

Plagiarism Tutorials in English Academic Writing for L2 Vietnamese Undergraduates

Hieu Manh Do

Department of English and Philosophy,
Murray State University, USA
domanhhieubc@gmail.com

Bio-Profile:

Hieu Manh Do is a Doctoral candidate (Doctor of Arts in English pedagogy - English with a specialization in TESOL) at Murray State University, USA. He earned his master's degree in TEFL from National Chung Cheng University, Taiwan. His main interests include English for Specific Purposes (ESP), English for Academic Purposes (EAP), Second Language Writing, and Corpus Linguistics.

Abstract

Plagiarism is becoming more widespread in all types of educational institutions (Park, 2003). In Vietnam, this academic dishonesty has received little attention in teaching and training at the tertiary level (Hoang, 2014; Nguyen & Filipi, 2017; Nguyen, 2018; Tran, 2021; Phan, 2006). To bridge this gap, the current study aims to investigate Vietnamese students' perceptions of plagiarism in English academic writing before and after receiving plagiarism tutorials. Before the training, 44 sophomore students were asked to write an essay at home with the purpose of checking for plagiarism, and 10 students were randomly invited to the interview. The findings show that thirty-five out of forty-four students did plagiarize (30% to 90%), as reported by *Turnitin* software. The understanding of plagiarism among students was poor and they thought that plagiarism was not a big deal. They also did not know how to avoid plagiarism by using citations and quotations in writing. According to these findings, the content of plagiarism tutorials was determined and designed based on the standard of the American Psychological Association (APA). The content of crediting sources includes plagiarism introduction, types of plagiarism, crediting sources, and citing references. They discovered several misconceptions as well as new information about plagiarism after the training. It is suggested that language teachers should consider applying integration and interaction principles to the pedagogy to mitigate the prevalence of plagiarism in English academic writing. Furthermore, plagiarism tutorials such as seminars or workshops should be provided

for all students from various departments to raise students' awareness of plagiarism in education.

Keywords: Plagiarism, crediting sources, Vietnamese undergraduates

1. Introduction

The widespread popularity of the Internet enables learners to get access to numerous databases (Comas-Forgas & Sureda-Negre, 2010; Park, 2003). However, it has some negative impacts on many fields, especially plagiarism in the academic community (Aasheim et al., 2012; Maurer et al., 2006; Tran, 2012). With the Internet, most information is available to access, so students might be easier and faster to copy from others and paste them into their work (Batane, 2010; Pecorari & Petric, 2014). Thus; plagiarism, significantly increasing in college environment (Scanlon & Neumann, 2002; Zimitat, 2012), attracts much concern from educators (Hu & Sun, 2017; Pecorari, 2013). In Western education, plagiarism is strictly controlled because it is a matter of copyright infringement, brainpower, and professional ethics. In the United States; for example, if students plagiarize, the punishments may contain “academic integrity training exercises, social work, transcript notation, suspension, expulsion, revocation of degree or certificate, and possibly even referral of the case to legal authorities” (Maurer et al., 2006, p.1053). Hence, this issue should be avoided in education.

In order to reduce plagiarism, a majority of researchers (Aasheim et al., 2012; Biliæ-Zulle et al., 2004; Maurer et al., 2006; Razera et al., 2009; Sarlauskienea & Stabingis, 2014; Tran, 2012; Tran et al., 2018; Vernon et al., 2001) suggested that teachers should use effective plagiarism detection software and provide plagiarism tutorials. According to Pecorari and Petric (2014), this is because “problems arising out of students’ lack of knowledge of citing conventions and lack of skills in using sources are thus placed in the context of cheating” (p.5). To be specific, Tran et al. (2018) indicated that “along with the usage of plagiarism detection software, educator interventions focusing on building awareness and understanding the nature of plagiarism” (p. 66). Similarly, Aasheim et al. (2012) (cited in Stephens et al., 2007) emphasized that “strategies focused on preventing cheating may be more effective than those focus on catching students after the fact” (p. 300). Although *Turnitin* software has a positive impact on reducing the high level of plagiarism (Razera et al., 2009), it is not enough to discourage students from plagiarism (Batane, 2010). As a result, plagiarism tutorials and *Turnitin* software are both essential in preventing and reducing plagiarism at high educational levels (Aasheim et al., 2012; Batane, 2010; Tran et al., 2018).

In Vietnamese education; nevertheless, those have not been considered comprehensively, as reported by a number of researchers (Hoang, 2014; Nguyen & Filipi, 2017; Nguyen, 2021; Tran et al., 2018). In particular, inadequate plagiarism training in academic writing (Hoang, 2014; Nguyen & Filipi, 2017; Nguyen, 2021; Tran, 2021; Phan, 2006) and insufficient standard plagiarism detection software (Tran et al., 2018) are two current issues related to the significant prevalence of plagiarism among Vietnamese students. As a result, students' understanding of plagiarism is poor (Nguyen & Filipi, 2017; Nguyen, 2021) and permissive (Tran et al., 2022). These issues should be taken into consideration in academic institutions by teachers and educators. In order to bridge this research gap, the current study investigates whether the plagiarism tutorial program affects the improvement of Vietnamese students' perceptions toward plagiarism in practicing English academic writing. It is significant to raise students' awareness about plagiarism in academic writing by offering plagiarism tutorials, which has not been carefully addressed before (Nguyen, 2021). The study first investigates the plagiarism rate among students by using *Turnitin* software and how they know about plagiarism through interviews. After that, the content of plagiarism tutorials would be designed for the training. It is hoped that education on plagiarism will benefit students not just in avoiding plagiarism but also in their future careers. They will be prepared with good skills and strategies to mitigate widespread plagiarism. It is even more crucial since undergraduate programs require them to write numerous essays or dissertations, where plagiarism is prohibited. The two research questions that guided the study are presented as follows:

1. What is Vietnamese undergraduate students' perception of plagiarism?
2. What plagiarism tutorial content should be included for training? How do students perceive plagiarism after receiving the tutorials?

2. Literature Review

2.1 Plagiarism

Plagiarism is a complex concept with numerous definitions (Zheng, 2021). According to Bouville (2008) and Blum (2011), plagiarism is an action that people copy the work or ideas of others, even when re-expressing them in their own words without citing the source of the text (Park, 2003). Additionally, Hexham (1992) mentioned that four words repeated without quotation marks and page numbers, were considered plagiarism. According to the APA, there are a variety of types of plagiarism, such as self-plagiarism, peer plagiarism, Internet plagiarism, appropriation, and cheating. Taking this into serious consideration, Pecorari and

Petric (2014) emphasized that "plagiarism is considered a moral transgression and a reflection of moral decay" (p.5). In the same vein, Maddox (1995) and Maurer et al. (2006) indicated that plagiarism was an unaccepted behavior or serious scholastic misconduct. Therefore, plagiarism should be acknowledged correctly and clearly in education.

2.2 Students' perceptions of plagiarism

As previously mentioned, plagiarism is considered a broad and important term in education (Pecorari & Petric, 2014; Sarlauskienea & Stabingis, 2014). Over these years; thus, plagiarism has been conducted in different contexts to explore students' perceptions regarding plagiarism (Aasheim et al., 2012; Bamford & Sergiou, 2005; Biliæ-Zulle et al., 2004; İrina & Ali, 2018). These studies have shown that EFL learners in general (Bamford & Sergiou, 2005; Biliæ-Zulle et al., 2004; Fazilatfar, 2018; Zheng, 2021) and Vietnamese students in particular (Hoang et al., 2018; Hoang, 2014; Nguyen & Filipi, 2017; Nguyen, 2021; Tran et al., 2018; Tran, 2021) seem unclear about the concept of plagiarism and violated plagiarism at high rates.

Biliæ-Zulle et al. (2004) did a survey on 198 students at a Croatian University in order to check plagiarism on their writing assignments. The researchers used *WCopyfind* software to check plagiarism and found that only 17 students were not violating plagiarism while the rest had violations. Zheng (2021) also found a high rate of plagiarism reported from *Turnitin* among Chinese students. The researcher suggested that plagiarism guidance and discussion between teachers and students regarding referencing and citations were encouraged. Similarly, İrina and Ali (2018) indicated that undergraduate Turkish students failed to identify and explain the cases of plagiarism in the given written text. In 2005, Bamford and Sergiou investigated the rate of plagiarism of a group of EFL students (Asian and Chinese students). The result revealed that Chinese students had a high level of plagiarism while they had been educated about plagiarism before studying in the United Kingdom (UK). Most Asian students, on the other hand, admitted that they had no prior knowledge of plagiarism before coming to the UK. Similarly, Fazilatfar (2018) found that Asian students had poor knowledge of plagiarism and they received little instruction in citations (Keck, 2014; Shi, 2006). To gain plagiarism knowledge, Sarlauskienea and Stabingis (2014) recapitulated plagiarism definitions from scientific research articles as well as explored the understanding of plagiarism among 119 university students in Lithuania. Although students admitted that they knew plagiarism, it seemed to be vague when they were asked in detail. For example, students did not distinguish between quotation and paraphrase. Generally speaking, plagiarism is a popular issue in education, which should be prevented by

providing plagiarism tutorials (İrina & Ali, 2018; Sarlauskienė & Stabingis, 2014; Zheng, 2021).

In Vietnam, plagiarism has been on high alert and the research on the effects of plagiarism tutorials on improving Vietnamese students' perceptions in English academic writing seems modest in number (Nguyen, 2018). Accordingly, Vietnamese students had poor understanding of plagiarism when they used summarized and quoted texts, and information from the Internet without citing the sources and authors, which was found to be the main reason for plagiarism (Hoang, 2014; Hoang et al., 2018; Tran et al., 2018). In addition, Nguyen and Filipi (2017) investigated other reasons for plagiarism including poor academic writing abilities, carelessness when taking assignments, laziness, a desire for higher grades, and their academic attitudes. In order to reduce plagiarism among Vietnamese students, plagiarism tutorial programs have been highly supported in teaching (Hoang, 2014; Hoang et al., 2018; Nguyen & Filipi, 2017; Nguyen, 2021; Tran et al., 2018; Tran, 2021) because it has the potential to prevent academic misconduct cases (Ali et al., 2012; Erkaya, 2009; Šarlauskienė & Stabingis, 2014; Stoesz & Yuditseva, 2018). To be specific, Tran (2021) suggested that teachers should clarify how universities define plagiarism, what constitutes plagiarism, and what students could do to avoid it. Furthermore, the tutorials should include practice and hands-on experience (Stoesz & Yuditseva, 2018).

3. Method

3.1 Participants

A total of 44 undergraduate Vietnamese students (two classes) at an international university in Ho Chi Minh City, Vietnam (the big city located in the south), participated in this study. They were studying in the second year of the four-year English program (B2 level - CEFR) at the time of data collection. The main reason why they were chosen is that they were taking academic writing course III, which focused on essay writing. They had finished writing courses I and II in previous semesters (paragraph writing). This third writing course requires them to practice a lot of academic writing essays at home, so plagiarism understanding is important. Moreover, English-majored students require high awareness of plagiarism to perform well in academic English writing, so they could be ideal participants for plagiarism investigation.

3.2 Data collection procedures

The data collection processes were developed based on the framework of course development proposed by Graves (1996). The processes that were adopted include needs assessment, determining goals and objectives, selecting and developing materials and activities, and evaluations. Table 1 presents the framework components:

Table 1: *The Framework Components*

Needs assessment/analysis	What do students know and not know regarding plagiarism?
Determining goals and objectives	What are the purposes of the plagiarism tutorial program? What will students be able to do after receiving plagiarism tutorials?
Selecting and developing materials, content, and activities	How/what will the teacher teach? What will the teacher include for tutorials? What is the purpose of each content?
Evaluation	How will the teacher assess what students have learned?

In order to answer the first research question - students' perception of plagiarism, the researcher first conducted a needs analysis. In other words, the researcher should determine what students already know and what they need to know (Do & Cheng, 2021; Macalister & Nation, 2020). Based on this knowledge, the researcher first asked students (class one) to write an essay comparing two types of music (ex: rock and jazz), or English (ex: British English and American English), and the importance of reading critical thinking (class two) with the purpose of checking plagiarism. The assignments were done at home and submitted via Google Classroom. After that, ten students (Participants one to ten) were randomly chosen for the interview in order to investigate what they know and do not know regarding the concept of plagiarism in detail. For instance, students were asked about their understanding of plagiarism, how to avoid plagiarism, and what teachers have done to prevent plagiarism in English academic writing.

As for the research question two - the content of plagiarism tutorials was determined and designed based on the findings of needs analysis. The researcher developed a plagiarism tutorial program with goals, objectives, content, activities, and materials. The tutorials were planned to be carried out in four weeks. In order to explore students' awareness of plagiarism when receiving tutorials, the researcher observed students during the four-week plagiarism tutorials. Based on the content of each lesson, the teacher paid attention to students' responses

to teacher's questions. By doing so, the teacher would be able to identify the real problems that students were confused about plagiarism and then raise their awareness by tutoring them in detail. For example, the teacher provided examples of plagiarism and asked students to explain why. The teacher also asked students to cite, paraphrase sentences or ideas and checked how they did. These activities would be observed and taken notes. The observation would be helpful for the researcher with regard to the impacts of plagiarism tutorials. The researcher used this information to analyze how students perceive plagiarism and compare it with their answers in the interviews in order to see the impacts of plagiarism tutorials. Furthermore, if any problems or concerns from students were raised throughout the instruction, it would be beneficial for future tutorials. Finally, the researcher invited ten students again from two classes to a semi-structured interview to collect in-depth information from a different teacher (students would feel free to share with another teacher). They were asked their opinions about the plagiarism tutorials (any differences after learning plagiarism compared to their previous knowledge, perceptions about plagiarism tutorials, level of plagiarism - similarity index) and plagiarism website service tools (*Turnitin* and other plagiarism website tools). Of note is that students were interviewed in a private teacher's office to avoid the noise. All the interviews were recorded by phone and took notes at the same time by the researcher (the interview before the tutorials) and another teacher (the interview after tutorials). Based on their answers, the researcher would have more evidence to figure out what students received after tutorials and any problems related to plagiarism training. Table Two below presents the activities of the data collection procedure:

Table 2: *Calendar of the Research*

Week	Activities
1 (Jan 18.2021)	Students' writing essays and interview part one
2 (Jan 25.2021)	Checking plagiarism (<i>Turnitin</i>) and transcribing the interview part one
3 (Feb 1. 2021)	The plagiarism tutorial program was designed
4 (Feb 8. 2021)	Plagiarism tutorial one + observation
5 (Feb 15. 2021)	Plagiarism tutorial two + observation
6 (Feb 22. 2021)	Plagiarism tutorial three + observation
7 (March 1.2021)	Plagiarism tutorial four + observation
8 (March 8. 2021)	Evaluation: Interview part two

3.3 Data analysis

Four data sets were analyzed: (1) students' writing texts; (2) interview part one; (3) observation during plagiarism tutorials; and (4) interview part two. First, the researcher

checked the plagiarism rate by using *Turnitin* via similarity index and looked at students' writing papers (citations, quotations, paraphrases). *Turnitin* was selected to check for plagiarism because it is a popular and helpful tool to help teachers detect intellectual dishonesty and reduce students plagiarizing from the similarity index (Batane, 2010; Heckler et al., 2013). Second, the researcher analyzed students' responses from the interviews. The researcher summarized the information provided by students regarding the definitions of plagiarism and plagiarism avoidance. Based on these analyses, the researcher would have the answers for the first research question - students' perception of plagiarism.

From the sources of information (the level of plagiarism, students' perceptions of plagiarism), the researcher developed appropriate plagiarism content and carried out plagiarism tutorials over four weeks. During a four-week plagiarism tutorial, the researcher observed students' attitudes in the class when teaching. The teacher took notes of any confusion related to plagiarism from students. Finally, the researcher investigated how plagiarism tutorials affect students' perception of plagiarism tutorials through a second interview. The researcher tried to listen to all recordings carefully and transcribed them from Vietnamese to English. Then their answers were analyzed and summarized by the researcher. All of these analyses will be utilized to address the second research question - the content of plagiarism and students' perception of plagiarism after receiving tutorials.

In sum, this study applied the triangulation mentioned by Mackey and Gass (2015) that "triangulation involves using multiple research techniques and multiple sources of data in order to explore the issues from all feasible perspectives" (p. 233). The current study collects data from students' work assignments, observations from tutorial training, and interviews. It is hoped that such triangulation could support the validity and reliability of the research.

4. Findings

4.1 Students' perception of plagiarism

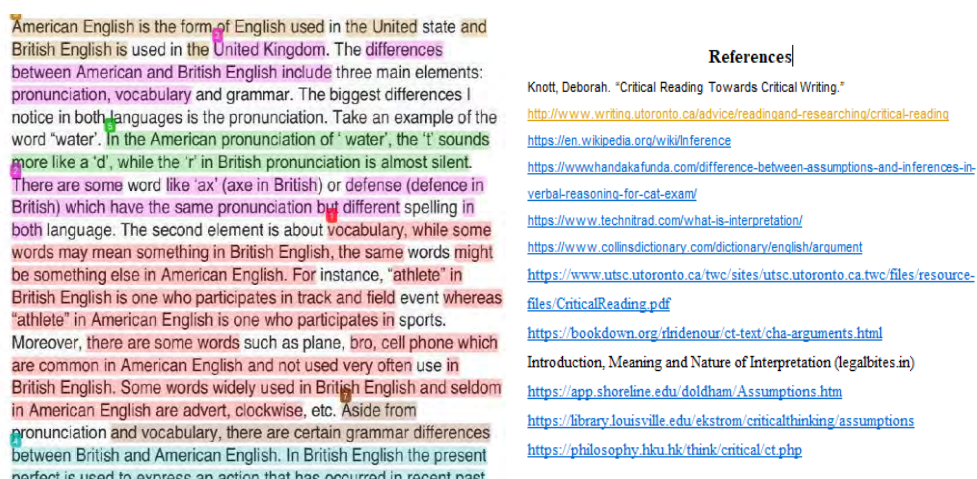
According to the results collected from *Turnitin* and interviews, Vietnamese students' perception of plagiarism was limited. To be specific, the *Turnitin* software shows that thirty-five out of forty-four students did plagiarize at a high rate. Based on *Turnitin*'s level of matching text, a report with over 24 percent would be considered plagiarism. However, plagiarism rates among 35 students' writing papers ranged from 40 to 90 percent. The average rate of plagiarism is 54.7 percent, with the majority of the content coming from the Internet source, followed by student papers and publications. It could be said that students were not

aware of plagiarism when writing since they did not quote and cite the sources in their papers when they used information from others (figure one on the left). Moreover, students' knowledge regarding citations was poor. Figure one on the right shows that students were confused by presenting citations since most of them copied the links from the websites they read and pasted them in the reference section at the end of their papers. These were also shared in the interview:

Participant Two: Previously, when I did assignments, I quoted the authors but did not indicate year and cite them in the reference. I learned paraphrases in previous courses without mentioning how to quote and cite. [Jan 18. 2021]

Participant Six: I paraphrased information that I read from others and I copied the links and pasted in the reference. Honestly, I did not know how to cite and present authors' names and years. [Jan 18.2021]

Figure 1: Turnitin's Report (Left) and Reference Presented by Students (Right)



The interviews revealed more evidence of the poor understanding of plagiarism. Plagiarism, according to the majority of participants, was defined as the act of stealing other people's ideas or work and using them in their papers without permission. In order to avoid plagiarism, the majority of students thought that writers should use their own words to express ideas, instead of using others. They did not acknowledge that they could consult other ideas as long as they cited the copied information in their writing papers. They also thought that they should not share their work to others (friends) to prevent cheating. Another popular way to reduce plagiarism mentioned by students is to translate from Vietnamese to English, as mentioned by participants one, seven, and nine:

Participant One: I did not know much about plagiarism. I often read information from Vietnamese documents and then translate it into English. [Jan 18. 2021]

Participant Seven: I think we could not copy words for words from others, just copy one part of their ideas in Vietnamese and rewrite them with our own words in English. I copied because it took time to think and I was lazy to do that, so I borrowed the ideas from others. [Jan 18. 2021]

Participant Nine: I thought plagiarism was normal, not important. I sometimes read information from others and rewrote it in my own words. [Jan 18. 2021]

In conclusion, the rate of plagiarism among Vietnamese students was high, and their knowledge of plagiarism was considered poor. In particular, students were lacking the knowledge of plagiarism definition, types of plagiarism, and crediting sources (citation and references), which should be taken into consideration.

4.2 Plagiarism tutorials and students' perception of plagiarism after receiving the tutorials

4.2.1 Plagiarism tutorials

According to the findings of the first research question, the content of plagiarism tutorials was determined and developed in four weeks (Table 3). The tutorials were integrated into the writing course to prepare students with the knowledge of plagiarism and guide them on how to avoid plagiarism in academic writing. It is hoped that students will be able to understand the term "plagiarism" in a comprehensive way in English academic writing and know how to cite and quote sources in academic papers using the APA style after the tutorials (objectives). Table Three below presents the content and purposes of the plagiarism tutorials in detail.

Table 3 *The Content of Plagiarism Teaching*

Content	Day	Detail	Time (min)	Purpose
Introduction to Plagiarism	Feb 8.2021	The definition of plagiarism, the plagiarism cases	50	Help students understand plagiarism in a comprehensive way.
Types of Plagiarism	Feb 15.2021	Self-Plagiarism Appropriation Cheating	50	Help students know more about types of plagiarism.
Crediting Sources	Feb 22.2021	Quoting and Paraphrasing Direct quotation of sources	50	Help students know how to reduce/avoid plagiarism when using information from others.

		Paraphrasing material Direct quotations of online material		They will have opportunities to practice paraphrasing skills.
Citing References in Text	March 1.2021	One work by one author One work by multiple authors Groups as authors Authors with the same surname Two or more works within the same parentheses Secondary sources	50	Help students know how to cite the references in academic writing.

In order to guide students to write papers with rigorous standards, the American Psychological Association (APA) was selected as the main material since it was highly recommended for standard academic writing style (Maurer et al., 2006). In particular, chapter six of the Publication Manual of the APA (2010) presented style rules on all writing aspects, called "crediting sources." It introduces guidelines on quoted material and reference citation in detail. For example, there are two key principles that writers should use quotation marks if they indicate word for word from others and credit the source in the text if they paraphrase the sentence or change some words from another. It can be noticed that the content of this chapter is beneficial to pupils because they are unfamiliar with this information. It explains when and how writers should cite the authors who contributed to their work. Besides, it introduces the definition of plagiarism and the knowledge of quoting and paraphrasing. During the tutorials, the teacher provided lectures about plagiarism and created group work and quizzes for students.

4.2.2 Students' perception of plagiarism after receiving the tutorials

During four-week plagiarism tutorials, the researcher discovered that students only had a basic understanding of plagiarism. They could, for example, identify which instances constituted plagiarism, yet the majority of their papers had content that was not accompanied by citations, which was labeled plagiarism. This is due to a lack of skills in avoiding plagiarism in writing, which had not been adequately taught previously. In particular, students seemed vague when going into detail about the rules of citation. The teacher observed that students struggled with citing authors' names, page numbers, or volume numbers. Despite the fact that some of them had heard about the citations and quotations, they were embarrassed when being asked to clarify.

When the teacher introduced *Turnitin* as a plagiarism online service tool, the students were taken aback. They were previously familiar with a number of free X websites and had

sometimes used them to detect plagiarism. This was the first time the pupils had heard of *Turnitin*. By copying writing from others and testing it with different software, the teacher demonstrated the distinctions between the free software and *Turnitin*. Students realized that the free plagiarism tools were not accurate when they discovered that those websites displayed 100% of the work without committing plagiarism since the text was duplicated word for word.

Participant Two: When the teacher introduced Turnitin, I found that some free plagiarism software tools were ineffective. I tried to double-check with free websites by copying all information from other work. The free software indicated only eight percent of plagiarism. [March 8, 2021]

Participant Five: I used some free X website tools to detect plagiarism, but they seemed ineffective because they reported 100% unique since I copied all from the Internet. I just know it from this semester. I did not check it previously. [March 8, 2021]

Participant Nine: I sometimes used some free service tools. These websites usually show less plagiarism percentage. During this semester, I was taught about this issue carefully and it was helpful. [March 8, 2021]

After four weeks of tutorials on plagiarism, students realized they had some misconceptions about this critical issue. First, some students realized that they could take references from others as long as citing and quoting. Second, they knew how to cite authors' names and page numbers. Last but not least, students' awareness of plagiarism was improved when the majority of them believed that a similarity index of more than 20% was unacceptable. These perceptions are presented as follows:

Comments about references:

Participant One: After learning about plagiarism, I will remember to quote and cite in the reference list in my writing paper when I borrow ideas from others. [March 8, 2021]

Participant Four: After the plagiarism training hours, I understood more about plagiarism, such as citing, paraphrasing, and taking references. I will apply those skills to future writing to avoid plagiarism. [March 8, 2021]

Comments about citations, quotations:

Participant Six: I have learned some new knowledge from the plagiarism tutorials. For instance, I rewrite the authors' ideas in my own words, quote the reference, including author names, years, and page numbers if it's a word-for-word citation. Previously, I did not know that I should put authors' names or page numbers when citing, so I just paraphrased when I used other ideas without mentioning this knowledge. [March 8, 2021]

Participant Eight: After being taught how to avoid plagiarism in academic writing, I applied it to my writing and other courses such as citing and quoting. It looks

more professional and it is helpful for my future academy too. It was different from my previous knowledge that I copied or paraphrased the content from others without citing and using references. [March 8. 2021]

Comments about the similarity index:

Participant Two: I think over 25% of what is copied from others is considered plagiarism. [March 8. 2021]

Participant Five: I think under 20% similarity index is acceptable. [March 8. 2021]

Participant Seven: I think over 20% shown on the plagiarism website is considered plagiarism. [March 8. 2021]

5. Discussion

5.1 Students' perception of plagiarism

It was worth noting that students paid less attention to plagiarism in academic writing. They appeared to be lacking in information concerning plagiarism since most of them thought only one side of plagiarism that copying other work was not acceptable. In line with the finding of Hoang (2014), Vietnamese students had an inadequate understanding of plagiarism. They also did not think that using other ideas was plagiarism. For example, they indicated that they usually read information on Vietnamese websites and then translated them into English without citations. This action should be avoided because "plagiarism now is not confined to mere cut and paste; synonymizing and translation technologies are giving a new dimension to plagiarism" (Maurer et al., 2006, p. 1052).

Vietnamese students plagiarized for a variety of reasons. First, pupils have not previously been trained well in plagiarism prevention, especially in citations and quotations. In line with the findings of previous studies (Bamford & Sergiou, 2005; Nguyen & Filipi, 2017; Sarlauskienea & Stabingi, 2014), students appeared ambiguous and unsure regarding plagiarism because of inadequate plagiarism tutorials. This knowledge shortage limited their ability to get knowledge from others when some of them were afraid of violating plagiarism. Students shared that they should not show the work to others and read other ideas to avoid plagiarism. As a result, some of them chose not to read or seek information from other sources. Nevertheless, it is especially needed for undergraduates who have to work on many writing projects that require them to read books, articles, and write in an academic style. In addition, it would be difficult for peer review since students need to read papers from classmates. According to this perception, students should be aware of the importance of learning how to

avoid plagiarism (citations and quotations). Second, students' English proficiency could be the reason for plagiarism. Some students were not fluent in English - they did not know how to express their opinions in English, so they copied from the Internet. In the same vein as the finding of Tran's (2012) study, a language barrier was the reason for plagiarism when they were not confident in their writing abilities and vocabulary. This was also mentioned in the findings of Currie's (1998), Hayes and Introna's (2005), and Carroll's (2007) studies.

Since the convenience of the Internet with fabulous resources, helps students find information easily (Carnie, 2001), writing papers at home gives them more chances to copy from this useful source. Teachers may find it more difficult to check plagiarism in their students' writing papers because the preparation for plagiarism software tools is insufficient (Tran et al., 2018). Poor preparation of plagiarism detection tools made students easier to copy, so teachers could not have exact evidence to alert them concerning this academic dishonesty. According to the findings, students sometimes use free plagiarism tools to check their papers, but they do not show exact results. Hence, it is significant to suggest that universities/schools should purchase and facilitate standard tools for plagiarism detection like *Turnitin* (Maurer et al., 2006).

All in all, Vietnamese students have limited knowledge about plagiarism because of inadequate training in academic writing. Therefore, it is suggested that teachers take the plagiarism policies seriously before the course begins. Importantly, clear plagiarism guidance should be implied and urgently conducted.

5.2 Students' perception of plagiarism after receiving tutorials

Students were aware of the seriousness of plagiarism when they mentioned the unacceptable rates of plagiarism reported by *Turnitin*, and they understood the meaning of plagiarism more comprehensively. However, they were still confused by some cases of plagiarism. For instance, students were confused by this case of plagiarism during the tutorials: "With some words changed with no quotations but has correct references and in text citations." Accordingly, paraphrasing without quotation means the ideas were copied with no quotation, which constitutes plagiarism. However, some students did not think this was plagiarism. Based on this finding, this content should be taken into consideration by providing more practice. Regarding plagiarism detection tools, it seems unsure about the accuracy of free plagiarism detection software, so plagiarism tutorials are needed for every writing course in order to guide students on how to avoid it. These findings were significant because they reflected the current situation regarding plagiarism at tertiary level in Vietnam. In line with the finding of Bamford

and Sergiou's study (2005), Chinese students had a high level of plagiarism even though they had been educated about plagiarism before studying in the UK. In other words, students "know" but they "have not experienced" (Schiro, 2013).

In conclusion, the researcher discovered that students perceived growing confidence and significant improvements in their citation and quotation skills after four weeks of plagiarism tutorials. Students also recognized some misconceptions about plagiarism compared to their previous understanding. As mentioned by Nguyen and Filipi (2017); nevertheless, plagiarism needs to be evaluated and practiced in the long run, so teachers should mention this issue and integrate it with academic writing courses that assist students not only with academic courses but also in their future thesis. Therefore, teachers should provide more practice, show real examples for students to let them understand more about this issue, and provide training regularly every semester.

6. Implications

There are some pedagogical implications for EFL teachers regarding plagiarism tutorials in English academic writing. Based on the findings of this study, it is strongly recommended that teachers use pedagogical integration and interaction design principles to prevent plagiarism in English academic writing (Nguyen, 2018). For integration principle, teachers should remind students about plagiarism policies in the first orientation of writing courses. They should have punishments for students who plagiarize in order to stop their misbehavior and make them acknowledge its seriousness. Importantly, teachers should provide plagiarism tutorials for Vietnamese students because plagiarism can be controlled if users have sufficient knowledge (Aasheim et al., 2012; Comas-Forgas & Sureda-Negre, 2010). In fact, students know about this issue, but they do not perform well in their writing papers in terms of crediting sources. In other words, they need to practice how to cite and quote in their writing. Besides, using students' own words or paraphrasing skills should be encouraged in academic writing classes. More than that, educators might carry out some plagiarism seminars for students in all majors to raise their awareness regarding this issue, not only for English-majored students. As for the interaction principle, teachers should provide opportunities for students to interact with their classmates and teachers both within and outside of the classroom, such as group work, peer feedback, and teacher feedback. In doing so, students will have support from their teacher and their classmates if they need help. This would be helpful for them in practicing writing without pressure, which is one of the reasons for plagiarism.

As for plagiarism material, APA is recommended to be used to guide students on how to write professional papers without violating plagiarism. Regarding plagiarism detection software, universities should facilitate some standard software like *Turnitin* for teachers to evaluate students' writing correctly since free software tools were reported as not useful in terms of checking the level of plagiarism. Generally speaking, plagiarism tutorials with integration and interaction principles, plagiarism detection software preparation should be established for Vietnamese students in terms of preventing plagiarism and enhancing their awareness of this academic dishonesty.

7. Conclusion

This study has attempted to investigate Vietnamese students' perceptions of plagiarism. Furthermore, this study carried out four-week experimental plagiarism tutorials to provide knowledge of plagiarism for students and guide them on how to avoid plagiarism in English academic writing. There are four main plagiarism topics created, including plagiarism introduction, types of plagiarism, crediting sources, and citing references. The findings revealed that a considerable majority of pupils lacked plagiarism awareness and plagiarized from other sources without citing them. After the plagiarism tutorials, it did, however, gain some positive feedback. Students were aware of the seriousness of academic dishonesty and knew how to avoid it by using quotations, paraphrasing skills, and citing sources. As for future researchers, it is expected that they may consider expanding the scope of research scale with more participants in different types of educational institutions. The current study collected data from a private international school, so it is highly recommended that future studies compare the rate of plagiarism among students in private and public schools. Then they could see the differences between students in private universities and public universities and would have suitable solutions for preventing plagiarism.

References

- Aasheim, C. L., Rutner, P. S., Li, L., & Williams, S. R. (2012). Plagiarism and programming: A survey of student attitudes. *Journal of information systems education*, 23(3), 297-314. <https://eric.ed.gov/?id=EJ996797>
- Ali, W. Z. W., Ismail, H., & Cheat, T. T. (2012). Plagiarism: to what extent it is understood. *Procedia Social & Behavioral Sciences*, 59, 604-611.
- American Psychological Association. (2010). *Publication manual*. Washington, DC: American Psychological Association.

- Bamford, J., & Sergiou, K. (2005). International students and plagiarism: An analysis of the reasons for plagiarism among international foundation students. *Investigations in university teaching and learning*, 2(2), 17-22.
- Batane, T. (2010). Turning to Turnitin to fight plagiarism among university students. *Journal of Educational Technology & Society*, 13(2), 1-12. <https://eric.ed.gov/?id=EJ895652>
- Bilić-Zulle, L., Frković, V., Turk, T., Ažman, J., & Petrovečki, M. (2005). Prevalence of plagiarism among medical students. *Croatian medical journal*, 46(1).
- Bouville, M. (2008). Plagiarism: Words and ideas. *Science and engineering ethics*, 14(3), 311- 322. Doi: <https://doi.org/10.1007/s11948-008-9057-6>
- Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(6), 97-113. Doi: 10.1177/1468794106058877
- Carnie, A. (2001). How to handle cyber-sloth in academe. *Chronicle of Higher Education*, 47(17), B14.
- Carrol, J. (2007). A Handbook for deterring plagiarism in higher education. Oxford Brookes
- Comas-Forgas, R., & Sureda-Negre, J. (2010). Academic plagiarism: Explanatory factors from students' perspective. *Journal of Academic Ethics*, 8(3), 217-232. <https://doi.org/10.1007/s10805-010-9121-0>
- Do, M. H., & Cheng, Y. H. (2021). Needs analysis of hotel front desk staff: Considerations for ESP course design. *International Journal of English for Specific Purposes*, 1(1), 69-92.
- Erkaya, O. R. (2009). Plagiarism by Turkish students: causes and solutions. *Asian EFL Journal*, 11 (2), 86-103.
- Fazilatfar, A. M., Elhambakhsh, S. E., & Allami, H. (2018). An investigation of the effects of citation instruction to avoid plagiarism in EFL academic writing assignments. *Sage open*, 8(2), 2158244018769958.
- Graves, K. (Ed.). (1996). *Teachers as course developers*. New York: Cambridge University Press.
- Heckler, N. C., Rice, M., & Hobson Bryan, C. (2013). Turnitin systems. *Journal of Research on Technology in Education*, 45(3), 229–248. Doi: [10.1080/15391523.2013.10782604](https://doi.org/10.1080/15391523.2013.10782604)
- Hexham, I. (1992). On plagiarism and integrity in scholarly activity, *Humanist: Humanities Computing* 5, 4, available at <http://www.ucalgary.ca/>
- Hoang, T. H. (2014). An investigation into the state of plagiarism in writing assignments among third year students majored in English in one of Vietnamese University and some preventive teaching strategies.

- Hu, G. W., & Sun, X. (2017). Institutional policies on plagiarism: The case of eight Chinese universities of foreign languages/international studies. *System*, 66, 56-68.
- Írina, R. E. T. S., & Ali, I. L. Y. A. (2018). Eliciting ELT students' understanding of plagiarism in academic writing. *Eurasian Journal of Applied Linguistics*, 4(2), 193-211.
- Keck, C. (2014). Copying, paraphrasing, and academic writing development: An examination of L1 and L2 summarization practices. *Journal of Second Language Writing*, 25, 4-22.
- Macalister, J., & Nation, I. S. P. (2020). *Language curriculum design (second edition)*. New York: Routledge.
- Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design*. Abingdon-on-Thames: Routledge.
- Maddox, J. (1995). Plagiarism is worse than mere theft, nature 376, 721. Doi: <https://doi.org/10.1038/376721a0>
- Maurer, H. A., Kappe, F., & Zaka, B. (2006). Plagiarism-A survey. *J. UCS*, 12(8), 1050-1084.
- Nguyen, D. T. T. (2021). University students' understandings, attitudes, and experiences on plagiarism. *Cypriot Journal of Educational Science*. 16(4), 1471-1478. <https://doi.org/10.18844/cjes.v16i4.6001>
- Nguyen, T. V. L. (2018). *Towards a pedagogy to help postgraduate students avoid plagiarism in English academic writing in the EFL context*. Transformation and Empowerment through Education: Reconstructing our Relationship with Education, 153.
- Nguyen, T. V. L., & Filipi, A. (2017). Plagiarism in English academic writing: Building definitions and clarifying types. *Vinh University-Journal of Science*, 46(2B), 5-20.
- Park, C. (2003). In other (people's) words: Plagiarism by university students--literature and lessons. *Assessment & evaluation in higher education*, 28(5), 471-488.
- Pecorari, D. (2013). *Teaching to avoid plagiarism: How to promote good source use*. New York, NY: Open University Press.
- Pecorari, D., & Petric, B. (2014). Plagiarism in second-language writing. *Language Teaching*, 47(3), 269-302. Doi: 10.1017/S0261444814000056
- Phan, L. H. (2006). Plagiarism and overseas students: Stereotypes again? *ELT journal*, 60(1), 76-78, <https://doi.org/10.1093/elt/cci085>
- Razera, D., Verhagen, H., Pargman, T. C., & Ramberg, R. (2010, June). Plagiarism awareness, perception, and attitudes among students and teachers in Swedish higher education—a

- case study. In *4th International Plagiarism Conference-Towards an authentic future. Newcastle Upon Tyne, UK*.
- Šarlauskienė, L., & Stabingis, L. (2014). Understanding of plagiarism by the students in HEIs of Lithuania. In *Procedia-Social and Behavioral Sciences: the 2-dn International Scientific conference "Contemporary Issues in Business, Management and Education 2013"*. Amsterdam: Elsevier BV, Vol. 110 (2014), <https://doi.org/10.1016/j.sbspro.2013.12.908>.
- Scanlon, P. M., & Neumann, D. R. (2002). Internet plagiarism among college students. *Journal of College Student Development*, 43(3), 374-385.
- Schiro, M. (2015). *Curriculum theory: Conflicting visions and enduring concerns*. Sage.
- Shi, L. (2006). Cultural backgrounds and textual appropriation. *Language Awareness*, 15, 264-282.
- Stephens, J. M., Young, M. F., & Calabrese, T. (2007). Does moral judgment go offline when students are online? A comparative analysis of undergraduates' beliefs and behaviors related to conventional and digital cheating. *Ethics & Behavior*, 17(3), 233-254.
- Stoesz, B. M., & Yuditseva, A. (2018). Effectiveness of tutorials for promoting educational integrity: a synthesis paper. *International Journal for Educational Integrity*, 14(1), 1-22.
- Tran, M. (2021). Student perceptions of plagiarism: *A study of Vietnam-and New Zealand-educated postgraduate students* (Doctoral dissertation, Open Access Victoria University of Wellington| Te Herenga Waka).
- Tran, T. T. (2012). The perceptions and attitudes of international students towards plagiarism. *The ACPET Journal for Private Higher Education*, 1(2), 13-21.
- Tran, U. T., Huynh, T., & Nguyen, H. T. T. (2018). Academic integrity in higher education: The case of plagiarism of graduation reports by undergraduate seniors in Vietnam. *Journal of Academic Ethics*, 16(1), 61-69. Doi: [10.1007/s10805-017-9279-9](https://doi.org/10.1007/s10805-017-9279-9)
- Vernon, R. F., Bigna, S., & Smith, M. L. (2001). Plagiarism and the Web. *Journal of Social Work Education*, 37(1), 193-196.
- Zheng, Q. (2021). Chinese university students' perceptions of the use and effectiveness of the use and effectiveness of Turnitin in EAP writing. *International Journal of TESOL Studies*, 3(2), 40-55.
- Zimitat, C. (2012). Plagiarism across the academic disciplines. *Research and Development in Higher Education: Connections in higher education*, 35, 352-362. Hobart, Australia: HERDSA.