

Effects of the Supplementary for Understanding and Preventing Plagiarism on EFL Students' Writing

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Abstract : As the Internet is recognized as a high potential and powerful educational tool to access sources of knowledge, plagiarism is an increasing unethical issue found in students' writing. This paper is deriving from the 1st phase of an on-going study investigating the effects of the supplementary on citing sources on undergraduate students' writing. The 40 participants were divided into 1 experimental group and 1 control group. Both groups were administered with a questionnaire on knowledge and an interview on attitude related to using sources in writing. Only the experimental group undertook the 4 lessons focusing on using outside sources and citing the original work (quoting, synthesizing, summarizing and paraphrasing) were delivered to them via e-learning tools throughout a semester. Participants were required to produce 4 writing tasks after each lesson. The results were concerned with types and factors on using outside sources in writing of Thai undergraduate EFL students from the survey. The interview results supported and clarified the survey result. In addition, the writing rubrics confirmed the types of plagiarism frequently occurred in students' writing. The results revealed the types and factors on plagiarism including their perceptions on using the outside sources in their writing from the interview. The discussion shed the lights on cultural dimensions of plagiarism in student writing, roles of teachers, library, and university policy on the rate of plagiarism. Also, the findings promoted the awareness on ethics in writing and prevented the rate of potential unintentional plagiarism. Additionally, the results of this phase of study could lead to the appropriate contents to be considered for inclusion in the supplementary on using sources for writing for future research.

Keywords : citing source, EFL writing, e-learning, Internet, plagiarism

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