

AN EXAMINATION OF THE FACTORS PREDICTING VERBATIM PLAGIARISM IN
ENGLISH ACADEMIC WRITING IN THAI CONTEXTS



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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English as a Foreign Language

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การตรวจสอบตัวแปรทำนายพฤติกรรมการ โจรกรรมทางวรรณกรรมแบบจดคำต่อคำในงานเขียน
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รัฐภา ภูซงค์เจริญ : การตรวจสอบตัวแปรทำนายพฤติกรรมการโจรกรรมทางวรรณกรรมแบบจดคำต่อคำในงานเขียนเชิงวิชาการภาษาอังกฤษในบริบทไทย. (AN EXAMINATION OF THE FACTORS PREDICTING VERBATIM PLAGIARISM IN ENGLISH ACADEMIC WRITING IN THAI CONTEXTS)

อ.ที่ปรึกษาวิทยานิพนธ์หลัก : อ.ดร.จุฑารัตน์ วิบูลผล, 204 หน้า.

การวิจัยนี้มีจุดประสงค์เพื่อตรวจสอบตัวแปรทำนายการโจรกรรมทางวรรณกรรมแบบจดคำต่อคำ โดยจัดเก็บข้อมูลเชิงปริมาณและคุณภาพ กลุ่มตัวอย่าง คือ นิสิตนักศึกษาไทยจำนวน 103 คน คณะครุศาสตร์ศึกษาศาสตร์ วิชาเอกภาษาอังกฤษ จาก 5 มหาวิทยาลัย ภาคเรียนที่ 1 ปีการศึกษา 2555 โดยสุ่มตัวอย่างแบบเจาะจง เครื่องมือวิจัยสำหรับข้อมูลเชิงปริมาณ คือ งานเขียนความเรียงแบบให้เหตุผล และแบบสอบถาม จากนั้น จึงใช้แบบสัมภาษณ์สำหรับข้อมูลเชิงคุณภาพกับกลุ่มตัวอย่างจำนวน 10 คน ที่พบว่ามีการโจรกรรมวรรณกรรมแบบจดคำต่อคำในงานเขียนความเรียงอยู่ในระดับสูงถึงสูงมาก ผู้วิจัยวิเคราะห์ข้อมูลเชิงปริมาณ โดยหาค่ามัชฌิมเลขคณิต ค่าส่วนเบี่ยงเบนมาตรฐาน ค่าสหสัมพันธ์ และการวิเคราะห์การถดถอยพหุคูณ และวิเคราะห์ข้อมูลเชิงคุณภาพโดยใช้การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า การโจรกรรมทางวรรณกรรมแบบจดคำต่อคำมีความสัมพันธ์เชิงบวกกับทัศนคติเชิงบวกต่อการโจรกรรมวรรณกรรมอย่างมีนัยสำคัญ ที่ระดับ.01 ($r = .29$) กับบรรทัดฐานสังคมต่อการโจรกรรมทางวรรณกรรม ($r = .25$) และกับการตั้งเป้าหมายแบบมุ่งแสดงความสามารถอย่างมีนัยสำคัญที่ระดับ.05 ($r = .20$) และมีความสัมพันธ์เชิงลบกับความรู้ความเข้าใจเกี่ยวกับการโจรกรรมทางวรรณกรรม ($r = -.30$) และกับความสามารถทางภาษาอังกฤษ ($r = -.39$) อย่างมีนัยสำคัญที่ระดับ.01 นอกจากนี้ ตัวแปรทำนายพฤติกรรมการโจรกรรมวรรณกรรมแบบจดคำต่อคำได้ดีที่สุด คือ ความรู้ความเข้าใจเกี่ยวกับการโจรกรรมวรรณกรรมและความสามารถทางภาษาอังกฤษ ($R^2 = .22$) อย่างมีนัยสำคัญที่ระดับ.01 จากผลการวิจัย นักการศึกษาควรให้ความรู้เรื่องการโจรกรรมวรรณกรรมและวิธีการหลีกเลี่ยงการโจรกรรมวรรณกรรมควบคู่กับการเสริมสร้างความสามารถทางภาษาอังกฤษ นอกจากนี้เพื่อจัดการกับปัญหาการโจรกรรมวรรณกรรมในงานเขียนเชิงวิชาการอย่างมีประสิทธิภาพ นักเรียนควรมีทัศนคติเชิงลบกับการโจรกรรมวรรณกรรมและตั้งเป้าหมายในการเรียนเพื่อพัฒนาตนเองด้วย

ภาควิชา หลักสูตรและการสอน.....

ลายมือชื่อนิสิต.....

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ.....

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RATCHADA PHUCHONGCHAROEN: AN EXAMINATION OF THE FACTORS PREDICTING VERBATIM PLAGIARISM IN ENGLISH ACADEMIC WRITING IN THAI CONTEXT. ADVISOR : JUTARAT VIBULPHOL, Ph.D., 204 pp.

The present study aimed to investigate the predicting factors for verbatim plagiarism. In this study, quantitative and qualitative data were employed. The participants were 103 Thai undergraduate English-majored students from the Faculty of Education in 5 public universities in Thailand studying in the first semester of the academic year 2012 selected by using purposive sampling technique. The research instruments for quantitative data were an essay writing task and a questionnaire. For qualitative data, a semi-structured interview was conducted with 10 participants conducting verbatim plagiarism in their essay papers at high levels. The quantitative data were analyzed by using mean scores, standard deviation, Pearson correlation coefficient, and regression analysis. The qualitative data were analyzed by using content analysis.

The findings revealed that verbatim plagiarism had a positive relationship with positive attitudes toward plagiarism at the significant level of .01 ($r = .29$), with subjective norms toward plagiarism at the significant level of .05 ($r = .25$), and with performance-approach goal orientation at the significant level of .05 ($r = .20$) and had a negative relationship with perception on plagiarism ($r = -.30$) and with English proficiency ($r = -.39$) at the significant level of .01. In addition, the best predicting factors for verbatim plagiarism were perception on plagiarism and English proficiency at the significant level of .01 ($R^2 = .22$). The findings suggest that English instructors should educate students about plagiarism and how to avoid plagiarism along with enhancing their English proficiency. Besides, to address plagiarism effectively, students should also have negative attitudes toward plagiarism and set their learning goal for self improvement.

Department : ...Curriculum and Instruction..... Student's Signature Ratchada

Field of Study : ...Teaching English as a Foreign Language Advisor's Signature Jutarat Vibulphol

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CHAPTER I

INTRODUCTION

Plagiarism, an act of using other people's words or ideas without appropriate acknowledgement, is unacceptable in academic writing. A writer should acknowledge everything taken from other sources to show respect to the writers and make the readers know the original sources of the information (Pecorari, 2008). Acknowledging sources makes an academic writing credible and differentiates a writer's voice from the original (University of Idaho, 2003; Pecorari, 2008; Sutherland-Smith, 2008). Thus, plagiarism should not be occurred to maintain the essence of an academic writing. From the basic understanding of the definition of plagiarism provided earlier, academic writers could have avoided plagiarism; however, various cases of plagiarism have been found.

Plagiarism is considered as a global issue (Sutherland-Smith, 2008). Cases of plagiarism have been found in many parts of the world. To illustrate, in Australia, Alam (2004) found fifty-seven percent of local and international students participating in the study reported that they had plagiarized at least once. In another study, eighty-one percent of students from four universities admitted to conduct plagiarism through self-report questionnaire (Marsden, Carroll & Neil, 2005). In China, a newspaper survey revealed that fifty-seven percent of university students admitted that they used to copy other people's work from the Internet at least once (Zhang, 2010). In Thailand, undergraduate students were found to have plagiarized in their work by copying word for word from various sources including electronic materials and printed materials (Songsriwittaya, Kongsuwan, Jitgarun, Kaewkuekool & Koul,

2009). These findings support that plagiarism is conducted in many parts of the world; therefore, it needs attention from educators around the world.

Plagiarism consists of many types from copying word for word to paraphrasing without appropriate acknowledgement. The most blatant and serious type of plagiarism is copying exact words from others which is called verbatim plagiarism (Bennett, 2005; IEEE, 2010). Verbatim plagiarism shows that the writer paid little attention to his or her own work and handed their work without analyzing, evaluating, and synthesizing ideas (Bennett, 2005; Sutherland-Smith, 2008). Students conducting verbatim plagiarism can harm their own learning and violate other ideas. This prevalent problem is commonly found in students' academic writing (Sutherland-Smith, 2008).

Since plagiarism in academic writing has been found in wide contexts, educational institutions, especially at the higher education level, have given attention to plagiarism by finding ways to detect and prevent plagiarism in students' papers. In case of detection, instructors in various academic places employ digital tools such as "Turnitin", "EVE (Essay Verification Engine)" (Braumoeller & Gaines, 2001) to detect plagiarism in students' writing (Pecorari, 2008: 156). These electronic tools like "Turnitin" or "EVE" help identify the original source that the student used and show how much the student relied on the original sources as comparing to their own ideas. These tools are easy to use and may help the teacher detect students' plagiarism but employing only the tools to detect plagiarism is not enough to address plagiarism in academic writing.

Preventing plagiarism before it happens is also important. Accordingly, scholars have proposed ways to prevent plagiarism by introducing the students

knowledge about plagiarism as well as teaching necessary skills to write a good paper such as paraphrasing, summarizing, and referencing (Moody, 2007; Pecorari, 2008). Furthermore, creating regulations about plagiarism are also ways to prevent plagiarism problems (Pecorari, 2008; Sutherland-Smith, 2008). Recently, many universities in Thailand have imposed regulations regarding plagiarism in order to inform students and to prevent plagiarism (Chulalongkorn University, 2010; Mahidol University, 2009).

Considering the needs for preventing plagiarism, studies on factors contributing to plagiarism are necessary as they provide an understanding of the root causes of the problem and will suggest how to deal with plagiarism problems. To date, many studies have examined factors contributing to plagiarism around the world (Bennett, 2005; Pittam et al., 2009; Song-Turner, 2008; Koul et al., 2009; Mavrinac et al., 2010). Attention has been given to both internal and external factors that may contribute to plagiarism behaviors. The internal factors that have been studied in a number of studies are attitudes toward plagiarism (Bennett, 2005; Koul et al., 2009; Mavrinac et al., 2010), goal orientation (Koul et al., 2009), perception on plagiarism (Pittam et al., 2009; Song-Turner, 2008) and English proficiency (Song-Turner, 2008). The external factors studied frequently are cultural background, learning experience, and task difficulty (Park, 2003; Introna, et al., 2003).

In non-native speaker contexts (NNES), factors that have been found to have significant relationship with plagiarism in academic writing include types of attitudes toward plagiarism including positive attitudes, negative attitudes, and subjective norms (Bennett, 2005; Mavrinac et al., 2010), types of goal orientation including performance-approach goal, performance-avoidance goal, and learning goal (Bennett,

2005; Koul et al., 2009), perception on plagiarism (Song-Turner, 2008; Pittam et al., 2009), and English proficiency (Charoensook, 2005; Song-Turner, 2008). In Thailand, two studies had been conducted to investigate plagiarism with some influential factors including perception on plagiarism, types of attitudes toward plagiarism, types of goal orientation, and English proficiency (Charoensook, 2005; Koul, et al., 2009). However, these factors have been studied separately; thus, there is not enough understanding of how these factors operate together in affecting plagiarizing behaviors. Also, the previous studies used only self report to trace the participants' plagiarizing behaviors. Therefore, the present study aimed to investigate the influences of these eight factors on verbatim plagiarism as well as the relationships among them in Thai higher education context. This study also used the research instruments that elicit cases of verbatim plagiarism directly instead of relying only on self-reported data. The findings will yield a better understanding about verbatim plagiarism among undergraduate students in Thailand which will help educational institutions and instructors to tackle verbatim plagiarism in English academic writing effectively.

Research Questions

Five research questions were explored in the present study as follows:

1. What is the relationship between perception on plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students?
2. What is the relationship between English proficiency and verbatim plagiarism in English academic writing of Thai undergraduate students?

3. Which type of attitudes towards plagiarism has a relationship with verbatim plagiarism in English academic writing of Thai undergraduate students?
4. Which type of goal orientation has a relationship with verbatim plagiarism in English academic writing of Thai undergraduate students?
5. Which factor can best predict verbatim plagiarism in English academic writing of Thai undergraduate students?

Research Objectives

This present study aimed to:

1. Investigate the relationship between perception on plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students
2. Investigate the relationship between English proficiency and verbatim plagiarism in English academic writing of Thai undergraduate students
3. Investigate the relationship between types of attitudes towards plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students
4. Investigate the relationship between types of goal orientation and verbatim plagiarism in English academic writing of Thai undergraduate students
5. Examine the best predicting factors for verbatim plagiarism in English academic writing of Thai undergraduate students

Statement of Hypotheses

The previous studies have shown that perception on plagiarism, English proficiency, types of attitudes toward plagiarism, and types of goal orientation have

significant relationship with plagiarism of non-native English speakers (NNES). Therefore, in this present study, five sets of hypotheses were tested as follows:

Hypothesis 1

Perceptions on plagiarism (Pecorari, 2003; Introna, et al., 2003; Song-Turner, 2008; Pittam et al., 2009) was found to affect plagiarism and had the negative relationship with plagiarism in EFL contexts. Thus, the first hypothesis was set as follows:

Perception on plagiarism has a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.

Hypothesis 2

English proficiency was found to have an influence on plagiarism especially in EFL contexts (Song-Turner, 2008; Pittam et al., 2009). Thus, the second hypothesis was set as follows:

English proficiency has a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.

Hypothesis 3

Negative attitudes toward plagiarism had the negative relationship with plagiarism while positive attitudes toward plagiarism (Smith, Ghazali & Minhad, 2007; Koul et al., 2009; Mavrincac et al., 2010) and subjective norms toward plagiarism had the positive relationship (Mavrincac et al., 2010). Therefore, the third hypothesis was set as follows:

Positive attitudes toward plagiarism and subjective norms towards plagiarism have a positive relationship with verbatim plagiarism whereas negative attitudes toward plagiarism have a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.

Hypothesis 4

Performance-approach goal orientation and performance-avoidance goal orientation had the positive relationship with plagiarism, whereas learning goal orientation had the negative relationship with plagiarism (Bennett, 2005; Marsden et al., 2005; Koul et al., 2009; Songsriwittaya et al., 2010). Therefore, the fourth hypothesis was set as follows:

Performance-approach goal orientation and performance-avoidance goal orientation have a positive relationship with verbatim plagiarism whereas learning goal orientation has a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at significant level of .05.

Hypothesis 5

Positive attitudes toward plagiarism were the predicting factor contributing to plagiarism (Bennett, 2005; Smith, Ghazali & Minhad, 2007; Koul et al., 2009; Mavrincac et al., 2010). In the NNES contexts, English proficiency was found to be the influential factor for plagiarism (Song-Turner, 2008; Pittam et al., 2009). Thus, the fifth hypothesis was set as follows:

Positive attitudes towards plagiarism and English proficiency are the best predicting factors for verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.

Scope of the Study

The population of the study is Thai undergraduate students majoring in English from the faculty of Education in public universities in Thailand.

The variables in this present study consisted of eight independent variables and one dependent variable. The independent variables are eight internal factors including perception on plagiarism, English proficiency, positive attitudes toward plagiarism, negative attitudes toward plagiarism, subjective norms toward plagiarism, performance-approach goal orientation, performance-avoidance goal orientation, and learning goal orientation. The dependent variable is verbatim plagiarism.

Definitions of Terms

The terms used in this study are defined as follows:

1. Verbatim plagiarism

Verbatim plagiarism refers to an act of copying exact words from the source text without putting those words in quotation marks or without appropriate citations. In this study, students' verbatim plagiarism was assessed using an essay writing task. The percentages of verbatim plagiarism were identified by proportion of the number of words in the students' texts and the number of words in the source text.

2. Perception on plagiarism

Perception on plagiarism refers to knowledge about the actions that can be considered as plagiarism and knowledge about how to avoid plagiarism. In this study, perception on plagiarism was assessed by a questionnaire.

3. English proficiency

English proficiency refers to an ability to listen, speak, read, and write in English. English proficiency in this study is obtained in a questionnaire. The participants had to report the letter grade from the required fundamental English courses.

4. Attitudes toward plagiarism

Attitudes toward plagiarism refer to a person's feelings about plagiarizing behaviors whether the person thinks that such behaviors are acceptable or not. Attitudes toward plagiarism in this study are categorized into three types as follows:

4.1. Positive attitudes toward plagiarism refer to a person's feelings that plagiarism is acceptable.

4.2. Negative attitudes toward plagiarism refer to a person's feelings that plagiarism is unacceptable.

4.3. Subjective norms toward plagiarism refer to a person's feelings that plagiarism is acceptable in a society.

In this study, three types of attitudes toward plagiarism are assessed by a questionnaire.

5. Goal orientation

Goal orientation refers to a person's purpose in doing some tasks. Goal orientation is categorized into two groups as follows:

5.1. Performance goal orientation refers to a person's purpose to do something because of his or her concerns about comparing himself or herself with others. Performance-goal orientation is categorized into two types as follows:

5.1.1. Performance-approach goal orientation refers to a person's purpose to do something because he or she wants to be superior to other people.

5.1.2. Performance-avoidance goal orientation refers to a person's purpose to do something to his or her own save face.

5.2. Learning goal orientation refers to a person's purpose in doing something because of one's own interest or for self improvement.

Three types of goal orientation is assessed by a questionnaire.

Organization of the Chapters

This thesis is divided into five chapters. This chapter, introduction, provides background of the study, research questions, objectives of the study, statement of hypothesis, scope of the study, and definitions of terms employed in the study.

Chapter two, literature review, informs the relevant literature and previous studies. The review includes the definitions of plagiarism,

Chapter three, methods, covers the research design, the population and the participants, the research instruments, research procedures, data collection, and data

analysis. All the research instruments were piloted and the validation and reliability results of the instruments are explained in this chapter.

Chapter four presents the research findings obtained from quantitative data and qualitative data.

Chapter five presents the findings and discussions, limitations of the study, and the recommendation for further study.



CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides information about the literature that lays the basis of this present study including the topics of definitions of plagiarism, elements of plagiarism, types of plagiarism, analyses of plagiarism, factors contributing to plagiarism including external factors and internal factors, and related studies on factors affecting plagiarism.

Definitions of Plagiarism

The slight dissimilarity of the definitions for plagiarism is according to the given details such as what constitutes plagiarism. The difficulty in making understanding of plagiarism is related to additional details which are various. Readers need enough details to judge on plagiarism. Thus, making an agreement on what plagiarism is and clarifies what could be counted as plagiarism is a suitable way to help solve people's confusion on the definition of plagiarism.

The definition of plagiarism has no consensus. Different contexts have different definitions of plagiarism. However, those differences are under the same concept, taking from the original.

Plagiarism is derived from the Latin word referring to kidnapping (Pecorari, 2008; Oxford University Press, 2010) so plagiarism means taking or stealing. Thus, the common idea for plagiarism relates to copying or taking others' words or ideas. For example, Oxford Dictionary defines plagiarism as "the practice of taking someone else's work or ideas and passing them off as one's own" (Oxford University Press, 2010). Akbulut et al. (2008: 464) stated that plagiarism was "unauthorized use of

ideas, methods, data, language and figures of another author without acknowledging the source.”

Another aspect of definition of plagiarism includes “self plagiarism”. Bird and Sivilotti (2008: 69) pointed out that “self plagiarism” was reusing one’s own writing that has been published. Self plagiarizing text was also nearly the same with the original (Roig, 2005: 17; Bird & Sivilotti, 2008: 69). Bird and Sivilotti stated that even though some might think that one could not steal from one’s own, self plagiarism against the copyright infringement especially for published work.

To sum up, plagiarism definitions convey a sense of academic misconduct and a negative feeling by using the words “unauthorized”, “taking”, or “passing off”. Generally, plagiarism is the act of taking others’ texts or ideas without proper acknowledgement. In addition, reusing one’s own work is also considered to be plagiarism called self plagiarism.

Elements of Plagiarism

To understand what plagiarism is and what can be identified as plagiarism behaviors, one needs to know the elements of plagiarism. However, only Pecorari (2002 as cited in Sutherland-Smith, 2008: 70) presented the concrete ideas about six elements of plagiarism. Pecorari stated that plagiarism was “an object which has been taken from a particular source by an agent without acknowledgement with or without intention to deceive.” (Pecorari, 2002 as cited in Sutherland-Smith, 2008: 70). Therefore the elements of plagiarism can be identified as the followings.

Element 1 An Object

Element 2 Which Has Been Taken

Element 3 From a Particular Source

Element 4 By an Agent

Element 5 Without (Adequate) Acknowledgement

Element 6 With or Without Intention to Deceive

According to Sutherland-Smith, the descriptions of each element are as the following.

Element 1 An Object

An object that could be plagiarized from an agent (element 4) includes words, phrases, sentences, and paragraphs or whole section of a source. The object also includes ideas. Sutherland-Smith (2008: 72) suggests that an object may vary according to the definition of each institution.

Element 2 Which Has Been Taken

This element shows how an agent (element 4) used a source. The words described the act of this element includes take, use, copy, illicit collaboration, closely paraphrase, submit, present and falsely represent (Sutherland-Smith, 2008: 71).

Element 3 From a Particular Source

A source used by an agent (element 4) could be printed texts, spoken and audio-visual form of texts, and Internet sources.

Element 4 By an Agent

A person who has plagiarized sources will be mainly focused as an agent.

Element 5 Without (Adequate) Acknowledgement

The acknowledgement means referencing sources. The problem of plagiarism in this element is the lack of the adequacy and appropriateness of references or citations.

Element 6 With or Without Intention to Deceive

Sutherland-Smith mentions that this element is the most difficult part to judge because some students may plagiarize because they might not know how to put references in a correct way. However, educators argue that once the policy or regulation announced, students couldn't say that they didn't know.

To sum up, six elements of plagiarism are necessary for educators to determine what should be related to plagiarism in a concrete way. Plagiarism occurs when these six elements are found. The first step to judge on plagiarism should take these six elements of plagiarism into account.

Types of Plagiarism

Most definitions of plagiarism are regarded as an academic misconduct in order to specify the levels of seriousness of plagiarizing behaviors afterward. So types of plagiarism are commonly distinguished by intention. A writer who plagiarized intentionally would be in a more serious case of plagiarism. Also, intentional plagiarism implies that a writer tries to deceive readers that texts belong to the writer.

Pecorari (2008: 4-6) simply divided textual plagiarism into two types: "prototypical plagiarism" and "patchwriting". Prototypical plagiarism and patchwriting is differentiated by the intention. Prototypical plagiarism is considered to plagiarize with intention to cheat readers that what they read are a writer's idea(s) or

words while patchwriting is not. Thus, patchwriting seems to be more positive because of the absence of intention to deceive. To clarify the definition of the word “patchwriting”, Howard (1999) stated that patchwriting is a pattern of using texts from sources by leaving some words, changing some structures or switching with synonym (Howard, 1999 as cited in Pecorari, 2008). Hence, determining students’ intention to plagiarize is possible. Obviously, plagiarism with intention could be checked easily with plagiarism evidence i.e. cut and paste or falsify citation (writing it without reading it).

Regarding citation, Plagiarsm.org (2011) divided the types of plagiarism into two main types including plagiarism by “sources not cited” and “sources cited”. The types described in this website were the types of plagiarists rather than the plagiarized text characteristics. However, the explanation for each plagiarist described plagiarism behaviors including copying from one source or several sources without changing any words and paraphrasing texts without giving appropriate citations. The differences between each type were the length and how good the source texts were paraphrased.

Due to the complexity of distinguishing the types of plagiarism, the clear explanation about the types of plagiarism was necessary for linguistic analysis (Pecorari, 2003: 342). Farrokhi (2009: 177) gave a concise explanation about the types of plagiarism by specifying the types of academic misconducts with descriptions. He claimed that the definitions were able to apply for all written work with any amounts of textual plagiarism (a word, a phrase, a sentence, a paragraph, etc.). In this case, only types of plagiarism are presented as follows.

1. “Plagiarism of ideas” which is defined as using others’ ideas, processes, or results without giving appropriate citation

2. “Plagiarism of text” which is defined as using others’ words without giving appropriate citation

- 1.1. Without citing the source

- “Verbatim” which is defined as using the text of others without citation
- “Paraphragiarism” which is defined as using the text of others with a few changes or mixing the others’ text without citation

- 1.2. With citing the source

- “Verbatim” which is defined as using exact words of others with citation but without quotation marks
- “Inappropriate paraphrasing” which is defined as using others’ texts with citation but minor change in words and structure
- “Copyright infringement” which is defined as using a large part of others’ words in quotation marks that violates the copyright (Farrokhi, 2009: 177)

The term “verbatim plagiarism” is defined as an act of copying the exact same words from the source texts with or without acknowledgement. This type of plagiarism also referred to the act of cutting and pasting texts from the original sources. Therefore when educators stated plagiarism, people commonly think about copying words without changing and this type of plagiarism is regarded as the serious problem in academic writing (Song-Turner, 2008; Pecorari, 2008; Farrokhi, 2009).

Additionally, many university policies and some studies included “collusion” as one type of plagiarism (Song-Turner, 2008; Liverpool University, 2011; University of East Anglia, 2011). Collusion was defined as working with at least two people in one paper or work but it was used as an individual work (Liverpool University, 2011; University of East Anglia, 2011). To identify collusion practically, University of East Anglia provided information about collusion forms as follows:

- (a) The conspiring by two or more students to produce a piece of work together with the intention that at least one passes it off as his or her own work.
- (b) The submission by a student of the work of another student, in circumstances where the latter has willingly given the former the work and where it should be evident to the student giving the work that the other student would submit it as one own. In this case both students are guilty of collusion.
- (c) Unauthorized co-operation between a student and another person in the preparation and production of work which is presented as the student’s own.
- (d) The commissioning and submission of work as the student’s own, where the student has purchased or solicited another individual to produce, work on the student’s behalf.

(University of East Anglia, 2011: 2)

Similarly, Song-Turner (2008: 43) also included borrowing other people’s work in order to copy parts of the work or imitate other people’s work structures as collusion. Therefore, collusion was related to working collaboratively with other people and turning the work individually or copying previous work of other people to use as individual.

In short, types of plagiarism distinguished by intention are quite difficult to measure and questionable. The intention of plagiarism was mostly investigated by self reports (Introna et al., 2003; Bennett, 2005) which were considered bias. Also, the possibility to disguise intention of plagiarism tends to be high because plagiarism is a sensitive issue. By assessing the text, it could yield concrete evidence rather than assessing by the intention. Accordingly, the explanation of plagiarism from Farrokhi (2009: 177) is easier to specify types of plagiarism because the described types could be found in an academic writing. Regardless of the writer's intention, evidence found from the written text is enough to decide that plagiarism has occurred.

Instruments for Collecting the Students' Plagiarism

To obtain the information about plagiarism, previous research employed two main instruments including a self report and essay papers (Pecorari, 2003; Bennett, 2005; Keck, 2006; Koul et al., 2009). These two research instruments had both pros and cons.

First, the pro of employing self report is that it could be used to collect a large number of data. However, the con is that using self report would be questioned about its reliability. Due to a sensitive issue, informing about plagiarism could be bias and might not represent in reality.

Second, collecting the students' plagiarism from the essay papers was used to analyze how plagiarism occurred in details (Pecorari, 2003; Keck, 2006). The con of using essays paper for the analysis of plagiarism is that analyzing essay papers took more time than the self report. However, the pro of using essay papers is more accurate than only relying on self report. The essay papers would gain the solid evidences for plagiarism rather than asking the students to report what they did when

they wrote essays. To avoid bias, the essay papers would be a proper tool to collect plagiarism data. The texts students produced would show how much they had plagiarized in their essay papers.

Pecorari collected students' verbatim plagiarism from the students' drafts of thesis papers which were writing from sources. She analyzed by comparing portions of texts from the students and the sources cited in the students' papers. She suggested to analyze the task that the students could summarize and synthesize their ideas. Therefore, the similarity between the source texts and the students' texts could be identified.

By selecting the appropriate type of writing tasks to measure the students' plagiarism, the argumentative essay is sensible. According to the definition, the argumentative essay is the writing task that requires students to make an argument toward a controversial topic (McCall, 2000). Argument making could be written to support the topic statement or against. So to make an argument strong, the students need to use evidence from source materials. The source materials would be functioned as evidences supporting the students' arguments (McCall, 2000).

The argumentative essay task was perceived as a difficult task because the argument and the evidences should be presented logically (McCall, 2000). Even though, the argumentative essay was difficult, the students should be encouraged to practice writing this type of essays. The students might gain knowledge of how to convince people and conveyed their messages effectively due to the evidence presented logically in the essay papers. Importantly, by the reason that the argumentative essay was writing from sources so giving proper citations were also required. Thus, argumentative essay is suitable for measuring plagiarism because the

students are required to study from sources and use sources to support their arguments or opinions. They are also needed to cite all information they used. Hence, either the students could not write by their own words, relying words from sources, or could not write a proper citation, verbatim plagiarism will be detected easily.

The Analysis of Verbatim Plagiarism

Verbatim plagiarism in students' papers has been detected in several ways. Nowadays, educators tend to use programs to measure students' plagiarism such as Turnitin to match students' words with sources. Without using programs, plagiarism could also be found especially in verbatim plagiarism, an exact copied words from sources. The agreement of ways to detect plagiarism is the similarity occurring in students' writing and sources (Pecorari, 2003; Keck, 2006; Oda & Yamamoto, 2007). Pecorari (2008: 6) stated that chances for students' words and sources to be the same in long length could not happen. So the more words from students' writing and sources are the same, the more the students have plagiarized.

Analyzing students' verbatim plagiarism manually by counting words used in students' writing that are similar to the original texts seems to be appropriate to identify verbatim plagiarism (Pecorari, 2003; Keck, 2006; Oda & Yamamoto, 2007). Pecorari (2003) explained about the analysis to find a percentage of students' verbatim plagiarism as follows.

To provide a quantitative measure of the scope of this feature, the number of words found in both student and source passages was divided by the number of words in the student passage. The resulting score expresses the repeated words as a percentage of the whole student passage. Because unattributed repetition was of interest, signaled quotations (i.e., language

which was in quotation marks, part of longer offset quotations, etc.) were excluded from this calculation (Pecorari, 2003: 325).

To make clear illustration of how Pecorari analyzed students' works, the quantitative plagiarism analysis measure is presented in a formula as follows:

$$\frac{\text{Number of words of a student's text that is similar to the source text}}{\text{Number of words in a student's text}} \times 100 = \text{a percentage of plagiarism}$$

Pecorari suggested that the more percent of verbatim plagiarism, the more the students show the lack of originality in their writing. So she presented students' works in her analysis part showing repeated words according to the used source in percentages. Later, Oda and Yamamoto (2007) used this analysis in their study showing students' verbatim plagiarism in their paraphrased texts. Similarly, Pecorari as well as Oda and Yamamoto compared students' words with the original sources.

By comparing the students' words and the sources used in their writing, Pecorari chose some parts from the first ten pages of each participant's thesis paper. Then, all citations were checked to retrieve the available data that the participants used in their papers. The portions of each participant's words were checked for the similarity in the original texts. A single source was selected to compare with a selected portion of a participant's writing presenting as a percentage of the similarity of a source text and a participant's text. In addition, Pecorari presented the amounts of the participants' portions of texts compared with the original sources. Thus, the similarity between a source text and a participant's text should be compared source by source. Then, the average would be used to show the tendency of how much a participant relied on sources.

To sum up, Pecorari's analysis of verbatim plagiarism is used to assess students' repeated words borrowing from the original text. The portion of a student's text should be compared with a single source. In the analysis, the students' texts should be indicated which source text the students used in each portion of their writing. Then, the data should report the amounts of sources the students used and portions that were compared with those sources along with a percentage of the similarity between a student's text and source texts. The more the similarity of texts between students' writing and sources, the more evidence of plagiarism has been found. Therefore, Pecorari's analysis could be used to detect verbatim plagiarism appropriately.

Factors Affecting Plagiarism

Research on factors contributing to plagiarism is significant in helping educators find effective ways to address plagiarism. Since factors contributing to plagiarism have been found to have different influences in different contexts (Introna et al., 2003), this section presents the review of the literature on the factors that have been found to affect plagiarism from previous studies in two main contexts including native speakers of English (NSE) and non-native speakers of English (NNSE). In both ESL and EFL contexts which are considered NNES contexts, this review includes both external and internal factors contributing to plagiarism. External factors are the factors that learners could not control such as the availability of the Internet, policies dealing with plagiarism, etc. On the other hand, internal factors are the factors that derive inside the learners such as learners' thoughts, traits, and feelings so the internal factors are controllable whereas the external factors are hard to control (Love & Simmon, 1997).

As shown in Table 2.1, previous studies have investigated the internal factors more frequently than the external factors. From 26 studies reviewed, the factors that have been studied most frequently were perception on plagiarism, attitudes toward plagiarism, cultural background, English proficiency, and goal orientation. Introna et al. (2003), Song-Turner (2008), Pittam et al. (2009) studied expressed that learners had different perceptions on plagiarism which led to different attitudes toward plagiarism.

By different understanding of plagiarism concepts, people living in the contexts that were not familiar with NES writing convention would be likely to be accused of conducting plagiarism. In addition, cultural background reflected the different views of people in different contexts. For example, Asian learners might not understand plagiarism in the same way as Western people (Introna et al., 2003). Therefore, plagiarism occurring in different contexts might be due to the cultural differences. Besides, the studies conducted in EFL contexts found that English proficiency was one of the factors affecting plagiarism behaviors (Pecorari, 2003; Song-Turner, 2008). Recently, goal orientation was also included to seek for the types of goal orientation that might predict plagiarism behaviors (Koul et al., (2009); Songsriwittaya, 2010).

Table 2.1

Factors Contributing to Plagiarism in NNES Contexts

Factors	ESL		EFL					Comparative Study (NES and NNES)			Total				
	Handa and Power (2005)	Pittam et al. (2009)	Introna et al. (2003)	Charoensook (2006)	Songsiriwattana et al. (2010)	Koul et al. (2009)	Songsiriwattana et al. (2010)	Klitgård (2009)	Mavrinac et al. (2010)	Pecorari (2003)		Pickering & Hornby (2008)	Song-Turner (2008)	Devlin & Gray (2007)	Songsiriwattana et al. (2010)
<i>External Factors</i>															
Cultural background	✓		✓	✓								✓	✓		5
Task difficulty													✓		1
Major								✓							1
Gender								✓							1
Family pressure														✓	1
Financial situation			✓											✓	2
Institution admission criteria														✓	1

(Table continues)

Table 2.1 (Continued)

Factors	ESL		EFL					Comparative Study (NES and NNES)				Total			
	Handa and Power (2005)	Pittam et al. (2009)	Introna et al. (2003)	Charoensook (2006)	Songsirivattana et al. (2010)	Koul et al. (2009)	Songsirivattana et al. (2010)	Klitgård (2009)	Mavrinac et al. (2010)	Pecorari (2003)	Pickering & Hornby (2008)		Song-Turner (2008)	Devlin & Gray (2007)	Songsirivattana et al. (2010)
<i>Internal Factors</i>															
English Proficiency			✓	✓							✓		✓		4
Perception	✓	✓		✓	✓				✓		✓		✓	✓	8
Authorship		✓													1
Attitudes		✓	✓							✓		✓	✓		6
Goal orientation						✓	✓	✓							3
Academic Skills													✓	✓	2
GPA									✓						1
Intention										✓					1
Time management													✓	✓	2

(Table continues)

Table 2.1 (Continued)

Factors	ESL		EFL		Comparative Study (NES and NNES)					Total				
	Handa and Power (2005)	Pittam et al. (2009)	Introna et al. (2003)	Charoensook (2006)	Songsiriwattana et al. (2010)	Koul et al. (2009)	Songsiriwattana et al. (2010)	Klitgård (2009)	Mavrinac et al. (2010)		Pecorari (2003)	Pickering & Hornby (2008)	Song-Turner (2008)	Devlin & Gray (2007)
Laziness													✓	1

In general, previous studies have revealed that both internal factors and external factors can cause students to plagiarize in various ways from copying exact words to paraphrasing from a source without appropriate acknowledgement. The details about the external and internal factors on plagiarism are presented in the following sections.

External Factors

The external factors that influence students' plagiarizing behaviors are numerous. Nonetheless, the external factors found to have an influence on internal factors include the availability of the Internet, policy dealing with plagiarism, as well as culture and learning experiences.

The Availability of the Internet

In the past, though students relied on printed sources when writing papers, plagiarism problems such as copying the whole texts, poor paraphrasing or unattributed sources were found, just like what happens nowadays (Baruchson-Arbib & Yaari, 2004: 5). However, taking texts from the printed sources would take more

time than taking texts from the Internet sources. In the age of the Internet, people could easily access abundant information at any time and from any place, so the plagiarism tendency seems to be a phenomenon occurring along with the availability of the Internet (Park, 2003: 473; Akbulut et al., 2008: 465; Beute, Aswegen & Winberg, 2008: 201). People can easily access and get information from the Internet instead of only relying on printed sources as in the past.

The function of computer that facilitates people to get information easily leads to copying exact words from sources which is called verbatim copy. People can easily conduct verbatim copy or “cut and paste” selected information from the original sources and put it in their paper (Baruchson-Arbib & Yaari, 2004; Akbulut et al., 2008). Baruchson-Arbib and Yaari found that both graduate and undergraduate students in their study had different perceptions about using information from printed sources and from the Internet sources. The students felt plagiarizing from Internet sources was acceptable. This study showed a degree of acceptance of using information from the Internet sources without appropriate acknowledgment since the information is available for public use (Baruchson-Arbib & Yaari, 2004; Pickering & Hornby, 2005).

Recently, Batane (2010) also reported that the participants in his study expressed that the Internet made it easy to get information and that getting information via the Internet could save time. These findings show that the Internet changes the way people work on their papers by relying on the Internet rather than using printed sources only. Also, people have a less careful way to deal with the data taken from the Internet resulting in verbatim plagiarism (Batane, 2010).

In conclusion, the Internet, which is the storage of available information, could possibly tempt learners to plagiarize. The previous findings indicate that the availability of the Internet sources could lead to plagiarism by making it easy to search and copy data available on the Internet.

Policies Dealing with Plagiarism

Policies and practices in academic institutions regarding plagiarism have been found to influence learners' plagiarizing behaviors. Batane (2010) found that students in his study plagiarized because the university did not take the issue of plagiarism seriously. Hence, policy and practice dealing with plagiarism seem to have an influence on learners' decision to plagiarize. The policy dealing with plagiarism is divided into two types: detection and prevention. Dave and Gururajan (2004) mentioned that different policies dealing with plagiarism might lead to students' plagiarizing behaviors if the policy implementations didn't address plagiarism problems seriously.

Detection

Nowadays, instructors and educational institutions detect plagiarism in students' papers if they are in a digital format by using some detection software. The detection software could perform well, yet it is not totally perfect (Braumoeller & Gaines, 2001). Braumoeller and Gaines (2001) gave a comment on the merit of using such software; they added that students might change the ways to plagiarize from the Internet to relying more on printed sources. As a result, students tend to be aware of the ability of the detection software that could specify internet-based sources easily. However, it is worth using the detection software to encourage students to put more effort in researching in a proper way (Braumoeller & Gaines, 2001).

Prevention

The prevention is usually in the form of a warning, a manual, or a guideline for studying.

Worthen (2004: 443) stated that instructors should examine students' intention to plagiarize. Accordingly, the sanctions for two different types regarding with or without intention would be different. For unintentional plagiarism, students should not be punished only but they should learn about plagiarism or academic skills such as note taking or referencing. On the other hand, students who plagiarized with intention, the consequence should be more severe and the students who plagiarized even be dismissed from the university for a serious case.

Before submitting written papers, the regulation about plagiarism in educational institutes should be informed to students in order to raise awareness of what they would be expected to do and how they would be assessed (Moody, 2007). Thus, not only good policy dealing with plagiarism is needed but also good application of the policy is required to discourage students from plagiarizing.

In summary, specific policy and consistent practices regarding plagiarism including detection and prevention are necessary in educational institutions. Learners will be more aware of plagiarism; and, therefore, be less tempted to plagiarize.

Learning Experiences

Plagiarism is a "multi-layered cross-cultural phenomenon", so different cultures reflect different educational backgrounds and different understanding of the nature of writing (Gu & Brooks, 2008: 344). Previous studies have shown the

relationship between culture and plagiarism in the aspect of learning experiences which lead to different writing practices.

Learning experiences also found to affect the way students write (Pecorari, 2008) and these experiences affected plagiarism. Pecorari found international students in western university plagiarized in their papers in various ways such as “cut and paste”, patchwritng, inappropriate citations, not quoting or wrong references. According to Pecorari, these international students had different writing practice experiences. They were not familiar with Western writing conventions; therefore, they might conduct plagiarism unintentionally. For example, Ha (2006) found that students in Vietnam put the references at the end of the paper only with no in-text citations. Additionally, Introna, Hayes, Blair, and Wood (2003) found that Asian students or non-UK students’ academic writing mostly showed the respect their authors of the sources by using exact wording and ideas from the sources. This writing practice is apparently contrasting with Western writing conventions.

To summarize, learners who are not familiar with Western writing conventions should be informed of what to do when they write an academic paper (Pecorari, 2008). Educators should concern about the students’ learning experiences in writing in order to understand the students’ plagiarizing behaviors.

Internal Factors

Internal factors play an important role in students’ plagiarizing behaviors. Most findings revealed effects of a number of internal factors. The internal factors contributing to plagiarism that have been investigated mostly include English proficiency, perceptions on plagiarism, attitudes toward plagiarism, and goal orientation.

Perceptions on Plagiarism

Perceptions on plagiarism are varied depending on one's understanding and interpretation of plagiarism (Sutherland-Smith, 2008). The concept of plagiarism is not clear for a lot of students. Different contexts may have different judgments on what constitutes plagiarism.

Students who have been informed about plagiarism should understand the concept of plagiarism and avoid plagiarizing in their work. Still, students' plagiarism incidences have been found. Educators have discussed about perception on plagiarism to check whether students have an understanding on plagiarism or not. Sutherland-Smith stated that students did not quite understand plagiarism when they wrote an academic paper; even though, the students said that they understood what plagiarism was. Despite reading the same regulations or explanations, the interpretation may not be the same. Also, instructors should be reminded that students could have different perceptions on plagiarism (Sutherland-Smith, 2008).

Various perceptions on plagiarism lead to different writing practices some of which could be plagiarism such as substituting some words from the source with synonyms (Howard, 1999; Pecorari, 2008; Sutherland-Smith, 2008). Many studies indicated that students might have misunderstanding of what constitutes plagiarism. (Gu & Brooks, 2008: 350; Song turner, 2008: 45-46; Pittam, et al., 2009: 166). For example, Gu and Brooks (2008) found that Chinese participants in their study did not understand the concept of plagiarism. To illustrate, the participants perceived plagiarism as copying others' ideas or opinions so if they just took words from sources to express their ideas so it should not be plagiarism. Gu and Brooks expressed

that the participants might have little understanding of plagiarism in Western conventions.

To sum up, different perceptions on plagiarism could make students plagiarize without knowing. What students understand to be acceptable in academic writing will not be acceptable in standard academic writing convention. So the conflict of perceptions on plagiarism should be taken into account in addressing plagiarism problems.

Assessment of Perception on Plagiarism

To assess students' perception on plagiarism, the research instruments used in the previous studies were a questionnaire, and an interview. Mostly, the questions used in a questionnaire and an interview asked the participants to define the word "plagiarism" in their own words. The question could also ask the participants to compare the source texts to the writers' texts and identify whether the texts have been plagiarized or not. In the questionnaire, the participants could be asked to state whether they agreed, disagreed, or were not sure with the statements.

Song-Turner (2008) used two research instruments to investigate international undergraduate students' perception on plagiarism. The perceptions on plagiarism in this study were defined as the knowledge of plagiarism acts that students had. First, the students were asked to define the word "plagiarism" in their own words. Second, the questionnaire consisted of 11 items was used to analyze students' knowledge about types of plagiarism and citing sources. The types of plagiarism included how the texts had been plagiarized, for example, cutting and pasting (verbatim plagiarism), changing some words or sentence structures and collusion. Another aspect was knowledge and skills related to citations. This

questionnaire consisted of 11 items including various acts of plagiarism. This questionnaire was constructed to ask the students whether they agreed, disagreed, or were not sure with the statements indicating acts of plagiarism. All the items used in this questionnaire were all categorized into different types of plagiarism. The analysis was shown in percentage reporting how the students perceived that each of the items was plagiarism. For the items that the students answered “no” or “not sure”, it meant that the students did not quite understand or felt uncertain whether the statement items indicated plagiarism or not.

To sum up, the questionnaire can be used to assess students’ perception on plagiarism showing whether they thought that those acts were plagiarism or not. The results from the questionnaire seemed to show students’ unclear thoughts about plagiarism acts.

Attitudes toward Plagiarism

Attitudes towards plagiarism are the feelings that a person has in regard to the acceptance of plagiarism behaviors. People with positive attitudes toward plagiarism would allow themselves to conduct plagiarism. In contrast, people who have negative attitudes toward plagiarism would not attempt to commit plagiarism (Bennett, 2005: 152-154; Pupovac, Bilic-Zulle, Mavrinac & Petrovecki, 2010: 309). Bennett (2005) found that positive attitudes affected students’ plagiarizing behavior in both minor and major plagiarism cases. The attitudes reflecting that plagiarism was an acceptable behavior seemed to drive students to plagiarize as the influential factor similar to Pupovac, Bilic-Zulle, Mavrinac and Petrovecki’s study (2010).

In addition, Mavrinac, Brumini, Bilić-Zulle, and Petrovečki (2010) explained in details about positive attitudes toward plagiarism, negative attitudes toward

plagiarism, and subjective norms toward plagiarism. First of all, positive attitudes toward plagiarism show the acceptance of plagiarism. Second, negative attitudes toward plagiarism show rejection of plagiarism or the feeling that plagiarism is not acceptable in an academic context. Last, subjective norms toward plagiarism show that plagiarism is acceptable in a society. Bennett and Marinac Brumini, Bilić-Zulle, and Petrovečki indicated that students would less plagiarize if they saw plagiarism as a misconduct behavior (Bennett, 2005; Mavrinac et al., 2010). Assessing attitudes toward plagiarism is a step moving to preventing plagiarism effectively (Akbulut, 2008, Mavrinac et al., 2010).

To summarize, plagiarism occurs when learners have positive attitudes toward plagiarism. Positive attitudes toward plagiarism also have a positive relationship with subjective norms that show plagiarism behaviors are acceptable in a society. Negative attitudes toward plagiarism reflect feelings that plagiarism is not an acceptable behavior. Thus, to reduce plagiarism problems, educators should encourage learners to have negative attitudes toward plagiarism.

Assessment of Attitudes toward Plagiarism

Mavrinac et al. (2010) developed attitudes toward plagiarism questionnaire by using factor analysis to group the factors that had the same construct. The questionnaire items were designed by considering the important issues about plagiarism including self-plagiarism. The five-point Likert scale was used in the questionnaire including strongly agree, agree, neutral, disagree, and strongly disagree. The scores were ranged from 5 to 1 respectively. The questionnaire was developed by using Croatian and then it was translated into English by professional translators.

The researchers used principal component analysis (PCA) to validate the questionnaire. The factors found from the analysis were organized into three factors showing different aspects of attitudes toward plagiarism. The first factor named positive attitudes toward plagiarism showed that plagiarism was acceptable. The second factor named negative attitudes toward plagiarism showed that plagiarism was not acceptable. The last factor named subjective norms toward plagiarism showed the feeling that plagiarism normally occurred in an academic writing community. Principal component analysis was used to select the items that were fitted with the factors so the unfit items were deleted. Finally, the verified version of the questionnaire consisted of twelve items for positive attitudes, seven items for negative attitudes, and ten items for subjective norms.

Cronbach Alpha was used to show the reliability of this questionnaire and the values of Cronbach alpha were 0.83, 0.79, and 0.85 respectively according to the factors. The values confirmed that the questionnaire had good reliability. The correlation between the positive attitudes and negative attitudes were -0.41, while the correlation between negative attitudes and subjective norms were 0.31. It was interpreted that the students who had more positive attitudes would have less negative attitudes and the students who had negative attitudes would perceived that plagiarism was acceptable in their society.

The questionnaire was scored separately for each factor for the better predictability of the whole construct. Then, the scores of all factors would be compared.

In conclusion, the questionnaire comprised three factors including positive attitudes toward plagiarism, negative attitudes toward plagiarism, and

subjective norms toward plagiarism. From the findings, the questionnaire had good internal consistency and good construct validity. This questionnaire could be used to assess students' attitudes toward plagiarism well.

English Proficiency

English proficiency is the abilities to listen, speak, read, and write in English. Many studies in NNES contexts found that English proficiency influenced learners to plagiarize in their papers.

In NNES contexts, English proficiency was concerned when the instructors found plagiarism in NNES learners. Song-Turner (2008) found that undergraduate students who have a low level of English proficiency tend to take short cut in academic writing by copying words from others which was similar to the studies from Pecorari (2003) and Introna et al. (2003). These students may not be able to write with his or her language due to the lack of English proficiency. The language problem has been an issue about why NNES learners tend to plagiarize (Pecorari, 2008; Song-Turner, 2008; Pittam et al., 2009). Eret and Gokmenoglu (2010) studied the factors that led to plagiarism in the higher education and the highest rate among other factors was the lack of English language abilities.

Song-Turner (2008) revealed that international students in Australia indicated that they plagiarized because of the difficulty of the language (English) and the reliance on the "foreign experts" which referred that the students might have some problems with English writing skills. This may be interpreted that if students have a low level of English proficiency, they may be likely to plagiarize.

In short, most of plagiarizing problems occurred with students whose English was not their first language and who faced difficulties in English writing. Thus,

English proficiency could be a factor of plagiarism. The findings have indicated that one who lacks English proficiency will have a high tendency to plagiarize.

Goal Orientation

Goal orientation is a mental process of interpreting and responding to situations of both achievement and failure. (Dweck, 1986). There are two types of goal orientation, performance goal orientation and learning goal orientation (Rogers & Spitzmueller, 2009: 188) or mastery orientation (Koul et al., 2009). Performance goal oriented people are concerned about how other people view their performance so performance goal oriented people tend to limit themselves in a comfortable zone to avoid failure. In addition, performance goal orientation can be categorized into two groups: approach goals and avoidance goals. To illustrate, a performance-approach goal oriented person wants to be better than other people while a performance-avoidance goal oriented person doesn't want to be worse than other people (Elliot & McGregor, 2001 as cited in Koul et al., 2009: 17). Another type of goal orientation is learning goal orientation. People who are learning goal oriented perceive that their ability is not fixed and they tend to have less anxiety in evaluation process (Elliot & McGregor, 1999 as cited in Rogers & Spitzmueller, 2009: 188).

Bennett (2005) found that academic goal orientation could be a predictor for a minor case of plagiarism (less amount of textual plagiarism). He found that the students who tended to have great desire on a successful learning outcome in order to have a good career would not risk their lives to conduct major plagiarizing because they did not want to ruin their future. This links to the fear of being caught and being punished from educational intuitions.

To summarize, goal orientation has an effect in students' making decision to plagiarize. One who has high performance goal orientation will have a tendency to plagiarize more than one who has learning goal orientation.

Assessment of Goal Orientation

According to a recent study, goal orientation has been claimed to have an influence on plagiarism behaviors (Bennett, 2005; Koul, et al., 2009; Songsiriwattana, 2010). The questionnaire measuring goal orientation was developed to suit the context of the study. Generally, goal orientation consists of two types including learning goal orientation and performance goal orientation. Also, performance goal orientation includes performance-approach goal orientation and performance-avoidance goal orientation.

Lau and Lee (2008) adapted the questionnaire assessing achievement goal orientation from Elliot and Church (1997) and validated the questionnaire measuring goal orientation. Their aim for the study was to validate the goal orientation questionnaire for Chinese students in primary and secondary school. The questionnaire from Elliot and Church was found to have good internal consistency and reliability.

Elliot and Church conducted the factor analysis to find out the sub factors of goal orientation. The results revealed that apart from learning goal orientation, performance goal orientation should be divided into approach and avoidance goal orientation. So the questionnaire developed by Elliot and Church consisted of six items for three types of goal orientation: learning goal orientation, performance-approach goal orientation, and performance-avoidance goal orientation. They also reported that the Cronbach Alpha Coefficient values for learning goal

orientation, performance-approach goal orientation, and performance-avoidance goal orientation were .89, .91, and .77 respectively. Thus, the questionnaire was reliable. Lau and Lee stated that this questionnaire was used in many studies in western countries and they adapted this questionnaire to be used in their study which was appropriate to the Chinese context.

In Lau and Lee's study, Cronbach Alpha Coefficient values for learning goal orientation, performance-approach goal orientation, and performance-avoidance goal orientation were .84, .84, and .81 respectively. Lau and Lee also tested the construct validity of the questionnaire by examining correlations among the three types of goal orientation. The findings found that performance-approach goal orientation was positively correlated with learning goal orientation and performance-avoidance goal orientation which were similar to western studies (Lau & Lee, 2009). The findings supported that the questionnaire was reliable. Lau and Lee also conducted the confirmatory factor analysis to get the evidence for the reliability and validity of the questionnaire. The findings revealed that the questionnaire could be used with Chinese students and the data collected from the questionnaire yielded the same results as western students. The confirmatory factor analysis indicated that the measurement of the three types of goal orientation was fit to the data. However, they found a problem with the word "ability" in item 16 that it was interpreted a bit differently from western contexts. In this case, they changed the word "ability" into "good performance" to make the item more appropriate with the Chinese context. The rest of the items of the questionnaire remained the same.

The results from Elliot and Church (1997) and Lau and Lee (2009) were similar because the findings from both studies confirmed that the questionnaire

was acceptable to use to measure goal orientation. The difference between of these two studies was their samples that Elliot and Church used university students while Lau and Lee used primary and secondary students in the study.

To summarize, the questionnaire developed by Elliot and Church has been used to assess learners' types of goal orientation: learning goal orientation, performance-approach goal orientation, and performance-avoidance goal orientation. The questionnaire could be used because the findings from previous studies indicated that the questionnaire had good validity and reliability.

Related Studies

Educators have investigated factors contributing to plagiarism to address plagiarism problems occurring in an academic context as follows:

NES Contexts

In NES context, the study focused on intentional plagiarism because learners were assumed to have an awareness of plagiarism due to the information given in the school or university handbook and by the instructors. The factors studied do not include English proficiency and the studies gave little attention to perception on plagiarism.

Love and Simmon (1997) interviewed three male students and three female students in master's programs in health education, rehabilitation counseling, and community counseling about cheating and plagiarism. At first, the students were asked to specify whether cheating and plagiarism were the same or not. Six students thought that plagiarism was a subset of cheating and cheating was more serious and easily to identify than plagiarism. Additionally, they explained that plagiarism was done without awareness while cheating was a more deliberating action. Love and

Simmon also showed various factors in a possible range and grouped factors into external and internal factors. The external factors were pressure (grade, time, task), and instructors' unwillingness to address plagiarism. The internal factors studied in this research were negative personal attitudes including a desire to avoid hard work, lack of interest in the topic, cheating or plagiarism as easier than doing the work, being able to get away with cheating or plagiarism and trying to look better; lack of awareness including unintentional plagiarism and ownership of work; and lack of competence. Love and Simmon claimed that the external factors were stronger and had more evidence than the internal ones. According to the interview, a person having pressure on grade and running out of time to work on a paper might plagiarize more. The amount of task and task types also affected plagiarism behaviors. More pressure on task would increase a possibility for someone to plagiarize. Instructors' less willingness to address plagiarism issues would also increase the number of plagiarism cases. The negative personal attitudes were the attitudes that were against the ethics so these attitudes would make one plagiarize easily. The lack of plagiarism awareness meant that a person didn't know the notion of plagiarism well and that person would not think that using his or her work as a paper more than one course was cheating or wrong. Last, the lack of competency in doing work assigned in graduate level fostered that person to plagiarize in the paper.

Bennett (2005) conducted a study investigating factors contributing to plagiarism with 249 undergraduate students in the United Kingdom. Thirteen percent of them were students from overseas. All of the students were assumed to be informed about plagiarism in the university handbook and by the instructors. The self-reported questionnaire was used to collect the data. Bennett proposed a model of factors

contributing to major and minor cases of plagiarism. The major and minor cases of plagiarism were distinguished by the amount of textual plagiarism as follows; “copy a couple of sentences, copy several sentences, copy single paragraph, copy a number of paragraphs, copy an entire piece of work, had collaborated with other students on work supposed to be completed individually, had made up references (Bennett, 2005).” Bennett used regression equations to determine the cases of major and minor plagiarism. It revealed that “a couple of sentences” and “plagiarizing several sentences” were highly correlated so they were interpreted as “minor plagiarism” including “making up references and collaborative work as an individual work”. While the “major plagiarism case” were included “a number of paragraphs and an entire piece of work”.

According to Bennett (2005: 153-154), Figure 1 shows minor or major case of plagiarism and their determinant factors. “M1” refers to “part time interfering studying” and “M2” refers to “the low grade on tendency to plagiarize which was higher with a lax attitudes towards plagiarism”.

According to Figure 1, the results in Bennett’s study indicated that in minor plagiarism, the most influential factors were attitudes toward plagiarism a person views plagiarism was inappropriate or not and the degree of an individual’s academic integration (university life practice). Bennett stated that personal attitudes were affected by “moral position” and poor academic integration was directly related to poor study skills (low grade). Also, the decision to plagiarize depended on students’ goal orientation in relation to a desire to succeed in academic and career.

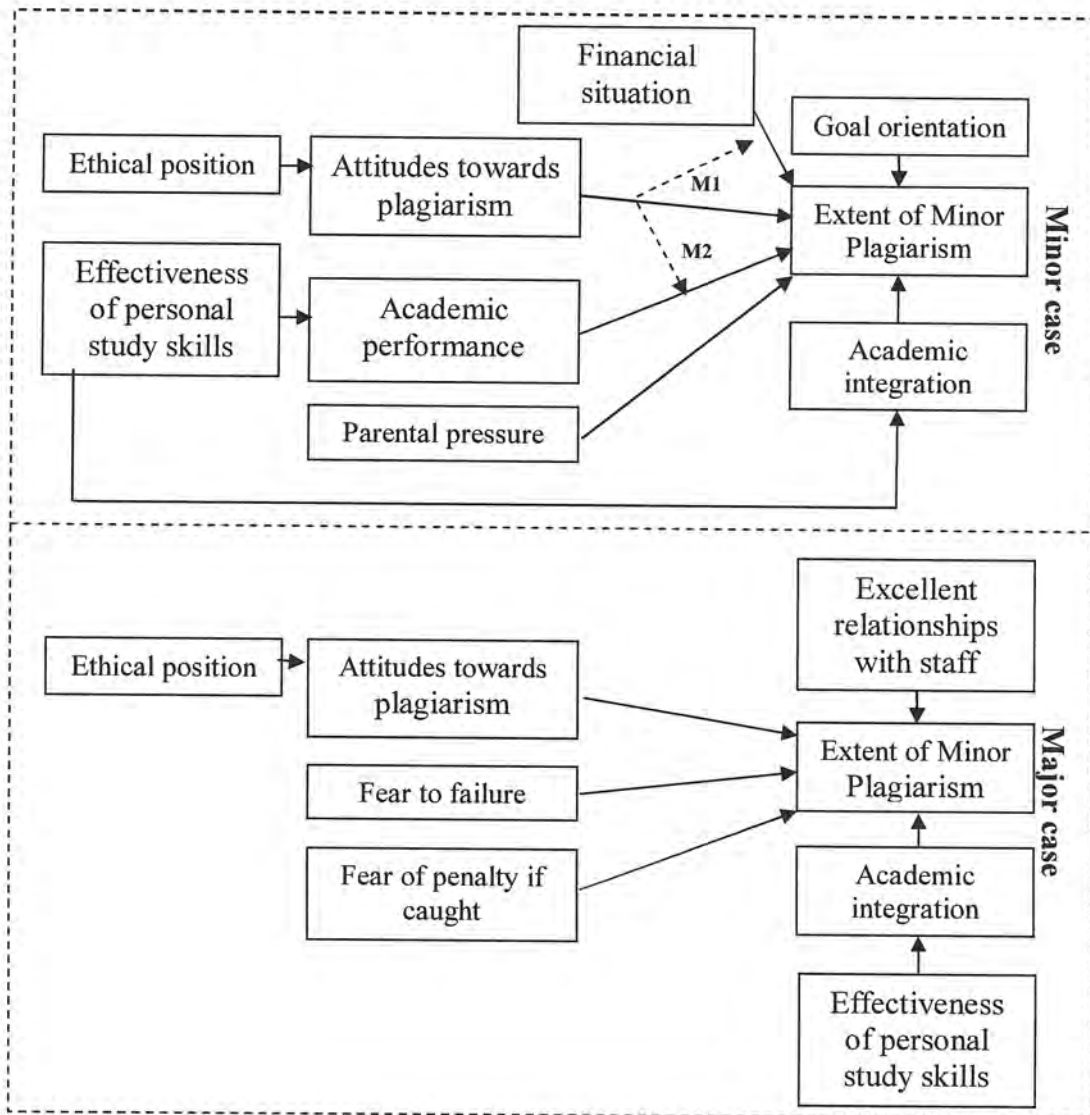


Figure 2.1. *Determinants of plagiarism. Adapted from The comparative determinant factors influencing minor or major case of plagiarism, by R Bennett, 2005, Assessment & Evaluation in Higher Education, 30(2), p. 153-154.*

In addition, the participants who had low grade, parental pressure, and whose part-time jobs interfered with their studies were more inclined to engage in minor plagiarism. Also, two interaction terms were sorted in M1 and M2 group. M1 were the participants with a lax attitude toward plagiarism and whose part-time jobs interfered with their studies. M2 were the participants who had low grade and this

group was more than the group with a lax attitude. Another case, Bennett reported that the major plagiarism was affected by “fear of failing a course”, “Personal attitude” and “low academic integration.

Similar to the minor case, the significant influential factors were attitude toward plagiarism and the lack of academic integration. Bennett also found that students who had good relationship with staff would plagiarize more than another group and he gave a reason for this incidence that students might think that their staff overlooked plagiarism in their papers. According to Bennett, the factors contributing to plagiarism were applicable with all plagiarizing behaviors.

EFL and ESL Contexts

Studying on factors contributing to plagiarism in EFL (English as a Foreign Language) and ESL (English as Second Language) context where English is not their first language and not used to communicate widely outside the classroom will take English proficiency into account. Also the perception on plagiarism will be related in the study. Other factors contributing plagiarism seem to be similar to factors studied in NES context such as attitude toward plagiarism, goal orientation, etc.

EFL Contexts

Charoensook (2006) conducted a survey study concerning perception on plagiarism and attitudes toward plagiarism with 65 Thai graduate students by using a questionnaire adapted from Introna et al. (2003), King (2002), Latrop and Fross (2000), Dawson and Overfield (2006). The questionnaire was used to elicit knowledge of plagiarism concept, how to avoid plagiarism, the reasons why it was hard to avoid plagiarism, and motivation for plagiarism. The findings showed that 63

percent of the participants seemed to understand about plagiarism, 29 percent of the participants were uncertainty about the plagiarism concept, and 7 percent of the participants did not understand plagiarism. Regarding the results from testing the participants' understanding about plagiarism, the participants could identify the plagiarism behaviors in a relatively high level showing that they had certain knowledge on plagiarism. In addition, the reasons why students plagiarized were the lack of English proficiency and the attitudes expressing that plagiarism was not a big deal. She also revealed that the avoidance of plagiarism was from the attitudes reflecting that plagiarism was immoral. The participants had also known the ways to avoid plagiarism including summarizing, paraphrasing, using one own opinions, consulting with an advisor, studying from good examples, and revising the work before handing in. However, the skills of how to avoid plagiarism mainly were summarizing and paraphrasing to express a writer's ideas (APA, 2010; Pecorari, 2008), studying from good examples was not clearly stated of how to use those examples. Practicing from good examples could possibly be borrowing words from good wordings which happened normally in EFL contexts (Pecorari, 2008; Song-Turner, 2008). According to open-ended part, the results revealed that plagiarism should be explicitly taught with examples and the institution should also give a booklet about plagiarism in the first semester. These suggestions would lead to implications for institutions to cope with plagiarism.

Gu and Brooks (2008) explored ten Chinese students' perceptions of plagiarism in higher education level. The culture was concerned to vary students' perceptions of plagiarism in this study. The interview of English instructors was added to compare their judgments on students' plagiarism. Both of the students and

the instructors revealed that they confused about the notion of plagiarism. The instructors suggested that learning to write required not only learning how to write but also the understanding of the writing convention, using previous sources to write an argument academically. The result showed that the student participants' culture affected their perceptions of plagiarism and also the way to write appropriately. They faced difficulties in changing the way to write an academic writing paper. Thus, the suggestion was to give time for students to change their way of writing into the appropriate academic writing and instructors should understand cross-cultural differences leading to misunderstanding of plagiarism. The need for teaching students the concept of authorship was also highlighted.

Koul, Clariana, Jitgarun and Songsriwittaya (2009) conducted a survey study with Thai undergraduate students by using a questionnaire to measure achievement goal orientation survey and dimensions of plagiarism. Goal orientation was categorized into two groups: performance goal orientation and learning goal orientation (mastery goal orientation). The dimensions of plagiarism measured attitudes towards plagiarism which were categorized into two groups: motive and source groups. In motive group, plagiarism would occur when a person was in particular the situations which were excuses (under stress, heavy workload, little time, no idea to add in the paper, and caring his or her family), embarrassment (would not want to look stupid, would not embarrass self, and would not embarrass his or her family), and the need to be correct. In source group, plagiarism would occur when he or she had known the sources owners, instructional sources, and sources that were hard to be caught. The students in this study also were sorted into four groups: high performance goal orientation and high learning goal orientation, high performance

goal orientation and low learning goal orientation, low performance goal orientation and high learning goal orientation, and low performance goal orientation and low learning goal orientation. The findings revealed that performance oriented students had a tendency to engage in plagiarism more than learning goal oriented students. Furthermore, students who had low learning orientation and high performance orientation viewed that a person could plagiarize when the person faced the situations relating to excuses. The students in this study who were high performance goal oriented and high learning goal oriented concerned about the sources they used when they plagiarized. Also, the findings revealed that students who had low learning goal orientation viewed that plagiarism occurred when they faced the situation relating to excuses and embarrassment and less concerned about sources used when they plagiarized. In addition, they found that goal orientation had an effect on attitudes toward plagiarism. They stated that different goal oriented students would have different attitudes towards plagiarism.

Songsriwittaya, Kongsuwan, Jitgarun, Kaewkuekool, and Koul (2008) conducted a survey study by using the questionnaire from Koul et al. (2008) to find the differences in plagiarism behavior rates between performance-goal oriented students and learning-goal oriented students. The participants in this study were 692 undergraduate students. The result revealed that 198 students were performance-goal oriented and 494 students were learning-goal oriented. The most plagiarism behavior that students engaged in was “copying to get the right answer” and the least plagiarism behavior was “copying from a person I hired” which reflected that students wanted to have good grades. Similar to Koul et al., they also found that performance-goal oriented students tended to plagiarize more than learning-goal oriented students.

They suggested that goal orientation considered as a motive might affect attitudes toward plagiarism in the Thai culture. However, in this study, they didn't focus on investigating this issue as in Koul et al.'s study.

Songsriwittaya, Kongsuwan, and Koul (2010) found the best predictors of frequency of copying behaviors from self reports. The predictors found in this study were performance-approach goal orientation, performance-avoidance goal orientation, and academic majors, gender, and grade point average.

Mavrinac, Brumini, Bilić-Zulle, and Petrovečki (2010) developed a questionnaire measuring students' attitudes toward plagiarism by using factor analysis. The component factors included in this question were positive attitudes toward plagiarism, negative attitudes toward plagiarism, and subjective norms. The expected results from each component were not the same. They found that negative attitudes toward plagiarism reflected that plagiarism was unacceptable whereas positive attitudes towards plagiarism reflected that plagiarism was acceptable. Subjective norms attitudes toward plagiarism reflected perception of other people in the society think about plagiarism. In medical contexts, they found that the more students perceive subjective norms toward plagiarism, the more the negative attitudes toward plagiarizing behaviors because the participants in their study were in the academic context where plagiarism was unacceptable. Also, the negative attitudes toward plagiarism negatively correlated with positive attitudes toward plagiarism. This indicated that students would less plagiarize if they saw plagiarism as a misconduct behavior by adopting negative attitudes toward plagiarism.

ESL Contexts

Handa and Power (2005) investigated a cultural context of plagiarism. In the study, the participants were Indian including both undergraduate and postgraduate levels and instructors. Handa and Power needed to see the differences of academic practices of Indian context and Australian context by tapping postgraduate students furthering their study in Australia where the western academic practice is embedded. The results revealed that students understood what good academic practice was in this case they used “academic integrity” which was defined as “a fundamental value of teaching, learning, and scholarship” (Centre for Academic Integrity, 2002 as cited in Handa & Power, 2005). In participants’ writing, 80% of the participants put references. However, the participants didn’t write references in a right way. The references appeared in the participants’ writing included writing in-text references for 30% (using only referencing list) and 12% of the participants’ writing used both in-text citation and referencing list. To compare with instructors’ views, the instructors stated that they had different expectation and practice from students in an undergraduate level and beyond (Master and Postgraduate). The instructors further indicated that for undergraduate students, the students’ referencing practices were not required and there was no penalty for wrong reference writing. In contrast, according to Indian postgraduate students studying in Australia, they were required to perform well in both content (ideas presented) and referencing with the standardized convention. Handa and Power also raised an interesting point that even though Indian and Australian shared “a common heritage of British higher education system”, the different contexts could foster different learning systems.

Pittam, Elander, Lusher, Fox, and Payne (2009) conducted the factors analysis with 318 undergraduate students and collecting qualitative data from the focus group including 19 undergraduate students by interviewing them about “authorial identity” or a sense of being a writer who is an owner of texts. From the focus group, the data showed that the students participating in the study were not familiar with the term “authorial identity”. The participant also could not distinguish plagiarism with paraphrasing or quoting. Also, English proficiency and NNES context affected plagiarizing behaviors. Pittam, Elander, Lusher, Fox, and Payne suggested that the awareness of authorial perception could help improve academic writing and also reduce plagiarism. The suggestion to promote authorship identity could be having students write an individual work which focused more on one own ideas. The types of writing also affected the sense of authorial identity

Comparative Studies in NES and NNES Contexts

The studies including both NES (Native English Speaker) and NNES (Non-Native English Speaker) context were comparative studies. The comparative studies show the similarities and differences among NES and NNES participants.

Introna, Hayes, Blair and Wood (2003) conducted a survey study reporting about UK students and international students in UK. The findings revealed that both UK and non-UK students thought that word-for-word plagiarism without citation was not serious if that person plagiarized not that much. This view indicated that a little plagiarizing was acceptable from students’ point of view. Students also viewed that taking information from non-electric sources was more serious than taking from the Internet.

Pickering and Hornby (2005) conducted a survey with Chinese students and New Zealand students in order to investigate students' attitudes toward six plagiarism scenarios as in Table 2.2 whether it is good or bad with nine Likert's scales.

Every scenario, New Zealand students viewed that plagiarizing behaviors were bad more than Chinese students. The results revealed that none of New Zealand students thought that the behavior in scenario three was good. Fewer Chinese students thought in the same way that copying from a website was bad but they did not totally agree with it.

Table 2.2

Scenario of Plagiarism (Pickering & Hornby, 2005)

Scenario	Details
1	Copy a very good summary from a book recommended by his/ her teacher but not giving the reference.
2	Use the material provided by his/ her teacher but not giving the reference.
3	Cut and paste a good essay on the web and submit it as his/ her own
4	Cut and paste parts of a good article from a website and show which website she/ he used at the bottom line.
5	Rewrite (in own words) the chapter from a book on the subject but not giving the reference.
6	Have an illness so a friend write an essay for him/ her to submit as his/ her own.

Thus, the attitudes toward copying from a website were not acceptable for New Zealand students at all. In scenario five showing the action of rewriting with one own words but not acknowledging a source, 58% of Chinese students thought it was not bad for not giving references if they paraphrased the source texts in their own words. In addition, there were approximately 20% of Chinese students viewed that plagiarizing from their teachers was good while the number of New Zealand students was lower. This comparative study aimed at comparing differences of attitudes from different cultures between Western and Asian so this could reflect that culture could be a possible factor fostering attitudes of students in judging plagiarizing behaviors whether it is good or bad.

Devlin and Gray (2007) conducted a semi-structured interview with a small group of university students to find out why students plagiarized. The students in this study were asked to tell possible reasons for other students why they plagiarized. They found that institutional admission criteria should be student understanding of plagiarism; poor academic skills; a range of teaching and learning factors; personality factors; and external pressures were the reasons for plagiarizing.

Song-Turner (2008) conducted a survey research in Australia with 68 students from different countries. The nationalities of the participants of her study included Indian, Asian, European, South American, African, Arabian, and others. Song-Turner used a survey and group discussion to collect the data. The findings revealed that students had different perception on plagiarism. The participants who had studied longer in Australia would have more familiarity with Western view about plagiarism. The English language was also one of the factors found that played an important role with international students in deciding to plagiarize.

Conclusion

From the literature review, plagiarism is defined differently in different contexts; however, the definitions of plagiarism regarding writing in general share the similar concept as taking other people's words as one own. To understand the concept of plagiarism, people should know the elements of plagiarism to analyze whether it is plagiarism or not. According to Sutherland-Smith (2008), the elements of plagiarism could explain the definitions of plagiarism in a clear picture that the elements of plagiarism include texts which have been taken from a source by someone without adequate acknowledgement no matter whether that person has an intention or not. This may help people to have an understanding about what could be counted as plagiarism.

Plagiarized texts have been categorized into two main types: verbatim plagiarism and paraphagiarism (Farrokhi, 2009). Verbatim plagiarism is defined as copying exact words from sources without citations or using quotation marks. Paraphagiarism is defined as changing words and structures from sources as one own without citations or with minor changes. In academic writing, the most obvious and serious plagiarism is verbatim plagiarism (Bennett, 2005; IEEE, 2010) because verbatim plagiarism reflects that a person did not do anything with the sources except copying them without any attempt to change. Thus, verbatim plagiarism has been detected by manual analysis and programs such as Turnitin or EVE Essay Verification Engine by matching the similarity between students' texts and source texts.

The popularity of using electronic programs is rising because it could save time in matching the similarity of students' texts and source texts. However, the drawback of using electronic programs is they could detect only online or digital

sources. Thus, analyzing the similarity between students' works and sources they used is important as it can check both digital and printed sources. However, in order to this analysis, all sources students used have to be provided otherwise the students' texts couldn't be compared with the source texts. Detecting plagiarism is one way to reduce plagiarism among students but preventing plagiarism from understanding the reasons why students plagiarize is also important.

The previous studies about factors contributing to plagiarism include both external factors and internal factors. These factors have an influence on students to plagiarize in their academic writing. The studies were conducted in both native speakers of English and non-native speakers of English. In NES context, plagiarism is viewed as an academic misconduct so the ethical issue is concerned. The assumption of NES students is that they are informed about plagiarism; consequently, they should have an awareness of plagiarism. If plagiarism occurs, it would be possible that they also lack ethic in doing academic works. In NNES contexts, students who plagiarized should not entirely to be blamed because they might not be familiar with western writing convention and might lack understanding about plagiarism, etc (Pecorari, 2003; Pittam, et al., 2009; Song-Turner, 2009; Eret & Gokmenoglu, 2010). Attitudes toward plagiarism, the internal factor, have been investigated mostly in both NES and NNES contexts. Although goal orientation has not been studied frequently in NNES contexts, Bennett and Koul et al. found that goal orientation was a predicting factor for plagiarizing behaviors. While perception on plagiarism and English proficiency are considered in NNES contexts because NNES students might not understand plagiarism and English proficiency affects their English writing. Thus, studies on

these factors could lead ways to tackle plagiarism among EFL students effectively that help prevent plagiarism problems in an academic writing.



CHAPTER III

METHODS

This chapter describes the research methods employed in this study to investigate the predicting factors for verbatim plagiarism and the relationships among the factors. The details covered in this chapter are the research design, the population and the participants, the research instruments, research procedures, data collection, and data analysis. The results of the instrument validation and reliability are also included in this chapter.

Research Design

The present study employed a survey study using quantitative data and qualitative data to investigate the relationships between perception on plagiarism, English proficiency, positive attitudes toward plagiarism, negative attitudes toward plagiarism, subjective norms toward plagiarism, performance-approach goal orientation, performance-avoidance goal orientation, learning goal and verbatim plagiarism as well as to investigate the best predicting factors for plagiarism. The quantitative data were used as the main source of data while the qualitative data were used to support the quantitative data. The study was divided into two parts: a survey and an interview.

Population and Participants

The population in this study was Thai undergraduate students who were studying in the faculty of Education majoring in English in public universities in Thailand. In the academic year 2011, five universities from twelve public universities were selected purposively to participate in the study (see Appendix A). The present study consisted of two parts including a survey and an interview. The survey was used

as the main data for the study. Then, the participants were selected after the survey for the interview. The information of a survey part and an interview part were as follows:

Participants for the Survey

For the survey, the researcher contacted each instructor from five universities, faculty of Education, and requested to collect the data from English classes in their universities. One class was selected purposively in each university by using two criteria. The course selected from each university was required to have essay writing practices. Second, the participants had to pass the fundamental English courses from their universities. Totally, five English classes that had English writing practices from the Faculty of Education from five universities allowed the researcher to collect the data from the English classes available at the first semester in the academic year 2011. After selecting the English classes, the researcher asked the instructors to go into the classes to introduce the study project to the students and ask for their voluntary participation in the study. The participants were given a consent form to read and sign (see Appendix H). Originally, 156 students took part in this study. However, 53 students were excluded from the analysis due to the incompleteness of essay writing and the information taken from the questionnaire. Thus, 103 students remained as the participants of this study.

Participants for the Interview

After analyzing the participants' essay papers, their verbatim plagiarism rates were obtained. In this present study, the participants whose papers contained verbatim plagiarism from 50 to 100 percent which were at high and very high levels of verbatim plagiarism. Totally, out of 103 participants, 10 participants were selected. Five of them were those who conducted verbatim plagiarism in the essay task at high

level (54.03 – 73.95 percent) and the other five were those who conducted verbatim plagiarism at very high level (78.38 – 99.21 percent).

Research Instruments

In the present study, three instruments were employed to collect the data. In the survey part, the essay writing task and the questionnaire were used. In the interview part, the semi-structured interview questions were used to collect supplementary data.

1. Essay Writing Task

An argumentative essay writing task was developed for assessing the participants' verbatim plagiarism by checking how much they copied words from the source texts. The argumentative essay was selected to collect data in this study because the task required students to use sources to support their arguments or opinions with appropriate citations (see Appendix G).

The argumentative essay task was chosen for this study to elicit the participants' verbatim plagiarism. The argumentative essay is appropriate for analyzing the participants' verbatim plagiarism because the participants have to analyze and synthesize ideas from reading sources. Also, verbatim plagiarism collected from the argumentative essay task is accurate because the task assessed from the participants' writing practice.

The researcher looked for the general topics that could elicit the participants' opinions and had various sources to support their opinions. Thus, the topic selected for the participants to write was “robot teachers” which was relevant to education or learning in a classroom and this topic also related to the participants' field of study. However, “robot teachers” might be an unfamiliar topic for the participants.

Therefore, the introductory of the topic was developed to present what were teacher robots and how they functioned in classes. Then, the researcher developed the writing prompt and selected the ten reading sources of relevant information as the sources for the students to support their arguments.

The essay was assigned by the course instructor as an in-class activity. The participants in all five classes were asked to write an argumentative essay on the same topic. To write the essay, the participants had to study the topic from the writing prompt and the ten short source materials and made their own argument whether they agreed or disagreed with the topic statement. In this study, the topic statement was “Robots could replace English teachers in the classroom.” The participants could support their argument by using the ideas from the ten source materials. The reading materials could be divided into two groups. The first group provided points to support the use of robot teachers in language classrooms and the second group provided information against the replacement of human English teachers by robot teachers. The ten source materials were shuffled to have the participants decide which sources should be used to support their argument.

The essay task was given out as hard copies in the class. The participants had two hours to write the essay. The essay was required to be approximately one-page long and the participants were reminded that they had to include proper citations to support their argument as well as indicate what sources they used to support their ideas.

The Analysis of Students’ Verbatim Plagiarism

The argumentative essays collected from the participants were analyzed by using the formula by Pecorari (2003). To analyze the essay, the researcher and a

research assistant analyzed each essay paper and check for the consistency of the analysis. The formula by Pecorari used for the analysis of verbatim plagiarism was as follows:

$$\frac{\text{Number of words of a student's text that is similar to the source text}}{\text{Number of words in a student's text}} \times 100 = \text{a percentage of plagiarism}$$

The counting of words for this analysis was based on Pecorari (2003):

1. Words that were counted as similar words to the source texts are:

1.1. Different grammatical forms without changing word classes of the same word including voice and tense (inflections). For example, “paid attention to” will be counted if the source uses “pay attention to”.

1.2. Misspelled words and words that show different written styles i.e. British-English or American-English. For example, in the student’s paper uses “behavior” while the source material uses “behaviour”. The word will be counted.

1.3. Words in abbreviation forms in either the student or source material and another case used the full forms of the words. For example, Mr. and Mister, or 20 and twenty will be counted.

2. Words that were not counted as similar words to the source texts are:

2.1. Different words resulting from paraphrasing

2.2. Exact words from the source in appropriate quotations

Examples 1 and 2 showed examples of how to count words using this analysis of verbatim plagiarism (Pecorari, 2003). The first row in each example showed a

student's text and the second row showed the source text. Then, the analysis of a student's verbatim plagiarism was illustrated in each example. Example 1 showed a text that was analyzed as having 100 percent of verbatim plagiarism. Example 2 contained 60 percent of verbatim plagiarism from two sources.

Example 1

One Hundred Percent of Verbatim Plagiarism

A's Essay

The robots are not humans and they do not acquire life skills or moral values that can be taught to the students. Even if they have the technology to teach students these moral values and life skills, they do not have any personal experiences to share with the students. Teachers are supposedly student role models, in other words, students are actually looking up to robots as their role models who actually don't apply these life skills and moral values to their lives.

Teachers must be able to understand students need so that students will not feel lost, be in their school work as personal life where they face problems. Teachers should not only care for the physical safety and social and emotional needs of their student, but also play their part in moulding characters.

Another problem about these robots is that they do not get angry and is unable to place discipline on the students. Students may not regard their teachers as "adults" but just robots that are in school to teach them.

Reading material 10

The robots are not humans and they do not acquire life skills or moral values that can be taught to the students. Even if they have the technology to teach students these moral values and life skills, they do not have any personal experiences to share with the students. Teachers are supposedly students' role models, in other words, students are actually looking up to robots as their role models who actually don't apply these life skills and moral values to their lives.

Teachers must be able to understand students' needs so that the students will not feel lost, be in their school work or personal life where they face problems. Teachers should not only care for the physical safety and social and emotional needs of their students, but also play their part in moulding characters.

Source: Tay, E. (2010). *Robots to Replace Human Teachers?* Retrieved July 26, 2010, from http://ourcurrentaffairs.blogspot.com/2010/06/robots-to-replace-human-teachers_08.html

Analysis of the student's verbatim plagiarism

Number of words used in the essay =		172
Number of words taken from reading material 9 =		172
Percentage of plagiarism	$\frac{172}{172} \times 100 =$	100
	172	
Total number of words from Reading material =		172
Total percentage of plagiarism =		100

Example 2

Sixty Percent of Verbatim Plagiarism

B's Essay

...In reason, The kid seemed to love it since the robot looks cute and interesting. But some adults have also expressed interest, saying, they may feel less nervous talking to robots than a real person. The robots develop for teaching. They are not for funny. If you just look only reason the kid get knowledge little bit from robots, In fact, the robots one just electronic they can help student practice only scripted conversations and is at a loss if a student veers off script.

Reading material 8

The robot can help students practice only scripted conversations and is at a loss if a student veers off script.

Source: Choe, S. H. (2010). *Teaching Machine Sticks to Script in South Korea*. Retrieved July 20th, 2011, from

http://www.nytimes.com/2010/07/11/science/11robotside.html?_r=1

Reading material 10

The kids seemed to love it since the robot looks cute and interesting. But some adults have also expressed interest, saying they may feel less nervous talking to robots than a real person.

Source: Kenealy, K. (2011). *Music, Books, and Psycho Space Robots*. Retrieved August 15th, 2011, from
<http://www.primaryignition.com/2011/01/21/music-books->

Analysis of the student's verbatim plagiarism

Number of words used in the essay =		85
Number of words taken from Reading material 8 =		18
Percentage of plagiarism	$\frac{18}{85} \times 100$	= 21.18
Number of words taken from Reading material 10 =		33
Percentage of plagiarism	$\frac{33}{85} \times 100$	= 38.82
Total number of words from the reading materials =		51
Total percentage of plagiarism =		60

T

To ensure the reliability of the analysis, the researcher and the research assistant were trained with an experienced English writing university instructor on how to count the words using the formula from Pecorari (2003). Then, the results of the analysis from the researcher and the research assistance were compared and discussed until a consensus was reached. The scores from the researcher and the research assistant were checked for reliability using Cronbach's Alpha Coefficient. The value of Cronbach's Alpha Coefficient was 0.978 which considers being reliable.

2. Questionnaire

A questionnaire was used to collect data about English proficiency, perception on plagiarism, types of attitudes toward plagiarism, and types of goal orientation in the survey part. The questionnaire consists of 57 items which were divided into three parts (see Appendix E). The questionnaire items were adapted from Song-Turner (2008), Mavrinac et al. (2010), and Elliot and Church (1997), and translated into Thai

to be used to measure the eight focused factors. The Thai version questionnaire was used to avoid any misunderstanding which may be caused by the language proficiency of the participants (see Appendix F).

Part I

The first part was used to collect the participants' demographic information including gender, age, major, and the grades of English courses that they had taken. The grade of the required English courses was used to indicate the participants' English proficiency by having them inform the letter grades. Then, the letter grades were changed into the number grades as follows:

<i>Letter Grade</i>	<i>Number Grade</i>
A	4
B+	3.5
B	3.00
C+	2.5
C	2.00
D+	1.5
D	1.00
F	0

Part II

This part consisted of ten items used to measure perception on plagiarism. The items in this part were adapted from Song-Turner (2008). Originally, there were eleven items in Song-Turner's study. In this study, one item was excluded which was "discuss the assignment with other students and produce a similar report and exam answers". This statement item was unclear whether it was plagiarism or not because

discussing about the assignment could be interpreted as tutoring or making clear about the assignment.

In this part, the participants were asked to read a statement then decided whether the statement described a plagiarizing behavior or not. The students had two options as follows:

Yes means The statement is an act of plagiarism.

No means The statement is NOT an act of plagiarism.

All items in this part were designed to describe plagiarism behaviors so the total score for this part was 10. “Yes” was scored as 1 and “No” was scored as 0.

Part III

Part III of the questionnaire consisted of 47 items adapted from Mavrincac et al. (2010) and Elliot and Church (1997) used to measure two factors: attitudes toward plagiarism (Part 3.1) and goal orientation (Part 3.2). The items in this part were five-point Likert scale as follows:

5 means I strongly agree with the statement.

4 means I agree with the statement.

3 means I neither agree nor disagree with the statement.

2 means I disagree with the statement.

1 means I strongly disagree with the statement.

3.1 Attitudes toward plagiarism

This section was adapted from Mavrincac et al. (2010). The questionnaire consisted of 29 items (Item 1-29) used to measure the participant’s attitudes toward plagiarism; which consisted of three categories as follows:

3.1.1 Positive attitudes toward plagiarism (Items1-12)

3.1.2 Negative attitudes toward plagiarism (Items 13-19)

3.1.3 Subjective norms toward plagiarism (Items 20-29)

3.2 Goal Orientation

This section was adapted from Elliot and Church (1997). The questionnaire in this part consisting of 18 items (Items 30-47) were used to measure the participant's goal orientation. The original version was seven-point Likert's scale but this study the questionnaire was adjusted to be five-point Likert's scale to keep the same construct of the questionnaire. In the questionnaire, goal orientation was divided into three categories as follows:

3.2.1 Performance-approach goal orientation (Items 30-35)

3.2.2 Performance-avoidance goal orientation (Items 36-41)

3.2.3 Learning goal orientation (Items 42-47)

3. Interview

To supplement the data from the survey, a semi-structured interview was used to elicit each participant's perception on plagiarism, attitudes toward plagiarism, and goal orientation. The English proficiency was not included in the interview. It was obtained from the questionnaire only. The semi-structured interview questions were developed according to the questions from the questionnaire (see Appendix G). Each interview was conducted in Thai and took approximately 30 minutes (see Appendix H). All the interviews for each participant were audio recorded and transcribed for later analysis.

In this study, 10 participants were asked to participate in the interview. The selected 10 participants were selected after the analysis of verbatim plagiarism in the essay collected during the survey. After obtaining each participant's verbatim

plagiarism in the essay, the participants whose verbatim plagiarism rates were from 50 to 100 percent were selected because they were in a group of high probability to conduct plagiarism.

The interview consists of three sets of questions used to elicit information about the participants' perception on plagiarism, attitudes toward plagiarism, and goal orientation (see Appendix H). The first set of the interview questions address perception on plagiarism. Three questions were used to assess the participants' perception about the definition of plagiarism, plagiarism behaviors, and how to avoid plagiarism. The second set of questions was developed to measure attitudes toward plagiarism which could lead to the feelings toward plagiarism of each participant. To measure the participants' attitudes toward plagiarism, news article was used to elicit the participants' feeling toward plagiarism whether it was positive or negative. The article reported on some incidences of plagiarism and the punishment. After reading the article, the participants were asked to express their opinions about consequences and punishment that the student who conducted plagiarism in the article should receive. After that, the participants were asked how other people in their society thought about plagiarism. This question was used to elicit the participants' subjective-norm attitudes toward plagiarism. The last set of questions was used to elicit the participants' performance-approach goal orientation, performance-avoidance goal orientation, and learning goal orientation. The participants were asked to tell about what they normally did in writing class, their favorite writing tasks, and their goal for learning.

Validity and Reliability Check

All the instruments used in this study including the essay writing task, the questionnaire, and the interview questions were checked for the validity, the appropriateness in Thai contexts, and the language use by three experts. The instruments were then revised according to the experts' comments. Also, the reliability of the questionnaire was checked by piloting the instruments with 31 students who had similar characteristics to the participants of the study. The details about the validity and reliability checks for the instruments were as follows.

1.1 Validity

The essay writing task, the questionnaire, and the interview questions were checked the content validity, the appropriateness for Thai context and the language use by three experts in English language teaching. For the essay writing task, the three experts and the course instructors of the selected classes were asked to check the practicality of the essay writing task (see Appendix I). All instruments were validated by using IOC (Index of Item Objective Congruence) and the IOC results were between 0.67 and 100 which were considered valid. The revision was also made according to the experts' comments.

After receiving comments from the experts, some items were revised as follows:

1.1.2 Essay Writing Task

In general, the essay writing task could elicit the participants' verbatim plagiarism and was appropriate to be used with the participants within the given time. The reading materials were all

appropriate to the participants and relevant to the writing topic. According to the results of the IOC, only Reading Material 1 was needed to be adjusted to make it clearer. The change was made as follows:

Reading Material 1:

Original Version: A robot would play the perfect part to take over the repetitive teaching task, and moreover the data would always be up-to-date and as for foreign languages, no native speakers are required.

Source: Reiter, A. (2011). *Robot Teacher*. Retrieved August 27th, 2010, from http://www.scienceofthetime.com/blog/read/robot_teacher/

Adapted Version: A robot would play the perfect part to take over the repetitive teaching task. Moreover the data would always be up-to-date and as for foreign languages, no native speakers are required.

The change resulted in the readability of this material which was changed from 16 to 9.8. It meant that the reading material was easier than the former version or it was appropriate for students who were at least in grade ten.

1.1.2 Questionnaire

The validation of the questionnaire was presented in three versions including the original version, the adapted version (some items), the translated version, and the revised version in order to present how the

questionnaire items were adapted and used in Thai contexts. The three criteria for validating each item in the questionnaire were as follows:

The item could measure the factor (Validity).

The statement is appropriate to Thai context (Appropriateness).

The Thai statement contains the same meaning as the original English statement (Meaning).

1.1.2.1 Validity

The IOC results for the validity of each item were between 0.67 and 1.00 so all the items were remained (see Appendix J).

1.1.2.2 Appropriateness

For the appropriateness of the questionnaire to be used in Thai contexts, the IOC results were between 0.67 and 1.00 except item 14 which was 0.33. Item 14, the statement measuring negative attitudes toward plagiarism, was “The names of the authors who plagiarize should be disclosed to the academic community”. Thus, this item was considered to be inappropriate to the participants because they might not be familiar with this situation. However, one expert commented that it could be used to measure negative attitudes toward plagiarism. So this item was kept to be used in this study.

1.1.2.3 Meaning

The IOC results for the translated items were between 0.67 and 1.00 except 12 items from 47 items that needed to be revised. The revised items were as follows:

Part II, the revised items from perception on plagiarism were item 4, 5, 8, 9, and 10.

Part III, the revised items from positive attitudes toward plagiarism were item 1, 5, and 11.

The revised items from negative attitudes toward plagiarism were item 13, 14, and 17.

The revised item from performance-avoidance goal orientation was item 41.

For more information about the revised items in Part II according to the three experts, please see Appendix K.

In short, the items in the questionnaire remained the same constructs except attitudes toward plagiarism. The two items in negative attitudes toward plagiarism were sorted into positive attitudes toward plagiarism so the numbers of the items were changed as follows:

3.1.1 Positive attitudes toward plagiarism (Items 1-14)

3.1.2 Negative attitudes toward plagiarism (Items 15-19)

3.1.3 Subjective norms toward plagiarism (Items 20-29)

1.1.3 Interview

The interview questions consisted of 12 items including three items measuring perception on plagiarism, four items measuring attitudes toward plagiarism, and five items measuring goal orientation. The interview questions were checked by using the three criteria (see Appendix L) as follows:

The item could measure the factor (Validity).

The item is appropriate to the Thai context (Appropriateness).

The item is clear and concise (Clearness).

After receiving the comments from the three experts, one question was excluded because the results of the IOC was only 0.33. The excluded question measuring attitudes toward plagiarism was scoped to measure attitudes toward self plagiarism. According to the experts' comments, self plagiarism was not applicable for the participants because they might not have knowledge or experience about self plagiarism. Totally, there were 11 interview questions.

The revised items were Item 6 and Item 11, as follows:

Item 6 (Attitudes toward Plagiarism):

Original Thai Version: (ให้ผู้ได้รับการสัมภาษณ์อ่านข่าว) คุณมีความ

คิดเห็นอย่างไรกับข่าวนี้

Revised Thai Version: (ให้ผู้ได้รับการสัมภาษณ์อ่านข่าว) คุณมีความ

คิดเห็นอย่างไรกับข่าวนี้ โปรดให้เหตุผลประกอบ

English Version: (Have a participant read the news about plagiarism) What do you think about the news? Please give reasons to support your answer.

The original version did not include the question asking for a reason. As a result, the expert suggested that stating the

reasons could gain more insight information which could help determine what type of attitudes the informants had.

Item 11 Goal Orientation:

Original Thai Version: ในคาบเรียนวิชาภาษาอังกฤษ คุณชอบทำกิจกรรมหรืองานลักษณะใด (เช่น งานที่ง่าย หรืองานที่ท้าทายความสามารถ) เพราะอะไร

Revised Thai Version: ในคาบเรียนวิชาภาษาอังกฤษ คุณชอบทำกิจกรรมการเขียนหรืองานเขียนลักษณะใด (เช่น งานเขียนที่ง่าย หรืองานเขียนที่ท้าทายความสามารถ) เพราะอะไร

English Version: In an English class, what types of writing activities or writing tasks do you like (e.g. easy writing tasks or challenging writing tasks)? Why?

One expert suggested that the English task in the question should be specified to be a writing task. The type of the task could directly measure the objective of this study which was focus on plagiarism in academic writing.

1.2 Reliability

The reliability was checked after the revision of the instruments experts' comments. The three parts of the questionnaire were conducted with thirty-one students who shared similar characteristics of the participants of this study (i.e., having taken the required English courses, studying in English major, faculty of

Education, currently taken an English course that had essay assignment). Then, the data were analyzed using SPSS. The results of the reliability check of the three parts of the questionnaire were as follows (see Appendix M):

Table 3.1

Cronbach's Alpha Coefficient of the Independent Three Parts in the Questionnaire

Parts	Cronbach's Alpha Coefficient
Perception on plagiarism	.6369
Attitudes toward plagiarism	.8292
Goal orientation	.9270
Total (Whole questionnaire)	.8992

To find out the reliability of the questionnaire, Cronbach's Alpha Coefficient was used to check the internal consistency of the questionnaire. According to previous studies, Cronbach's Alpha Coefficient should be at least 0.7 (Kerlinger & Lee, 2000). However, the consistency of the items measuring perception on plagiarism in Part 2 obtained 0.6369 whereas the attitudes toward plagiarism and goal orientation included in Part 3 obtained 0.8292 and 0.9270 respectively. For the perception of plagiarism, the value of Cronbach's Alpha Coefficient was slightly below the standard acceptable level. Although the value of Cronbach's Alpha Coefficient of the perception on plagiarism part was below 0.7, the value of Cronbach's Alpha Coefficient of the whole questionnaire was 0.8992 which meets the criteria. Thus, the whole questionnaire could be interpreted that it was reliable.

For the plagiarism analysis, the researcher and the research assistant analyzed 20 percent of the participants' essay papers. Then, the results of the participants'

plagiarism from the researcher and research assistant were analyzed to find the consistency of analyzing the essay papers by using the interrater reliability. The value of the interrater reliability was 0.989 which was interpreted that the analysis of essay papers from the researcher and the research assistant was consistent.

Data Collection Procedure

The data collection consisted of two parts including a survey part and an interview part as follows:

Part I: Survey

The participants from five classes were assigned by their instructors to write an argumentative essay in order to assess their verbatim plagiarism. A week after collecting the participants' essays, the participants were asked to complete the questionnaire in approximately 40 minutes. The researcher explained about the questionnaire and informed the participants that their participation was voluntary and their information would be kept confidential

From five universities, 145 students were asked to participate in this study.

After analyzing all participants' essay papers and the questionnaires, the researcher had to drop 42 papers due to the incompleteness of the essay papers and the questionnaires. Totally, 103 participants were left for this study. One hundred and three participants of this study were third-year and fourth-year undergraduate students from five universities. The mean score of participants' age was 20 years old including 88 females and 15 males.

Part II: Interview

After the survey, the essay and the questionnaire were analyzed. The essay papers were analyzed to identify the plagiarism rates. After that, the plagiarism rates were rearranged to find out the participants whose plagiarism rates were higher than 50 percent. Table 3.2 presents the selected participants arranged from the least plagiarism percentage level to the most plagiarism percentage level as follows:

Table 3.2

Plagiarism Percentage of the Participants at High and Very High Level

Level of Verbatim Plagiarism	Participant no.	Percentages of Verbatim Plagiarism
High	127	49.82
	61	54.03
	98	56.92
	72	57.29
	88	59.55
	91	65.05
	75	66.43
	74	67.16
	85	71.84
	132	73.95
Very high	8	77.94
	14	78.38

(Table continues)

Table 3.2 (Continued)

Level of Verbatim Plagiarism	Participant no.	Percentages of Verbatim Plagiarism
	90	80.97
	76	90.6
	9	90.91
	36	90.91
	12	94.9
	21	96.1
	10	97.71
	106	99.21
	20	100
	23	100

The purposive sampling technique was used to select ten participants from high and very high groups for the interview. According to Table 3.2, five participants of each plagiarism percentage level were asked to participate in the interview. Totally, ten participants were selected and assigned the codes representing levels of plagiarism including “H” (high level) and “VH” (very high level) as follows:

Table 3.3

Plagiarism Percentage of the Participants in the Interview

Participant no.	Percentages of Verbatim Plagiarism
H1	54.03
H2	65.05
H3	67.16
H4	71.84
H5	73.95
VH1	78.38
VH2	90.6
VH3	90.91
VH4	96.1
VH5	99.21

Ten participants selected from the survey were asked to participate in a semi-structured interview. The interview was conducted after the survey. Each participant was interviewed in approximately 30 minutes. For more information about the descriptive statistics of dependent variable and independent variables of the participants from the interview, please see Appendix N.

Data Analysis

The analysis of the data from the two parts was as follows:

*Survey**1. The analysis of students' verbatim plagiarism*

The essay papers of the students participating in this study were analyzed for verbatim plagiarism. To analyze verbatim plagiarism in an essay, the formula from Pecorari (2003) was used as follows:

$$\frac{\text{Number of words of a student's text that is similar to the source text}}{\text{Number of words in a student's text}} \times 100 = \text{a percentage of plagiarism}$$

The results from the analysis were used to determine the levels of verbatim plagiarism of each participant Turnitin (2012).

<i>Percentage</i>	<i>Levels of Verbatim Plagiarism</i>
0-24	None - Low
25-49	Moderate
50-74	High
75-100	Very high

The results of the analysis of verbatim plagiarism percentages were used to run the correlation and the multiple regressions.

2. Questionnaire

The SPSS program was used to analyze the data from the questionnaire as follows:

2.1 Demographical Data

To describe demographic information including gender was analyzed by using percentages whereas age, perception on plagiarism, English proficiency, attitudes toward plagiarism, and goal orientation were analyzed by using mean scores and *SD*.

For the interpretation of the mean scores, the criteria and the interpretation of each factor were as follows:

2.1.1 English Proficiency

<i>Letter Grade</i>	<i>Number Grade</i>	<i>Levels</i>
A	4	Very good
B+	3.5	Good
B	3.00	Good
C+	2.5	Moderate
C	2.00	Moderate
D+	1.5	Low
D	1.00	Low
F	0	Very low

2.1.2 Perception on Plagiarism

<i>Mean Scores</i>	<i>Levels of Perception on Plagiarism</i>
9-10	Very good
7-8	Good
5-6	Moderate
3-4	Low
0-2	Very low

2.1.3 Attitudes toward Plagiarism and Goal Orientation

<i>Mean Scores</i>	<i>Levels of Attitudes toward Plagiarism and Goal Orientation</i>
4.51 - 5.00	Very high
3.51 - 4.50	High

2.51 - 3.50	Moderate
1.51 - 2.50	Low
1.00 - 1.50	Very low

2.2 Correlation Coefficient

In order to explain the relationships between the eight factors and plagiarism, scores from all factors were analyzed by using Pearson's Product Moment Correlation Coefficient and interpreted by using the criteria from Newton and Rudestam (1999) as follows:

Correlation Coefficient (r)	Statistical Interpretation
1.00	Perfect positive
.80 to .99	Strong positive
.50 to .79	Moderate positive
.20 to .49	Weak positive
.00	No relationship
-.20 to -.49	Weak negative
-.50 to -.79	Moderate negative
-.80 to -.99	Strong negative
-1.00	Perfect negative

2.3 Regression Analysis

To investigate the predicting factors for plagiarism, multiple regressions were used. Then, the stepwise regression was used to find the best model of the predicting factors.

3. Interview

The data collected from the semi-structured interview were analyzed by using content analysis technique. The codes for the interview were derived from the definition of each factor including perceptions on plagiarism, attitudes toward plagiarism, and goal orientation based on the literature review. To analyze, the data taken from the interview were transcribed and coded into categories of the three factors by two coders, the researcher and one research assistant. Then, the data from each participant were read and looked for key words or phrases representing the three factors. The examples of coding are as follows:

Example 1: Perception on Plagiarism

1.1. Definition of Plagiarism: taking, stealing, imitating someone else's work or ideas and passing them off as one's own.

Interviewer: น้องจะให้ความหมายหรือคำจำกัดความของคำว่าPlagiarism อย่างไรคะ

How would you give a meaning or definition of the word
“plagiarism”?

H1 1: มันคือการลักขโมยหรือการเอาของเขามาโดยที่ไม่ให้เครดิตเขา

It is stealing or taking other people without giving credits.

From this example, the phrase “stealing or taking other people without giving credits” was underlined and were coded that the informant could be able to define the word plagiarism.

Example 2: Attitudes toward Plagiarism

Interviewer: น้องมีความเห็นเกี่ยวกับข่าวที่อ่านอย่างไรบ้างคะ

What is your opinion about this news?

H 1: หนูว่ามันก็สมควรค่ะที่จะให้ยึดวุฒิบัตรเพราะว่าเขาก็เป็นคนดังแล้วการศึกษาเขาก็ น่าจะดี โดยที่แบบว่ามันไม่น่าที่จะไปลอกเลียนเขาอะไรอย่างนี้

I think this person deserved to be taken back the degree because he was famous and his education should be good. So he should not have copied other people's works.

From the phrases “this person deserved to be taken back the degree” and “he should not have copied other people's works”, these phrases could be coded as this informant had negative attitudes toward plagiarism.

Example 3: Goal Orientation

Interviewer: ปกติเวลาเรียนภาษาอังกฤษนี่เป็นอย่างไรบ้าง ชอบถาม ชอบตอบ หรือมีอะไร อื่นบ้างไหมคะ

What do you normally do when you study English i.e. asking a question, answering a question, or any others?

VH 2: ก็เป็นคนที่ไม่ค่อยถามอาจารย์ ก็จะเป็นคนที่แบบว่า ถามว่าถามไหม คือชอบถาม นะ แต่แบบไม่ชอบถามในห้องเพราะว่ากลัวแบบ.. คือเราเป็นอะไรที่แบบ... เวลา เราพูดอะไรอย่างนี้เพื่อนจะแบบหันมามองเราจะไรอย่างนี้

I am a person who doesn't normally ask teachers. I am a person ... If asking me I ask teachers or not, I like asking teachers but I don't like

asking teachers in classes. Because I am afraid of ..like..like when I say something, my friends will look at me like that.

From the phrases “doesn’t normally ask teachers”, “I like asking teachers but I don’t like asking teachers in classes”, and “afraid of ..like..like when I say something, my friends will look at me”, these phrases could be coded as this informant had performance-avoidance goal orientation.



CHAPTER IV

RESULTS

This chapter reports the findings from the present study. The data were collected from an essay writing task, a questionnaire, and an interview. The descriptive statistics of all the variables were presented first then the findings regarding the five following research questions are reported:

1. What is the relationship between perception on plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students?
2. What is the relationship between English proficiency and verbatim plagiarism in English academic writing of Thai undergraduate students?
3. Which type of attitudes towards plagiarism has relationship with verbatim plagiarism in English academic writing of Thai undergraduate students?
4. Which type of goal orientation has relationship with verbatim plagiarism in English academic writing of Thai undergraduate students?
5. Which factors can best predict verbatim plagiarism in English academic writing of Thai undergraduate students?

Verbatim Plagiarism and the Internal Factors

For the findings about verbatim plagiarism, the overall mean score of the verbatim plagiarism found in the essay papers of the participants in this study was 30.67 ($SD = 28.47$) which was at moderate level. When considering the verbatim plagiarism in details, as shown in Table 4.1, approximately half of the participants, 58 out of 103 participants were found to conduct verbatim plagiarism in the essay task at none to low levels ($\bar{x} = 11.00$, $SD = 7.34$). Twenty-three participants conducted

verbatim plagiarism at moderate level ($\bar{x} = 34.84$, $SD = 7.32$) and the other twenty-two participants were found to have high ($n=10$, $\bar{x} = 62.20$, $SD = 7.89$) to very high levels ($n=12$, $\bar{x} = 91.43$, $SD = 8.27$) of verbatim plagiarism in their essays.

About perception on plagiarism, overall the participants' perception on plagiarism was at good level ($\bar{x} = 7.05$, $SD = 2.35$) (as shown in Table 4.1). In addition, the perception on plagiarism of the participants who conducted verbatim plagiarism at different levels was different. The groups of participants found to conduct more verbatim plagiarism had lower level of perception on plagiarism. Specifically, the mean scores of the perception on plagiarism of the participants who conducted verbatim plagiarism from none to very high levels were 7.48, 7.13, 6.20, and 5.58 respectively.

For English proficiency, the overall mean score of the participants' English proficiency was at good level ($\bar{x} = 3.35$, $SD = 0.61$). The participants who were found to conduct verbatim plagiarism at high ($\bar{x} = 2.80$, $SD = 0.63$) and very high level ($\bar{x} = 3.08$, $SD = 0.73$) had lower English proficiency than the participants who conducted verbatim plagiarism at low ($\bar{x} = 3.55$, $SD = 0.51$) and moderate level ($\bar{x} = 3.22$, $SD = 0.54$).

For the three types of attitudes toward plagiarism as shown in Table 4.1, the overall mean score of the participants' positive attitudes toward plagiarism were found to be at moderate level ($\bar{x} = 2.80$, $SD = 0.61$). The subjective norms toward plagiarism were also at moderate level ($\bar{x} = 2.64$, $SD = 0.63$) while negative attitudes toward plagiarism were found at high level ($\bar{x} = 3.57$, $SD = 0.60$). To elaborate in more details, positive attitudes toward plagiarism of the participants who conducted verbatim plagiarism from none to very high levels were 2.68, 2.76, 3.14, and 3.17

respectively. In contrast, the mean scores of negative attitudes toward plagiarism of the participants conducting verbatim plagiarism from none to very high levels were 3.61, 3.68, 3.36, and 3.37. For the subjective norms toward plagiarism, the mean scores of the participants conducting verbatim plagiarism from none to very high levels were 2.51, 2.69, 2.82, and 3.01 respectively.

In relation to goal orientation, the overall mean scores of performance-approach goal orientation, performance-avoidance goal orientation, and learning goal orientation were at moderate level ($\bar{x} = 3.07$, $SD = 0.89$; $\bar{x} = 3.48$, $SD = 0.56$; $\bar{x} = 4.14$, $SD = 0.60$). In addition, the mean scores of the participants' performance-approach goal orientation who conducted verbatim plagiarism from none to very high levels were 2.97, 2.98, 3.43, and 3.44 respectively. In addition, the means scores of the participants' performance-avoidance goal orientation who were found to conduct verbatim plagiarism from none to very high levels were 3.48, 3.30, 3.78, and 3.60 respectively. However, learning goal orientation of the participants conducting verbatim plagiarism from none to very high levels were 4.08, 4.14, 4.47, and 4.14 which were all at high level.

In sum, the findings revealed that the mean scores of 103 participants' verbatim plagiarism were at moderate level ($\bar{x} = 30.67\%$, $S.D. = 28.47$). Most participants ($n=58$) were found to conduct verbatim plagiarism in their essay papers at none to low level (0-24%). The participants' perception on plagiarism ($\bar{x} = 7.05$, $SD = 2.35$) and English proficiency ($\bar{x} = 3.35$, $SD = 0.61$) were at good level.

Table 4.1

Descriptive Statistics of Dependent Variable and Independent Variables (N = 103)

Dependent Variable	Independent Variables															
	Perception				Attitudes toward Plagiarism						Goal Orientation					
	on Plagiarism		English		Positive		Negative		Subjective Norm		Performance- Approach		Performance- Avoidance		Learning	
			Proficiency													
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
None-low (<i>n</i> = 58, <i>M</i> = 11.00, <i>SD</i> = 7.34)	7.48	2.08	3.55	0.51	2.68	0.59	3.61	0.56	2.51	0.59	2.97	0.88	3.48	0.49	4.08	0.66
Moderate (<i>n</i> = 23, <i>M</i> = 34.84, <i>SD</i> = 7.32)	7.13	2.26	3.22	0.54	2.76	0.34	3.68	0.58	2.69	0.48	2.98	0.91	3.30	0.64	4.14	0.53

(Table continues)

Table 4.1 (Continued)

Dependent Variable	Independent Variables															
	Perception				Attitudes toward Plagiarism						Goal Orientation					
	on		English		Positive		Negative		Subjective		Performance-		Performance-		Learning	
			Proficiency						Norm		Approach		Avoidance			
Plagiarism		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
High																
(<i>n</i> = 10, <i>M</i> = 62.20, <i>SD</i> = 7.89)	6.20	2.15	2.80	0.63	3.14	0.55	3.36	0.63	2.82	0.63	3.43	0.96	3.78	0.71	4.47	0.50
Very high																
(<i>n</i> = 12, <i>M</i> = 91.43, <i>SD</i> = 8.27)	5.58	3.26	3.08	0.73	3.17	0.90	3.37	0.77	3.01	0.91	3.44	0.70	3.60	0.56	4.14	0.37

(Table continues)

Table 4.1 (Continued)

Dependent Variable		Independent Variables																	
Levels of Verbatim Plagiarism		Perception on Plagiarism				English Proficiency						Attitudes toward Plagiarism				Goal Orientation			
		Positive		Negative		Subjective Norm		Performance- Approach		Performance- Avoidance		Learning							
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Total		7.05	2.35	3.35	0.61	2.80	0.61	3.57	0.60	2.64	0.63	3.07	0.89	3.48	0.56	4.14	0.60		
<i>(N = 103, M = 30.67, SD = 28.47)</i>																			

For positive attitudes toward plagiarism ($\bar{x} = 2.80$, $SD = 0.61$), subjective norms toward plagiarism ($\bar{x} = 2.64$, $SD = 0.63$), performance-approach goal orientation ($\bar{x} = 3.07$, $SD = 0.89$), performance-avoidance goal orientation ($\bar{x} = 3.48$, $SD = 0.56$), and learning goal orientation ($\bar{x} = 4.14$, $SD = 0.60$), the means scores of these factors were at moderate level. The participants' negative attitudes toward plagiarism were at high level ($\bar{x} = 3.57$, $SD = 0.60$).

In the following sections, the findings from the questionnaire and the interview were presented to respond to the research questions.

Research Question 1: What is the relationship between perception on plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students?

To investigate the relationship between perception on plagiarism and verbatim plagiarism, the data were analyzed by using Pearson correlation coefficient (see Appendix P).

As shown in Table 4.2, a weak negative relationship was found between verbatim plagiarism and perception on plagiarism ($r = -.30$) at the significant level of .01.

The data from the interview were analyzed and revealed that nine participants knew some concepts of plagiarism (see Appendix O). However, one participant could not define the word "plagiarism". Only one participant could immediately define the word "plagiarism".

Table 4.2

The Correlation between Perception on Plagiarism and Verbatim Plagiarism of Thai Undergraduate Students (N=103)

	Verbatim Plagiarism	Perception on Plagiarism
Verbatim Plagiarism	1.00	
Perception on Plagiarism	-.30**	1.00
<i>M</i>	30.67	7.06
<i>SD</i>	28.47	2.35

**p<.01

To elaborate, nine participants reported that plagiarism was copying, taking or stealing other people's works without referencing or acknowledging the sources. As shown in the underlined phrases in lines 10-12 in Excerpt 1, H2 mentioned about copying without using one's own idea as follows:

Excerpt 1

Interviewer:	<u>น้องรู้จักคำว่า“plagiarism” ไหมคะ</u>	1
	<u>Do you know the word “plagiarism”?</u>	2
H2:	<u>ไม่รู้ค่ะ</u>	3
	<u>No.</u>	4
Interviewer:	<u>ถ้าเปลี่ยนเป็น“การโจรกรรมวรรณกรรม”จะให้ความหมายคำนี้ว่าอย่างไรคะ</u>	5

	<u>If I change the word into “Karn Jorakam Wannakam (stealing</u>	6
	<u>Other people’s words)”, how would you define this word?</u>	7
VH2:	<u>ถ้าถือเป็นความหมายของคนไทยก็คงจะเป็นการ Copy งานค่ะ โดยที่ไม่มี</u>	8
	<u>การอ้างอิงหรือการขโมยงานของเขาค่ะ โดยที่ไม่ใช่ความคิดของเรา</u>	9
	<u>The meaning of plagiarism in Thai may be copying other people’s</u>	10
	<u>work without referencing or stealing other people’s work.</u>	11
	<u>It’s not our own idea.</u>	12

As shown in Excerpts 1 (lines 2, 4, 6-7, and 10-12) and Excerpt 2 (lines 2, 4, 7-9, and 12-13), the participants could not define the word plagiarism in English at the first time. After the definitions of plagiarism were given in Thai, the participants were able to give meaning of the word “plagiarism”.

Excerpt 2

Interviewer:	<u>น้องรู้จักคำว่า“plagiarism” รึเปล่าคะ</u>	1
	<u>Do you know the word “plagiarism”?</u>	2
H2:	<u>ไม่รู้ค่ะ</u>	3
	<u>No.</u>	4
Interviewer:	<u>ค่ะ ไม่รู้จักใช้ไหมคะ ถ้าพี่เปลี่ยนเป็นอีกคำหนึ่ง คือการโจรกรรมทาง</u>	5
	<u>วรรณกรรมน้องจะให้ความหมายของคำนี้ว่ายังไงบ้างคะ</u>	6
	<u>Ok, if you don’t know this word, I change this word into “Karn</u>	7
	<u>Jorakam Wannakam (stealing other people’s words)”. How would</u>	8
	<u>you define this word?</u>	9

H2:	<u>โจรกรรมทางวรรณกรรม มันประมาณว่าการคัดลอกหรือลอกเลียนแบบ</u>	10
	<u>ผลงานทางวรรณกรรมของผู้อื่นอะไรประมาณนี้หรือเปล่าคะ</u>	11
	<u>“Karn Jorakam Wannakam.” Is it copying other people’s</u>	12
	<u>writing works, isn’t it?</u>	13

The behaviors that four participants strongly agreed to be counted as plagiarism were copying, taking, or stealing other people’s work without giving credit, referencing, acknowledgement, and permission. Thus, the participants regarded plagiarism as the acts of copying or imitating other people’s works without referencing which was blatant copying. The underlined phrases in lines 6-8 in Excerpt 3 present how VH4 defined the word “plagiarism”.

Excerpt 3

Interviewer:	นี่องจะให้ความหมายของคำว่าโจรกรรมวรรณกรรมอย่างไรคะ	
	How would you give meaning of the word “Karn Jorakam	1
	Wannakam (stealing other people’s words)”?	2
VH4:	<u>เราไปลอกเลียนแบบหนังสือของคนอื่นมา หรือไปเอาข้อมูลหนังสือของ</u>	3
	<u>คนอื่นมาโดยที่นำมาทำเป็นของเราหรือเขียนรายงานไปส่งโดยที่ไม่ได้อ้าง</u>	4
	<u>ข้อมูลถึงชื่อของผู้แต่ง</u>	5
	<u>It is like we copy the books written by other people or use</u>	6
	<u>information from those books and present it as our own or write</u>	7
	<u>a report without referencing or giving credits to the authors.</u>	8

To summarize, the findings about the relationship between perception on plagiarism and verbatim plagiarism from the questionnaire and the interview were consistent. The participants who plagiarized seemed to have limited understanding of plagiarism. Though the participants show some understanding of the concept of plagiarism, their understanding about plagiarism was limited to such behaviors as taking other people's work without giving any credits or referencing.

Research Question 2: *What is the relationship between English proficiency and verbatim plagiarism in English academic writing of Thai undergraduate students?*

The relationship between English proficiency and verbatim plagiarism was analyzed by using Pearson correlation coefficient (see Appendix P). As shown in Table 4.3, English proficiency had a weak negative relationship with verbatim plagiarism ($r = -.39$) at the significant level of .01.

Table 4.3

The Correlation between English Proficiency and Verbatim Plagiarism of Thai Undergraduate Students (N=103)

	Verbatim Plagiarism	English Proficiency
Verbatim Plagiarism	1.00	
English Proficiency	-.39**	1.00
<i>M</i>	30.67	3.35
<i>SD</i>	28.47	0.61

**p<.01

English proficiency was not collected during the interview so only the results of the relationship between English proficiency and verbatim plagiarism as in Table 4.3 were reported here.

Research Question 3: *Which type of attitudes towards plagiarism has relationship with verbatim plagiarism in English academic writing of Thai undergraduate students?*

The relationships between the three types of attitudes toward plagiarism including positive attitudes, negative attitudes, and subjective norms toward plagiarism and verbatim plagiarism were analyzed using Pearson correlation coefficient (see Appendix P). The results of the correlations among the three types of attitudes toward plagiarism and verbatim plagiarism were shown in Table 4.4.

As shown in Table 4.4, two types of attitudes were found to have positive relationships with verbatim plagiarism. To illustrate, positive attitudes toward plagiarism had a weak positive relationship with verbatim plagiarism at the significant level of .01 ($r = .29$) and subjective norms toward plagiarism also had a weak positive relationship with verbatim plagiarism at the significant level of .05 ($r = .25$). However, negative attitudes toward plagiarism were not found to have a relationship with verbatim plagiarism at the significant level of .05. In addition, the results showed that positive attitudes toward plagiarism had a strong relationship with subjective norms toward plagiarism at the significant level of .01 ($r = .82$).

To sum up, the findings from the survey revealed that two types of attitudes toward plagiarism including positive and subjective-norms had significantly weak positive relationships with verbatim plagiarism.

Table 4.4

The Correlations between Types of Attitudes toward Plagiarism and Verbatim Plagiarism

(*N* = 103)

	Verbatim Plagiarism	Positive attitudes	Negative attitudes	Subjective Norms
Verbatim Plagiarism	1			
Positive attitudes	.29**	1		
Negative attitudes	-.16	-.03	1	
Subjective Norms	.25*	.82**	-.07	1
<i>M</i>	30.67	2.80	3.57	3.07
<i>SD</i>	28.47	0.61	0.60	0.63

* $p < .05$ ** $p < .01$

The interview data showed inconsistent findings. All participants in the interview who were found to conduct high and very high level of verbatim plagiarism reported having a negative view on plagiarism. They all expressed that plagiarism was morally wrong and shameful. When the participants focused on the situation given in the news article about the punishment for the person who plagiarized in their thesis, they thought that the person in the news should receive the punishment by withdrawing her doctoral degree. The reasons given from the participants were because “it was inappropriate and selfish and a serious misconduct by taking other

people's work as one's own" as seen in the underlined phrases in lines 5-6 in Excerpt 4 and line 5 in Excerpt 5.

Excerpt 4

- Interviewer: น้องมีความคิดเห็นเกี่ยวกับข่าวนี้ อย่างไรบ้างคะ 1
- What do you think about this news? 2
- H2: ก็พฤติกรรมนี้เป็นพฤติกรรมที่ไม่เหมาะสมมันก็เหมือนกับเป็นการ 3
- โจรกรรมทางความคิดของผู้อื่นค่ะ 4
- This behavior is inappropriate. It is like stealing other 5
- people's ideas. 6

Excerpt 5

- Interviewer: หลังจากอ่านข่าว น้องมีความคิดเห็นเกี่ยวกับข่าวนี้ อย่างไรบ้างคะ 1
- After reading this news, what is your opinion about this news? 2
- H3: รู้สึกว่ามันน่าละอายสิ่งที่เขาทำไปมันไม่เหมาะสมสมควรแล้วค่ะที่โดน 3
- อย่างนี้ 4
- It is shameful. What that person had done is inappropriate. 5
- I think that person deserves some punishment. 6

Even though, every participant expressed that they viewed plagiarism as a misconduct behavior which signals negative attitudes, six participants showed that they had positive attitudes toward plagiarism in some contexts. First of all, the

participants conducting plagiarism at high rates reflected that they did not want the students who were found conducting plagiarism to be punished seriously. As shown in lines 7-8 in Excerpt 6, H1 mentioned that if plagiarism occurred in a small institute, only warning or revising papers was enough. In excerpt 7 in lines 8-11, VH1 mentioned that the institution should warn the students who conducted plagiarism and help these students rather than punish them. Thus, these participants considered that a university should not punish people who plagiarize as seriously as in the news.

Excerpt 6

- Interviewer: น้องคิดว่าสถาบันควรมีมาตรการอย่างไรกับนักศึกษาที่คัดลอกงาน 1
- ผู้สัมภาษณ์ 2
- What do you think the institution should do when they find their 3
students copying other people's work? 4
- H1: ถ้าเป็นแค่สถาบันนะคะ โดยที่มันแบบไม่ได้ใหญ่โตถึงระดับประเทศอะไร 5
- หนูก็ว่าน่าจะกล่าวตักเตือน หรือให้ไปทำใหม่ 6
- If it is only an institution, not at the national level, I think the 7
institution should only warn or have students revise their work. 8

Excerpt 7

- Interviewer: น้องมีความเห็นว่าสถาบันควรมีทำอย่างไรกับนักศึกษาที่คัดลอกงาน 1
- ผู้สัมภาษณ์ 2

	What do you think the institution should do when they find their	3
	students copying other people's work?	4
VH1:	<u>ถ้าเป็นเรื่องที่ไม่ใหญ่มาก สมควรที่จะเรียกนักศึกษาไปคุยซักเดือน</u>	5
	<u>ถ้าเกิดเรื่องมันใหญ่โตไปแล้วก็เราก็ต้องเอนักศึกษาเอาไว้ก่อน</u>	6
	<u>เราต้องช่วยนักศึกษาเอาไว้ก่อนถึงจะผิดก็ต้องหาทางช่วยอะไรประมาณนี้ค่ะ</u>	7
	<u>If it is not the serious case, the institution should talk with the</u>	8
	<u>students and warn them. But if it is the serious one, I think we</u>	9
	<u>should help the students first. Even though these students did</u>	10
	<u>wrongly, we should do anything to help them.</u>	11

Second, one participant mentioned about people could just accidentally have the similar ideas. As seen in the underlined phrases in lines 4-5 in Excerpt 8, H2 stated that conveying a similar message or thought could also happen because some people might have some similar ideas.

Excerpt 8

H2:	ส่วนใหญ่เขาก็ไปดูของคนนี้ นมาของคนนี้ มคือคนนี้ เขาทำแล้ว <u>มีในแง่ความคิด</u>	1
	<u>คือหนุคิดว่าคนนี้ก็คงจะคิดว่าคนเรานั้นอาจจะคิดซ้ำกันได้</u>	2
	Mostly, people take a look at other people's works and there is a person	3
	has done this topic before. For me, <u>I think this person might think</u>	4
	<u>that people's ideas could be similar.</u>	5

Lastly, two participants thought that if they had to do a paper that was similar to the previous work, they could just copy some content from the previous work because they did not have to redo or think about how to write it again. As seen in lines 3-5, 7-8, 10 and 12 in Excerpt 9 and in lines 3-5 and 7-8 in Excerpt 10, H4 and H5 mentioned that they could use their previous work if the assigned topic were the same as the previous one.

Excerpt 9

- Interviewer: ถ้ามีรายงานที่มีหัวข้อเหมือนกับรายงานที่เคยทำมา น้องคิดว่าน้องจะ 1
- สามารถคัดลอกงานที่เคยทำไว้ได้ไหมคะ 2
- If a topic of an assigned paper were the same as the topic 3
- of the previous paper, would you think you could copy your 4
- previous paper? 5
- H4: เอางานเก่ามาใช้ได้ยกมาได้เลย แล้วก็อ้างอิงเหมือนเดิม 6
- I think I can just use my previous paper, just take it and 7
- citing sources like I used to do. 8
- Interviewer: น้องหมายถึงแหล่งข้อมูลจากเล่มเก่าหรือเปล่าคะ 9
- Did you mean the sources you used before? 10
- H4: ค่ะ 11
- Yes. 12

Excerpt 10

- Interviewer: กรณีที่มีรายงานที่มีหัวข้อเหมือนกับรายงานที่เคยทำมาแล้วนี่องคคิดว่าน้อง 1
จะสามารถคัดลอกงานที่เคยทำไว้ได้ไหมคะ 2
- If there were a case that a topic of an assigned paper were the 3
same as the topic of the previous paper, would you think you 4
could copy your previous paper? 5
- H5: ถ้าเกิดออจริง ๆ อาจจะทำเพราะว่าจะได้ไม่ต้องคิดใหม่ 6
- If it is for real, I might do as you told me because I don't have to 7
think about how to do my paper again. 8

For the subjective norms toward plagiarism, the findings from the interview were consistent with the findings from the survey that the participants conducting verbatim plagiarism at high to very high levels had subjective norms toward plagiarism. According to the results from the interview, eight participants were found to believe that plagiarism were commonly found in their society. The participants expressed that people in their society thought that it was normal to plagiarize and it was not serious. The examples of the elicited interview protocols were shown in lines 8-9 in Excerpt 11 and the phrases in lines 9-11 and 14-15 in Excerpt 12.

Excerpt 11

- Interviewer: น้องคิดว่าคนส่วนใหญ่ในสังคมเราคิดอย่างไรกับเรื่องการคัดลอกงานคะ 1
- What do you think most people in our society think about 2
copying other people's work? 3

- VH3: หนูว่าส่วนมากคนไทยเขาก็ copy มาเหมือนกัน สังคมไทยมันเป็นแบบนี้ 4
อยู่แล้วตั้งแต่แรกแล้วที่ว่าการลอกงานมันเป็นเรื่องธรรมชาติการลอกเป็น 5
เรื่องปกติ แล้วการใช้ชีวิตประจำวันของหนูมันก็เป็นการลอกอยู่แล้ว 6
เช่นการสอบเมื่อก็ยังมีการลอกกัน 7
- I think most Thai people copy other people's work. Thai society 8
is always like this. They think copying is natural. It's normal. 9
- Also, in my daily life, it is full of copying. Like, during the recent 10
 test, people were cheating. 11

Excerpt 12

- Interviewer: น้องคิดว่าคนส่วนใหญ่ คิดอย่างไรกับเรื่องการคัดลอกงานคะ 1
- What do most people think about copying other people's work? 2
- H5: ปัญหานี้มันก็หนูคิดว่ามันพบได้ทั่วไปเลยนะคะในสังคมปัจจุบัน ไม่ใช่แค่ใจ
ต่างประเทศเท่านั้น ในประเทศไทยเองก็เป็นแบบนี้ ก็คงมีความคิดว่าการ 4
คัดลอกทั่วไปเป็นอะไรที่สามารถ ทำได้ไม่ใช่สิ่งที่ผิดเพราะว่าอย่างสมัยหนู 5
มัธยมแบบนี้จะส่งรายงานอาจารย์เล่มหนึ่ง copy ใน Internet ก็ส่งได้เลย 6
บางที่เราไม่ได้ใส่อ้างอิงด้วย เพราะว่าคิดว่ามันคงไม่จำเป็นไม่สำคัญ 7
ก็คิดว่าคนส่วนใหญ่ก็คงไม่ได้ให้ความสำคัญกับจุดๆ นี้ นะคะ 8

This problem (plagiarism) I think is normally found everywhere in 9
the society. It's not only in other countries but also in Thailand. 10
People might think that copying is okay. It is not wrong. 11
 Like in my high school, to do a report, I could just simply copied 12
 stuff from the Internet and handed it in. I didn't even have to 13
 cite any references because I think it was not necessary. 14
not important. And I think that most people don't care about this. 15

To summarize, the findings from the survey revealed that negative attitudes toward plagiarism and subjective norms toward plagiarism had a positive relationship with verbatim plagiarism. However, the findings from the interview did not fully support the findings from the interview. The findings from the interview supported that participants who conducted verbatim plagiarism at high rates had subjective norms toward plagiarism but the findings from the interview did not support that these participants had positive attitudes toward plagiarism.

Research Question 4: Which type of goal orientation has relationship with verbatim plagiarism in English academic writing of Thai undergraduate students?

To investigate the relationships between the types of goal orientation including performance-approach, performance-avoidance, and learning goal orientation and verbatim plagiarism, the data from the questionnaire were analyzed by using Pearson correlation coefficient (see Appendix P).

As shown in Table 4.5, only performance-approach goal orientation had a weak positive relationship with verbatim plagiarism at the significant level of .05 ($r = .20$). However, performance-avoidance goal orientation and learning goal orientation had no relationship with verbatim plagiarism at the significant level of .05.

Furthermore, considering the relationship among the three types of goal orientation, the results showed that performance-approach goal orientation had a moderate positive relationship with avoidance-approach goal orientation at the significant level of .01 ($r = .50$) and had a weak positive relationship with learning goal orientation at the significant level of .05 ($r = .24$).

Table 4.5

The Correlations between Types of Goal Orientation and Verbatim Plagiarism (N=103)

	Verbatim Plagiarism	Performance- Approach Goal Orientation	Performance- Avoidance Goal Orientation	Learning Goal Orientation
Verbatim Plagiarism	1			
Performance- Approach Goal Orientation	.20*	1		
Performance- Avoidance Goal Orientation	.10	.50**	1	
Learning Goal Orientation	.09	.24*	.17	1
<i>M</i>	30.67	2.64	3.48	4.14
<i>SD</i>	28.47	0.89	0.56	0.60

* $p < .05$ ** $p < .01$

In short, the findings from the survey showed that performance-approach goal orientation had a weak positive relationship with verbatim plagiarism.

The findings from the interview were not fully consistent with the findings from the survey. The survey findings indicated that the participants who conducted high rates of verbatim plagiarism were likely to be people with performance-approach goal orientation. However, the findings from the interview showed that among the ten participants conducting verbatim plagiarism at high and very high levels, only one participant was performance-approach goal oriented (see Appendix O). As seen in the underline phrases in line 4 in Excerpt 13, VH 3 expressed that they liked to show their feelings and had confidence to ask teachers which regarded as performance-approach goal orientation.

Excerpt 13

- | | | |
|--------------|--|---|
| Interviewer: | <u>เวลาอยู่ให้ห้องสอบถามไหมคะ</u> | 1 |
| | Do you like to ask questions in class? | 2 |
| VH 3: | <u>ใช่ กล้าถาม กล้าแสดงความคิดเห็น</u> | 3 |
| | <u>Yes. I am brave to ask questions and express my opinions.</u> | 4 |

The other participants showed that they had performance-avoidance goal orientation and learning goal orientation. For performance-avoidance goal orientation, the participants mentioned that they did not like to ask questions or express their opinions in class as shown in Excerpt 14 lines 7 and 8.

Excerpt 14

- | | | |
|--------------|---|---|
| Interviewer: | เป็นคนชอบยกมือถามเวลาสงสัยหรือไม่เข้าใจอะไรในห้องเรียนหรือเปล่าคะ | 1 |
|--------------|---|---|

	Are you a person who likes to raise hand to ask questions when	2
	you have a question or when you don't understand?	3
VH4:	ถ้าเราไม่รู้เราก็ค่อยกลับไปหาคู่มือที่ว่า คืออะไร <u>แต่ไม่ถามในห้อง</u>	4
	<u>ไม่ชอบถามในห้อง</u>	5
	If I don't know something, I will find more information about	6
	that topic. But <u>I won't ask a question in class. I don't like asking</u>	7
	<u>a question in class.</u>	8

For learning goal orientation, the participants expressed that they wanted to learn English as best as they could to achieve their goals such as to get a teaching job for their improvement. They also wanted to use English to communicate in their real lives fluently. The examples of how the participant set their goals for learning are shown in the underlined phrases in lines 5-7 in Excerpt 15 and in lines 6-7 in Excerpt 16.

Excerpt 15

Interviewer:	น้องตั้งเป้าหมายกับการเรียนอย่างไรบ้างคะ	1
	What is your goal for learning?	2
H3:	ตั้งเป้าหมาย ก็คือ <u>หนูอยากจะทำให้หนูเรียนรู้เรื่อง สามารถนำไปใช้ได้จริงก็คือ</u>	3
	<u>เราเรียนครูภาษาอังกฤษ เราต้องสอนได้จริงและใช้ได้ถูกทาง</u>	4
	<u>I would like to understand what I have learned and could use it in</u>	5
	<u>real life. Like I have learned to be an English teacher so I</u>	6
	<u>would like to be able to teach English with accuracy.</u>	7

Excerpt 16

Interviewer:	น้องตั้งเป้าหมายกับการเรียนอย่างไรบ้างคะ	1
	What is your goal for learning?	2
VH1:	<u>อยากจะสื่อสารได้เหมือนเจ้าของภาษาอยากจะสำเนียงอยากได้เหมือน</u>	3
	<u>เจ้าของภาษาอยากพูดได้เข้าใจในประโยคต่างๆ พุดง่ายๆอยากเป็น</u>	4
	<u>เหมือนเจ้าของภาษาเลยคะ</u>	5
	<u>I would like to communicate like a native and acquire native-like</u>	6
	<u>pronunciation. I also would like to understand sentences or in other</u>	7
	<u>words I would be like a native.</u>	8

To summarize, the findings from the questionnaire and the interview were not consistent because most participants in the interview who were found to conduct verbatim plagiarism at high to very high levels did not have performance-approach goal orientation as in the survey.

Research Question 5: Which factor can best predict verbatim plagiarism in English academic writing of Thai undergraduate students?

To identify the best predicting factors for verbatim plagiarism, multiple regression analysis was conducted. In addition, the stepwise method was applied to investigate the minimal possible sets of predicting factors contributing to statistical significance in the model. The investigated factors included perception on plagiarism, English proficiency, three types of attitudes toward plagiarism: positive attitudes, negative attitudes, and subjective-norm attitudes, and three types of goal orientation:

performance-approach goal orientation, performance-avoidance goal orientation, and learning goal orientation.

At first, all factors were analyzed by using the enter method of regression analysis (see Appendix Q). As shown in Table 4.6. The model summary indicated that all investigated factors accounting for 26.7% of the variance of verbatim plagiarism which is statistically significant at the 95% confidence level, ($R^2 = .267$ $p < .01$).

The regression equation for all factors to predict verbatim plagiarism was as follows:

$$\begin{aligned} \text{Predicted Verbatim Plagiarism} = & 95.79 - (15.78 \times \text{English Proficiency}) - \\ & (2.16 \times \text{perception on plagiarism} + (4.64 \\ & \times \text{positive attitudes toward plagiarism}) - \\ & (7.46 \times \text{negative attitudes toward} \\ & \text{plagiarism}) - (2.27 \times \text{subjective} \\ & \text{norms toward plagiarism}) + (2.52 \times \\ & \text{performance-approach goal orientation}) \\ & - (2.05 \times \text{performance-avoidance goal} \\ & \text{orientation}) + (2.43 \times \text{learning goal} \\ & \text{orientation}) \end{aligned}$$

From the equation above, if all factors are “zero”, the predicted verbatim plagiarism will be 95.79. The equation can be interpreted that if a person has lower English proficiency, perception on plagiarism, negative attitudes toward plagiarism, subjective norms toward plagiarism, and performance-avoidance goal orientation, the predicted verbatim plagiarism will be higher than those who have higher levels of these factors. Also, if a person has higher levels of positive attitudes toward plagiarism,

performance-approach goal orientation, and learning goal orientation, the person will have higher verbatim plagiarism.

Table 4.6

The Predicting Factors for Verbatim Plagiarism of Thai Undergraduate Students (N = 103)

Factor	Verbatim Plagiarism			
	B	SE b	β	95% CI
Constant	95.79	38.159		[20.03, 171.56]
English Proficiency	-15.78	4.23	-.34	[-24.28, -7.27]
Perception on Plagiarism	-2.16	1.23	-.18	[-4.60, 0.28]
Positive attitudes toward plagiarism	4.64	7.79	.10	[-10.82, 20.10]
Negative attitudes toward plagiarism	-7.46	4.36	-.16	[-16.11, 1.19]
Subjective norms	2.27	7.09	.05	[-11.81, 16.36]
Performance-approach	2.52	3.54	.08	[-4.50, 9.54]
Performance-avoidance	-2.05	5.22	-.04	[-12.42, 8.31]
R^2			.27	
F			4.28	
ΔR^2			.27	
ΔF			4.28	

* $p < .05$ ** $p < .01$

Table 4.7 revealed the predicting factors including perception on plagiarism, English proficiency, three types of attitudes toward plagiarism: positive, negative, and subjective-norm, and three types of goal orientation: performance-approach, performance-avoidance, and learning were analyzed by using the stepwise multiple regression to investigate the best predicting factors for plagiarism. The stepwise multiple regression results yielded two models predicting factors for verbatim plagiarism (see Appendix R). As shown in Table 4.7, Model 2 was better than Model 1 because the selected factors could explain verbatim plagiarism for 22% which was more than Model 1 which yields 15% of the variance.

Based on Model 1, the best predicting factor for plagiarism was English proficiency only. The model indicated that English proficiency accounting for 15% of the variance of verbatim plagiarism which was statistically significant at the 95% confidence level, ($R^2=.15$). Therefore, the regression equation to predict verbatim plagiarism was:

$$\text{Predicted Verbatim Plagiarism} = 92.29 - 18.40 \times \text{English Proficiency}$$

Using this equation, if a person's English proficiency is "zero", the predicted verbatim plagiarism will be 92.29. This prediction was consistent with the results from the Pearson correlation coefficient analysis reported in Table 4.3 which showed negative relationship between verbatim plagiarism and English proficiency. This model also shows that a person who has low English proficiency will be more likely to conduct verbatim plagiarism in a paper than a person who has higher English proficiency.

Table 4.7

*The Best Predicting Factors for Verbatim Plagiarism of Thai Undergraduate Students
(N = 103)*

Factor	Verbatim Plagiarism							
	Model 1				Model 2			
	B	SE b	β	95% CI	B	SE b	β	95% CI
Constant	92.29**	14.65		[63.24, 121.35]	108.10**	15.25		[77.85, 138.35]
English Proficiency	-	4.30	-	[-26.94, -9.86]	-16.70**	4.21	-	[-25.04, -8.35]
Perception on Plagiarism					-3.05**	1.08	-	[-5.20, -0.90]
R^2		.15				.22		
F		18.28				13.72		
ΔR^2		.15				.06		
ΔF		18.28				7.91		

* $p < .05$ ** $p < .01$

For Model 2, the best predicting factors for verbatim plagiarism were English proficiency and perception on plagiarism. This model showed that both predicting factors accounting for 22% of the variance of verbatim plagiarism which was

statistically significant at the 95% confidence level, ($R^2=.22$, $p < .01$). The regression equation to predict verbatim plagiarism was:

$$\text{Predicted Verbatim Plagiarism} = 108.101 - (16.696 \times \text{English proficiency} - (3.048 \times \text{perception on plagiarism}))$$

As shown in the equation from Model 2, the intercept 108.101 will be the predicted percentages of verbatim plagiarism if English proficiency and perception on plagiarism are both “zero”. As discussed in Research Question 1 and Research Question 2, verbatim plagiarism and English proficiency were found to have negative relationship. Holding perception on plagiarism fixed, a point on English proficiency is associated with -16.696 of a point on verbatim plagiarism. In other words, the equation suggest that if two participants have the same score of perception on plagiarism but the English proficiency of the first participant is lower than that of the other participant, then it can be predicted that the first participant will conduct verbatim plagiarism in his or her paper more than the second participant. In addition, while holding English proficiency fixed, a change in the score of the perception on plagiarism will affect verbatim plagiarism in a negative way.

In conclusion, comparing between Model 1 and Model 2, Model 2 can predict verbatim plagiarism better than Model 1 due to the greater R^2 value. Thus, the best predicting factors for verbatim plagiarism are English proficiency and perception on plagiarism.

The findings from the interview about perception on plagiarism supported the findings from the survey that the participants who conducted high rates of verbatim plagiarism were found to have low perception on plagiarism. However, the findings of

English proficiency of the participants conducting verbatim plagiarism at high rates in the interview did not support the findings from the regression analysis. Not all participants in the interview had low English proficiency. These participants got various English grades ranging from moderate to very good levels. Therefore, the findings from the interview were partly consistent with the predicting model from the regression analysis.

Conclusion

This chapter reported findings from the survey and interview. The findings from the survey revealed that perception on plagiarism and English proficiency had the negative relationships with verbatim plagiarism. Positive attitudes toward plagiarism, subjective norms toward plagiarism and performance-approach goal orientation had the positive relationships with verbatim plagiarism. However, the findings from the interview were consistent with the findings from the survey for some variables. The consistent findings were found that the participants conducting high rates of verbatim plagiarism had low level of perception on plagiarism and high level of subjective norms toward plagiarism. The inconsistent findings from the interview and the survey were that no relationships of English proficiency, positive attitudes toward plagiarism, and performance-approach goal orientation were found.



CHAPTER V

DISCUSSIONS AND SUGGESTIONS

This chapter aims to present the summary of the study, findings, and discussion in relation to previous studies. Then, the limitations of the study and suggestions for the improvement of further study are proposed.

Summary of the Study

A survey study with quantitative and qualitative data were used in the present study which aimed to investigate the relationship between the perception on plagiarism, English proficiency, three types of attitudes toward plagiarism, and three types of goal orientation and verbatim plagiarism. In addition, the present study aimed to investigate the best predicting factors for verbatim plagiarism. Thus, the research objectives were as follows:

1. To investigate the relationship between perception on plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students
2. To investigate the relationship between English proficiency and verbatim plagiarism in English academic writing of Thai undergraduate students
3. To investigate the relationship between types of attitudes towards plagiarism and verbatim plagiarism in English academic writing of Thai undergraduate students
4. To investigate the relationship between types of goal orientation and verbatim plagiarism in English academic writing of Thai undergraduate students

5. To examine the best predicting factors for verbatim plagiarism in English academic writing of Thai undergraduate students

The hypotheses of the study were proposed as follows:

1. Perception on plagiarism has a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.
2. English proficiency has a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.
3. Positive attitudes toward plagiarism and subjective norms towards plagiarism have a positive relationship with verbatim plagiarism whereas negative attitudes toward verbatim plagiarism have a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.
4. Performance-approach goal orientation and performance-avoidance goal orientation have a positive relationship with verbatim plagiarism whereas learning goal orientation has a negative relationship with verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.
5. Positive attitudes towards plagiarism and English proficiency are the best predicting factors for verbatim plagiarism in English academic writing of Thai undergraduate students at the significant level of .05.

To assess the investigated factors, answer the research questions and test the statistical hypotheses, the survey part and the interview part were included in this present study. The population of this study was Thai undergraduate students majoring in English from the faculty of Education in Thailand. Then, five universities were selected by using purposive random sampling technique by choosing the university that had an English course requiring students to write an essay. Totally, five English courses were selected. The participants were asked to take part in the study and were assured that their information were anonymous. The survey part was conducted to collect the participants' verbatim plagiarism from the essay writing task which had ten reading materials for the participants to read to generate their ideas for writing. Then, the questionnaire adapted from Song-Turner (2008), Mavrinac et al. (2010), and Elliot and Church (1997) was used to assess the participants' perception on plagiarism, types of attitudes toward plagiarism, and types of goal orientation. English proficiency was assessed from the participants' grade of the required English course at the first year of their university. For the analysis of the data from the survey, verbatim plagiarism were analyzed by counting the exact same words found in the essay writing and calculating in a percentage by using the formula from Pecorari (2003) as follows:

$$\frac{\text{Number of words of a student's text that is similar to the source text}}{\text{Number of words in a student's text}} \times 100 = \text{a percentage of plagiarism}$$

The data collected from the questionnaire were analyzed by using SPSS to find the descriptive statistical results, the relationships of the investigated factors, and regression analysis.

After the survey, ten participants whose verbatim plagiarism was at a high and very level of plagiarism (50% to 100%) according to Turnitin (2012) were asked to participate in the interview for supplementary data. Content analysis was used to analyze the interview data.

Overall Findings and Discussions

The overall findings and discussions were presented as follows.

Negative Relationship between Perception on Plagiarism and Verbatim Plagiarism

Perception on plagiarism had a weak negative relationship with verbatim plagiarism; therefore, Hypothesis 1 is accepted. The findings imply that a person with low understanding of the concept of plagiarism tends to conduct plagiarism. In addition, the findings from the interview support the findings from the survey. The interview participants who conducted high rates of verbatim plagiarism showed limited understanding about plagiarism. The findings found in the present study are consistent with the previous studies such as Pecorari (2003), Handa and Power (2005), Charoensook (2005), Gu and Brook (2008), Song-Turner (2008) and Pittam et al. (2009).

The explanations why people who do not understand well about the concept of plagiarism are likely to conduct verbatim plagiarism may be because they might conduct plagiarism without an awareness. By having little understanding about plagiarism, people may plagiarize in their papers without knowing that what they are doing is considered plagiarism. This shows that knowledge of how to avoid plagiarism is necessary for academic writing; therefore, educating students about

plagiarism and how to use other people's ideas in their work should be covered in English writing classes.

Negative Relationship between English Proficiency and Verbatim Plagiarism

English proficiency was found to have a weak negative relationship with verbatim plagiarism. Thus, the findings of this study accept Hypothesis 2. The findings revealed that a person whose English proficiency was at low level conducted plagiarism more than a person whose English proficiency was at high level. This present study found similar results as in the previous studies from Pecorari (2003), Song-Turner (2008), and Pittam et al. (2009).

The possible explanation why students who have low English proficiency may conduct verbatim plagiarism may be because they do not have enough abilities to write and present their ideas in English (Pecorari, 2003; Song-Turner, 2008; Pittam et al., 2009). First of all, the students who have limited English proficiency may not be able to paraphrase sentences effectively. They may not be able to think of choices of words to represent the ideas in the source texts or they may not be able to change sentence structures. In addition, to present their ideas after comprehending the source texts requires a certain level of English proficiency. If students have low English proficiency, the temptation to copy texts from the original sources may be high. The students with low English proficiency may rely on what they have read and copy words and sentence structures from the instead of constructing new texts on their own. Thus, in English writing classes, the instructors should not assume that the students enrolled in English writing classes are able to write academic papers without a risk of plagiarism. English writing courses should teach writing skills to avoid plagiarism such as summarizing and paraphrasing skills and the instructors should assign writing

tasks that students get to practice these skills regularly in order to increase students' abilities in English writing.

Positive Relationships between Positive Attitudes toward Plagiarism and Subjective Norms toward Plagiarism and Verbatim Plagiarism

Positive attitudes toward plagiarism and subjective norms toward plagiarism had positive relationships with verbatim plagiarism whereas negative attitudes toward plagiarism had no relationship with verbatim plagiarism. Therefore, Hypothesis 3 is accepted. The findings imply that a person who views plagiarism positively and perceives that other people in the society think that plagiarism is acceptable is likely to conduct verbatim plagiarism. The findings that positive attitudes toward plagiarism positively correlated with plagiarism are consistent with the previous findings from Marsden et al. (2005), Smith, Ghazali and Minhad (2007), Koul et al. (2009), and Mavrincac et al. (2010). Similarly, the findings that subjective norms toward plagiarism had a positive relationship with verbatim plagiarism are consistent with the previous study from Mavrincac et al. (2010).

However, the data from the interview supported the findings from the survey only partly. The survey findings about the relationship between subjective norms toward plagiarism and verbatim plagiarism were supported by the interview but the relationship between positive attitudes toward plagiarism and verbatim plagiarism were not supported. The findings from the interview showed that the participants in the interview who were found to conduct verbatim plagiarism at high levels showed both positive attitudes toward plagiarism and negative attitudes toward plagiarism.

The reason why the findings from the survey and the interview were not consistent may be because plagiarism is a sensitive issue, so the responses from the

participants could be bias. According to Zinniel (2010), in an interview, participants might want to please the interviewer or they might not want to show a negative side of their behaviors. Considering that the participants showed a certain level of understanding that plagiarism is an unacceptable behavior, so they might not want to reveal their positive attitudes toward plagiarism in the interview.

English instructors should enhance Thai students' awareness of the negative consequences of plagiarism behaviors. The students should understand that plagiarism is not an acceptable behavior in academic contexts. In English writing classes, the instructors can present the situations in relation to plagiarism and discuss the consequences of plagiarism and the solutions or suggestions for the given situations. By doing this, students might gradually be aware of how serious plagiarism is and finally lead to having less positive attitudes toward plagiarism which could reduce plagiarism behaviors in academic contexts.

Positive Relationship between Performance-Approach Goal Orientation and Verbatim Plagiarism

The survey showed that performance-approach goal orientation had a positive relationship with verbatim plagiarism whereas performance-avoidance goal orientation and learning goal orientation had no relationship with verbatim plagiarism. Therefore, Hypothesis 4 is partly accepted. Therefore, the findings of the present study were partly consistent with the previous studies conducted by Koul et al. (2009) and Songsriwittaya et al. (2010) which found that both performance-approach goal orientation and performance-avoidance goal orientation had positive relationships with plagiarism.

Interestingly, the findings from the interview did not support the findings from the survey. According to the interview, the participants conducting verbatim plagiarism at high to very high levels reported that they had performance-avoidance goal orientation and learning goal orientation more than performance-approach goal orientation. These interview findings are consistent with Koul et al. (2009) and Songsriwittaya et al. (2010). The students in their studies who tended to conduct plagiarism had high levels of performance-approach goal orientation and performance-avoidance goal orientation whereas learning goal orientation was at low level.

Considering both the survey and interview findings, both performance-approach goal orientation and performance-avoidance goal orientation may influence plagiarizing behaviors, so writing instructors should help students to focus on learning for their improvement rather than focusing on academic results. By having high learning goal orientation, copying or stealing other people's work might not be tempted because people who like to learn for self improvement would tend to create new things not just passing off other people's ideas as their own.

The Best Predicting Factors for Verbatim Plagiarism in Thai Contexts

English proficiency and perception on plagiarism were found to be the best predictors of verbatim plagiarism in this study. Therefore, Hypothesis 5 is partly accepted. Instead of having positive attitudes toward plagiarism as the best predicting factor, perception on plagiarism is found to be the strong predictor for verbatim plagiarism. The findings of this study imply that a person whose English proficiency is low and does not understand the concept of plagiarism is likely to conduct verbatim plagiarism. The present findings of the present study are consistent with the previous

findings in relation to perception on plagiarism including the studies from Song-Turner (2008) and Pittam et al. (2009) and English proficiency from Song-Turner (2008). However, in this study, the findings are not consistent with Bennett's study (2005) which found that positive attitudes toward plagiarism are the predicting factor for plagiarism.

As suggested earlier, to prevent verbatim plagiarism, English writing instructors should try to enhance students' perception about plagiarism and English proficiency.

Conclusion

In summary, the current findings revealed that verbatim plagiarism had a negative relationship with English proficiency and perception on plagiarism. In addition, positive relationship between the investigated factors and verbatim plagiarism was found with positive attitudes toward plagiarism and performance-avoidance goal orientation. For the best predicting factors for verbatim plagiarism, the present study revealed that English proficiency and perception on plagiarism were the influential factors for plagiarism and these two factors accounted for 22% of the variance. Therefore, to promote NNES students to write English academic papers, English instructors should have students practice writing in English academically along with teaching plagiarism concepts and how to avoid plagiarism. In addition, English instructors should also develop negative attitudes toward plagiarism in order to raise students' awareness of the consequences of plagiarism in academic contexts. Lastly, students should be motivated to set their goal for learning in order to improve themselves more than focus on comparing with other people. By concerning all these

aspects, English instructors will be able to reduce verbatim plagiarism in students' papers effectively.

Limitations of the Study

The limitations that may affect the findings of this present study were as the followings.

First, the data taken from a number of participants were excluded for the analysis of this study because they lacked writing skills in English. Thus, the essay papers of these participants could not be used to find verbatim plagiarism.

Second, English courses that contain English writing tasks were not available in the same semester so the number of the classes participated in this study was not high.

Third, in Thai academic contexts, people just give an attention to plagiarism issues so plagiarism concepts could be considered new to a lot of students. Thus, students may not understand plagiarism well enough so the collected data from the participants might not represent what they thought exactly.

Pedagogical Implications

The findings of this present study provide pedagogical implications for English instructors as the followings.

First of all, English instructors should educate students about plagiarism and how to avoid plagiarism along with improving students' English proficiency. Since the present findings indicated that Thai students were not familiar with the concept of plagiarism, English writing classes should include teaching about plagiarism in details to make students understand this concept thoroughly. Also, to teach how to avoid

plagiarism, English instructors should have students practice writing skills in English including summarizing and paraphrasing. In addition, students should also learn how to cite sources in order to use sources to support their ideas appropriately.

Second, in English classes, English instructors should raise students' awareness of the consequences of plagiarism in order to foster students' negative attitudes toward plagiarism which will lead to less plagiarism behaviors.

Third, English instructors should have students focus on their learning and self improvement more than too much the learning outcomes or competition.

Suggestions for Further Study

The suggestions for further study are as follows:

First of all, the further study should develop an instructional design on how to enhance students' plagiarism concept and English proficiency because these two factors were found to be the best predicting factors for plagiarism.

Second, the further study could focus on comparing the relationships of the factors predicting verbatim plagiarism between the participants who conduct verbatim plagiarism at high levels and those who conduct verbatim plagiarism at low levels in order to investigate whether there are any differences between these two groups or not.

Third, comparing the participants between English major and non-English majors could be conducted to investigate the differences of levels of verbatim plagiarism and relationships between the factors predicting verbatim plagiarism and verbatim plagiarism of these two types of majors.

Finally, the further study could also analyze the other types of plagiarism such as inappropriate paraphrasing with or without citation by using linguistic analysis in order to recheck whether students understand that only copying the exact same words is considered plagiarism.

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APPENDICES

Appendix A

Faculty of Education of Public Universities in Thailand

No.	Public University List
1	Chulalongkorn University
2	King Mongkut's University of Technology Thonburi*
3	King Mongkut's University of Technology North Bangkok*
4	King Mongkut's Institute of Technology Ladkrabang*
5	Kasetsart University
6	Thammasart University
7	Ramkhamhaeng University
8	Srinakharinwirot University
9	Silpakorn University
10	Pathumwan Institute of Technology*
11	Chandrakasem Rajabhat University
12	Dhonburi Rajabhat University
13	Bansomdejchaopraya Rajabhat University
14	Phranakhon Rajabhat University
15	Suan Dusit Rajabhat University
16	Suan Sunandha Rajabhat University
17	Rajamangala University of Technology Krungthep
18	Rajamangala University of Technology Phra Nakhon

Note: *the specialized university

Appendix B

Consent Form

You are being asked to participate in a research study being conducted at this university. The purpose of this study is to obtain information from undergraduate students about English proficiency, perceptions on plagiarism, attitudes toward plagiarism, and goal orientation toward English learning. Obtaining such information can help us gain a better understanding of what factors predicting factors affecting plagiarism in English academic writing.

Your participation will consist of writing an argumentative essay, completing a survey, and an interview. First, the essay is a part of writing tasks in your English class which will be completed in class. Second, the survey consists of 3 parts. In the first part, you will be asked for your background information. In the second part, you will be asked for your perceptions on plagiarism. In the third part, you will be asked for your opinions regarding attitudes toward plagiarism English academic writing and goal orientation in English learning. After the survey, some of you may be asked to participate in the interview study for approximately 30 minutes.

Your participation in this study is completely voluntary. There are no penalties for refusing to participate. No course privileges will be denied if you decline to participate. Also, if you agree to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. However, I would like to

ask for consistent participation throughout the study. It is important to have your responses in all survey items for the completeness of data.

Your answers and records will be kept strictly confidential. Please respond to all the surveys completely. Your names are asked only for the purpose of paring the data from the essay task, the survey, and the interview but they will not be identified in any record. Instead, you will be assigned a numeral code to be used for recording purposes.

If you have any questions about this study, please let me know. Please sign below if you are willing to participate in the study.

I have read the descriptions above and agree to participate in this study.

Participant

Date

Appendix C

Consent Form (Thai Version)

หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัย

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วไม่เข้าใจ โปรดสอบถามผู้วิจัย หรือผู้แทนให้ช่วยอธิบาย จนกว่า จะเข้าใจดี เพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

ข้าพเจ้านางสาวรัชฎา ภูขงค์เจริญ เป็นนิสิตปริญญาโทบัณฑิต สาขาวิชาการสอน ภาษาอังกฤษเป็นภาษาต่างประเทศ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ได้ทำโครงการวิจัย เรื่อง “การตรวจสอบตัวแปรทำนายพฤติกรรมการ โจรกรรมทางวรรณกรรมแบบจดคำต่อคำในงาน เขียนเชิงวิชาการภาษาอังกฤษในบริบทไทย” โดยโครงการวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาตัวแปร ทำนายพฤติกรรมที่ไม่เหมาะสมในการเขียนภาษาอังกฤษเชิงวิชาการของนิสิตนักศึกษาระดับปริญญาตรี โท มหาวิทยาลัยของรัฐ อันประกอบด้วยความรู้ความสามารถทางภาษาอังกฤษ ความรู้ความเข้าใจ เกี่ยวกับพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน ทศนคติต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการ เขียน และการตั้งเป้าหมายในการเรียนวิชาภาษาอังกฤษ ซึ่งจะมีประโยชน์ที่คาดว่าจะได้รับ คือ การ สร้างความรู้ความเข้าใจในตัวแปรทำนายที่ส่งผลพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียนเชิง วิชาการภาษาอังกฤษเพื่อเป็นข้อมูลให้สถาบันอุดมศึกษาและนักวิชาการและเป็นแนวทางในการลด หรือป้องกันพฤติกรรมดังกล่าวต่อไป

การเข้าร่วมการวิจัยจะมีขั้นตอน ดังต่อไปนี้ คือ

1) การเขียนเรียงความเป็นภาษาอังกฤษ โดยงานเขียนนี้เป็นส่วนหนึ่งของงานที่ได้รับ มอบหมายในชั้นเรียนของท่าน โดยใช้เวลาในการเขียนประมาณ 3 ชั่วโมง ทางผู้วิจัยจะนำงานของ ท่านมาวิเคราะห์ลักษณะการใช้แหล่งข้อมูลในงานเขียน

2) การสำรวจด้วยแบบสอบถาม ใช้เวลาประมาณ 40 นาที ซึ่งประกอบด้วย 3 ส่วน ดังนี้

2.1) ข้อมูลของผู้เข้าร่วมวิจัย

2.2) ความรู้ความเข้าใจเรื่องพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน และ

2.3) ทักษะคิดต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียนและการตั้งเป้าหมายในการเรียนวิชาภาษาอังกฤษ และ

3) การสัมภาษณ์ที่เกี่ยวข้องกับพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน โดยท่านอาจได้รับเลือกให้เข้ารับการสัมภาษณ์ โดยทางผู้วิจัยจะติดต่อในภายหลัง และใช้เวลาประมาณ 30 นาที ผู้วิจัยมีความจำเป็นต้องใช้เครื่อง mp3 ในการอัดเสียงระหว่างการสัมภาษณ์เพื่อใช้ในการถอดเทปและการวิเคราะห์ข้อมูลต่อไป

การเข้าร่วมการวิจัยในครั้งนี้เป็นไปตามความสมัครใจของท่าน หากท่านปฏิเสธที่จะเข้าร่วมการวิจัย จะไม่มีการลงโทษใดๆและจะไม่มีผลกระทบต่อผลประโยชน์ที่ท่านสมควรจะได้รับในรายวิชาที่ผู้วิจัยเข้าไปเก็บข้อมูล รวมทั้งผู้เข้าร่วมการวิจัยมีสิทธิ์ถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมการวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้จะไม่มีผลกระทบต่อท่านทั้งสิ้น แต่อย่างไรก็ตาม ผู้วิจัยประสงค์ที่จะให้ท่านเข้าร่วมการวิจัยอย่างต่อเนื่องและตอบคำถามทุกข้อในแบบสอบถามเพื่อให้ได้ข้อมูลที่สมบูรณ์ที่สุด ข้อมูลที่ได้จากงานเขียนเรียงความ การตอบแบบสอบถาม และการอัดเสียงระหว่างการสัมภาษณ์ด้วยเครื่อง mp3 ข้อมูลของผู้เข้าร่วมการวิจัยอาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ เช่น ผู้เชี่ยวชาญ หรือ ผู้ช่วยวิจัย เป็นต้น ชื่อของท่านที่ระบุไว้นั้นมีวัตถุประสงค์เพื่อการสำรวจและการวิเคราะห์ข้อมูลให้ตรงกับข้อมูลของท่าน แต่จะไม่นำมาเปิดเผยเป็นรายบุคคล และจะใช้นามแฝง หากต้องใช้ข้อมูลของท่านในการนำเสนอผลการวิจัย

หากท่านมีข้อสงสัยเกี่ยวกับการวิจัย ท่านสามารถสอบถามผู้วิจัยโดยตรงได้ทางหมายเลขโทรศัพท์ 085-056-2551 หรือ ทางอีเมล phuchada@gmail.com

การวิจัยนี้ได้รับการพิจารณารับรองจาก คณะกรรมการบริหารหลักสูตรครุศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน จุฬาลงกรณ์มหาวิทยาลัย ซึ่งมีสำนักงานอยู่ที่ อาคาร 4 ชั้น 3 คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เลขที่ 254 ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน กรุงเทพมหานคร 10330 หมายเลขโทรศัพท์ 0-2218-2638 หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ท่านสามารถติดต่อกับประธานคณะกรรมการฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น

ข้าพเจ้าได้อ่านรายละเอียดในเอกสารนี้ครบถ้วนแล้วและยินยอมเข้าร่วมโครงการวิจัย

ลงชื่อ.....ผู้เข้าร่วมวิจัย
(.....)

วันที่.....

Appendix D

Essay Writing Task



Robot Teachers

Have you ever heard about robot teachers?

What do you think they can do in English classes?

When you think about a classroom, you would imagine a picture of students learning with a teacher. But, have you ever thought about having a robot as a teacher? Engkey is a robot teaching English in Masan, South Korea (Palk, 2010). Engkey teaches English with various types of activities including conversation practices and sentence buildings (Kim, 2011)

Kim explained that robot teachers are able to work in two ways: preprogramming or telepresence. By preprogramming, the robots are controlled by various technologies that support them to work on their own. Kim noted that robot teachers are programmed with not only English activities (i.e. conversation practice, vocabulary and sentence building, songs, and puzzles) but also with more advanced technology such as 'human-robot interaction'. This technology helps robots interact with students like human teachers. Another way of how robots work is telepresence. In this way, robots are controlled remotely by human teachers who can live far away from South Korea as in the Philippines or Australia (Palk, 2010; Young, 2010; Kim, 2011). The English human teacher can monitor students in the class via a screen and interact with them by using a microphone and a speaker embedded in the robot. The telepresence-type robot teacher can do things in the exact same way as what the human teacher does from afar including moving and showing facial expressions (Young, 2010; Kim, 2011).

Having robot teachers in class is not a dream. Robot teachers have been developed and upgraded to become more autonomous like a human (Kim, 2011). With up-to-date data and accurate pronunciation, robot teachers are aimed to replace native teachers in South Korea in the near future (Tokyotek, 2010).

References

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- Palk, S. (2010). *Robot Teachers Invade South Korean Classrooms*. CNN. Retrieved April 22, 2011, from http://articles.cnn.com/2010-10-22/tech/south.korea.robot.teachers_1_robot-english-teachers?_s=PM:TECH
- Tokyotek. (2011). *Robot to Replace Robot Teachers*. Retrieved April 22, 2011 from <http://tokyotek.com/robots-to-replace-native-english-teachers/>
- Young, J. R. (2010). *Robot Teachers Are the Latest E-Learning Tool*. Retrieved 5 May, 2011, from <http://chronicle.com/article/Robot-Teachers-Are-the-Latest/125102/>

Do you think robot teachers can replace English teachers in classroom?

The following materials provide different points of views about the use of robot teachers in English classrooms. Read the materials and **write an essay to express your opinions whether you “agree” or “disagree” that robots could replace English teachers in the classroom.**

Your essay should be at least one-page long and supported by the ideas from the given materials. Don't forget to give credits to the author(s) of the material(s) you use the ideas from. You will have two hours to write this essay.

Reading material 1

A robot would play the perfect part to take over the repetitive teaching task. Moreover the data would always be up-to-date and as for foreign languages, no native speakers are required.

Source: Reiter, A. (2011). *Robot Teacher*. Retrieved August 27th, 2010, from http://www.scienceofthetime.com/blog/read/robot_teacher/

Reading material 2

A robot cannot be that kind of inspirational role model. The robot has no intelligence. It has no ability to learn. It has no identity. It is just a tool.

Source: Kageyama, Y. (2009). *Students, Meet Your New Teacher, Mr. Robot*. Retrieved March 11th, 2010, from http://www.msnbc.msn.com/id/29634158/ns/technology_and_science-innovation/t/robot-teacher-smiles-scolds-classroom/

Reading material 3

South Korea has a shortage of native-speaking English teachers so the robots are meant to be an improvement on local teachers with poor English skills. We need some alternatives; otherwise, we cannot meet the demand in the market for English.

Rather than bring in teachers from other countries, the system will allow schools to outsource the teaching to the Philippines, where fluent English teachers are prevalent.

Another benefit is that the robots don't break the law or have moral problems. The country has seen several cases in recent years of foreign teachers and professors of English allegedly molesting children, which was listed as a reason to invest in the robots.

Source: Young, J. R. (2010). *Robot Teachers Are the Latest E-Learning Tool*. Retrieved May 5th, 2011, from <http://chronicle.com/article/Robot-Teachers-Are-the-Latest/125102/>

Reading material 4

Learning from a robot deprives students of the main reason for studying a foreign language, human interaction.

Communication is between humans, so they need practicing with native speakers, human teachers. Even though they practice English a lot with the robots, when they meet human native speakers, they will be very nervous, because they haven't conversed with real speakers.

Source: Strothe, J. (2011). *South Korean Students Learn English from Robot Teachers*. Retrieved July 20th, 2011, from <http://www.voanews.com/english/news/asia/South-Korean-Students-Learn-English-from-Robot-Teacher-117640783.html>

Reading material 5

Robots would have a uniform way of teaching. Children don't all learn in the same way, you can't have a uniform way of teaching (Potter, 2010 as cited in Breen, 2010).

Source: Breen, J. R. (2010). *Robot English Teachers Might Face Trouble in Practice*. Retrieved July 20th, 2011, from http://www.koreatimes.co.kr/www/news/special/2010/02/177_60160.html

Reading material 6

The robots will be able to provide customized education suited to personal abilities and interests, which is difficult in today's schools where dozens of students pack a class.

The machines are predicted to reduce the discrimination suffered by the underprivileged, who currently cannot experience quality education services. In rural areas or remote islands, few English-speaking teachers are ready to work there. But when the English-speaking robots come to town, students will be able to benefit.

Source: Kim, T. G. (2010). *Robots to Replace Native English Teachers*. Retrieved July 20th, 2011, from http://www.koreatimes.co.kr/www/news/biz/2010/01/123_59809.html

Reading material 7

Learning English is all about repetition and that makes a robot an ideal teacher. There's another reason to choose robots over foreign teachers. They're cheaper. It costs around \$40 thousand a year to support a foreign English teacher in Korea; it's about half the price to build an Engkey and contract with a teacher in the Philippines.

Source: Strother, J. (2011). *In South Korea, Robots Are Teaching Children English*. Retrieved July 20th, 2011, from <http://www.pri.org/science/technology/learning-from-robots-in-schools.html>

Reading material 8

The robot can help students practice only scripted conversations and is at a loss if a student veers off script.

Source: Choe, S. H. (2010). *Teaching Machine Sticks to Script in South Korea*.

Retrieved July 20th, 2011, from http://www.nytimes.com/2010/07/11/science/11robotside.html?_r=1

Reading material 9

The robots are not humans and they do not acquire life skills or moral values that can be taught to the students. Even if they have the technology to teach students these moral values and life skills, they do not have any personal experiences to share with the students. Teachers are supposedly students' role models, in other words, students are actually looking up to robots as their role models who actually don't apply these life skills and moral values to their lives.

Teachers must be able to understand students' needs so that the students will not feel lost, be in their school work or personal life where they face problems. Teachers should not only care for the physical safety and social and emotional needs of their students, but also play their part in moulding characters.

Another problem about these robots is that they do not get angry and is unable to place discipline on the students. Students may not regard their teachers as "adults" but just robots that are in school to teach them.

Source: Tay, E. (2010). *Robots to Replace Human Teachers?* Retrieved July 26th, 2010, from http://ourcurrentaffairs.blogspot.com/2010/06/robots-to-replace-human-teachers_08.html

Reading material 10

The kids seemed to love it since the robot looks cute and interesting. But some adults have also expressed interest, saying they may feel less nervous talking to robots than a real person.

Source: Kenealy, K. (2011). *Music, Books, and Psycho Space Robots*. Retrieved August 15th, 2011, from <http://www.primaryignition.com/2011/01/21/music-books-and-psycho-space-robots-robo-teachers-could-destroy-education/>

Appendix E

English-Version Questionnaire

This is a questionnaire to collect students' background information and behaviors that contribute to plagiarism. This is an anonymous survey so please don't write your name on the questionnaire. Please write your information and tick (✓) a box that describes you the most.

Part I: Background Information

Age: _____ years old Gender male female

Major: _____

Identify English course(s) that you have taken, grade(s), and when you have taken the course(s)

1. Course Title _____

Required Course Elective Course Other _____ Year 1 2 3 4
Grade: A B+ B C+ C D+ D F

2. Course Title _____

Required Course Elective Course Other _____ Year 1 2 3 4
Grade: A B+ B C+ C D+ D F

3. Course Title _____

Required Course Elective Course Other _____ Year 1 2 3 4
Grade: A B+ B C+ C D+ D F

4. Course Title _____

Required Course Elective Course Other _____ Year 1 2 3 4
Grade: A B+ B C+ C D+ D F

Part II

Section 1: Perception on Plagiarism Test

Direction: Please read the items and mark ✓ in the box whether you think the statements are "plagiarism" or not.

Yes = The statement is plagiarism.

No = The statement is NOT plagiarism.

Items	Yes	No
1. Cutting and pasting material from various sources and included in the written report without referencing where it comes from.	<input type="checkbox"/>	<input type="checkbox"/>
2. Copying material with substantive length from the original source, without the use of quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>

Items	Yes	No
3. Rewriting or paraphrasing the material from any source without saying where the original material comes from.		
4. Material is copied almost word by words by deleting or adding one or few words, or reordering the sentence, or change the tense or numbers.		
5. Copying two or more simple sentences from the original source into a complex or combined sentence.		
6. Borrowing peer student's assignment for reference and copying a large section of his/her work, though there maybe some differences elsewhere.		
7. Borrowing a senior student's assignment for reference and imitating the senior student's structure and methods.		
8. Cutting and pasting material from various sources and included in the written report and at the reference section listing out the source of the information.		
9. Citing or referencing in the reference section any paper that you have not cited in your report.		
10. Citing or referencing a paper in the reference section that you have not read.		

Part III

Directions: This is an anonymous questionnaire so *DO NOT* place your name on this questionnaire. It is *not* a test with right and wrong answers. Please consider your honest opinions regarding the items and record your responses.

Statement items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Attitudes toward plagiarism					
1. Sometimes one cannot avoid using other people's words without citing the source, because there are only so many ways to describe something.					
2. It is justified to use previous descriptions of a method, because the method itself remains the same.					
3. Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).					
4. Plagiarized parts of a paper may be ignored if the paper is of great scientific value.					
5. Self-plagiarism should not be punishable in the same way as plagiarism is.					

Statement items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. Novice writers who are just learning the ropes should receive milder punishment for plagiarism.					
7. If one cannot write well in a foreign language (e.g., English), it is justified to copy parts of a similar paper already published in that language.					
8. I could not write an academic paper without plagiarizing.					
9. Short deadlines give me the right to plagiarize a bit.					
10. When I do not know what to write in English, I translate a part of a paper from my language.					
11. It is justified to use one's own previously published work without providing citation in order to complete the current work.					
12. If a colleague of mine allows me to copy from her/his paper, I'm NOT doing anything bad, because I have his/her permission.					
13. Plagiarists do not belong in the scientific community.					
14. The names of the authors who plagiarize should be disclosed to the academic community.					
15. In times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism.					
16. Plagiarizing is as bad as stealing an exam.					
17. Plagiarism impoverishes the investigative spirit.					
18. A plagiarized paper does no harm to anybody.					
19. Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offense.					
20. Authors say they do NOT plagiarize, when in fact they do.					
21. Those who say they have never plagiarized are lying.					

Statement items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
22. Sometimes I'm tempted to plagiarize, because everyone else is doing it (students, researchers, physicians).					
23. I keep plagiarizing because I haven't been caught yet.					
24. I work (study) in a plagiarism-free environment.					
25. Plagiarism is not a big deal.					
26. Sometimes I copy a sentence or two just to become inspired for further writing.					
27. I don't feel guilty for copying verbatim a sentence or two from my previous papers.					
28. Plagiarism is justified if I currently have more important obligations or tasks to do.					
29. Sometimes, it is necessary to plagiarize.					
Goal orientation					
30. It is important to me to do better than the other students.					
31. My goal in this class is to get a better grade than most of the students.					
32. I am striving to demonstrate my ability relative to others in this class.					
33. I am motivated by the thought of outperforming my peers in this class.					
34. It is important to me to do well compare to others in this class.					
35. I want to do well in this class to show my ability to my family, friends, advisors, or others.					
36. I often think to myself, 'What if I do badly in this class?'					
37. I worry about the possibility of getting a bad grade in this class.					
38. My fear of performing poorly in this class is often what motivates me.					
39. I just want to avoid doing poorly in this class.					
40. I'm afraid that if I ask my teacher a 'dumb' question, they might not think I'm very smart.					

Statement items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
41. My goal for this class is to avoid performing poorly.					
42. I want to learn as much as possible from this class					
43. It is important for me to understand the learning content as thoroughly as possible.					
44. I hope to have gained a broader and deeper knowledge when I am done with this class.					
45. I desire to completely master the material presented in this class.					
46. In a class like this, I prefer learning material that arouses my curiosity, even if it is difficult to learn.					
47. In a class like this, I prefer learning material that really challenges me so I can learn new things.					

Thank you for your participation

Appendix F

Thai-Versioned Questionnaire

แบบสอบถาม

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน คือ 1. ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม 2. ความรู้ความเข้าใจเรื่องพฤติกรรมที่ไม่เหมาะสมสำหรับงานเขียน และ 3. ทักษะคิดที่มีต่อพฤติกรรมที่ไม่เหมาะสมสำหรับงานเขียนและการตั้งเป้าหมายในการเรียน

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์เกี่ยวกับตัวแปรทำนายพฤติกรรมที่ไม่เหมาะสมสำหรับงานเขียนเชิงวิชาการภาษาอังกฤษ ระดับปริญญาบัณฑิต ในมหาวิทยาลัยของรัฐ กรุงเทพมหานคร โดยการทำงานวิจัยครั้งนี้เป็นส่วนหนึ่งในการศึกษาระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย โดยมีวัตถุประสงค์ในการวิจัยเพื่อตรวจสอบตัวแปรทำนายพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียนเชิงวิชาการภาษาอังกฤษสำหรับงานเขียนเชิงวิชาการภาษาอังกฤษ ทั้งนี้ข้อมูลของผู้ตอบแบบสอบถามจะถูกเก็บเป็นความลับและไม่มีการเผยแพร่ใดๆ

ส่วนที่ 1: ข้อมูลทั่วไป

ชื่อ นาย / นางสาว _____ นามสกุล _____

อายุ: _____ ปี เพศ ชาย หญิง ชั้นปีที่ 1 2 3 4

คณะ: _____ วิชาเอก: _____

โปรดระบุชื่อวิชาภาษาอังกฤษที่ท่านเคยเรียนและวิชาภาษาอังกฤษที่ท่านเรียนอยู่ในปัจจุบัน พร้อมทั้งระบุสถานภาพวิชา ชั้นปีที่เรียนวิชาดังกล่าว และเกรด

วิชาภาษาอังกฤษที่ท่านเคยเรียน

1. ชื่อวิชา _____ วิชาบังคับ วิชาเลือก

อื่นๆ ระบุ _____ เรียนในชั้นปีที่ 1 2 3 4

เกรด A B+ B C+ C D+ D F

2. ชื่อวิชา _____ วิชาบังคับ วิชาเลือก

อื่นๆ ระบุ _____ เรียนในชั้นปีที่ 1 2 3 4

เกรด A B+ B C+ C D+ D F

3. ชื่อวิชา _____ วิชาบังคับ วิชาเลือก

อื่นๆ ระบุ _____ เรียนในชั้นปีที่ 1 2 3 4

เกรด A B+ B C+ C D+ D F

4. ชื่อวิชา _____ วิชาบังคับ วิชาเลือก

อื่นๆ ระบุ _____ เรียนในชั้นปีที่ 1 2 3 4

เกรด A B+ B C+ C D+ D F

วิชาภาษาอังกฤษที่ท่านเรียนอยู่ในปัจจุบัน

1. ชื่อวิชา _____ วิชาบังคับ วิชาเลือก

อื่นๆ ระบุ _____ เรียนในชั้นปีที่ 1 2 3 4

ส่วนที่ 2 ความรู้ความเข้าใจเกี่ยวกับพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน

(Perception on Plagiarism)

คำชี้แจง: กรุณาอ่านข้อความในแต่ละข้อ และใส่เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน

ใช่ = ท่านคิดว่าข้อความดังกล่าวแสดงพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน

ไม่ใช่ = ข้อความดังกล่าวแสดงพฤติกรรมที่เหมาะสมสำหรับการเขียน

ข้อความ	ใช่	ไม่ใช่
1. การคัดลอกข้อมูลแบบตัดปะจากแหล่งข้อมูลหลายแหล่งเพื่อนำมาใช้ในรายงาน โดยไม่ได้อ้างอิงแหล่งที่มาของข้อมูลนั้น		
2. การคัดลอกข้อมูลอย่างยาวจากแหล่งข้อมูลต้นฉบับ โดยไม่มีเครื่องหมายอัญประกาศ(เครื่องหมายคำพูด)		
3. การนำข้อความจากแหล่งข้อมูลมาเขียนหรือเรียบเรียงใหม่โดยใช้ภาษาตนเอง โดยไม่ได้อ้างอิงแหล่งที่มาของข้อมูลต้นฉบับนั้น		

ข้อความ	ใช่	ไม่ใช่
4. การคัดลอกข้อความจากแหล่งข้อมูลเกือบจะเป็นแบบคำต่อคำโดยมีการตัดหรือเพิ่มคำบางคำ หรือ มีการเรียบเรียงประโยคใหม่ หรือเปลี่ยนกาล (tense) หรือพจน์ (numbers หมายถึง เอกพจน์ หรือ พหูพจน์) ให้ต่างไปจากต้นฉบับ		
5. การคัดลอกประโยคความเดียว (ประโยคที่มีประธานตัวเดียวและมีคำกริยาตัวเดียว) ตั้งแต่ 2 ประโยคขึ้นไปจากต้นฉบับมาปรับเปลี่ยนให้เป็นประโยคความรวม (ประโยคความเดียวสองประโยครวมกัน โดยมีคำสันธานทำหน้าที่เชื่อมประโยค) หรือประโยคความซ้อน (ประโยคที่ประกอบด้วยประโยคหลักและประโยคย่อยมารวมเป็นประโยคเดียวกัน)		
6. การขอยืมงานจากเพื่อนเพื่อดูเป็นตัวอย่างและคัดลอกเนื้อความเป็นจำนวนมากจากงานของเพื่อน โดยที่เนื้อหาบางส่วนในรายงานอาจจะไม่เหมือนกัน		
7. การนำงานของรุ่นพี่หรือห้องอื่นๆมาใช้ในการอ้างอิงและลอกเลียนการเขียนโครงสร้างประโยคและวิธีการเขียนของงานชิ้นนั้น		
8. การคัดลอกข้อมูลแบบตัดปะจากแหล่งข้อมูลหลายแหล่งมาใช้ในรายงานของตนและอ้างอิงแหล่งที่มาของข้อมูลในบรรณานุกรม		
9. การอ้างอิงหรือระบุแหล่งที่มาของข้อมูลในบรรณานุกรมโดยไม่ได้ใช้เนื้อหาจากแหล่งข้อมูลนั้นในรายงานเลย		
10. การอ้างอิงหรือระบุแหล่งที่มาของข้อมูลในบรรณานุกรมโดยไม่ได้อ่านข้อมูลจากแหล่งข้อมูลนั้นเลย		

ส่วนที่ 3

คำชี้แจง: กรุณาตอบแบบสอบถามนี้ตามความคิดเห็นของท่าน โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับความคิดเห็นของท่าน

ข้อความ	เห็น ด้วย อย่าง ยิ่ง	เห็น ด้วย	เห็น ด้วย ปาน กลาง	ไม่ เห็น ด้วย	ไม่ เห็น ด้วย อย่าง ยิ่ง
3.1 ทักษะคติต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียนภาษาอังกฤษเชิงวิชาการ (Attitudes toward plagiarism in English academic writing)					
1. บางครั้งเราไม่สามารถเลี่ยงการใช้คำหรือข้อความของผู้อื่น โดยที่ไม่มีการอ้างอิงแหล่งข้อมูล เนื่องจากในการอธิบายเรื่องบางเรื่องมีวิธีการอธิบายหรือใช้ข้อความได้ไม่กี่แบบ					
2. เราสามารถใช้คำอธิบายวิธีการดำเนินงานแบบเดียวกับที่ใช้ในแหล่งที่มาของข้อมูลโดยไม่ต้องอ้างอิงเพราะวิธีการดำเนินงานนั้น ไม่มีการเปลี่ยนแปลง					
3. การคัดลอกข้อมูลจากงานของตนเองไม่ถือเป็นเรื่องที่น่าจะถูกลงโทษเพราะการกระทำดังกล่าวไม่ได้สร้างความเสียหายต่อผู้อื่น (เราไม่สามารถขโมยสิ่งที่เป็นของเราเองได้)					
4. ส่วนของรายงานที่มีการคัดลอกข้อมูลจากงานของผู้อื่นไม่ เป็นความผิด หากรายงานนั้นมีประโยชน์ทางวิชาการสูง					
5. การคัดลอกข้อมูลจากงานของตนเองไม่ควรถูกลงโทษแบบเดียวกันกับการคัดลอกงานของผู้อื่น (เช่น การปรับให้ตก เป็นต้น)					
6. หากผู้ที่ไม่ชำนาญในการเขียนงานเป็นภาษาอังกฤษคัดลอก ข้อมูลจากงานของผู้อื่น ควรถูกลงโทษสถานเบา (เช่น การ ตักเตือน เป็นต้น)					
7. ผู้ที่ไม่สามารถเขียนภาษาอังกฤษได้ดี มีสิทธิ์คัดลอกข้อมูล ส่วนที่มีเนื้อหาคล้ายคลึงกับงานของตนเองจากเอกสารที่ ตีพิมพ์เป็นภาษาอังกฤษได้					

ข้อความ	เห็น ด้วย อย่าง ยิ่ง	เห็น ด้วย	เห็น ด้วย ปาน กลาง	ไม่ เห็น ด้วย	ไม่ เห็น ด้วย อย่าง ยิ่ง
8. ฉันไม่สามารถเขียนงานเชิงวิชาการเป็นภาษาอังกฤษได้โดย ไม่คัดลอกข้อมูลจากงานของผู้อื่น					
9. เมื่อมีกำหนดเวลาในการทำงานน้อย ฉันมีสิทธิ์ที่จะคัดลอก ข้อมูลจากงานของผู้อื่น					
10. เมื่อฉันไม่รู้ว่าจะเขียนงานเป็นภาษาอังกฤษอย่างไร ฉันใช้ วิธีแปลจากงานที่เป็นภาษาไทย					
11. ฉันมีสิทธิ์ที่จะคัดลอกข้อมูลจากงานของตนเองที่เคยส่ง อาจารย์ในวิชาอื่นมาแล้วโดยไม่อ้างอิงแหล่งข้อมูล เพื่อใช้ใน งานที่ทำอยู่ในปัจจุบัน					
12. หากเพื่อนร่วมชั้นอนุญาตให้ฉันคัดลอกงานของเขาได้จะ ถือว่าฉันไม่ได้ทำความผิดอะไรเพราะฉันได้รับอนุญาตจาก เจ้าของงานแล้ว					
13. รายงานที่มีการคัดลอกข้อมูลจากงานของผู้อื่น ไม่ได้สร้าง ความเสียหายให้แก่ใคร					
14. การคัดลอกข้อมูลจากงานของผู้อื่นไม่ควรถือว่าเป็น ความผิดร้ายแรงเพราะเป็นเพียงการนำข้อความของผู้อื่นมาใช้ ไม่ได้เป็นการขโมยสิ่งของมีค่า					
15. ผู้ที่คัดลอกข้อมูลจากงานของผู้อื่นไม่ถือว่าเป็นส่วนหนึ่ง ของสังคมนักวิชาการ					
16. ผู้ที่คัดลอกข้อมูลจากงานของผู้อื่นควรถูกเปิดเผยรายชื่อใน สังคมนักวิชาการ					
17. การอภิปรายเรื่องการคัดลอกข้อมูลจากงานของผู้อื่นและ การคัดลอกข้อมูลจากงานของตนเองเป็นเรื่องที่สำคัญใน ช่วงเวลาที่คุณธรรมและจริยธรรมของผู้คนเสื่อมถอย					

ข้อความ	เห็น ด้วย อย่าง ยิ่ง	เห็น ด้วย	เห็น ด้วย ปาน กลาง	ไม่ เห็น ด้วย	ไม่ เห็น ด้วย อย่าง ยิ่ง
29. ในบางครั้งการคัดลอกข้อมูลจากงานของผู้อื่นเป็นเรื่องที่จำเป็น					
3.2 การตั้งเป้าหมายในการเรียน (Goal Orientation)					
30. การเรียนให้ดีกว่าเพื่อนร่วมชั้นเป็นเรื่องที่สำคัญสำหรับฉัน					
31. ฉันตั้งเป้าหมายในการเรียนวิชาภาษาอังกฤษไว้ว่าจะต้องได้ผลการเรียนดีกว่าเพื่อนร่วมชั้นส่วนใหญ่					
32. ฉันพยายามแสดงความสามารถของตนเองอย่างเต็มที่เพื่อเปรียบเทียบกับเพื่อนร่วมชั้นคนอื่นๆ					
33. ฉันได้แรงจูงใจในการเรียนภาษาอังกฤษจากความคิดที่จะเรียนให้ได้ดีกว่าเพื่อนร่วมชั้น					
34. การเรียนภาษาอังกฤษให้ดีเมื่อเทียบกับเพื่อนร่วมชั้นเป็นเรื่องสำคัญสำหรับฉัน					
35. ฉันอยากเรียนวิชาภาษาอังกฤษให้ดีเพื่อแสดงความสามารถให้ครอบครัว เพื่อน อาจารย์และคนอื่นๆ ได้รับรู้					
36. ฉันมักถามตนเองว่า “จะเกิดอะไรขึ้นหากฉันเรียนวิชาภาษาอังกฤษได้ไม่ดี”					
37. ฉันกังวลว่าจะได้ผลการเรียนไม่ดีในการเรียนวิชาภาษาอังกฤษ					
38. ความกลัวว่าจะได้คะแนนไม่ดีในการเรียนวิชาภาษาอังกฤษเป็นแรงจูงใจในการเรียนของฉัน					
39. ฉันเพียงแค่ต้องการหลีกเลี่ยงไม่ให้ได้ผลการเรียนต่ำในการเรียนวิชาภาษาอังกฤษ					
40. ฉันเกรงว่าหากถามคำถาม“เง่า”ในห้อง อาจารย์อาจจะคิดว่าฉันไม่ฉลาดเอาเสียเลย					

ข้อความ	เห็น ด้วย อย่าง ยิ่ง	เห็น ด้วย	เห็น ด้วย ปาน กลาง	ไม่ เห็น ด้วย	ไม่ เห็น ด้วย อย่าง ยิ่ง
41. ฉันหวังว่าวิชาภาษาอังกฤษจะเป็นวิชาที่มีการประเมินผล ด้วยเกรด (เช่น ประเมินเพียง “ผ่าน” หรือ “ไม่ผ่าน” เท่านั้น)					
42. ฉันอยากเรียนรู้ให้มากที่สุดเท่าที่จะทำได้ในวิชา ภาษาอังกฤษ					
43. การทำความเข้าใจเนื้อหาวิชาภาษาอังกฤษให้ถ่องแท้มาก ที่สุดเท่าที่จะทำได้เป็นสิ่งสำคัญสำหรับฉัน					
44. ฉันหวังว่าจะได้รับความรู้ที่กว้างขวางลึกซึ้งยิ่งขึ้นเมื่อเรียน วิชาภาษาอังกฤษจบ					
45. ฉันต้องการที่จะเข้าใจเนื้อหาที่เรียนทั้งหมดในวิชา ภาษาอังกฤษอย่างถ่องแท้					
46. ในวิชาภาษาอังกฤษวิชา ฉันชอบเนื้อหาที่กระตุ้นความ สงสัยใคร่รู้ ถึงแม้ว่าเนื้อหานั้นจะเข้าใจยากก็ตาม					
47. ในวิชาภาษาอังกฤษ ฉันชอบเนื้อหาที่มีความท้าทายเพราะ เนื้อหาเหล่านั้นช่วยให้ฉันได้เรียนรู้สิ่งใหม่ๆ					

ขอขอบคุณที่ให้ความร่วมมือ

Appendix G

Interview Protocol

The interview questions and prompts are as follows:

Factors	Interview questions
Perception on plagiarism	<p>1. Do you know the word “plagiarism”? If “yes”, could you define this word?</p> <p>2. What do you think are plagiarism behaviors (or the inappropriate behaviors for academic writing)?</p> <p style="padding-left: 2em;">Note: The prompts were used to give them examples about academic writing which were reports, research reports, thesis, articles, etc.</p> <p>3. When you are assigned to write a report in English by using various sources, how would you write this report?</p>
Attitudes toward plagiarism	<p>4. (Have a participant read the news about plagiarism) What do you think about the news? Please give reasons to support your answer.</p> <p>5. What should the academic institutions do when students copy texts from various sources without using their own language, citing sources properly?</p> <p>6. What would Thai people think about copying other people’ work? Why?</p>
Goal orientation	<p>7. What is your goal of learning English?</p> <p>8. What do you normally do when you study English? (e.g. asking</p>

questions, answering questions, or expressing opinions)

9. How do you feel when you make a mistake or answer the question incorrectly in an English class? Why?

10. In an English class, what types of writing activities or tasks do you like to do (e.g. easy writing tasks or challenging writing tasks)? Why?

11. Have you ever expected to get a good learning outcome when you learn English? How much? Why?

Appendix H

Interview Protocol

การสัมภาษณ์ในครั้งนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับปริญญาโท คณะครุศาสตร์จุฬาลงกรณ์มหาวิทยาลัย เรื่อง การตรวจสอบตัวแปรทำนายพฤติกรรมการโจรกรรมทางวรรณกรรมแบบจดคำต่อคำในงานเขียนเชิงวิชาการภาษาอังกฤษในบริบทไทย คำถามที่ใช้ในการสัมภาษณ์มีทั้งสิ้น 2 ข้อ โดยใช้เวลาประมาณ 60 นาที ข้อมูลของท่านจะไม่ถูกเปิดเผยชื่อแต่อย่างใด

Factors	Scales	Objectives	Interview Questions
1. ความรู้ความเข้าใจเกี่ยวกับพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน (Perception of Plagiarism)	ความหมาย (Meaning of plagiarism)	สามารถบอกความหมายของ Plagiarism	1. คุณรู้จักคำว่า "Plagiarism" หรือไม่ หากรู้จัก คุณจะให้คำนิยามของคำนี้ว่าอย่างไร
	พฤติกรรม (Plagiarism behaviors)	สามารถระบุพฤติกรรม Plagiarism	2. คุณคิดว่าพฤติกรรมใดที่จัดได้ว่าเป็นพฤติกรรมที่ไม่เหมาะสมสำหรับงานเขียนเชิงวิชาการบ้าง (เช่น รายงาน รายงานวิจัย วิทยานิพนธ์ บทความ เป็นต้น)*
	ความรู้ในการเรียบเรียงข้อมูลและการอ้างอิงแหล่งข้อมูล (Knowledge of how to avoid plagiarism)	สามารถระบุความรู้ในการหลีกเลี่ยง Plagiarism	3. เมื่อต้องเขียนรายงานภาษาอังกฤษส่งอาจารย์ โดยต้องใช้แหล่งข้อมูลหลายแหล่ง คุณมีวิธีการเขียนรายงานลักษณะนี้อย่างไรบ้าง

<p>2. ทักษะคติต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียนภาษาอังกฤษ (Attitudes toward plagiarism)</p>	<p>ทัศนคติต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน (Positive and negative attitudes)</p>		<ol style="list-style-type: none"> 1. คุณคิดว่าสถาบันการศึกษาควรปฏิบัติอย่างไร เมื่อนิสิตนักศึกษาคัดลอกข้อมูลจากแหล่งต่างๆ โดยที่ไม่เรียบเรียงให้เป็นภาษาของตนเอง ไม่อ้างอิงแหล่งข้อมูล หรือไม่อ้างอิงแหล่งข้อมูลให้ถูกต้อง 2. หากคุณมีงานเขียนเกี่ยวกับหัวข้อใดหัวข้อหนึ่งอยู่และคุณต้องเขียนงานอีกชิ้นในหัวข้อเดียวกันอีกครั้ง คุณจะคัดลอกข้อความหรือข้อมูลจากงานชิ้นแรกของตนเองได้หรือไม่ เพราะเหตุใด 3. (ให้ผู้ได้รับการสัมภาษณ์อ่านข่าว คุณมีความคิดเห็นอย่างไรกับข่าวนี้
	<p>บรรทัดฐานของสังคม (Subjective norms)</p>		<ol style="list-style-type: none"> 4. คุณคิดว่าในสังคมไทยคิดอย่างไรกับการคัดลอกงานของผู้อื่น เพราะเหตุใด
<p>3. การตั้งเป้าหมายในการเรียนวิชาภาษาอังกฤษ (Goal orientation)</p>	<p>Mastery goal orientation/ performance-approach goal orientation/ performance-avoidance goal orientation</p>		<ol style="list-style-type: none"> 1. คุณตั้งเป้าหมายสำหรับการเรียนวิชาภาษาอังกฤษไว้ว่าอย่างไร 2. คุณมีพฤติกรรมในการเรียนวิชาภาษาอังกฤษอย่างไร (เช่น ชอบตั้งคำถาม ตอบในห้องเรียน หรือแสดงความคิดเห็นหรือไม่)* 3. คุณรู้สึกอย่างไรกับการทำผิดพลาด หรือตอบคำถามผิดในคาบเรียนภาษาอังกฤษ เพราะอะไร 4. ในคาบเรียนวิชาภาษาอังกฤษ คุณ

			<p>ชอบทำกิจกรรมหรืองานลักษณะใด (เช่น งานที่ง่าย หรืองานที่ทำตามความสามารถ) เพราะอะไร</p> <p>5. คุณมีความคาดหวังเกี่ยวกับผลการเรียนวิชาภาษาอังกฤษมากน้อยแค่ไหน อย่างไร</p>
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หมายเหตุ: * ใช้ prompt ดังกล่าว เมื่อผู้ได้รับการสัมภาษณ์เกิดคำถามหรือไม่เข้าใจ

ข่าวที่ใช้ประกอบการสัมภาษณ์ สำหรับ
ข้อคำถามที่วัดทัศนคติต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียนภาษาอังกฤษ

ยี่ดุษฎีบัตร ดร.นักรการเมืองดั่ง (วันพฤหัสบดี ที่ 16 มิถุนายน 2554)

มหาลัยยี่ดึนคึกรึดร.นักรการเมืองดั่งเยอรมนี เผยลอกผลงานผู้อื่นทำวิทยานิพนธ์โดยไม่อ้างอิง

เมื่อวันที่ 15 มิ.ย. สำนักข่าวเอพีรายงานจากกรุงเบอร์ลิน ประเทศเยอรมนี ว่า คณะกรรมการ สภามหาวิทยาลัยไฮเคิลแบร์กในเยอรมนี มีมติให้ริบคืนวุฒิปบัตรคุณวุฒิปบัณฑิต จากนางซิลวานา คอช-เมห์ริน นักรการเมืองชื่อดังแกนนำพรรคประชาธิปไตยเสรี (เอฟดีพี) ของ เยอรมนี และยังเป็นรองประธาน สภาสหภาพยุโรปด้วย โดยระบุว่า บางส่วนของ วิทยานิพนธ์ปริญญาเอก ที่เธอนำเสนอต่อมหาวิทยาลัย ลอกผลงานของผู้อื่นโดยไม่อ้างอิง ซึ่ง เท่ากับเป็นการนำเสนอในฐานะผลงานของเธอเอง

โฆษกมหาวิทยาลัยไฮเคิลแบร์ก เผยว่า เนื้อหามากกว่า 120 หน้าในคุณวุฒิปบัณฑิตของนาง คอช-เมห์ริน คัดลอกจากผลงานตีพิมพ์กว่า 30 เล่ม โดยเธอไม่ได้ให้เกียรติ ระบุที่มาและชื่อ เจ้าของผลงานเหล่านั้น

เหตุการณ์ครั้งนี้ นับเป็นครั้งที่ 2 ที่เกิดเรื่องอื้อฉาว เกี่ยวกับวุฒิปบัตรการศึกษาของ นักรการเมืองเยอรมนี เมื่อเดือน มิ.ค. ที่ผ่านมา นายคาร์ล-ซีโอดอร์ ชู กุตเตนแบร์ก รัฐมนตรี กลาโหม และนักรการเมือง ดาวรุ่งอนาคตไกล ตัดสินใจลาออกจากตำแหน่งรัฐมนตรี หลังถูก กล่าวหาลอกเลียนผลงานผู้อื่นทำวิทยานิพนธ์ปริญญาเอก และต่อมามหาวิทยาลัยต้นสังกัดมีมติ ริบวุฒิปบัตรคุณวุฒิปบัณฑิตเช่นเดียวกัน

ที่มา: เดลินิวส์. (ม.ป.ป.). ยี่ดุษฎีบัตร ดร.นักรการเมืองดั่ง. สืบค้นเมื่อ 7 กรกฎาคม 2554 จาก

<http://www.dailynews.co.th/mobile/article.cfm?categoryId=561&contentId=145408>

Appendix I

Expert's Evaluation Form for Essay Writing Task

About the writing task

The essay task will be used to measure students' plagiarism in their writing in the survey part. The task requires the students to apply the concept of argumentative essay writing by expressing their opinions about the topic—whether they agree or disagree with the given statement. The students will also have to cite all the sources they used to support their opinions.

This essay writing task consists of two parts: the introduction and the reading materials.

Part I, the introduction, includes information about “robot teachers” and the writing prompt. In this part, the students will be provided with introductory information about what robot teachers are and how they work in class. Then, the students will be given a prompt for writing their essay and the directions of how to complete the essay writing task.

In Part II, there are ten reading materials that the students can use as resources to support their argument. The reading materials can be divided into two groups. One provides points to support the use of robot teachers in language classrooms and the other provides information against the replacement of human English teachers by robot teachers. The reading materials have been checked for the readability using Flesch Kincaid grade level to examine whether they are appropriate for undergraduate students (see details in Appendix C). The analysis shows that all materials are at the appropriate readability level for undergraduate students. Detailed results of this analysis are shown for each material.

Directions: The evaluation form is divided into two parts: overall comments and comments for specific parts of the writing task. There are the total of 12 items for your evaluation.

Please read each item carefully and indicate your opinions about each item using the following numbers:

- 1 means You agree that the item meets the criterion.
- 0 means You are not sure whether the item meets the criterion or not.
- 1 means You disagree that the item meets the criterion.

Part I: Overall Comments

Item 1 Writing Task	Opinions		
	1	0	-1
1.1 The selected topic 'robot teachers' is appropriate to undergraduate students.			
1.2 The writing task can be used to elicit verbatim plagiarism.			
1.3 The time required to complete the task is appropriate for undergraduate students (2 hours).			
Additional Comments			

Part II: Specific Comments

Item 2 Introduction	Opinions		
	1	0	-1
2.1 The prompt is appropriate to elicit students' verbatim plagiarism.			
2.2 The introduction provides enough information about "robot teachers".			
2.3 The direction is clear and concise.			
2.4 The language is appropriate to undergraduate students.			
Additional Comments			
Pros of Robot Teachers			
Reading material 1: Flesch-Kincaid Grade Level = 16			
<p>A robot would play the perfect part to take over the repetitive teaching task, and moreover the data would be always up-to-date and as for foreign languages, no native speakers are required.</p> <p>Source: Reiter, A. (2011). <i>Robot Teacher</i>. Retrieved August 27th, 2010, from http://www.scienceofthetime.com/blog/read/robot_teacher/</p>			
Item 3 Reading Materials 1	Opinions		
	1	0	-1
3.1 The reading material is appropriate to undergraduate students.			
3.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 2: Flesch-Kincaid Grade Level = 10.13			
<p>South Korea has a shortage of native-speaking English teachers so the robots are meant to be an improvement on local teachers with poor English skills. We need some alternatives; otherwise, we cannot meet the demand in the market for English.</p> <p>Rather than bring in teachers from other countries, the system will allow schools to</p>			

outsource the teaching to the Philippines, where fluent English teachers are prevalent.

Another benefit is that the robots don't break the law or have moral problems. The country has seen several cases in recent years of foreign teachers and professors of English allegedly molesting children, which was listed as a reason to invest in the robots.

Source: Young, J. R. (2010). *Robot Teachers Are the Latest E-Learning Tool*. Retrieved 5 May, 2011, from <http://chronicle.com/article/Robot-Teachers-Are-the-Latest/125102/>

Item 4 Reading Materials 2	Opinions		
	1	0	-1
4.1 The reading material is appropriate to undergraduate students.			
4.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 3: Flesch-Kincaid Grade Level = 13.2			
<p>The robots will be able to provide customized education suited to personal abilities and interests, which is difficult in today's schools where dozens of students pack a class.</p> <p>The machines are predicted to reduce the discrimination suffered by the underprivileged, who currently cannot experience quality education services. In rural areas or remote islands, few English-speaking teachers are ready to work there. But when the English-speaking robots come to town, students will be able to benefit.</p> <p>Source: Kim, T. G. (2010). <i>Robots to Replace Native English Teachers</i>. Retrieved July 20th, 2011, from http://www.koreatimes.co.kr/www/news/biz/2010/01/123_59809.html</p>			
Item 5 Reading Materials 3	Opinions		
	1	0	-1
5.1 The reading material is appropriate to undergraduate students.			
5.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 4: Flesch-Kincaid Grade Level = 7.4			
<p>Learning English is all about repetition and that makes a robot an ideal teacher. There's another reason to choose robots over foreign teachers. They're cheaper. It costs around \$40 thousand a year to support a foreign English teacher in Korea; it's about half the price to build an Engkey and contract with a teacher in the Philippines.</p> <p>Source: Strother, J. (2011). <i>In South Korea, Robots Are Teaching Children English</i>. Retrieved July 20th, 2011, from http://www.pri.org/science/technology/learning-from-robots-in-schools.html</p>			

Item 6 Reading Materials 4	Opinions		
	1	0	-1
6.1 The reading material is appropriate to undergraduate students.			
6.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 5: Flesch-Kincaid Grade Level = 7.6			
<p>The kids seemed to love it since the robot look cute and interesting. But some adults have also expressed interest, saying they may feel less nervous talking to robots than a real person.</p> <p>Source: Kenealy, K. (2011). <i>Music, Books, and Psycho Space Robots</i>. Retrieved August 15th, 2011, from http://www.primaryignition.com/2011/01/21/music-books-and-psycho-space-robots-robo-teachers-could-destroy-education/</p>			
Item 7 Reading Materials 5	Opinions		
	1	0	-1
7.1 The reading material is appropriate to undergraduate students.			
7.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Cons of Robot Teachers			
Reading material 6: Flesch-Kincaid Grade Level = 5.2			
<p>A robot cannot be that kind of inspirational role model. The robot has no intelligence. It has no ability to learn. It has no identity. It is just a tool.</p> <p>Source: Kageyama, Y. (2009). <i>Students, Meet Your New Teacher, Mr. Robot</i>. Retrieved March 11th, 2010, from http://www.msnbc.msn.com/id/29634158/ns/technology_and_science-innovation/t/robot-teacher-smiles-scolds-classroom/</p>			
Item 8 Reading Materials 6	Opinions		
	1	0	-1
8.1 The reading material is appropriate to undergraduate students.			
8.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 7: Flesch-Kincaid Grade Level = 11.2			
<p>Learning from a robot deprives students of the main reason for studying a foreign language, human interaction.</p>			

Communication is between humans, so they need practicing with native speakers, human teachers. Even though they practice English a lot with the robots, when they meet human native speakers, they will be very nervous, because they haven't conversed with real speakers.

Source: Strothe, J. (2011). *South Korean Students Learn English from Robot Teachers*. Retrieved July 20th, 2011, from <http://www.voanews.com/english/news/asia/South-Korean-Students-Learn-English-from-Robot-Teacher-117640783.html>

Item 9 Reading Materials 7	Opinions		
	1	0	-1
9.1 The reading material is appropriate to undergraduate students.			
9.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 8: Flesch-Kincaid Grade Level = 8.3			
Robots would have a uniform way of teaching. Children don't all learn in the same way, you can't have a uniform way of teaching (Potter, 2010 as cited in Breen, 2010).			
Source: Breen, J. R. (2010). <i>Robot English Teachers Might Face Trouble in Practice</i> . Retrieved July 20 th , 2011, from http://www.koreatimes.co.kr/www/news/special/2010/02/177_60160.html			
Item 10 Reading Materials 8	Opinions		
	1	0	-1
10.1 The reading material is appropriate to undergraduate students.			
10.2 The information from the reading material is relevant to the writing topic.			
Additional Comments			
Reading material 9: Flesch-Kincaid Grade Level = 9.3			
The robot can help students practice only scripted conversations and is at a loss if a student veers off script.			
Source: Choe, S. H. (2010). <i>Teaching Machine Sticks to Script in South Korea</i> . Retrieved July 20 th , 2011, from http://www.nytimes.com/2010/07/11/science/11robotside.html?_r=1			
Item 11 Reading Materials 9	Opinions		
	1	0	-1
11.1 The reading material is appropriate to undergraduate students.			
11.2 The information from the reading material is relevant to the writing topic.			

Additional Comments**Reading material 10: Flesch-Kincaid Grade Level = 11.1**

The robots are not humans and they do not acquire life skills or moral values that can be taught to the students. Even if they have the technology to teach students these moral values and life skills, they do not have any personal experiences to share with the students. Teachers are supposedly students' role models, in other words, students are actually looking up to robots as their role models who actually don't apply these life skills and moral values to their lives.

Teachers must be able to understand students' needs so that the students will not feel lost, be it in their school work or personal life where they face problems. Teachers should not only care for the physical safety and social and emotional needs of their students, but also play their part in moulding characters.

Another problem about these robots is that they do not get angry and is unable to place discipline on the students. Students may not regard their teachers as "adults" but just robots that are in school to teach them.

Source: Tay, E. (2010). *Robots to Replace Human Teachers?* Retrieved July 26, 2010, from http://ourcurrentaffairs.blogspot.com/2010/06/robots-to-replace-human-teachers_08.html

Item 12 Reading Materials 10	Opinions		
	1	0	-1
12.1 The reading material is appropriate to undergraduate students.			
12.2 The information from the reading material is relevant to the writing topic.			

Additional Comments

Appendix J

The Results of IOC for the Questionnaire

Validity of the Questionnaire

Item	Expert A	Expert B	Expert C	Average
Personal Information				
1	1	1	1	1.00
2	1	1	1	1.00
Perception on Plagiarism				
1	1	1	1	1.00
2	1	1	1	1.00
3	1	1	1	1.00
4	1	1	1	1.00
5	1	1	1	1.00
6	1	1	1	1.00
7	1	1	1	1.00
8	1	1	1	1.00
9	0	1	1	0.67
10	0	1	1	0.67
Attitudes toward Plagiarism				
1	1	1	1	1.00
2	1	1	1	1.00
3	0	1	1	0.67
4	1	1	1	1.00

5	1	1	1	1.00
6	1	1	1	1.00
7	1	1	1	1.00
8	1	1	1	1.00
9	1	1	1	1.00
10	1	1	1	1.00
11	0	1	1	0.67
12	1	1	1	1.00
13	0	1	1	0.67
14	0	1	1	0.67
15	1	1	1	1.00
16	1	1	1	1.00
17	1	1	1	1.00
18	1	0	1	0.67
19	1	0	1	0.67
20	1	1	1	1.00
21	1	1	1	1.00
22	1	1	1	1.00
23	1	1	1	1.00
24	1	1	1	1.00
25	1	1	1	1.00
26	1	0	1	0.67
27	1	1	1	1.00

28	1	0	1	0.67
29	1	1	1	1.00
Goal Orientation				
30	1	1	1	1.00
31	1	1	1	1.00
32	1	1	1	1.00
33	1	1	1	1.00
34	1	1	1	1.00
35	1	1	1	1.00
36	1	1	1	1.00
37	1	1	1	1.00
38	1	1	1	1.00
39	1	1	1	1.00
40	1	1	1	1.00
41	1	1	1	1.00
42	1	1	1	1.00
43	1	1	1	1.00
44	1	1	1	1.00
45	1	1	1	1.00
46	1	1	1	1.00
47	1	1	1	1.00
Grand average				0.94

Appropriateness of the Questionnaire in Thai Contexts

Item	Expert A	Expert B	Expert C	Average
Personal Information				
1	1	1	1	1.00
2	1	1	1	1.00
Perceptions on Plagiarism				
1	0	1	1	0.67
2	0	1	1	0.67
3	0	1	1	0.67
4	0	1	1	0.67
5	0	1	1	0.67
6	0	1	1	0.67
7	1	1	1	1.00
8	1	1	1	1.00
9	0	1	1	0.67
10	0	1	1	0.67
Attitudes toward Plagiarism				
1	1	1	1	1.00
2	1	1	1	1.00
3	0	1	1	0.67
4	1	1	1	1.00
5	1	1	1	1.00
6	1	1	1	1.00

7	1	1	1	1.00
8	1	1	1	1.00
9	1	1	1	1.00
10	1	1	1	1.00
11	0	1	1	0.67
12	1	1	1	1.00
13	0	1	1	0.67
14	0	0	1	0.33*
15	1	0	1	0.67
16	1	1	1	1.00
17	1	1	1	1.00
18	1	1	1	1.00
19	1	1	1	1.00
20	1	1	1	1.00
21	1	1	1	1.00
22	1	1	1	1.00
23	1	1	1	1.00
24	1	1	1	1.00
25	1	1	1	1.00
26	1	1	1	1.00
27	1	1	1	1.00
28	1	1	1	1.00
29	1	1	1	1.00

30	1	1	1	1.00
Goal Orientation				
31	1	1	1	1.00
32	1	1	1	1.00
33	1	1	1	1.00
34	1	1	1	1.00
35	1	1	1	1.00
36	1	1	1	1.00
37	1	1	1	1.00
38	1	1	1	1.00
39	1	1	1	1.00
40	1	0	1	0.67
41	1	1	1	1.00
42	1	1	1	1.00
43	1	1	1	1.00
44	1	1	1	1.00
45	1	1	1	1.00
46	1	1	1	1.00
47	1	1	1	1.00
Grand average				0.92

Meanings of Thai-Translated Version of the Questionnaire

Item	Expert A	Expert B	Expert C	Average
Personal Information				
1	1	1	1	1.00
2	1	1	1	1.00
Perception on Plagiarism				
1	1	1	0	0.67
2	1	1	1	1.00
3	1	1	0	0.67
4	1	1	-1	0.33*
5	0	1	0	0.33*
6	1	1	0	0.67
7	1	1	0	0.67
8	0	1	0	0.33*
9	0	1	0	0.33*
10	0	1	0	0.33*
Attitudes toward Plagiarism				
1	1	0	-1	0.00*
2	1	1	1	1.00
3	0	1	1	0.67
4	1	0	1	0.67
5	1	0	0	0.33*
6	1	1	0	0.67

7	1	1	0	0.67
8	1	1	1	1.00
9	1	1	1	1.00
10	1	1	1	1.00
11	0	0	1	0.33*
12	1	1	1	1.00
13	1	1	0	0.67
14	0	0	1	0.33*
15	1	0	1	0.67
16	1	1	0	0.67
17	0	1	0	0.33*
18	1	1	1	1.00
19	1	1	0	0.67
20	1	0	1	0.67
21	1	0	1	0.67
22	1	1	0	0.67
23	1	1	1	1.00
24	1	1	1	1.00
25	1	1	1	1.00
26	0	1	1	0.67
27	1	1	0	0.67
28	1	0	1	0.67
29	1	1	1	1.00

Goal Orientation				
30	1	1	1	1.00
31	1	1	1	1.00
32	1	0	1	0.67
33	1	0	1	0.67
34	1	1	1	1.00
35	1	1	0	0.67
36	1	1	1	1.00
37	1	1	1	1.00
38	1	1	1	1.00
39	1	1	0	0.67
40	1	1	1	1.00
41	1	1	0	0.67
42	1	1	1	1.00
43	1	1	1	1.00
44	1	1	1	1.00
45	1	1	1	1.00
46	1	0	1	0.67
47	1	1	1	1.00
Grand average				0.73

Appendix K

The Revised Items of the Questionnaire

The examples of items from Part II were revised as follows:

Item 4:

Original Version: Material is copied almost word by words by deleting or adding one or few words, or reordering the sentence, or change the tense or numbers.

Translated Version: การคัดลอกข้อความจากแหล่งข้อมูลโดยการตัดหรือเพิ่มคำหรือข้อความบางข้อความ การเรียงประโยคใหม่ หรือการเปลี่ยน โครงสร้างประโยคหรือตัวเลขในข้อความ

ต้นฉบับ

Revised Version: การคัดลอกข้อความจากแหล่งข้อมูล**เกือบจะเป็นแบบคำต่อคำ**โดยมีการตัดหรือเพิ่มคำบางคำ หรือ มีการเรียงเรียงประโยคใหม่ หรือเปลี่ยนกาล (tense) หรือพจน์ (numbers หมายถึง เอกพจน์ หรือ พหูพจน์) ให้ต่างไปจากต้นฉบับ

The translated version in this item was changed to keep the original meaning and for the word “number” was used to indicate singular or plural in tenses. So the first version was revised to be translated more correctly according to the original version.

Item 5:

Original Version: Copying two or more simple sentences from the original source into a complex or combined sentence.

Translated Version: การคัดลอกประโยคความเดียว(ประโยคที่มีประธานตัวเดียวและมีคำกริยาตัวเดียว) ตั้งแต่ 2 ประโยคขึ้นไปจากแหล่งข้อมูลมาปรับเปลี่ยนให้เป็นประโยคความรวม(ประโยค

ความเดียวสองประโยครวมกัน โดยมีคำสันธานทำหน้าที่เชื่อมประโยค) หรือความซ้อน (ประโยคที่ประกอบด้วยประโยคหลักและประโยคย่อยมารวมเป็นประโยคเดียวกัน โดยมี“ผู้, ที่, ซึ่ง, อัน” หรือ คำบุพบทเป็นตัวเชื่อม)

Revised Version: การคัดลอกประโยคความเดียว (ประโยคที่มีประธานตัวเดียวและมีคำกริยาตัวเดียว) ตั้งแต่ 2 ประโยคขึ้นไปจากต้นฉบับมาปรับเปลี่ยนให้เป็นประโยคความรวม (ประโยคความเดียวสองประโยครวมกัน โดยมีคำสันธานทำหน้าที่เชื่อมประโยค) หรือประโยคความซ้อน (ประโยคที่ประกอบด้วยประโยคหลักและประโยคย่อยมารวมเป็นประโยคเดียวกัน)

This item was changed from ‘complex or combined sentence’ into ‘combined or complex sentence’ which was sound familiar to Thai students. In Thai, the category should be arranged from the easiest to the most complex one. The explanation in Thai about a complex sentence was cut to make it more concise.

The examples of items from Part III were revised as follows:

Item 1 (Positive attitudes toward plagiarism):

Original Version: Sometimes one cannot avoid using other people’s words without citing the source, because there are only so many ways to describe something.

Adapted Version: Sometimes we cannot avoid using other people’s words without citing the source when we describe the same thing.

Translated Version: บางครั้งเราไม่สามารถหลีกเลี่ยงการใช้ข้อความเดียวกับผู้อื่น โดยไม่มีการอ้างอิงแหล่งข้อมูลเนื่องจากการอธิบายเรื่องบางเรื่องมีวิธีการอธิบายหรือข้อความที่ใช้ได้ไม่กี่แบบ

This item had been adapted before sending it to the three experts to clarify its meaning. The researcher consulted with Mavrinac, the owner of the questionnaire, whether the adapted version was interpreted in the same way as the original version or not. She stated that they were the same and the experts also agreed to use the adapted version.

Item 24 (Subjective norms toward plagiarism)

Original version: I work (study) in a plagiarism-free environment.

Adapted version: I study in a plagiarism-free environment.

Translated Version: ฉันเรียนอยู่ในสถาบันที่ไม่มีการคัดลอกข้อมูลจากงานของผู้อื่น

The questionnaire was used with undergraduate students so the word “work” should be excluded.

Item 31 (Performance-approach goal orientation)

Original version: My goal in this class is to get a better grade than most of the students.

Adapted version: My goal in English classes is to get a better grade than most of the students.

Translated Version: ฉันตั้งเป้าหมายในการเรียนวิชาภาษาอังกฤษไว้ว่าจะต้องได้ผลการเรียนดีกว่าเพื่อนร่วมชั้นส่วนใหญ่

The original goal orientation questionnaire was used to assess the general goal in learning any subjects in an academic intuition. In this study, the questionnaire was used to assess the participants' goal orientation in learning English classes. Thus, the phrase "in this class" was changed into "in English classes".

Item 18 and item 19 had been changed the category of the attitudes toward plagiarism from the negative attitudes to the positive attitudes because both items indicated that plagiarism was acceptable. The two items were as follows:

Item 18

Original Version: A plagiarized paper does no harm science.

Translated Version: รายงานที่มีการคัดลอกข้อมูลจากงานของผู้อื่นไม่ได้สร้างความเสียหายให้แก่ใคร

Item 19

Original Version: Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offense.

Translated Version: การคัดลอกข้อมูลจากงานของผู้อื่นไม่ควรถือว่าเป็นความผิดร้ายแรงเพราะเป็นเพียงการนำข้อความของผู้อื่นมาใช้ไม่ได้เป็นการขโมยสิ่งของมีค่า

<p>เหมาะสมสำหรับงานเขียนเชิงวิชาการบ้าง (เช่น รายงาน รายงานวิจัย วิทยานิพนธ์ บทความ เป็นต้น)*</p> <p>หมายเหตุ: * ใช้ prompt (ในวงเล็บ) ดังกล่าว เมื่อผู้ได้รับการสัมภาษณ์เกิดคำถามหรือไม่เข้าใจ</p>									
Additional Comments:									
<p>ความรู้ในการเรียบเรียงข้อมูลและการอ้างอิงแหล่งข้อมูล(Knowledge of how to avoid plagiarism)</p>	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
<p>3. เมื่อต้องเขียนรายงานภาษาอังกฤษส่งอาจารย์ ต้องใช้แหล่งข้อมูลหลายแหล่ง คุณมีวิธีการเขียนรายงานลักษณะนี้อย่างไรบ้าง</p>									
Additional Comments:									
Factor II: Attitudes toward plagiarism									
<p>ทัศนคติต่อพฤติกรรมที่ไม่เหมาะสมสำหรับการเขียน (Positive and negative attitudes)</p>	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
<p>1. คุณคิดว่าสถาบันการศึกษาควรปฏิบัติอย่างไร เมื่อนิสิตนักศึกษาคัดลอกข้อมูลจากแหล่งต่างๆ โดยที่ไม่เรียบเรียงให้เป็นภาษาของตน ไม่อ้างอิงแหล่งข้อมูล หรือไม่อ้างอิงแหล่งข้อมูลให้ถูกต้อง</p>									
Additional Comments:									

ทัศนคติต่อพฤติกรรมที่ไม่เหมาะสม สำหรับการเขียน (Positive and negative attitudes)	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
2. หากคุณมีงานเขียนเกี่ยวกับ หัวข้อใดหัวข้อหนึ่งอยู่และ คุณต้องเขียนงานอีกชิ้นใน หัวข้อเดียวกันอีกครั้ง คุณจะ คัดลอกข้อความหรือข้อมูล จากงานชิ้นแรกของตนเองได้ หรือไม่ เพราะเหตุใด									
Additional Comments:									
ทัศนคติต่อพฤติกรรมที่ไม่เหมาะสม สำหรับการเขียน (Positive and negative attitudes)	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
3. (ให้ผู้ได้รับการสัมภาษณ์อ่าน ข่าว) คุณมีความคิดเห็น อย่างไรกับข่าวนี้ (ดูหน้า 4 ประกอบ)									
Additional Comments:									
บรรทัดฐานของสังคม (Subjective norms)	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
4. คุณคิดว่าในสังคมไทยคิด อย่างไรกับการคัดลอกงาน ของผู้อื่น เพราะเหตุใด									
Additional Comments:									

Factor III: Goal orientation									
Mastery goal orientation/ performance-approach goal orientation/ performance-avoidance goal orientation	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
6. คุณตั้งเป้าหมายสำหรับการเรียนวิชาภาษาอังกฤษไว้ว่าอย่างไร									
Additional Comments:									
Mastery goal orientation/ performance-approach goal orientation/ performance-avoidance goal orientation	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
7. คุณมีพฤติกรรมในการเรียนวิชาภาษาอังกฤษอย่างไร (เช่น ชอบตั้งคำถาม ตอบในห้องเรียน หรือแสดงความคิดเห็นหรือไม่)*									
Additional Comments:									
Mastery goal orientation/ performance-approach goal orientation/ performance-avoidance goal orientation	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
8. คุณรู้สึกอย่างไรกับการทำผิดพลาด หรือตอบคำถามผิดในคาบเรียนภาษาอังกฤษ เพราะอะไร									
Additional Comments:									

Mastery goal orientation/ performance-approach goal orientation/ performance-avoidance goal orientation	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
9. ในคาบเรียนวิชาภาษาอังกฤษ คุณชอบทำกิจกรรมหรืองาน ลักษณะใด (เช่น งานที่ง่าย หรืองานที่ท้าทาย ความสามารถ) เพราะอะไร									
Additional Comments:									
Mastery goal orientation/ performance-approach goal orientation/ performance-avoidance goal orientation	Validity			Appropriateness			Clearness		
	-1	0	1	-1	0	1	-1	0	1
10. คุณมีความคาดหวังเกี่ยวกับ ผลการเรียนวิชาภาษาอังกฤษ มากน้อยแค่ไหน อย่างไร									
Additional Comments:									

Appendix M

The Reliability Report from SPSS

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
AT1	151.4516	388.8559	.2150	.8992
AT2	152.1935	384.1613	.3237	.8979
AT3	151.7097	383.0129	.3257	.8980
AT4	151.2903	382.4796	.3691	.8974
AT5	151.3871	387.9785	.2054	.8996
AT6	152.4194	390.3183	.2707	.8984
AT7	151.7419	395.2645	.0376	.9016
AT8	151.7419	374.7978	.6119	.8945
AT9	152.5806	387.3849	.3284	.8979
AT10	152.0645	391.5957	.1599	.8997
AT11	151.2581	392.1312	.1282	.9002
AT12	151.8065	386.0280	.4031	.8972
AT13	152.2581	381.5978	.4297	.8967
AT14	151.5484	382.3892	.4044	.8970
AT15	151.6129	386.3785	.2126	.8998
AT16	152.0000	393.1333	.1311	.8998
AT17	152.0968	381.4903	.4286	.8967
AT18	151.7419	391.9978	.1286	.9003
AT19	152.4194	392.8516	.1482	.8996
AT20	151.6129	379.4452	.4896	.8960
AT21	152.0323	382.3656	.3582	.8975
AT22	151.9355	393.3957	.1085	.9002
AT23	151.9677	374.6989	.4767	.8959
AT24	152.6774	383.7591	.4090	.8970
AT25	152.3548	384.5032	.4688	.8967
AT26	151.2258	392.8473	.0601	.9028
AT27	152.5161	392.4581	.1319	.9000
AT28	151.8065	385.4280	.3216	.8979
AT29	152.0323	380.6323	.3437	.8978
GOAL30	151.9032	370.8237	.6380	.8938
GOAL31	151.9355	362.4624	.7303	.8919
GOAL32	151.1290	384.6495	.3661	.8974
GOAL33	151.0000	377.0000	.5664	.8951
GOAL34	150.8710	386.0495	.3674	.8975
GOAL35	150.9355	378.8624	.4940	.8959

GOAL36	152.0000	364.8667	.6742	.8927
GOAL37	151.9677	364.0989	.6531	.8929

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
GOAL38	151.2581	366.3312	.6895	.8927
GOAL39	151.8387	371.7398	.5667	.8946
GOAL40	150.8710	378.9161	.4603	.8962
GOAL41	150.8710	378.5161	.4253	.8966
GOAL42	150.9677	384.0323	.3573	.8975
GOAL43	152.1613	380.3398	.3630	.8975
GOAL44	152.3548	364.1032	.6077	.8936
GOAL45	151.1290	382.7161	.3449	.8977
GOAL46	151.0323	384.8989	.3058	.8982
GOAL47	151.7742	369.3806	.6699	.8933

Reliability Coefficients

N of Cases = 31.0

N of Items = 47

Alpha = .8992

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Appendix O

The Checklist of Participants' Characteristics from the Interview

Factors	H	H	H	H	H	VH	VH	VH	VH	VH
	1	2	3	4	5	1	2	3	4	5
Perception on Plagiarism										
1. Definition of plagiarism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
2. Plagiarism behaviors for academic writing	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓
3. Knowledge of how to avoid plagiarism	✓	✗	✓	✓	✓	✗	✓	✓	✗	✓
Attitudes toward plagiarism										
1. Positive attitudes toward plagiarism	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗
2. Negative attitudes toward plagiarism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Subjective-norm attitudes toward plagiarism	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗
Goal orientation										
1. Performance-approach	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗
2. Performance-avoidance	✓	✓	✗	✗	✓	✓	✓	✗	✓	✓
3. Learning	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓

Note: H = High level of verbatim plagiarism; VH = Very high level of verbatim plagiarism

	tailed)									
	N	103	103	103	103	103	103	103	103	103
NORMS	Pears on Correl ation Sig. (2- tailed)	-.105	.251(*)	-.393(*)	-.819(**)	-.065	1	.218(*)	.140	-.179
	N	103	103	103	103	103	103	103	103	103
APPROAC H	Pears on Correl ation Sig. (2- tailed)	-.088	.194(*)	-.193	-.336(**)	-.102	.218 (*)	1	.500(*)	.238(*)
	N	103	103	103	103	103	103	103	103	103
AVOIDANC	Pears on Correl ation Sig. (2- tailed)	-.093	.100	-.186	-.234(*)	.027	.140	.500(**)	1	.173
	N	103	103	103	103	103	103	103	103	103
LEARNING	Pears on Correl ation Sig. (2- tailed)	-.179	.090	-.079	-.088	.190	-.179	.238(*)	.173	1
	N	103	103	103	103	103	103	103	103	103

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendix Q

The Regression Analysis of All Predicting Factors for Verbatim Plagiarism by Using SPSS

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	learning, percepti, negative, English Proficiency(Required Eng I), avoidanc, norms, approach, positive ^a		. Enter

- a. All requested variables entered.
b. Dependent Variable: Plagiarism rate

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.517 ^a	.267	.205	25.38708

- a. Predictors: (Constant), learning, percepti, negative, English Proficiency(Required Eng I), avoidanc, norms, approach, positive

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22078.333	8	2759.792	4.282	.000 ^a
	Residual	60583.373	94	644.504		
	Total	82661.705	102			

- a. Predictors: (Constant), learning, percepti, negative, English Proficiency(Required Eng I), avoidanc, norms, approach, positive
b. Dependent Variable: Plagiarism rate

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	95.794	38.159		2.510	.014
	English Proficiency(Required English)	-15.779	4.283	-.336	-3.684	.000
	percepti	-2.163	1.228	-.179	-1.762	.081
	positive	4.641	7.787	.099	.596	.553
	negative	-7.459	4.357	-.157	-1.712	.090
	norms	2.274	7.092	.050	.321	.749
	approach	2.521	3.536	.079	.713	.478
	avoidanc	-2.052	5.219	-.041	-.393	.695
	learning	2.429	4.716	.051	.515	.608

a. Dependent Variable: Plagiarism rate

Appendix R

The Regression Analysis for the Best Predicting Factors for Verbatim Plagiarism by Using from SPSS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391(a)	.153	.145	26.32543
2	.464(b)	.215	.200	25.46925

a Predictors: (Constant), English Proficiency (Required Eng I)

b Predictors: (Constant), English Proficiency(Required Eng I), PERCEPTI

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	92.291	14.647		6.301	.000
	English Proficiency(Required Eng I)	-18.398	4.304	-.391	-4.275	.000
2	(Constant)	108.101	15.245		7.091	.000
	English Proficiency(Required Eng I)	-16.696	4.207	-.355	-3.968	.000
	PERCEPTI	-3.048	1.084	-.252	-2.812	.006

a Dependent Variable: Plagiarism rate

BIOGRAPHY

Miss Ratchada Phuchongchareon was born on 27th February 1986 in Chiangmai, Thailand. She graduated from the faculty of Education majoring in English and Education Technology, Chulalongkorn University. After that, she furthered the study in the TEFL Master's program. During studying in this program, she worked as a teaching assistant (2010). Currently, she is an English instructor in Bodindecha (Sing Singhaseni) 2 School in Bangkok.

