in class, listening only to what the teachers say. Causarano and Causarano (2015) mentioned in their chapter about the differences between the US Education system and Non-US Education system that "This kind of classroom is often called **teacher-centered** and is what is known as top-down because the teacher tells students what they need to know that the teacher believes is important. Students do not question, critique, or discover on their own or in a small group" (p.24).

4.2 Limitations

This study revealed a number of findings regarding Saudi students' beliefs and practices about plagiarism. The study, however, is not without its limitations. Two hundred six out of 455 participants skipped more than 13 questions of the survey. It may be that survey fatigue played a role as the survey was quite lengthy, possibly leading to participant anxiety. Additionally, some of the questions were not appropriate for investigating the attitudes toward the concept of plagiarism. In addition, other limitations are some of the questions themselves do not reveal any differentiation, such as questions 7 through 13. Additionally, some of the questions are faulty and need to be revised or eliminated, such as questions 2 and 5. Furthermore, some questions showed a contrast or conflict suggesting that some respondents were not completely honest or misunderstood the questions in the survey.

4.3 Conclusions

All things considered, it can be concluded that many Saudi students might encounter

challenges with understanding American school systems, which might lead to failing classes. This also includes understanding the concept of plagiarism. Therefore, Saudi students need to study American educational rules before coming to the US. At the same time, Saudi students have to learn to cope with American culture to adapt to their academic lives in the United States. Personally, I believe that teaching American culture explicitly, especially related to the topic of academic integrity, is an appropriate way to help Saudi students learn how to live and cope with the context of American academia.

Furthermore, not only do Saudi students have to learn the American academic culture, but ESL instructors need to learn about Saudi students' cultural background. Unfortunately, IEP instructors sometime face challenges dealing with Saudi students not because of cultural differences but because of lack of knowledge of Saudi culture. One important aspect that teachers need to emphasize is that of universities' codes of conducts and academic integrity policies. When it comes to the concept of plagiarism, teachers should make sure that students are aware of the dangers or plagiarism. If the students are aware, then the teachers should be strict with them so that they adhere to APA or MLA formats when citing. In future research, it would be enlightening to replicate this study and apply it to the Saudi community in Saudi Arabia because of the true reflection of the Saudi students' perception on plagiarism and acknowledgement of sources before coming the US.

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Appendix 1

Part 1: Demographic questions

1. What is your gender?

Male Female

2. What is your current academic level?

Intensive English Program (IEP) Undergraduate Graduate

3. Are you currently a student in United States?

Yes no

4. For how long have you been living in the U.S.?

_____years

5. How many years have you been studying English before coming to the US?

_____ years

6. At what age did you start to learn English?

_____ years old

7. How many years have you been studying English after arriving to the US?

_____ years

Part 2: Diagnostic

1. Do you know what plagiarism means?

Yes No

2. Do you know what citing someone else's work means?

Yes No

3. Using your own words, define what you think plagiarism means.

……..

……..

4. Do you know how to cite someone else's work?

Yes No

If you answered yes to question 4 above, which citation style are you most familiar with (Choose all that apply)?

APA MLA Chicago Other(please specify) _____

5. In school have you ever included someone else's work or ideas of a research paper without giving citation?

Yes No

6. Do you know what paraphrasing means?

Yes No

7. Have you ever used someone's homework or research paper, changed a few words in it and submitted it as if it was written by you?

Yes No

8. Do you write the name of the author when you paraphrase?

Yes No

9. Have you ever summited a research paper without providing citations?

Yes No

10. Do your teachers think that it is important to write citations in a paper?

A. Very Important B. Somewhat Important C. Not Very Important D. Unimportant E. I am not sure

11. Do all teachers ask you to cite your sources?
A. All the teachers B. Some teachers C. None of them D. I am not sure

Part 3: Previous experiences

1. Please indicate how often you use the following resources to find information for homework or for a research paper ?

A. Internet resources like websites, social media, E-books, etc.
Frequently Sometimes Rarely Never

B. Printed materials like books, newspapers, magazines, and journals.
Frequently Sometimes Rarely Never

C. how often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before.

Frequently Sometimes Rarely Never

2. I prefer to study and do your homework alone.
Frequently Sometimes Rarely Never
3. If I find some homework confusing or difficulty, it is okay for me to ask my family or friends for help.
Strongly agree Agree Neutral Disagree Strongly Disagree

Part 4: Sharing Behavior andlearningstyle

1. Offering help with homework to my family and friends is an obligation.
Strongly agree Agree Neutral Disagree Strongly Disagree

2. When you have difficulties with your assignments, who are you more likely to ask for help?
Tutor. teacher. Friends Family. None of them.
3. Do you think schools and universities are important?
Yes No
4. How a person earns his/her college degree is not as important as getting a job.
Strongly agree Agree Neutral Disagree Strongly Disagree

5. I like to study and do homework with my friends.

Frequently Sometimes Rarely Never
6. What kinds of homework do you usually get from your teachers (check all that apply)?

A- Exercises from the previous lesson.
B- Reading to prepare for next class lesson.
C- Writing essays.
D- All of the above.
E- Other (please specify)…….

7. How do teachers teach the class? (Check all the apply)
A- Lecturing all the class time.
B- Lecturing with asking questions related to the lesson.

C- Promoting group discussions based on the lesson.
D- Other (please specify)……

8. Getting a good job is more important than learning the content in my major.
   Strongly agree Agree Neutral Disagree Strongly Disagree

9. I do not feel it is appropriate for me to help family and friends with their homework.
   Strongly agree Agree Neutral Disagree Strongly Disagree

Part five: Consequences of plagiarism:

1. If a teacher gave students a take-home assignment, and two of the students met outside of the classroom and copied off each other's homework. In your opinion, have the two students plagiarized?
   Yes (if you choose YES please answer question 2)
   No (if NO please explain in a few sentence why they had not plagiarized)

   ……
   ……

2. Should the two students be punished ?
   Yes (if you choose YES please answerquestion 3)
   No
3. The two students should be punished by:
   A- Warning..
   B- Repeating the homework again.
   C- Receiving zero points on that homework.
   D- Receiving a failing grade in that course.
   E- The students should not be punished
   F- Others (please specify)……

Appendix 2

ST. CLOUD STATE UNIVERSITY
EDUCATION FOR LIFE.

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Mohammad Madkhali

Address

Saint Cloud, MN 56301 USA

Email: mmmadkhali@stcloudstate.edu

IRB PROTOCOL DETERMINATION: Exempt Review

Project Title: Saudi Students' perception of plagiarism

Advisor Michael Schwartz, PHD

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-3290 or email ri@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Institutional Official:

Latha Ramakrishnan

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1669 - 2085	**Type:** Exempt Review	**Today's Date:** 1/27/2017
1st Year Approval Date: 1/27/2017	**2nd Year Approval Date:**	**3rd Year Approval Date:**
1st Year Expiration Date:	**2nd Year Expiration Date:**	**3rd Year Expiration Date:**

Appendix 3

```
CROSSTABS
  /TABLES=NEWq0004 BY NEWq0015
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED
  /COUNT ROUND CELL.
```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your current academic level? * In school have you ever included someone else's work or ideas of a research paper without giving citation?	245	99.6%	1	0.4%	246	100.0%

What is your current academic level? * In school have you ever included someone else's work or ideas of a research paper without giving citation? Crosstabulation

			In school have you ever included someone else's work or ideas of a research paper without giving citation?	
			1.00	2.00
What is your current academic level?	Intensive English Program (IEP)	Count	18	22
		Expected Count	15.2	24.8
	Undergraduate	Count	46	63
		Expected Count	41.4	67.6
	Graduate	Count	29	67
		Expected Count	36.4	59.6
Total		Count	93	152
		Expected Count	93.0	152.0

What is your current academic level? * In school have you ever included someone else's work or ideas of a research paper without giving citation? Crosstabulation

			Total
What is your current academic level?	Intensive English Program (IEP)	Count	40
		Expected Count	40.0
	Undergraduate	Count	109
		Expected Count	109.0
	Graduate	Count	96
		Expected Count	96.0
Total		Count	245
		Expected Count	245.0

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.124[a]	2	.127
Likelihood Ratio	4.175	2	.124
Linear-by-Linear Association	3.611	1	.057
N of Valid Cases	245		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.18.

```
CROSSTABS
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  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED
  /COUNT ROUND CELL.
```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your current academic level? * Have you ever used someone's homework or research paper, changed a few words in it and submitted it as if it was written by you?	245	99.6%	1	0.4%	246	100.0%

What is your current academic level? * Have you ever used someone's homework or research paper, changed a few words in it and submitted it as if it was written by you? Crosstabulation

			Have you ever used someone's homework or research paper, changed a few words in it and submitted it as if it was written by you?	
			1.00	2.00
What is your current academic level?	Intensive English Program (IEP)	Count	14	26
		Expected Count	13.1	26.9
	Undergraduate	Count	44	65
		Expected Count	35.6	73.4
	Graduate	Count	22	74
		Expected Count	31.3	64.7
Total		Count	80	165
		Expected Count	80.0	165.0

What is your current academic level? * Have you ever used someone's homework or research paper, changed a few words in it and submitted it as if it was written by you? Crosstabulation

			Total
What is your current academic level?	Intensive English Program (IEP)	Count	40
		Expected Count	40.0
	Undergraduate	Count	109
		Expected Count	109.0
	Graduate	Count	96
		Expected Count	96.0
Total		Count	245
		Expected Count	245.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.188[a]	2	.027
Likelihood Ratio	7.352	2	.025
Linear-by-Linear Association	3.889	1	.049
N of Valid Cases	245		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.06.

```
CROSSTABS
  /TABLES=NEWq0004 BY NEWq0018
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED
  /COUNT ROUND CELL.
```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your current academic level? * Do you write the name of the author when you paraphrase?	245	99.6%	1	0.4%	246	100.0%

What is your current academic level? * Do you write the name of the author when you paraphrase? Crosstabulation

			Do you write the name of the author when you paraphrase?	
			1.00	2.00
What is your current academic level?	Intensive English Program (IEP)	Count	31	9
		Expected Count	32.3	7.7
	Undergraduate	Count	80	29
		Expected Count	88.1	20.9
	Graduate	Count	87	9
		Expected Count	77.6	18.4
Total		Count	198	47
		Expected Count	198.0	47.0

What is your current academic level? * Do you write the name of the author when you paraphrase? Crosstabulation

			Total
What is your current academic level?	Intensive English Program (IEP)	Count	40
		Expected Count	40.0
	Undergraduate	Count	109
		Expected Count	109.0
	Graduate	Count	96
		Expected Count	96.0

Total	Count	245
	Expected Count	245.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.114[a]	2	.006
Likelihood Ratio	10.873	2	.004
Linear-by-Linear Association	6.018	1	.014
N of Valid Cases	245		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.67.

```
CROSSTABS
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  /STATISTICS=CHISQ
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  /COUNT ROUND CELL.
```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your current academic level? * Have you ever submited a research paper without providing citations?	245	99.6%	1	0.4%	246	100.0%

What is your current academic level? * Have you ever submited a research paper without providing citations? Crosstabulation

			Have you ever submited a research paper without providing citations?	
			1.00	2.00
What is your current academic level?	Intensive English Program (IEP)	Count	18	22
		Expected Count	13.6	26.4
	Undergraduate	Count	46	63
		Expected Count	36.9	72.1
	Graduate	Count	19	77
		Expected Count	32.5	63.5
Total		Count	83	162
		Expected Count	83.0	162.0

What is your current academic level? * Have you ever submitted a research paper without providing citations? Crosstabulation

			Total
What is your current academic level?	Intensive English Program (IEP)	Count	40
		Expected Count	40.0
	Undergraduate	Count	109
		Expected Count	109.0
	Graduate	Count	96
		Expected Count	96.0
Total		Count	245
		Expected Count	245.0

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.084[a]	2	.001
Likelihood Ratio	14.693	2	.001
Linear-by-Linear Association	11.655	1	.001
N of Valid Cases	245		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.55.

```
CROSSTABS
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  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED
  /COUNT ROUND CELL.
```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your current academic level? * How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before.	245	99.6%	1	0.4%	246	100.0%

What is your current academic level? * How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before.

Crosstabulation

			How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before.	
			1.00	2.00
What is your current academic level?	Intensive English Program (IEP)	Count	12	6
		Expected Count	9.6	10.8
	Undergraduate	Count	19	27
		Expected Count	26.2	29.4
	Graduate	Count	28	33
		Expected Count	23.1	25.9

Total	Count	59	66
	Expected Count	59.0	66.0

What is your current academic level? * How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before.

Crosstabulation

			How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before?	
			3.00	4.00
What is your current academic level?	Intensive English Program (IEP)	Count	18	4
		Expected Count	14.5	5.1
	Undergraduate	Count	44	19
		Expected Count	39.6	13.8
	Graduate	Count	27	8
		Expected Count	34.9	12.1
Total		Count	89	31
		Expected Count	89.0	31.0

What is your current academic level? * How often do you use old examples of homework and research papers that have been done by students and friends who have already taken the same courses before.

Crosstabulation

			Total
What is your current academic level?	Intensive English Program (IEP)	Count	40
		Expected Count	40.0
	Undergraduate	Count	109
		Expected Count	109.0
	Graduate	Count	96
		Expected Count	96.0
Total		Count	245
		Expected Count	245.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.593[a]	6	.024
Likelihood Ratio	15.032	6	.020
Linear-by-Linear Association	3.346	1	.067
N of Valid Cases	245		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.06.

```
CROSSTABS
  /TABLES=NEWq0004 BY NEWq0035
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED
  /COUNT ROUND CELL.
```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your current academic level? * If a teacher gave students a take-home assignment, and two of the students met outside of the classroom and copied off each other's homework, in your opinion, have the two students plagiarized?	245	99.6%	1	0.4%	246	100.0%

What is your current academic level? * If a teacher gave students a take-home assignment, and two of the students met outside of the classroom and copied off each other's homework, in your opinion, have the two students plagiarized? Crosstabulation

			If a teacher gave students a take-home assignment, and two of the students met outside of the classroom and copied off each other's homework, in your opinion, have the two students plagiarized?	
			Yes	No
What is your current academic level?	Intensive English Program (IEP)	Count	28	12
		Expected Count	31.8	8.2
	Undergraduate	Count	84	25
		Expected Count	86.8	22.2
	Graduate	Count	83	13
		Expected Count	76.4	19.6
Total		Count	195	50
		Expected Count	195.0	50.0

What is your current academic level? * If a teacher gave students a take-home assignment, and two of the students met outside of the classroom and copied off each other's homework, in your opinion, have the two students plagiarized? Crosstabulation

			Total
What is your current academic level?	Intensive English Program (IEP)	Count	40
		Expected Count	40.0
	Undergraduate	Count	109
		Expected Count	109.0
	Graduate	Count	96
		Expected Count	96.0
Total		Count	245
		Expected Count	245.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.481[a]	2	.065
Likelihood Ratio	5.544	2	.063
Linear-by-Linear Association	5.412	1	.020
N of Valid Cases	245		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.16.

Appendix 4

```
***research Q2.


T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=NEWq0022_0001 NEWq0022_0002
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean
Internet resources like websites, social media, E-books, etc.	Yes	242	3.5372	.66372	.04267
	No	4	3.7500	.50000	.25000
Printed materials like books, newspapers, magazines, and journals.	Yes	241	2.9544	.94096	.06061
	No	4	2.5000	.57735	.28868

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Internet resources like websites, social media, E-books, etc.	Equal variances assumed	1.537	.216	-.638
	Equal variances not assumed			-.839
Printed materials like books, newspapers, magazines, and journals.	Equal variances assumed	.956	.329	.962
	Equal variances not assumed			1.540

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Internet resources like websites, social media, E-books, etc.	Equal variances assumed	244	.524	-.21281
	Equal variances not assumed	3.177	.460	-.21281
Printed materials like books,	Equal variances assumed	243	.337	.45436

newspapers, magazines, and journals.	Equal variances not assumed	3.270	.214	.45436

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Internet resources like websites, social media, E-books, etc.	Equal variances assumed	.33370	-.87011	.44449
	Equal variances not assumed	.25361	-.99504	.56942
Printed materials like books, newspapers, magazines, and journals.	Equal variances assumed	.47254	-.47644	1.38515
	Equal variances not assumed	.29497	-.44197	1.35068

```
T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=NEWq0024_0001
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean
I prefer to study and do my homework alone.	Yes	242	3.5000	.77433	.04978
	No	4	3.2500	.50000	.25000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
I prefer to study and do my homework alone.	Equal variances assumed	1.250	.265	.643
	Equal variances not assumed			.981

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
I prefer to study and do my homework alone.	Equal variances assumed	244	.521	.25000
	Equal variances not assumed	3.243	.394	.25000

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
I prefer to study and do my homework alone.	Equal variances assumed	.38895	-.51613	1.01613
	Equal variances not assumed	.25491	-.52796	1.02796

```
T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES= NEWq0025_0001
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean
If I find some homework confusing or difficult, it is okay for me to ask my family or friends for help.	Yes	242	4.0579	.87660	.05635
	No	4	4.2500	.95743	.47871

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
If I find some homework	Equal variances assumed	.153	.696	-.434

confusing or difficult, it is okay for me to ask my family or friends for help.	Equal variances not assumed			-.399

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
If I find some homework confusing or difficult, it is okay for me to ask my family or friends for help.	Equal variances assumed	244	.664	-.19215
	Equal variances not assumed	3.084	.716	-.19215

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
If I find some homework confusing or difficult, it is okay for me to ask my family or friends for help.	Equal variances assumed	.44243	-1.06362	.67932
	Equal variances not assumed	.48202	-1.70286	1.31856

```
T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES= NEWq0026_0001
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean

Offering help with homework to my family and friends is an obligation.	Yes	242	3.7314	1.00526	.06462
	No	4	4.5000	.57735	.28868

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Offering help with homework to my family and friends is an obligation.	Equal variances assumed	1.541	.216	-1.523
	Equal variances not assumed			-2.598

Independent Samples Test

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
Offering help with homework to my family and friends is an obligation.	Equal variances assumed	244	.129	-.76860
	Equal variances not assumed	3.308	.073	-.76860

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Offering help with homework to my family and friends is an obligation.	Equal variances assumed	.50467	-1.76267	.22548
	Equal variances not assumed	.29582	-1.66232	.12513

```
T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES= NEWq0027
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean
When you have difficulties with your assignments, who are you more likely to ask for help?	Yes	241	2.3320	.85500	.05508
	No	4	2.7500	.95743	.47871

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
When you have difficulties with your assignments, who are you more likely to ask for help?	Equal variances assumed	.080	.778	-.968
	Equal variances not assumed			-.868

Independent Samples Test

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
When you have difficulties with your assignments, who are you more likely to ask for help?	Equal variances assumed	243	.334	-.41805
	Equal variances not assumed	3.080	.448	-.41805

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
When you have difficulties with your assignments, who are you more likely to ask for help?	Equal variances assumed	.43171	-1.26841	.43231
	Equal variances not assumed	.48187	-1.92931	1.09321

```
T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=  NEWq0030_0001
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean
I like to study and do homework with my friends.	Yes	241	2.6307	.90860	.05853
	No	4	3.2500	.95743	.47871

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
I like to study and do homework with my friends.	Equal variances assumed	.006	.941	-1.351
	Equal variances not assumed			-1.284

Independent Samples Test

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
I like to study and do homework with my friends.	Equal variances assumed	243	.178	-.61929
	Equal variances not assumed	3.090	.287	-.61929

Independent Samples Test

	t-test for Equality of Means	
	Std. Error Difference	95% Confidence Interval of the Difference

			Lower	Upper
I like to study and do homework with my friends.	Equal variances assumed	.45837	-1.52217	.28358
	Equal variances not assumed	.48228	-2.12904	.89045

```
T-TEST GROUPS=Belief(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=  NEWq0034_0001
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Belief	N	Mean	Std. Deviation	Std. Error Mean
I do not feel it is appropriate for me to help family and friends with their homework.	Yes	241	2.5104	1.00876	.06498
	No	4	2.2500	1.25831	.62915

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
I do not feel it is appropriate for me to help family and friends with their homework.	Equal variances assumed	.011	.915	.510
	Equal variances not assumed			.412

Independent Samples Test

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
I do not feel it is appropriate for me to help family and friends with their homework.	Equal variances assumed	243	.610	.26037
	Equal variances not assumed	3.064	.708	.26037

Independent Samples Test

	t-test for Equality of Means

		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
I do not feel it is appropriate for me to help family and friends with their homework.	Equal variances assumed	.51029	-.74479	1.26553
	Equal variances not assumed	.63250	-1.72882	2.24957

Appendix 5

الجزء الأول :من فضلك قم بإكمال المعلومات التالية) استخدم اللغة العربية(

- الجنس :

ذكر أنثى

٢ -ما هو المستوى الدراسي الأخير الذي حصلت عليه؟

أ -معهد اللغة الإنجليزية ب -بكالوريوس ج -دراسات عليا

٣ -هل انت طالب في الولايات المتحدة الأمريكية حاليا؟

لا -ب نعم -أ

٤ -منذ متى وانت تعيش في الولايات المتحدة الأمريكية؟
الشه .... السنة.....

٥ -كم كان عمرك حينما بدأت تعلم اللغة الإنجليزية؟

في السن.....

٦ -كم المدة التي قضيتها في تعلم اللغة الإنجليزية قبل قدومك الى الولايات المتحدة؟
الشهر .....سنه.....

٧ -كم المدة التي قضيتها في تعلم اللغة الإنجليزية بعد قدومك الى الولايات المتحدة الأمريكية؟
شهر ..... سنه .....

الجزء الثاني:

١-هل تعرف معنى السرقة الأدبية؟

لا -ب نعم -أ

٢ -هل تعرف معنى كتابه مرجع لكلام او نص مأخوذ من شخص اخر على سبيل المثال نص من كتاب او بحث؟
أ -نعم ب -لا

٣ -ما هو تعريف السرقة الأدبية من وجهة نظرك؟

.....

.....

٤ -هل تعرف ما هي الطريقة المناسبة لكتابه المرجع او الفهرس لكلام او نص مأخوذ من كتاب او بحث علمي على سبيل المثال من كتاب او الانترنت؟
أ -نعم ب -لا

إذا كانت اجابه السؤال ٤ بنعم، فمن فضلك زودنا بأي من الطرق التي تتبعها عند كتابه المراجع؟

أ -منظمه نقابة علماء النفس الأمريكيين .المعروفة ب(APA)

ب -منظمه اللغة الحديثة .المعروفة ب (MLA)

ج -شيكاغو .

د - اخرى.

٥ -اثناء دراستك هل قد قمت بتضمين كلام او نص مأخوذ من كتاب او بحث علمي في بحثك او واجب من دون كتابه المراجع لها؟

أ -نعم ب – لا

٦ -هل تعرف معنى إعادة صياغة النص المنقول من كتاب او بحث علمي؟
أ -نعم ب – لا

٧ -هل سبق وقمت بأخذ واجب او بحث علمي لصديق او لشخص اخر وقمت بتعديل بعضه .وسلمته لمدرس او دكتور جامعي على انه بحثك؟

أ -نعم ب -لا

٨ -هل تقوم بكتابه اسم المؤلف عندما تقوم بإعادة صياغة نص مأخوذ من كتاب او بحث علمي؟

أ -نعم ب -لا

٩ -هل سبق لك ان قمت بتسليم واجب او بحث علمي من دون كتابه المراجع؟
أ -نعم ب -لا

١٠ -هل تعتقد ان مدرسيك يركزون على أهيميه كتابه المراجع في الواجبات والبحوث؟
أ -هام جدا ب هام إلى حد ما ج -لا أحد منهم يسال د -ليس مهم

١١ -هل جميع المدرسين يطلبون من الطلاب كتابه المراجع اثناء كتابه الواجبات والبحوث العلمية؟
أ -كلهم يطلبون .
ب -بعضهم يطلبون .
ج -لأحد منهم يطلب ذلك .
د -لست متأكد .

:الثالث الجزء

١ -عندنا يكون لديك واجب منزلي او بحث علمي، من المحتمل ان تستخدم احدى هذه الطرق للعثور على معلومات قد تساعدك في حل الواجبات او البحث العلمي .وضح مدى اهتمامك واعتمادك على هذه الوسائل؟

أ -مصادر الانترنت مثل مواقع، مواقع التواصل الاجتماعي، الكتب الإلكترونية، الخ .
استخدم لا نادرا الأوقات بعض كثيرا

ب -المواد المطبوعة مثل الكتب، الصحف، المجلات والمقالات .
استخدم لا نادرا الأوقات بعض كثيرا

ج -سؤال الأصدقاء والزملاء الذين سبق لهم دراسة نفس المواد من قبل لمساعدتي بإعطائي الواجبات والبحوث التي قاموا بكتابها اثناء دراستهم؟
استخدم لا نادرا الأوقات بعض كثيرا

٢ -أفضل المذاكرة وكتابه واجباتي بمفردي؟
أحب لا نادرا الأوقات بعض كثيرا

٣ -إذا واجهت صعوبة في حل واجباتي، من الطبيعي ان اطلب المساعدة من عائلتي او أصدقائي؟

بشدة أوافق لا موافق غير موافق بشدة أوافق

الجزء الرابع:

١-تقديم المساعدة لعائلتي والأصدقاء في الواجبات المدرسيه، هو مطلب أساسي في حياتي.

أوافق بشدة موافق غير موافق لا أوافق بشدة

٢ -عندما تواجه صعوبة في حل الواجبات المدرسية، برأيك من هو الأفضل الذي سوف يساعدك في حلها.
أ -معلم خصومي ب -مدرس المادة ج -الأصدقاء د -العائلة هـ - لا أحد منهم

٣ -هل تعتقد ان المدارس والجامعات مهمه؟
أ -نعم ب -لا
٤-الحصول على شهادة جامعيه ليست مهمه، بل الآهم هو الحصول على وظيفة.

أوافق بشدة موافق غير موافق لا أوافق بشدة
٥ -أحب المذاكرة وحل واجباتي مع أصدقائي.

أحب المذاكرة معهم نادرا الأوقات بعض كثيرا

٦ -ماهي انواع الواجبات المدرسية اللي يقوم المدرسين غالبا بإعطائك؟) بإ امكانك اختيار اكثر من إجابه(
أ -تمارين لدروس قد سبقها شرحها في الماضي .
ب -قراءه لتحضير لدرس القادم في المستقبل .
ج -كتابه قطع او مقالات .
د -جميع ما ذكر.

٧ -أي من الطرق التالية يستخدمها المدرسون غالبا لتدريس الطلاب؟
١ -طريقه الاولى :وهي يقوم المدرس بشرح الدرس في المدة الزمنية للحصه او المحاضرة ثم ينصرف بعد انتهاء الوقت .
٢ -الطريقة الثانية :وهي يقوم المدرس بشرح الدرس ومن ثم يسال الطلاب أسئلة متعلقة بالدرس .
٣ -الطريقة الثالثة /يقوم المدرس بجعل الطلاب في مجموعات صغيره اثناء وقت الدرس لمناقشه الدرس المراد تدريسه .

٨ -الحصول على وظيفيه جيده أكثر اهميه من الدراسة والتعلم ولأجل الحصول على المعرفة.

أوافق بشدة موافق غير موافق لا أوافق بشدة.

٩ -لا اعتقد، ان مساعده عائلتي وأصدقائي في حل واجباتهم المدرسية طريقة مناسبة

أوافق بشدة موافق غير موافق لا أوافق بشدة.

الجزء الخامس:

١-إذا قام معلم ما بإعطاء طلابه واجب منزلي، وقام اثنين من طلابه بحل ونسخ الواجب. خارج المدرسة او الجامعة هل تعتقد ان الطالبين قد غشوا او قاموا بالسرقة الأدبية؟

١- نعم (إذا إجابتك بنعم .إذهب مباشره إلى السؤال الثاني)

٢-لا (إذا إجابتك بلا، اشرح شرح بسيط لماذا الطالبين لم يغشوا او قاموا بالسرقة الأدبية)

.....

.....

٢- الطالبين يجب ان يعاقبوا.

- نعم) إذا اختر نعم، انتقل إلى السؤال الثالث.(
- لا

٣-الطالبين يجب ان يعاقبا بـــ:
أ- لا شي
ب- تحذير
ج-إعادة حل الواجب مره ثانيه
د -الغاء الواجب وإعطائهم صفر في الواجب
هـ - يجب ان يحرموا من المادة بإعطائهم درجه الرسوب.
ز -أخرى.....

Appendix 6

Figure 7:

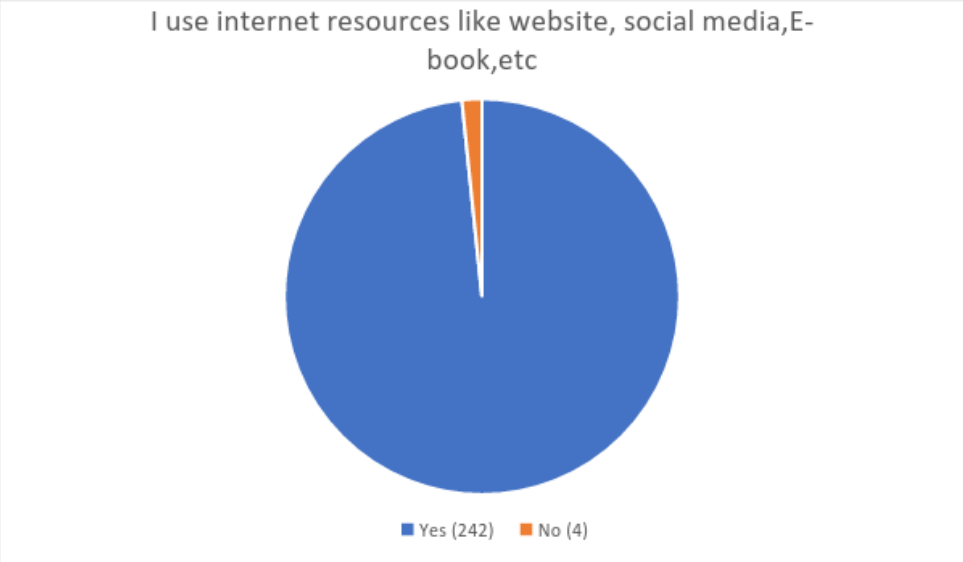


Figure 8:

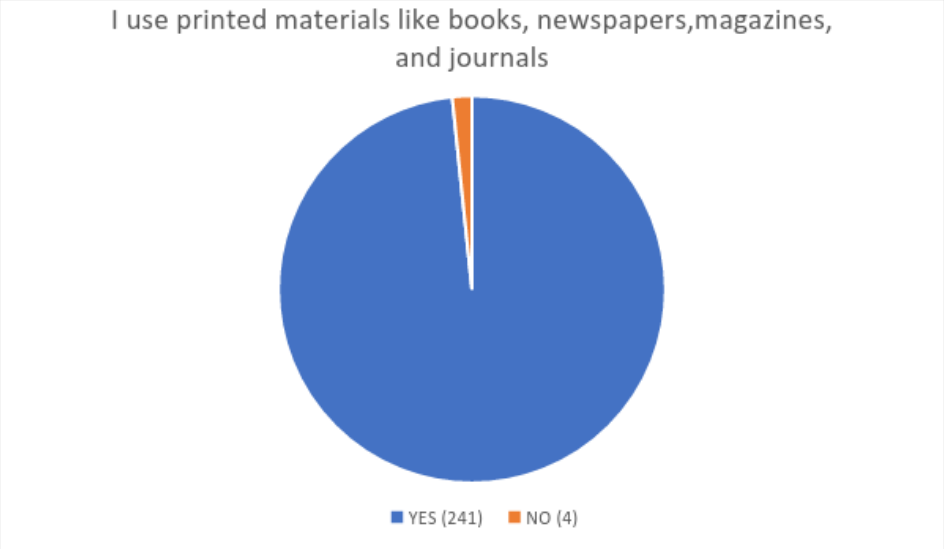


Figure 9:

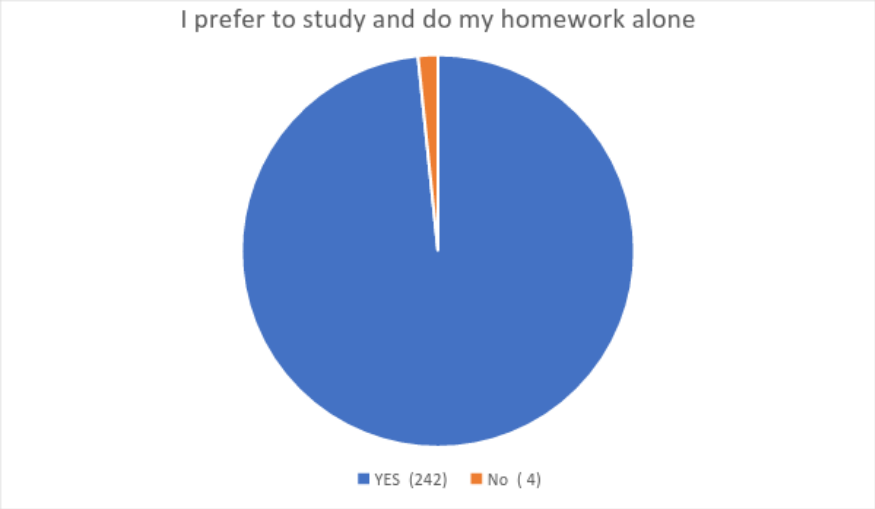


Figure 10:

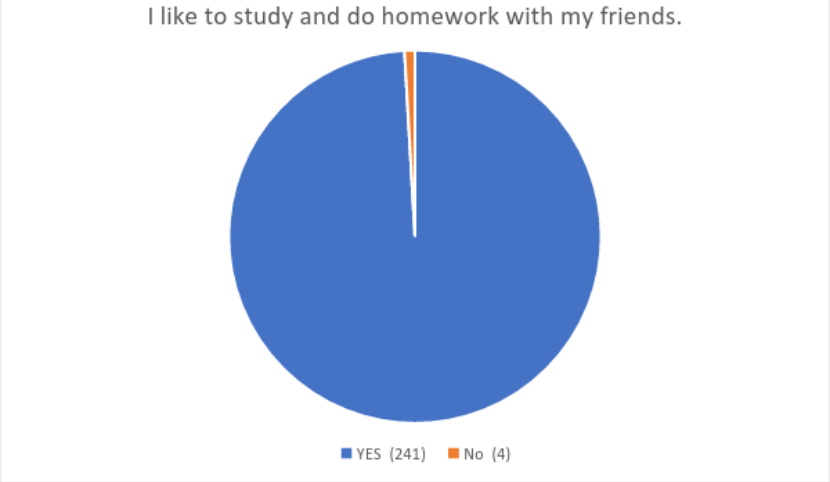


Figure 11:

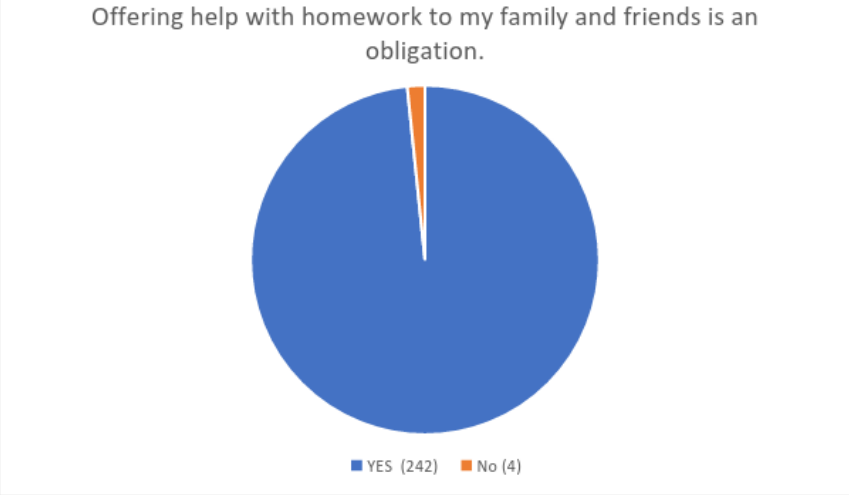


Figure 12:

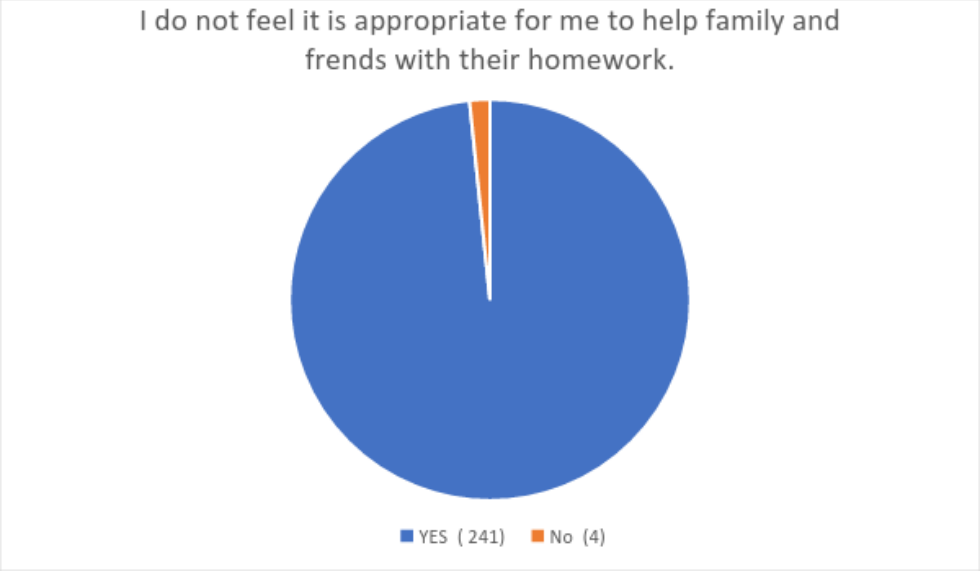
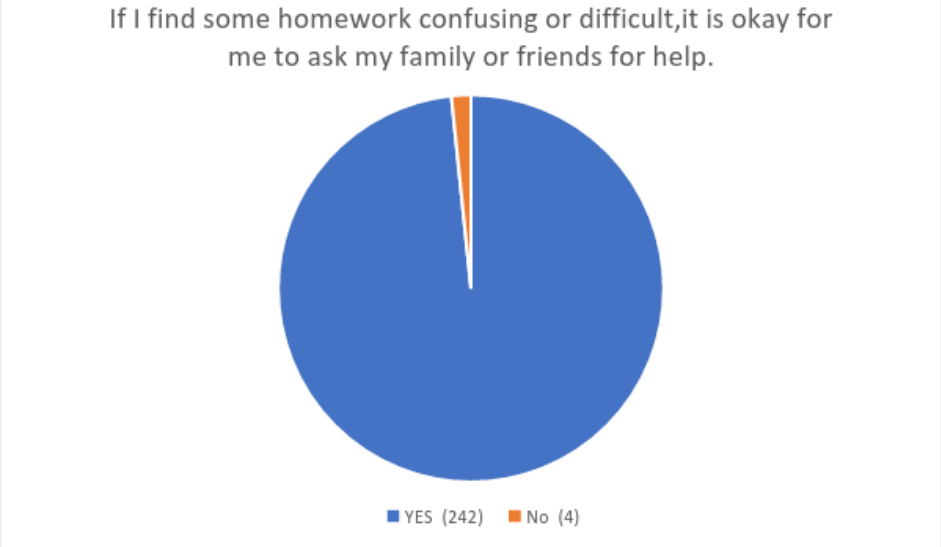


Figure 13:


If I find some homework confusing or difficult,it is okay for me to ask my family or friends for help.
YES (242)
No (4)