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**PERCEPTIONS OF ACADEMIC INTEGRITY AMONG TEACHERS AND
STUDENTS IN THE EAP CONTEXT AT A SELF-FINANCING TERTIARY
INSTITUTION IN HONG KONG: AN EXPLANATORY CASE STUDY**

by

Lee Joyce Lok Hin

A dissertation submitted to the University of Bristol
in accordance with the requirements for award of the degree of

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School of Education

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Dissertation Supervisors: Professor Bruce Macfarlane and Dr. Matt Kedzierski

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the requirements of the *University's Regulations and Code of Practice for Research Degree Programmes* and that it has not been submitted for any other academic award. Except where indicated by specific reference in the text, the work is the candidate's own work. Work done in collaboration with, or with the assistance of, others, is indicated as such. Any views expressed in the dissertation are those of the author.

Signed:

Date: 11 November 2019

ABSTRACT

This explanatory case study attempts to investigate tertiary teachers' and students' perceptions of academic integrity in the EAP (English for Academic Purposes) context in a private higher education (HE) institution in Hong Kong. The starting assumption of this project is that the prevalent use of the Internet in teaching and learning as well as massification and privatisation of HE have created new challenges as to how academic integrity is defined, and how identified infringements are addressed. Despite the heightened interest in academic integrity and the prevalence of EAP training in Hong Kong, there is little research investigating teachers' and students' perceptions of academic integrity in the EAP context specifically. In view of the above research gap, the study aims to examine the said stakeholders' views on academic integrity and to explore penalties for non-compliance. This is achieved by adopting a two-phase explanatory mixed methods design incorporating quantitative surveys and qualitative focus group interviews in a self-financing institution.

The results of the study point to noteworthy differences in teachers' and students' views regarding their perceived reasons for academic misconduct attributable to factors such as gender, education backgrounds, academic disciplines, and socio-cultural influences. The case study also affirms that the Internet may be both a tool for learning citation styles and a channel for approaching ghostwriters. This study shows knowledge gaps in teachers' and students' understanding of academic integrity and penalties for academic misconduct. It also highlights the strong need for practitioners to enhance their understanding of the impacts of referencing knowledge and learning motivation on students' ways of thinking regarding academic integrity to derive pedagogical implications.

Keywords: Academic integrity, Academic misconduct, English for Academic Purposes, Plagiarism

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LIST OF ACRONYMS

APA	American Psychological Association
BBA	Bachelor of Business Administration
CMI	Chinese Medium Instruction
EAP	English for Academic Purposes
EMI	English Medium Instruction
GPA	Grade Point Average
HE	Higher Education
HK	Hong Kong
HKCAAVQ	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
HKU	University of Hong Kong
L2	Second Language
MMR	Mixed Methods Research
SCM	Supply Chain Management
SPSS	Statistical Package for the Social Sciences
UGC	University Grants Committee

CHAPTER 1: INTRODUCTION

1.1 Introduction

There is a growing body of literature that recognises the importance of academic integrity in education, especially the higher education (HE) sector. “Academic integrity” is defined as “a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage**” (International Center for Academic Integrity, 2014, para. 1). The key term is often associated with other words such as “academic honesty”, “academic misconduct”, and “plagiarism”. The rather loose definition of the keyword may account for the main challenge faced by many researchers of academic integrity, as there are numerous differences in knowledge, attitudes, beliefs, and behaviour regarding academic integrity among different stakeholders (Charubusp & Sivell, 2016; Kwong, Ng, Mark, & Wong, 2010).

The situation is further complicated by the increasing number of self-financing institutions in Hong Kong that strive to reach exacting academic standards established by quality assurance mechanisms, one of which includes maintaining academic integrity through teaching and learning activities. The majority of students in such institutions have English as a second language and these institutions adopt English as the medium of instruction. Therefore, some university students, especially freshmen, face significant challenges when they make the transition to English-medium tertiary education in Hong Kong (Evans & Morrison, 2017). This creates tension between academic honesty, students’ learning in a foreign language, quality assurance, student retention, and profitability within the private institutions.

To help the institutions to achieve the required academic standards in a linguistically challenging environment created by English medium instruction (EMI), English for Academic Purposes (EAP) programmes play a central role in equipping students with foreign language skills. Crucially for this study, such programmes are also tasked with delivering academic integrity training. EAP, which is defined as “language research and instruction that *focuses on the specific communicative needs and practices of particular groups in academic contexts* [emphasis added]” (Hyland & Hamp-Lyons, 2002, p. 2), is also of interest because of its “gate-keeping” function. That is because EAP programmes help students acquire the English language proficiency and academic literacy without which access to and success in HE would not be possible. As Thomas and Scott (2016) have indicated, EAP training, along with academic success programmes, is now more prevalent than ever before in assisting students throughout their studies. It can therefore be considered that academic integrity and EAP are closely related.

This chapter will continue to offer background information demonstrating the links between academic integrity, culture, massification of HE, medium of instruction (MOI) policy, EAP, and other possible factors influencing teachers’ and students’ perceptions of academic integrity. It will continue to identify the statement of the problem by indicating the research gap, state the purposes of the study, outline the research questions governing the research, highlight the significance of the study to the discipline, draw an outline of the dissertation, and finally offer a summary.

1.2 Research Background

Existing research shows that teachers’ and students’ perceptions of academic integrity and penalties for academic misconduct, not necessarily in the EAP context, are

influenced by a range of factors, including: socio-cultural factors (e.g. Hu & Lei, 2012), the continued expansion of HE (e.g. Prisacariu & Shah, 2016), MOI policy and the introduction of the “3+3+4” academic structure (e.g. Evans & Morrison, 2017), the role played by EAP in the promotion of academic integrity at the tertiary level (e.g. Gurney, 2016) as well as individual factors affecting teachers’ and students’ views on academic integrity (e.g. Davis, 2013; Gullifer & Tyson, 2010).

One much disputed subject within the field of academic integrity concerns culture. Regarding the definition of “culture”, Keith (2011) added to the definition offered by Heine (2008), stating culture refers to “a. information (e.g. beliefs, habits, ideas) learned from others, that is capable of influencing behavior; and b. a group of people who share context and experience” (as cited in Jahoda, 2012, p. 297). How culture might be connected with textual practices could be illustrated by the argument of Purdy (2009), which suggested that speakers from English-speaking cultures generally attached importance to textual ownership and authorship affecting their writing strategies. Compared with students from anglophone backgrounds, Chinese students tended to have varied views on textual practices. Hu and Lei (2012) concluded that a feasible explanation for Chinese students’ different textual practices was that they were accustomed to memorising, repeating, and emulating authoritative texts in their own writing, as such actions were often regarded as part of the learning process. Furthermore, the study of Doss et al. (2016) even suggested that some research participants from Asian cultural backgrounds considered the use of others’ words and ideas to be gestures of respect and commendation.

In contrast to the above arguments about the possible influences of culture on students' textual practices, other factors including limited language proficiency and inadequate understanding of academic integrity, rather than culture, might also play a part despite inconclusive evidence identifying a relationship between students' thinking and the influence of culture on their source use practices (Chien, 2017). Sutton, Taylor, and Johnson (2014) cited the research of Yeo (2007) showing that culture did not influence students' views on plagiarism; they pointed out the crux of the matter lied in whether students *consciously* applied plagiarism as a writing strategy. The issue is further complicated by the fact that students in Hong Kong, most of whom are second language (L2) users of English, are often novice writers who might not be familiar with academic writing conventions (Pecorari, 2016).

In addition to culture, the rapid expansion of HE worldwide has led to the burgeoning interest in how academic integrity is maintained at the tertiary level. Brimble (2016) identified the significant role of HE in ethical development of students affecting their moral reasoning; nonetheless, he suggested that “the combined forces of commercialization, massification, disengagement, resource constraints, and academic attitudes” (p. 367) gave rise to more worries about the ability of tertiary institutions in preserving academic integrity. The study conducted by Bunce, Baird, and Jones (2017) revealed that students demonstrated a “customer orientation” (p. 1958) and regarded themselves as consumers, thereby affecting their academic performance. The consumer status of students might be reinforced by commercialised universities aiming to recruit and retain more students (Brimble, 2016; Draper & Newton, 2017).

The trend of massification of HE can also be observed in Hong Kong, a former British colony that heavily relies on its banking and financial industries. Tang (2015) suggested that the HE sector of Hong Kong had undergone two waves of massification since the Sino-British Joint Declaration signed in 1984. The first wave emerged as a result of the decolonisation measures adopted by the Hong Kong government, for example, the attainment of university titles by the two polytechnics and the establishment of the third public university. Tang (2015) also indicated that currently Hong Kong is facing the second wave of tertiary education massification after the return of Hong Kong's sovereignty to China in 1997, as evidenced by a tenfold increase in the supply of HE programmes offered by second-tier self-financing institutions in response to the market-driven mode of operation, possibly resulting in more fierce competition among self-financing institutions and even adverse impacts on the ethos of academics.

In line with the views of Tang (2015), Jung and Postiglione (2015) proposed that the HE sector in Hong Kong has entered the era of post-massification and the quality of self-financing programmes ought to be closely monitored by quality assurance mechanisms. Such mechanisms might be deemed necessary, as Wong (2015) argued that given the self-financing nature of such programmes, some institutions face criticism regarding the proper maintenance of academic standards, which leads to public concerns about entry requirements and tuition fees. Lee (2016) and Wan (2011) contended that some institutions neglect the standards of their self-financing programmes, which damages their credibility, impairs their quality, and lowers their graduates' employability.

The massification of HE is further complicated by language policy in colonial and post-colonial Hong Kong, which affects academic standards of undergraduates.

According to Brutt-Griffler (2000), “reconceptualisation of British colonial language policy [is] a historically ‘contested terrain’” (as cited in Bolton, 2011, p. 56). The “contested terrain” can be illustrated by the MOI adopted in secondary and tertiary educational settings, as different practices in Hong Kong’s English medium instruction (EMI) and Chinese medium instruction (CMI) schools result in students’ diverse English learning experiences and varied degrees of adaptability to university studies (Evans & Morrison, 2017).

In addition, the implementation of the “3+3+4” academic structure involving the transition from a 3-year to a 4-year undergraduate curriculum might have negatively affected secondary graduates’ academic knowledge and English ability attributable to more general secondary education (Evans, 2017). Furthermore, referencing skills do not constitute part of the formal curriculum in local secondary schools, so first-year students frequently have difficulty meeting the higher standards of academic integrity required at the tertiary level (Li, 2015). It can therefore be hypothesised that the MOI of secondary education directly influences undergraduates’ reception of EAP training and acquisition of knowledge including academic integrity.

Apart from the possible impacts of EAP training on both teachers and students from various education backgrounds, there are numerous factors, both internal and external, which are not necessarily related to the subject matter, affecting their views on academic integrity. As for teachers, their opinions on academic integrity might be influenced by the following: a) their perceived notions of source use and textual practices in assignments shaped by their disciplines and institutions (e.g. Kwong et al., 2010), b) their perceptions of students’ language ability and the possible impacts of the Internet on

students' learning (e.g. Glendinning, 2013; McCabe, 2016), c) their teaching approaches (e.g. Li, 2015), and d) institutional policies on academic integrity and penalties for academic misconduct (e.g. Wilkinson, 2009).

Different from teachers, students might hold divergent views on academic integrity attributable to other reasons including a) their language ability, academic literacy, and referencing knowledge (e.g. Carroll, 2005; Charubusp, 2015), b) cultural understanding of textual practices and authorship (e.g. Chuah, 2010; Divan, Bowman, & Seabourne, 2015), c) individual reasons such as past education backgrounds (e.g. Chien, 2017) and gender (e.g. Selwyn, 2008), and d) external factors including peers' attitudes towards academic integrity (e.g. Gullifer & Tyson, 2010).

1.3 Statement of the Problem

While the relationship between EAP and academic integrity has been established by earlier research, and various factors shaping EAP teachers' and students' perceptions of academic integrity have been identified, little empirical research has been conducted to investigate this in sufficient depth, despite the prominent role played by EAP in reinforcing students' understanding of academic integrity. Crucially, none of the reviewed studies has specifically focused on the self-financing institutions of the type that have emerged in the HE landscape in Hong Kong. This study therefore aims to explore and identify tertiary teachers' and students' perceptions of academic integrity in the EAP context; and it does this by examining also how the self-financing nature of the selected institution might have affected their stakeholders' views on academic integrity.

This research is guided by two broad categories of enquiry. First, it describes teachers' and students' perceptions of academic integrity and academic misconduct in the

EAP context. Second, it investigates whether other factors including gender, previous education backgrounds, disciplines, and socio-cultural influences might have affected the participants' views. Data collected through mixed methods including the use of the teacher questionnaire (Appendix A), the student questionnaire (Appendix B), interview questions (teacher focus group) (Appendix C), and interview questions (student focus group) (Appendix D), are used to gain insights into teachers' and students' perceptions.

1.4 Purposes of the Study

The above background information calls for a study that takes into account the different perspectives of stakeholders including teachers and students through the explanatory mixed methods approach. The purposes of this study are:

- i) to examine the views of EAP teachers who received local and/ or foreign education with or without doctoral degrees regarding academic integrity and penalties for academic misconduct;
- ii) to understand the perceptions of tertiary students, who attended CMI and EMI schools and completed the compulsory EAP course, about academic integrity and penalties for academic misconduct;
- iii) to investigate the possible impacts of other factors including gender, education backgrounds, disciplines, and socio-cultural influences on EAP teachers' and students' perceptions of academic integrity and penalties for academic misconduct;
- iv) to derive pedagogical implications through identifying knowledge gaps between EAP teachers' and students' understanding of academic integrity in a self-financing tertiary institution in Hong Kong.

1.5 Research Questions

The research questions underlying the investigation in this study are:

1. How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity and penalties for students' academic misconduct?
2. How do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive academic integrity and penalties for students' academic misconduct?
3. To what extent do other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect perceptions of academic integrity and penalties for students' academic misconduct of teachers and students in a self-financing tertiary institution in Hong Kong?
4. What practical implications for institutions and practitioners can be drawn from the analysis?

1.6 Significance of the Study

Although previous studies have provided insights into perceptions of academic integrity of teachers and students within different academic disciplines, there is little literature comparing EAP teachers' and students' definitions of academic integrity and views on penalties for students' academic misconduct, which might have been shaped by numerous internal and external factors. This study will contribute to the literature examining the influences of EAP teachers' and students' backgrounds and comparing differences in their views concerning the case in point.

Apart from the comparison between teachers' and students' perceptions of academic integrity in the EAP context, there is insufficient empirical research on learning experiences and understanding of academic integrity of students studying at self-financing tertiary institutions in Hong Kong. Such institutions, which are sometimes regarded as alternatives for those who fail to secure places in publicly funded universities, strive to maintain their operation and retain fee-paying students. Similarly, there is inadequate prior research concerning how teachers in such institutions perceive academic integrity and handle their students' acts of academic misconduct.

Given the research gap in the comparison between teachers' and students' perceptions of academic integrity, an explanatory mixed methods investigation into the stakeholders in the EAP context would inform educators and teachers seeking further understanding of the reasons for and the ways of students breaching academic integrity. Furthermore, by providing descriptions of teachers' and students' perceptions of reasons for academic misconduct and acceptability of penalties for possible academic misconduct, this study will aid those wishing to consolidate understanding of academic integrity of students, most of whom are L2 users of English, in self-financing tertiary institutions to better satisfy their learning needs. This study aspires to provide more new directions regarding maintaining principles of academic integrity from teachers' and students' viewpoints in the EAP context.

1.7 Outline of the Dissertation

The following presents an overview of the organisation of the remainder of this research. The subsequent chapters in this thesis are as follows:

Chapter 2 offers a review of relevant literature. The review first examines the origins and definitions of some key terms such as “academic integrity”, “academic misconduct”, and “plagiarism”. The chapter then moves on to highlight the complexity of the research about academic integrity given various scholars’ views on the relationships between perspectives on academic integrity and cultural background. To narrow down the focus of the study, the literature review aims to scrutinise internal and external factors influencing teachers’ and students’ perceptions of academic integrity in the EAP setting. Finally, this chapter addresses methodological issues in the literature through the inclusion of summaries of methodologies adopted by researchers to bridge the gap between the literature review and the study.

Chapter 3 explains the methodology employed for this research. The methodology chapter first describes the philosophical assumptions underlying the positioning of the researcher, followed by the background, the context, and more importantly, the rationale for the case study. This chapter specifically illustrates the research design adopting the explanatory mixed methods approach. To ensure validity and reliability of the study, it also explains the population, sampling methods, research instruments, different stages of data collection and components in quantitative and qualitative data analysis. The chapter ends by a brief discussion about protection of human subjects as well as methodological and ethical considerations.

Chapter 4 offers results and findings of data analysis. The chapter demonstrates quantitative results of the questionnaire through item analysis, descriptive analysis, the Fisher’s exact test, and the Chi-square test followed by qualitative feedback provided by participants of both the teacher and the student questionnaires. Based on the quantitative

findings, questions were developed to generate qualitative findings through focus group interviews. Qualitative themes incorporating both main themes and sub-themes that emerged from the qualitative data are also discussed in detail. Both quantitative and qualitative data analysis and reporting for the research questions are also included in this chapter.

Chapter 5 consists of a brief description of the purpose of the research, a review of the research questions governing the study, a discussion of the findings presented through a structural review of answers from the research questions and from the five themes based on the qualitative data. This chapter is also composed of a discussion of the contributions and implications of this study. Chapter 5 ends by identifying limitations of the study and providing recommendations for future research.

Apart from the five chapters, this dissertation also includes appendices and references. Appendices encompass copies of the research instruments such as samples of the teacher and the student questionnaires, questions of the focus group interviews, informed consent documents, research ethics approval, and other documents that were necessary for the development of this study.

1.8 Summary

This chapter has presented the complexity of the issue of academic integrity in the tertiary education sector worldwide and particularly in Hong Kong. In the setting of the EAP classroom, this study focuses on the perceptions of teachers and students concerning academic integrity and penalties for academic misconduct. The goal of this study is to identify factors shaping their perceptions. Apart from the summary of the topic investigated, this chapter has offered the statement of the problem, research background,

the purposes of the study, and the research questions guiding the study. The significance of the study is also explained, followed by the overall outline of the dissertation. The next chapter concerning the literature review will examine previous scholarly works related to the topic.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In recent years, there has been a growing interest in the influences of the widespread usage of the Internet on the new generation of university students. It is alleged that university students can capitalise on general search engines and databases with great ease; as a result, they can easily gain access to ample academic sources including journal articles and books as well as continuously updated sources such as real-time news and open-source sites (Li & Casanave, 2012; Purdy, 2010; Radia & Stapleton, 2009). There have been a number of studies attempting to establish certain connections between academic integrity and the emergence of the Internet (Batane, 2010; Charubusp, 2015; Eret & Ok, 2014; Hu & Lei, 2012; Li & Casanave, 2012).

With reference to Walker (2010), the perceived new danger posed by the Internet has given rise to literature related to ethical issues concerning Internet plagiarism (e.g. Zwagerman, 2008), the use of plagiarism detection systems (e.g. Ledwith & Rísquez, 2008) and the prevention of Internet plagiarism (e.g. Ma, Wan, & Lu, 2008). In mainland China, concerns about academic integrity among undergraduate students have been mounting due to occasional media coverage such as degrees being withheld due to academic misconduct; in June 2016, the Chinese Ministry of Education even introduced legislation offering a framework for institutions to establish formal procedures handling suspected cases regarding academic dishonesty among students and faculty members (Zhang, Yin, & Zheng, 2017).

Despite increasing attention to academic integrity and related ethical issues partly caused by the massification of higher education (HE) (Prisacariu & Shah, 2016), many

scholars have also pointed out that students' behaviour undermining academic integrity may not necessarily be attributable to the more prevalent use of the Internet and more accessible online research, as such an act has existed for a long time. For instance, Davies and Howard (2016) argued that the belief that the Internet leads to plagiarism is invalid in that correlation does not necessarily imply causation, especially when very little empirical evidence can be provided to substantiate the claim. They also suggested that there was insufficient comparable empirical research on plagiarism before 1994 that can be used to demonstrate that the problem of plagiarism has been becoming more serious since the rise of the Internet. Another concern, as rightly presented by Walker (2010), is that the occurrence of plagiarism has not been accurately measured, given that many relevant studies have merely relied on self-reporting of students' own and/ or their peers' levels of academic honesty (e.g. Rakovski & Levy, 2007), which may be prone to social desirability bias and fail to present an accurate picture of the current state of affairs.

In addition, the expansion of HE and the advent of international rankings lead to the fact that academic integrity plays a more pivotal role in affecting university reputations (Macfarlane, Zhang, & Pun, 2014). To illustrate, Jung and Postiglione (2015) argued that HE in Hong Kong has undergone transformation from massification to post-massification and the quality of various programmes, especially self-financing ones, has to be constantly reviewed by quality assurance mechanisms. For instance, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) strives to collaborate with other international quality assurance organisations to contribute to academic integrity in HE (Hong Kong Council for Accreditation of Academic and Vocational Qualifications [HKCAAVQ], 2017).

To ensure academic integrity, at present many tertiary institutions in Hong Kong impose more stringent regulations and utilise various plagiarism detection tools. An example would be a plagiarism detection system called VeriGuide serving both government-funded and private tertiary institutions in Hong Kong, including the Chinese University of Hong Kong and the Hang Seng University of Hong Kong (VeriGuide, n.d.). Teachers from both EAP (English for Academic Purposes) and other disciplines have demonstrated a greater awareness of the importance of maintaining academic integrity (Li, 2015). The above situation is more complex due to the rapid, remarkable expansion of the scope of EAP in both English-speaking and non-English-speaking countries (Gurney, 2016).

In Hong Kong, where Cantonese is the most commonly spoken language, English continues to be a major medium of instruction in tertiary institutions. Despite the dominance of English in academic writing at the tertiary level, only a minority of undergraduate students, who have graduated from international schools adopting an IB (International Baccalaureate) curriculum, learn about synthesising and acknowledging various sources (Li, 2015). The majority of undergraduate students, who have studied in local secondary schools, might not have developed similar understanding of the importance of respect for intellectual property. To illustrate, the research conducted by Kam, Hue, and Cheung (2018) pointed out that secondary school students, despite the requirements for incorporating adequate references and citations in Liberal Studies reports, might easily become involved in inappropriate textual practices given their insufficient understanding of plagiarism. This may make the acquisition and application of referencing skills a significant challenge in university.

The challenge of tertiary students' understanding of referencing and academic integrity is revealed by the notably different standards and expectations of EAP training at the secondary and tertiary levels, prompting local universities to conduct reviews of their EAP teaching (Crosthwaite, 2016). One of the main purposes of EAP teaching is to ensure that students understand the importance of preserving academic integrity; however, the case in point symbolises a complicated subject matter affected by a vast range of factors in “cultural, social, historical, ideological, and epistemological conditions” (Hu & Lei, 2015, p. 234), which further complicates the teaching and learning of academic integrity in the EAP classroom.

This chapter will critically review literature related to the concept of academic integrity and its stakeholders' perceptions in the tertiary EAP classroom in Hong Kong: a) origins and definitions of academic integrity, b) the complexity of academic integrity as a cultural issue, c) factors that affect teachers' and students' perceptions of academic integrity in the EAP context, and d) methodological issues in the literature, followed by a consideration of how to bridge the gap between this literature review and the research study.

2.2 Origins and Definitions of Academic Integrity

The term “academic integrity” is highly controversial which commonly represents students' conduct; it usually refers to plagiarism and cheating (Macfarlane, Zhang, & Pun, 2014). The word “integrity” derived from the Latin word *integritās* that means “soundness of moral principle; the character of uncorrupted virtue, esp. in relation to truth and fair dealing; uprightness, honesty, sincerity” (*Oxford English Dictionary*, 2017, ex. 3b). Similarly, in the Chinese language, the word integrity, which consists of two

characters *cheng* 誠 and *xin* 信, is believed to first appear separately in *the Book of Documents*, also known as *Shangshu* 尚書, compiled by Confucius in around 500 BC (Zhang, 2016). Chen and Macfarlane (2016) suggested that in Chinese, the two words can be developed into positive and negative framings: *Xueshuchengxin* 學術誠信 is a positive term demonstrating “desirable academic values of honesty, credibility and reliability” (p. 100) while *Xueshubuduan* 學術不端 can be associated with “academic misconduct and academic corruption” (p. 100).

It is formidable to specifically define “academic integrity” since relevant aspects, including intention, inexperience, careless scholarship, and unfamiliarity, may affect one’s interpretation of the key term. The International Center for Academic Integrity (2014) defines academic integrity broadly “as a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage**” (para. 1). In addition, the term has wide connotations and associations in academia; for instance, it is often connected with negative words such as plagiarism.

The word “plagiarism” originated from Latin *plagium* meaning kidnapping, which started to be linked with “literary theft” in the 1800s (Mallon, 1989, as cited in Pecorari & Petrić, 2014). Plagiarism also has connections with other terms such as textual appropriation, authorship, originality, and intellectual property (Pecorari & Petrić, 2014). Negative words related to “plagiarism” have existed for a long time, such as *piao qie* 剽竊 and *cao xi* 抄襲 that mean “plagiarise/ plunder” and “plagiarism” respectively (Chien, 2017), with the former possibly first proposed by Liu Zongyuan 柳宗元 (773-819) (Liu, 2008). The above demonstrates that the linguistic and cultural understanding of the

keywords “academic integrity” and “plagiarism” in Chinese and anglophone settings is broadly similar; the former is associated with honesty and the latter is related to theft in both contexts.

In spite of the focus placed on originality and intellectual property in academia, concepts of academic integrity and practical referencing skills are not officially included in the curricula of many local schools in Hong Kong, which results in first-year undergraduates struggling with fulfilling expectations about academic integrity especially in university-level written assignments. The situation in tertiary institutions in Hong Kong might have further worsened due to the increase in the number of students from the Chinese Mainland who, similar to local students, demonstrate incomplete knowledge of citation skills (Li & Casanave, 2012), despite a lack of research scrutinising the perceptions of academic integrity of mainland Chinese students studying in Hong Kong and local Hong Kong Chinese students. There is, therefore, a compelling need to identify different circumstances concerning academic integrity applicable to EAP, so as to fully comprehend the challenges faced by undergraduates from various education backgrounds when grasping principles of academic integrity in the EAP classroom.

2.2.1 Types of Breaches of Academic Integrity Applicable to the EAP Context

Concepts regarding academic integrity are complex, resulting in substantial variations in interpretations. Siaputra and Santosa (2016) categorise breaches of academic integrity, or academic misconduct, into five main types: “fabrication, falsification, cheating, sabotage and professional misconduct” (p. 76) succinctly presenting their ideas in Figure 1 and Table 1:

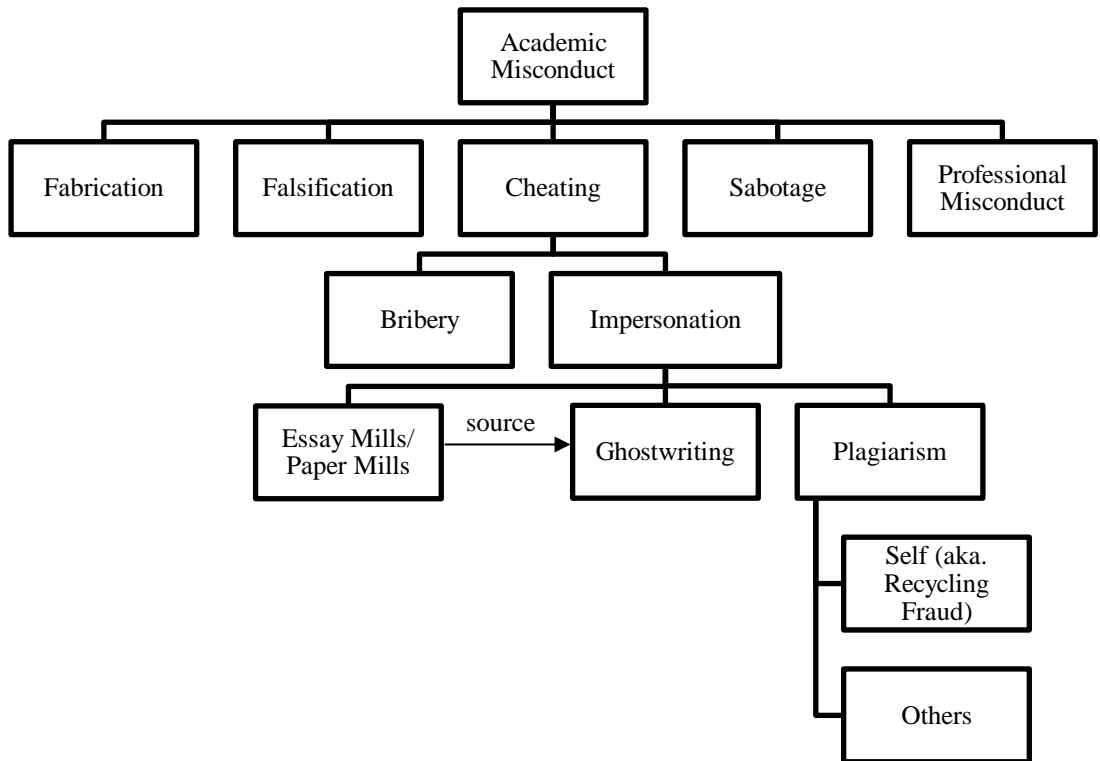


Figure 1. Framework Developed by Siaputra and Santosa (2016) for Conceptualisation of the Five Major Types of Academic Misconduct (p. 76)

Table 1 shows a summary of the definitions of the types of academic misconduct on the basis of the work of Siaputra and Santosa (2016):

Table 1

A Summary of the Definitions of the Types of Academic Misconduct by Siaputra and Santosa (2016)

Types of academic misconduct	Definitions
Fabrication	Creating and/ or adding of non-existent references or data to benefit the author unscrupulously
Falsification	Modifying existing references or data to benefit the author unscrupulously
Cheating	Consisting of bribery and impersonation
Bribery	Offering items of material value (usually in the form of money) to benefit the author unscrupulously

Table 1 (Continued.)

Types of academic misconduct	Definitions
Impersonation	Acting as if particular references or data belonged to the author
Essay mills/ Paper mills	Obtaining a paper, which may sometimes be customised, not written by the author
Ghostwriting	Acquiring a paper not produced by the person under whose name it is published with the ghostwriter not requesting acknowledgement and/ or citation
Plagiarism	Consisting of self-plagiarism and plagiarising others' work
Self-plagiarism	Using existing published work without appropriate acknowledgement
Plagiarising others' work	Using other authors' work without appropriate acknowledgement
Sabotage	Acquiring fraudulent academic benefits or lessening the benefits of other members of the academic community
Professional misconduct	Performing unprofessional acts to acquire fraudulent academic benefits

Defining breaches of academic integrity is further complicated by the fact that some definitions of certain types of academic misconduct are open to interpretations. For instance, the notion of another umbrella term “plagiarism” is often criticised for oversimplifying discourses and textuality (Chandrasoma, Thompson, & Pennycook, 2004) and it may carry negative connotations and even impose negative influences on teaching (Petrić, 2004, as cited in Pecorari & Petrić, 2014). As appropriately put forward by Pecorari and Petrić (2014), the word “plagiarism”, referring to different types of unacceptable behaviour including improper referencing, inappropriate paraphrasing, incorrect citations, purchasing essays from paper mills, and stealing others' papers, ought to be replaced by more accurate terms such as textual borrowing (Barks & Watts, 2001)

and nontransgressive intertextuality (Chandrasoma et al., 2004), as some types of inappropriate source use may be considered part of the learning process of novice writers.

There have been continuous attempts made by scholars to redefine the terminology over the years, which represents a conceptual transformation (Pecorari & Petrić, 2014). For the purposes of this thesis, more neutral terms describing various acts of integrating sources would be used to carefully avoid negative connotations. Table 2 provides different definitions of the act of incorporating outside sources into one’s work based on the categories of the types of source use including verbatim copying, attempts at paraphrasing, inappropriate source use, submitting someone else’s work as one’s own, and others. Positive, negative, and neutral polarities concerning keywords are also indicated in brackets:

Table 2

Definitions of Various Types of Source Use in Literature Items

Keywords	Definitions	Literature items defining the keywords
Verbatim copying		
1. Verbatim copying (Neutral)	“material copied verbatim from text without in-line acknowledgement of the source”	Walker (1998, p. 103)
2. Recycling (Neutral)	“same assignment submitted more than once for different courses”	Walker (1998, p. 103)
3. Other plagiarism (Negative)	“material copied from another student’s assignment with the knowledge of the other student”	Walker (1998, p. 103)
Attempts at paraphrasing		
4. Sham paraphrasing (Neutral)	“material copied verbatim from text and source acknowledged in-line but represented as paraphrased”	Walker (1998, p. 103)

Table 2 (Continued.)

Keywords	Definitions	Literature items defining the keywords
5. Patchwriting (Neutral)	“copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes”	Howard (1992, p. 233)
6. Illicit paraphrasing (Negative)	“material paraphrased from text without in-line acknowledgement of source”	Walker (1998, p. 103)
Unconventional source use		
7. Unconventional intertextuality (Neutral)	“a direct relationship with a given source text, and is not adequately signaled by the writer and in that sense is not legitimate”	Pecorari and Shaw (2012, p. 159)
8. Prototypical plagiarism (Negative)	“the use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive”	Pecorari (2008, p. 4)
9. Deceptive intertextuality (Negative)	“a direct relationship with a specific source text [. . .] the writer intends to deceive the reader about the real relationship between her text and its source”	Pecorari and Shaw (2012, p. 159)
Submitting someone’s else work as one’s own		
10. Ghost writing (Neutral)	“assignment written by third party and represented by student as own work”	Walker (1998, p. 103)
11. Purloining (Negative)	“assignment copied from another student's assignment or other person’s paper without that person’s knowledge”	Walker (1998, p. 103)
Others		
12. Conceptual intertextuality (Neutral)	“introducing various concepts within a text by appropriating concepts from other texts”	Chandrasoma et al. (2004, p. 175)
13. Complementary intertextuality (Neutral)	“[complementing] the theme or themes of a text while reinforcing the writer’s points of view”	Chandrasoma et al. (2004, p. 175)

Table 2 (Continued.)

Keywords	Definitions	Literature items defining the keywords
14. Metalinguistic intertextuality (Neutral)	“linguistic resources (e.g., specific terminologies, stance markers) used in a text”	Chandrasoma et al. (2004, p. 175)
15. Indirect intertextuality (Neutral)	“the relationship that arises between texts which have commonalities in areas such as topic, purpose, or readership, creating structural and phraseological similarities”	Pecorari and Shaw (2012, p. 157)
16. Conventional intertextuality (Neutral)	“the relationship with a particularly earlier text is a direct one [ordinarily indicated clearly] [. . .] it is widely accepted that it is an academic writer’s responsibility to do so”	Pecorari and Shaw (2012, p. 158)

2.2.2 Issues Concerning Academic Integrity in the EAP Context in Hong Kong

Alongside the complexity of defining acts breaching academic integrity, there appears to be inadequate research undertaken to examine the phenomenon. To illustrate, one of the few studies was conducted by Deckert (1993) which suggested that many first-year undergraduates demonstrated insufficient understanding of appropriate source use and authorship. In 2012, Li and Casanave evaluated the writing practices of just two university students in Hong Kong, drawing the conclusion that their patchwriting practices should not be viewed as violations of academic integrity, given that they were still inexperienced writers. Apart from students’ views on source use, Li (2015) studied 16 university English teachers’ views on academic integrity, methods to handle students’ dishonest behaviour, and their use of the software Turnitin. In addition, Li (2015) also noted that such teachers in her study appeared to have a “modulated, sensitive perspective” (p. 23) regarding academic integrity due to their experience of teaching

English as an additional language and understanding of the challenges that students faced when writing in the university environment that represented a new academic culture; the respondents in general agreed that a more refined, reformed pedagogical approach was essential for improving students' understanding of principles of academic integrity.

Even though EAP training appears to play a crucial role in familiarising students with concepts of academic integrity through developing students' knowledge of academic discourse and writing conventions, there is a shortage of recent empirical research comparing EAP teachers' and students' perceptions of academic integrity in Hong Kong. For EAP teachers to develop more effective teaching strategies to highlight the importance of academic integrity, it is imperative to investigate the relationship between understanding of academic integrity and culture through a study of a larger scale comparing teachers' and students' views on academic integrity in the EAP context.

2.3 Is Academic Integrity a Complex Cultural Issue?

In contrast to the insufficient research analysing academic integrity in the context of EAP in Hong Kong, there are more studies linking understanding of academic integrity with culture. Sowden (2005) suggested that Chinese students' behaviour towards source use and authorship might have been attributable to the tradition of Chinese civil service examinations where students were praised for memorising and repeating Confucian sayings; the writer also indicated that in Chinese tradition, "good" students were usually not expected to challenge their teachers before they became independent, which might have led to the greater degree of acceptance of direct copying in Chinese culture.

Similarly, Shi (2004) argued that in some cultures, Chinese culture included, the act of copying was considered an act of respecting and acknowledging authoritative texts.

In other words, enculturation, which refers to “the process by which an individual learns the traditional content of a culture and assimilates its practices and values” (*Merriam-Webster Dictionary*, 2018, ex. 1), might explain why one may have different perceptions of various ways of incorporating outside sources. Also, educational experiences of Chinese learners might have impacts on their exposure to and understanding of English academic writing conventions; for instance, when one cites words of famous scholars in Chinese such as Confucian analects, publication dates, and page numbers usually do not have to be indicated (Chien, 2017).

In view of the differences in perceptions of authorship and citation practices between China and anglophone countries, Hu and Lei (2012) suggested that Chinese students tended to include outside sources in their work inappropriately and demonstrated a more relaxed attitude towards academic integrity; in addition, they seemed to be more receptive to rote learning, repetition, and simulation being legitimate learning techniques. This might partly explain why when Chinese students encountered new academic cultures and a foreign writing style, they sometimes found it formidable to obtain knowledge of new, different writing conventions (Davis & Carroll, 2009). To ensure that students demonstrate understanding of academic integrity, it is imperative to improve Chinese students’ cultural comprehension of authorship and intellectual property, given that appropriate use of outside sources is dependent on cultural and disciplinary views of readers and writers in the writing classroom (Polio & Shi, 2012).

However, other scholars, who are sensitive to the danger posed by cultural stereotyping, believe that culture does not significantly account for students’ behaviour in breaching academic integrity. To illustrate, Liu (2005) notably differed from Sowden

(2005) as the former insisted that Chinese culture itself did not necessarily permit or encourage inappropriate inclusion of outside sources, suggesting that cultural conditioning was possibly native English speakers' misconception. In lieu of simplifying the reasons for inappropriate source use, Hayes and Inrona (2005) reviewed a number of other possible causes through the comparison between students from Chinese and anglophone backgrounds, for example, differences in the knowledge of adequate inclusion of citations, practice in expressions of personal views, and language ability.

Likewise, Chien (2017) examined some facts ascribing the phenomenon of Chinese students incorporating outside sources inappropriately to their language proficiency and writing skills and argued that Chinese expressions, including *piao qie* 剽竊 and *cao xi* 抄襲, which describe the behaviour negatively, have existed for long. In addition, Davis and Carroll (2009) suggested that instead of pointing out students' inappropriate use of outside sources, "authorial identity" (p. 60) may be a more relevant factor accountable for students' diverse views on intellectual property and assessments; for instance, students tend to view assignments as endeavours to make reference to external academic literature and edit professional writers' work instead of making attempts to present their original ideas. Furthermore, there are other reasons for students' approaches to integrating outside sources which are not necessarily related to their writing and referencing ability, including limited time and aspirations for better academic performance (Chien, 2017). Owing to the various views on the influences of culture on academic integrity in academia, it is necessary to closely examine both internal and external factors affecting teachers' and students' perceptions of academic integrity in the local EAP context.

2.4 Factors Influencing Teachers' Perceptions of Academic Integrity in the EAP

Context

The following section will examine factors affecting teachers' perceptions of academic integrity, including a) preconceptions about source use in assignments, b) students' language proficiency and possible influence of technological advancement, c) pedagogical practices, and d) implementation of policies on academic integrity.

2.4.1 Preconceptions about Source Use in Assignments

Lei & Hu (2015) believed that university English teachers have more “nuanced understandings of plagiarism” (p. 553) when compared to students. Such a view is supported by the research conducted by Charubusp (2015) comparing teachers' and students' views on academic integrity through the use of questionnaires; the majority of teachers taking part in the study acknowledged a connection between inappropriate source use and honesty, regarding the former as an intentional act, while the minority agreed that it might have been attributed to differences in cultural values. Not only students, but also teachers, departments, faculties, and institutions demonstrated diverse views on academic integrity (Kwong, Ng, Mark, & Wong, 2010). One example of this is the research study of Lei and Hu (2014) which revealed that EFL teachers and teachers of other subjects and may hold conflicting opinions on academic integrity, given that the former is usually responsible for introducing students to academic writing conventions.

In addition, there are other factors affecting teachers' decision-making and behaviour such as “the overall priorities and resources of their education system or institution” (Ene, 2014, p. 140). Put differently, factors including teachers' education backgrounds, training, preferences, and even school resources affect their perceptions of

academic integrity. As indicated by the study by Lei and Hu (2014), teachers, who received foreign education, reflect more in-depth understanding of different types of source use and lower acceptability of improper source use in students' work compared to those trained solely in China. Given that knowledge of source use constitutes a major component of EAP teaching (Davis, 2013), EAP teachers might have received more related training and thus they probably have more comprehensive understanding of issues arising from source use and academic misconduct. As a result, a more thorough qualitative study is needed to evaluate the relationship between EAP teachers' backgrounds and their views on academic integrity.

2.4.2 Students' Language Proficiency and Possible Influence of Technological Advancement

Aside from teachers' preconceptions about source use possibly attributable to individual factors, the perceived level of students' language proficiency may affect their perceptions. The study of Pecorari and Shaw (2012) involving semi-structured interviews with eight university teachers found that most had the experience of students copying and pasting other sources purposefully; even though there were some attempts to sham paraphrase, they still strongly resembled the original texts inappropriately. Another study regarding plagiarism policies in the UK undertaken by Glendinning (2013) involved 53 university teachers and 34 senior management staff members; over 60% of the teachers and staff surveyed suggested that students violated principles of academic integrity because of their incapability of paraphrasing the ideas of others appropriately and misunderstanding about citation techniques.

One of the more surprising findings of the study carried out by Glendinning (2013) was that nearly 80% of the teachers who participated in the study believed that the convenience offered by the Internet gave rise to the phenomenon of students copying and pasting outside sources inappropriately, even though the research study conducted by McCabe (2016) demonstrated that students' engagement in Internet plagiarism had actually decreased in spite of increased media coverage over more than 10 years. Macfarlane (2019) argued that the diverse views of teachers about plagiarism might have been attributed to the lack of attention to its historical context and the assumptions about the prevalence of increased academic misconduct, which might have resulted in an exaggerated sense of "moral panic" over plagiarism. The seemingly paradoxical situation displays a critical need for carefully assessing the impacts of students' language ability as well as the rise of the Internet on students' perceptions of academic integrity in the EAP context.

2.4.3 Pedagogical Practices

In view of differences in students' language proficiency, teachers are often required to be highly flexible in their teaching practices to better suit learners' needs. Li (2015) suggested that teachers' pedagogical approaches are determined by their attitudes towards academic integrity; to illustrate, teachers, who believe that referencing forms part of the developmental learning process, are more inclined to employ a more learner-centred approach integrating in-class activities and specially designed assessments to ensure students' proper understanding of principles of academic integrity. Moreover, the use of plagiarism detection software such as Turnitin in teaching and learning might assist learners in locating cases involving inappropriate source use, although there should

be more research conducted to identify the varying degree of intentional and unintentional plagiarism when the usefulness of such software is evaluated (Stapleton, 2012).

Critics may also have reservations about the software due to concerns regarding implications for copyrights and ethics, as the software maintains databases of students' writing which can be sold to third parties without their approval (Reichman et al., 2014). In addition, according to Chandrasoma et al. (2004), improving students' textual practices is challenging, as it is not merely about helping students acquire referencing skills, but it also concerns "questions of language, identity, education, and knowledge" (p. 172) that may be examined through a more comprehensive qualitative case study investigating both teachers' and students' views in the EAP context.

2.4.4 Implementation of Policies on Academic Integrity

Aside from discrepancies in moral values, different institutions are likely to have varied interpretations of acts breaching academic integrity in spite of some existing policies defining the acts and penalties. For example, Charubusp (2015) compared institutional views in both anglophone and non-anglophone contexts and found that the problematic term "plagiarism" is not only pertinent to "academic dishonesty and research misconduct" (p. 62), but it might also be referred to a more diverse range of actions including purchasing a paper through a paper mill and/ or employing someone to write an assignment. At the institutional level, policy on academic integrity is often ambiguous and it may even appear contradictory to university teachers who occasionally have difficulty handling cases involving academic integrity (Gullifer & Tyson, 2010). In some extreme cases, as Willen (2004) suggested, unquestioned institutional and pedagogical

approaches to maintaining academic integrity might play a role in fostering an environment supporting academic dishonesty. Such approaches might be explained by cultural conditioning such as the rise of marketisation leading to an increased focus on performance and profitability (Willen, 2004).

The situation is further complicated by various internalised definitions of inappropriate source use among teaching staff at the classroom level, resulting in differences in policy implementation and the handling of students who may not have adhered to expected principles of academic integrity (Flint, Clegg, & Macdonald, 2006). Chapman and Lindner (2016) also suggested that instructors' assessment practices are mostly invisible to their colleagues such as senior officials. This is in agreement with the findings of the study conducted by Glendinning (2014) demonstrating the differences in university teachers' perceptions of treatment of students; approximately 50% of the teacher respondents reported that they would consider asking students to redo their work and awarding zero marks when students were found not to comply with principles of academic integrity, whereas a tiny minority of the teachers would choose not to take any action.

Another quantitative study of Wilkinson (2009) examining university teachers' views on penalties for first and repeated offences of academic misconduct found that more teachers preferred penalising those repeating the offences by issuing an official reprimand. Stuhmcke, Booth, and Wangmann (2016) summarised numerous studies conducted in the 2000s possibly showing some reasons why teachers may have varied views on penalties for academic misconduct: Worries about exposing faults in their teaching (Sutherland-Smith, 2003), anxiety of unsatisfactory student course evaluation

(Zwagerman, 2008), concerns caused by their status as casual contracted staff (Sutherland-Smith, 2003), and fear of an increased workload (Sutherland-Smith, 2003). In view of the various potential factors affecting teachers' decision-making practices of penalties for academic misconduct, a more in-depth study involving both quantitative and qualitative elements is indispensable to investigate their attitudes and behaviour thoroughly to better examine EAP teachers' understanding of academic integrity at the classroom and institutional levels.

2.5 Factors Influencing Students' Perceptions of Academic Integrity in the EAP

Context

The part will analyse factors affecting students' perceptions of academic integrity, such as a) language proficiency and referencing knowledge, b) cultural conceptions of authorship and authority, c) individual characteristics, and d) other external factors.

2.5.1 Language Proficiency and Referencing Knowledge

Matters arising from students' source use might be attributed to their language proficiency and referencing knowledge often determined by their own cultures (Sowden, 2005) as well as academic affiliations (Chandrasoma et al., 2004). As for Hong Kong, university students' writing ability, academic English in particular, reveals significant differences; since referencing skills do not constitute part of the formal secondary curriculum, university students, especially freshmen, even resemble those who study overseas in anglophone settings struggling to act in accordance with principles of academic integrity (Li, 2015; McGowan, 2005), as they are unacquainted with such principles (Deckert, 1993).

Regarding referencing techniques, the research study by Charubusp (2015) examining students' referencing behaviour in Thailand might also partially reflect the situation of Hong Kong, as it was found that students often showed concerns about misrepresenting outside sources and committing errors, while others might worry about their referencing skills including paraphrasing, summarising, and citation techniques not being acceptable. Another study by Chien (2017) showed that low-achieving students had more difficulty identifying academic misconduct, whereas high-achieving ones' understanding and actual behaviour might not be consistent.

In addition, the findings reported by Carroll (2005) showed that some students found it formidable to differentiate between common knowledge and sources requiring precise citations, possibly leading to the occurrence of acts breaching academic integrity both intentionally and unintentionally. This is complemented by the study of Wilkinson (2009) that just over half of the student respondents were confident about identifying issues concerning source use in students' work. It is important to scrutinise how linguistic difficulties demonstrated by students in the context of Hong Kong even *after* undergoing EAP training, which may assist in deriving pedagogical implications for teachers aiming at making improvements in their future teaching approaches.

2.5.2 Cultural Conceptions of Authorship and Authority

A further factor accounting for students' lack of confidence in academic writing may be pertinent to their views on authorship and authority influenced by their cultures. In the EAP context, students are mostly expected to indicate their authorial voices by synthesising ideas from various scholarly sources in order to demonstrate complete comprehension and critical thinking (Gullifer & Tyson, 2014). This interpretation

contrasts with that of other scholars who argue that rote learning and respect for authority are more significant in China, so students may display divergent interpretations of ownership, authorship, and intellectual property of other texts (Chuah, 2010; Divan, Bowman, & Seabourne, 2015). Such a view is comparable to the point raised by Hu and Lei (2012) that an indispensable component of Chinese education might be to master knowledge of classics without any challenges to authority, similar to the requirement for the reproduction of authoritative knowledge through memorisation in formal examinations, contrary to the Western Socratic approach to learning (Martin, Rao, & Sloan, 2011).

In a similar vein, the findings of Fawley (2007) confirmed that some students regarded copying others' ideas acceptable assuming that they had full understanding of the original meanings of the source text, given that this might prevent them from producing substandard work in their second language which was English. However, other scholars stress that breaches of academic integrity should in no way be restricted to cultural factors, given that textual attribution is still generally expected in Chinese culture (Liu, 2005). As cited in Mott-Smith (2013), some scholars including Pennycook (1996) suggested that inappropriate use of outside sources may not represent a cultural-specific phenomenon, as anglophone writers have also been involved in such practice. Therefore, more careful examination is vital for clearly identifying the connection between students' behaviour regarding source use and culture, especially when the HE landscape is becoming increasingly commercialised and globalised.

2.5.3 Individual Characteristics

In addition to the possible broad implications involving culture, individual qualities including students' age, gender, disciplines, and academic performance also have to be taken into account (Gullifer & Tyson, 2010). Concerning age, as cited in Wilkinson (2009), the research study of Sheard, Markham, and Dick (2003) suggested that undergraduate students were more likely to be engaged in academic misconduct when compared to postgraduate students; conversely, Marsden, Carroll, and Neill (2005) reported conflicting findings that postgraduate and senior students tended to admit responsibility for acts breaching academic integrity. In addition, the study conducted by Selwyn (2008) demonstrated that students who achieved lower A-level grades were significantly more prone to report their own online plagiarism behaviour (as cited in Wilkinson, 2009).

Furthermore, gender may provide explanations for students' academic misconduct. This is exemplified in the work undertaken by Selwyn (2008) investigating Internet plagiarism of undergraduate students in Britain, which found that a greater number of male than female students were likely to admit responsibility for having copied texts and purchased papers via so-called paper mills. Likewise, as cited in Hu and Lei (2015), Szabo and Underwood (2004) indicated that male students showed greater acceptance of and less anxiety about academic misconduct; this also accords with the observations of Whitley, Nelson, and Jones (1999) which showed that there were notable gender differences in students' perceptions of academic misconduct in male-dominated disciplines. Nonetheless, the study by Hu and Lei (2015) showed that gender did not have any significant key impact on students' knowledge about inappropriate source use and acceptability of reasons for plagiarism.

Apart from gender, Hu and Lei (2015) also found that disciplines influence students' views on academic integrity. To exemplify, according to Hu and Lei (2015), students of the soft disciplines including the humanities and the social sciences are probably more capable of identifying inappropriate source use constituting academic misconduct than those of the hard disciplines such as engineering, which might have been attributable to different textual practices in the two fields. Furthermore, students of the soft disciplines tend to regard laziness as a reason for academic misconduct than their counterparts of the hard disciplines (Hu & Lei, 2015). In other words, it could be deduced that disciplines play a role in influencing students' perceptions of academic integrity.

Finally, students' academic performance together with their education backgrounds may also have influence on their intent to be involved in academic misconduct (Chien, 2017). For example, Selwyn (2008) proposed that students achieving lower grades in their A-levels showed greater tendency to confess to academic misconduct. Grounds for students' academic misconduct could be investigated through a more in-depth study adopting both quantitative and qualitative data collection methods.

2.5.4 Other External Factors

Aside from internal factors, there are a number of external factors that may account for student plagiarism. The study of Dodou and de Winter (2011) suggested numerous possible reasons for the phenomenon, including pressure imposed by external parties, poor time management, and misconceptions of the delineation between team and individual work. Furthermore, Gullifer and Tyson (2010) put forward the concept of other "contextual influences" (p. 465) such as frequency of breaches of academic

integrity among peers, others' attitudes towards academic integrity, membership of clubs and societies as well as perceived seriousness of punishment for academic misconduct.

Lei and Hu (2014) published other findings suggesting that students are more likely to ascribe academic misconduct to external factors including stress instead of internal ones such as their own academic ability; they also drew the conclusion that in comparison to teachers, more students tend to view stress as a major reason for academic misconduct. One possible reason is that teachers might have kept more distance from the pressure experienced during undergraduate study (Lei & Hu, 2014). Despite this, the study of Wilkinson (2009) comparing teachers and undergraduate students demonstrated that both mainly ascribed academic misconduct to "laziness or bad time management" (p. 102) and "not understanding the rules of referencing" (p. 102).

Other than the possible influence of teachers on students' perceptions of academic integrity, the findings of the research study by Devlin and Gray (2007) demonstrated that there are changes in students' views on the nature and purpose of university education along with its privatisation, as they face the stress of having satisfactory performance attributable to the rising cost of university degrees, but they have at the same time developed a "consumer mentality" (p. 193) towards completing their education, which might explain why some resort to purchasing services in order to graduate. The massification and marketisation of HE may result in changes in the views and behaviour regarding academic integrity of students, especially lower-performing ones. To investigate the reasons for students' academic misconduct, more contrastive research on teachers' and students' perspectives in the EAP context is needed.

2.6 Methodological Issues in the Literature

Amongst the literature on academic integrity and source use in the EAP context, data are mainly collected through quantitative, qualitative, or mixed methods (e.g. Chien, 2017). Quantitative study generally includes large-scale surveys (e.g. Wilkinson, 2009), while qualitative approaches encompass case studies (e.g. Li & Casanave, 2012), focus group interviews (e.g. Kwong et al., 2010), thematic analysis (e.g. Gullifer & Tyson, 2010) and narratives (e.g. Mott-Smith, 2013). Tables 3 and 4 provide brief summaries of the methodologies adopted by researchers investigating teachers' and students' views on academic integrity; unless otherwise specified, questionnaires are quantitative while interviews are qualitative in nature:

Table 3

A Summary of the Methodologies Employed by Researchers in Examining Teachers' Perceptions of Academic Integrity

Literature addressing the theme	Use of methodologies
Chandrasoma et al. (2004)	<ul style="list-style-type: none"> • Student writing samples • Semi-structured individual interviews
Charubusp (2015)	<ul style="list-style-type: none"> • Questionnaire
Ene (2014)	<ul style="list-style-type: none"> • Questionnaire • Semi-structured individual interviews • Qualitative observation field notes
Flint et al. (2006)	<ul style="list-style-type: none"> • Semi-structured individual interviews
Glendinning (2013)	<ul style="list-style-type: none"> • Questionnaire • Structured interviews • Qualitative document analysis
Kwong et al. (2010)	<ul style="list-style-type: none"> • Questionnaire • Semi-structured individual interviews
Lei and Hu (2014)	<ul style="list-style-type: none"> • Questionnaire
Lei and Hu (2015)	<ul style="list-style-type: none"> • Questionnaire
Mott-Smith (2013)	<ul style="list-style-type: none"> • Narratives
Sutherland-Smith (2005)	<ul style="list-style-type: none"> • Questionnaire • Semi-structured individual interviews

Table 3 (Continued.)

Literature addressing the theme	Use of methodologies
Wilkinson (2009)	<ul style="list-style-type: none"> • Questionnaire

Table 4

A Summary of the Methodologies Employed by Researchers in Examining Students' Perceptions of Academic Integrity

Literature items addressing the theme	Use of methodologies
Chandrasoma et al. (2004)	<ul style="list-style-type: none"> • Student writing samples • Semi-structured individual interviews
Charubusp (2015)	<ul style="list-style-type: none"> • Questionnaire
Chien (2017)	<ul style="list-style-type: none"> • Questionnaire including a writing exercise • Semi-structured individual interviews
Deckert (1993)	<ul style="list-style-type: none"> • Questionnaire including six writing samples
Divan et al. (2015)	<ul style="list-style-type: none"> • Quantitative and qualitative questionnaire
Ene (2014)	<ul style="list-style-type: none"> • Questionnaire • A diagnostic essay, reflections, and the final essay
Glendinning (2013)	<ul style="list-style-type: none"> • Questionnaire • Focus group interviews • Qualitative document analysis
Glendinning (2014)	<ul style="list-style-type: none"> • Questionnaire • Focus group interviews • Qualitative document analysis
Gullifer and Tyson (2010)	<ul style="list-style-type: none"> • Semi-structured focus group interviews
Gullifer and Tyson (2014)	<ul style="list-style-type: none"> • Quantitative and qualitative questionnaire including self-assessment items
Hu and Lei (2012)	<ul style="list-style-type: none"> • Quantitative and qualitative questionnaire including three rating tasks
Kwong et al. (2010)	<ul style="list-style-type: none"> • Questionnaire • Semi-structured focus group interviews
Li (2015)	<ul style="list-style-type: none"> • Semi-structured individual interviews
Li and Casanave (2012)	<ul style="list-style-type: none"> • Qualitative case studies including student texts, source texts, observation notes, research memos and case profiles
Martin et al. (2011)	<ul style="list-style-type: none"> • Questionnaire • Quantitative document analysis

Table 4 (Continued.)

Literature items addressing the theme	Use of methodologies
Pecorari and Shaw (2012)	• Semi-structured individual interviews structured around five textual examples
Selwyn (2008)	• Questionnaire
Wilkinson (2009)	• Questionnaire

In both quantitative and qualitative studies, reliability and validity of self-report data may be questionable. Although such a research technique may examine participants' cognition and motivation underlying their behaviour, observation is sometimes impractical and its interpretation can be strenuous. In addition, questions have been raised about the relationship between self-reporting and real-life behaviour. As the research topic is potentially embarrassing and sensitive, social desirability reporting (SDR), which involves "the tendency of individuals to project favourable images of themselves during social interaction" (Johnson & Fendrich, 2002, p. 1661), might emerge. In other words, respondents' views towards academic misconduct might be different from their actual behaviour. To tackle some drawbacks of SDR, one possible way is to adopt the use of Likert-scale items that are fixed (Nederhof, 1985, as cited in Macfarlane, Zhang, & Pun, 2014). To increase the validity of questionnaires, the researcher might have to maximise the sample size and more importantly, cautiously design non-judgmental questions that could easily be related to respondents; with their anonymity entirely guaranteed, they could answer the questions more comfortably and consciously.

In order to transcend some limitations of the use of questionnaires, data triangulation with the additions of qualitative interviews incorporating performance tasks could possibly remedy the defects of self-report data, since existing research on academic

integrity might not have made full advantage of interviews and performance tasks that may provide more detailed justifications for participants' responses. As adequately pointed out by Roth, Ogrin, and Schmitz (2016), some shortcomings stemming from collecting data through written questionnaires might be overcome by the use of more in-depth interviews, given that respondents are usually required to answer open-ended questions face-to-face, even though there are still concerns about the inability of providing a true reflection of student behaviour due to the possible existence of "socially desirable responses" (Lietz, 2010, p. 252).

With a view to avoiding such answers, the use of indirect questioning strategies and natural wording might obtain more precise information from participants (Brace, 2004). Also, to overcome prejudice potentially created by SDR and faking behaviour, performance tasks, which have been "carefully designed to elicit meaning differences in behavior of a certain kind" (Duckworth & Yeager, 2015, p. 241), could form another major source of data. The above multiple data collection methods might derive as many reliable and valid results as possible with complete consideration about sampling, anonymity, and the researcher's positioning.

2.7 Implications of the Literature Review on the Current Thesis

There have been numerous studies examining students' perceptions of academic integrity in greater China, which suggests that inappropriate source use is viewed as an act of academic misconduct that may be connected with "deception, cheating, academic crime, intellectual dishonesty" (Hu & Lei, 2015, p. 233). What is surprising is that despite the perceived seriousness of the situation, there is little research conducted to compare the views of EAP teaching staff and students concerning academic integrity in

Hong Kong whose education system has been influenced by both East and West. There was a large-scale study adopting a mixed methods research (MMR) approach conducted by Kwong et al. in 2010 which compared teachers' and students' views on academic honesty across a number of faculties in a comprehensive university. Nonetheless, no prior research has been conducted to investigate teachers' and students' perceptions of academic integrity in self-financing tertiary institutions in Hong Kong, despite the possible impacts caused by the massification of HE leading to the admission of low-performing students from a broader range of educational backgrounds (Hart & Friesner, 2004). More in-depth research is thus necessary for exploring the relationships between massification and marketisation of HE, students' consumer mentality, as well as reasons for student academic dishonesty.

In addition, the research by Kwong et al. might not have provided practical pedagogical implications for EAP teachers who are considered by many as gatekeepers for equipping students with English writing skills and maintaining academic integrity. In view of the above, this research attempts to explore EAP teachers' backgrounds and perceptions of academic integrity. As for students' perceptions of academic integrity in the context of EAP, there appears to be limited knowledge about their understanding of academic honesty and referencing guidelines; for instance, the study of Li and Casanave (2012) only investigated the patchwriting and referencing practices of two first-year undergraduates through the analysis of their writing samples.

In order to address the research gap, this study attempts to examine EAP students' understanding of academic integrity on a larger scale through quantitative questionnaires, followed by qualitative interviews to explain the rationale behind students' behaviour

regarding academic honesty. Since academic integrity constitutes an important component of quality assurance in the HE sector (Sutherland-Smith, 2014), which is especially related to increasing concerns about the quality of programmes of private tertiary institutions (Mok & Neubauer, 2016), the findings derived from this research might offer more detailed insights into implications for maintaining principles of academic integrity from teachers' and students' viewpoints in the EAP context particularly in a self-financing tertiary institution.

Although this thesis recognises that a singular universally applicable definition of “academic integrity” is not possible (and may not even be desirable), it is important that a working definition is agreed upon to set a clear focus for this enquiry adopting the pragmatist approach, so that more practical implications for students, teachers, and administrators can be derived. Consequently, this thesis draws on the positive definition provided by Chen and Macfarlane (2016) and extends it to include a further focus on originality.

Chen and Macfarlane (2016) argue that academic integrity involves “desirable academic values of honesty, credibility, and reliability” (p. 100). In this thesis, “honesty” is taken to mean that the writer acknowledges the fact that their work is free of untruthful information. Teachers and faculty members ought to ensure that students have general understanding of course expectations concerning honesty (McCabe & Pavela, 2004). “Credibility” suggests that one’s work should earn the trust of the reader. One method for the establishment of credibility is the appropriate inclusion of external sources (Harris, 2017). “Reliability” concerns the trustworthiness of a piece of work, which can be

achieved by the selection of valid data and the ethical justification for the omission of certain data (Israel & Drenth, 2016).

In addition to these three values, this thesis argues that there is a fourth essential dimension of “academic integrity”, namely originality of work. Whilst students are encouraged to include their own thoughts to make their work original, they also have to recognise the importance of research-based writing that requires the adequate use of external sources through referencing strategies, which involve paraphrasing, summarising, and synthesising techniques to support their arguments (Harris, 2017). To illustrate, students must demonstrate the ability of precisely determining when to and when not to cite; they also need to integrate sources into their work properly to display originality. In short, “academic integrity” is associated with honesty, credibility, reliability, and originality.

2.8 Summary

All in all, this chapter has offered background information about academic integrity emerging as a global and local Hong Kong issue, for instance, the increasing use of the Internet, massification of HE, and growing importance of international rankings. Keywords, including umbrella terms including “academic integrity”, “academic misconduct”, and “plagiarism”, have been precisely defined and minutely scrutinised. Defining the key terms is highly complex, as different scholars have provided divergent definitions describing various acts concerning academic integrity. The complexity of the situation is further highlighted by the fact that there have been very few studies regarding academic integrity conducted generally in Hong Kong.

Despite the lack of relevant research in Hong Kong, there has been an increasing interest in examining the issue of academic integrity globally. One of the significant discussions in the field is whether culture plays a role in affecting teachers' and students' perceptions of academic integrity, even though some scholars are highly alert to the risks of cultural stereotyping. Given the broad scope of "academic integrity" that can possibly be applied to most disciplines in tertiary institutions, the research focused on teachers and students involved in EAP training, as academic integrity constitutes an important part of EAP training to enable students to acquire the ability to communicate in academic contexts.

To identify room for further research, possible factors influencing both teachers' and students' perceptions of academic integrity in the EAP context have been investigated thoroughly making reference to relevant studies. In the hope of bridging the research gap, methodological issues in the literature have also been pinpointed, demonstrating that quantitative, qualitative, and mixed methods are widely adopted. Also, some scholars attempted to acquire more reliable and valid results through applying a wide range of data collection approaches. The use of a mixed methods approach might address some issues caused by the potentially sensitive topic. In light of the above, this chapter has attempted to first inspect the relationships between EAP teachers' and tertiary students' education backgrounds and their views towards academic integrity and penalties for academic misconduct. It has then continued to analyse the possible influences of other factors such as gender, education backgrounds, disciplines, and socio-cultural influences on their perceptions as well as to provide a working definition of

“academic integrity” for the thesis. The following chapter will describe the research methodology underpinning this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter has critically evaluated various research approaches to examining teachers' and students' perceptions of academic integrity at the tertiary level. Many of the existing studies on both university staff's and students' views on academic integrity and source use have adopted quantitative, qualitative, or mixed methods. In addition to utilising standard research methods such as quantitative questionnaires (e.g. questions including Likert items) and qualitative approaches (e.g. semi-structured interviews), some researchers have attempted to yield more reliable and valid results by increasing the diversity of the question types of their chosen research approaches, for instance, through the inclusion of writing samples, diagnostic tasks, and rating samples (see Table 3 and Table 4).

Even though some scholars have attempted to investigate perceptions of academic integrity in academia adopting a variety of research methods, some studies might not have generated practical pedagogical implications for teachers, particularly teachers delivering courses concerning English for Academic Purposes (EAP); EAP refers to “language research and instruction that *focuses on the specific communicative needs and practices of particular groups in academic contexts* [emphasis added]” (Hyland & Hamp-Lyons, 2002, p. 2). In other words, apart from language teaching, EAP teachers might often be expected to equip students enrolling on different programmes with knowledge of the English language and more importantly, practices of academic integrity required at the university level.

Nevertheless, many studies might have focused on *either* teachers' *or* students' perceptions of academic integrity separately, failing to account for the ideological differences between the two, which could possibly account for the occurrence of academic misconduct in the EAP context. In addition, much research involved university teaching staff in general and/ or students studying a particular programme or various programmes. Nevertheless, there seems to be insufficient studies comparing perceptions of EAP teachers and students, despite the role played by the former in ensuring students' understanding of principles of academic integrity through broadening students' knowledge of academic honesty and source use. In line with the pragmatist tradition, this thesis seeks to produce a better understanding of how the differences and similarities in the participants' perceptions can explain real-world phenomena in greater detail and help stakeholders decide what action to take under similar circumstances.

To bridge the research gap, given my insider status as an EAP teacher and a researcher, pragmatism formed a philosophical basis underlying the research. Pragmatism, as a research paradigm, "should be mixed in ways that offer the best opportunities for answering important research questions" (Johnson & Onwuegbuzie, 2004, p. 16), through the production of outcomes and the meaning of things (Johnson & Onwuegbuzie, 2004). The methods chosen by the researcher depend on of the nature of the enquiry itself (Biddle & Schafft, 2015). The pragmatic researcher is expected to be subjective in research reflections and objective in data collection and analysis of findings; the theories generated are expected to be both "contextual and generalizable" (Shannon-Baker, 2016, p. 322). Put differently, instead of highlighting methods examining broader ontological questions about the observed reality, pragmatism places an emphasis on how

the researcher understands a phenomenon through interaction with the world (Biddle & Schafft, 2015; Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 1998).

This study aimed to compare and contrast EAP teachers' and students' perceptions of academic integrity through an explanatory sequential design of mixed methods research (MMR), in which I collected and analysed quantitative data in the first stage generating findings useful for qualitative data collection and analysis in the second stage (Creswell & Plano Clark, 2011). One of the major justifications for combining both quantitative and qualitative methods was that the use of only one type of the two methods alone is inadequate to indicate trends and details of a phenomenon (Ivankova, Creswell, & Stick, 2006).

Even though MMR has been more widely adopted in social sciences, issues regarding quality assurance, reliability, and validity associated with MMR have continued to lead to one of the most debated discussions in the research field (Ivankova, 2013). In the hope of acquiring reliable and valid results, I was careful about research findings, as MMR might derive meta-inferences due to the integration of qualitative and quantitative strands in research (Teddlie & Tashakkori, 2009). In other words, even though the combination of the two types of data through MMR might have “complementary strengths and nonoverlapping weaknesses” (Johnson & Turner, 2003, p. 299), there might be several limitations in the research design, data collection, and data analysis of this thesis that had to be acknowledged and addressed in order to yield more reliable and valid results.

This chapter will examine the philosophical assumptions governing my positioning and explain the background, context, as well as rationale for the case study

through providing more substantial details of the research. To answer the research questions, this chapter regarding the study employing the two-stage explanatory mixed methods approach will strive to provide justifications covering population and sampling, research instruments, data collection procedures, quantitative data analysis, qualitative data analysis, and methodological and ethical considerations, followed by a summary.

3.2 Philosophical Assumptions

Research methodology adopted in this study was determined by the researcher's broader philosophical assumptions underpinning this thesis. According to Hussey and Hussey (1997), methodology refers to "the overall approach to the research process, from the theoretical underpinning to the collection and analysis of the data" (p. 54). The choice concerning research methodology made by a researcher is determined by his or her philosophical assumptions, which may be understood as "various philosophical tools to help clarify the process of inquiry and provide insight into the assumptions on which it conceptually rests" (Kincheloe & Berry, 2004, p. 8). Also, as rightly pointed out by Snape and Spencer (2013), the researcher has to be constantly conscious of the debates based on philosophical underpinnings and recent developments in research methodology, so as to enhance research quality in the following dimensions: Positionality of the researcher, ontology of pragmatism, and epistemology of the research paradigm.

Positionality refers to the researcher's role or identity in the context of a research based on his or her social location (Ravitch & Carl, 2016). There are numerous factors such as gender, level of education, class, and political views, which may affect a qualitative interview and the interaction between the interviewer/ researcher and the interviewee (Wardale, Cameron, & Li, 2015). For instance, the insider/ outsider status of

the researcher is likely to have impacts on data collection (Couture, Zaidi, & Maticka-Tyndale, 2012). Merton (1972) defines “the insider as an individual who possesses *a priori* intimate knowledge of the community and its members” (as cited in Hellowell, 2006, p. 484) and the notion of ‘the community’ is not confined to an institution (Hellowell, 2006). Alternatively, outsider research involves a researcher who is “not *a priori* familiar with the setting and people s/he is researching” (Hellowell, 2006). As I work in the institution alongside colleagues who were participants of this study, my role was largely that of an “insider” who shouldered the responsibility for following the policy of academic integrity and introduced it to students in the EAP classroom. In fact, it is this lived experience and the challenges it posed that prompted my interest in this problematic and focused my research efforts on producing knowledge that has the potential to inform and improve practice in the long run.

Nonetheless, as indicated by Hellowell (2006), the researcher should preferably present *both inside and outside* perceptions of the research area. This is in line with Naples (1996), who adequately suggested that “outsiderness and insiderness are not fixed or static positions; rather they are ever-shifting and permeable social locations that are differentially experienced and expressed by community members” (p. 84). In other words, it is impossible to clearly classify my identity attributable to the complex insider-outsider spectrum, especially when insiderness and outsiderness can be exhibited in different dimensions (Hellowell, 2006). When conducting the research, I regarded myself as a “partial insider”, as defined by Chavez (2008), “shar[ing] a single identity (or a few identities) with a degree of distance or detachment from the community” (p. 475).

Given my multiple identities of being a colleague/ an EAP teacher/ a researcher, I was aware of my positionality and intended to maintain distance from the research participants. Such detachment was associated with reflexivity, which is a “self-conscious awareness of the effects that the participants-as-practitioners-and-researchers are having on the research process” (Cohen, Manion, & Morrison, 2007, p. 310). Reflexivity plays a key role in determining the so-called “research distance” which, when properly acknowledged, can probably reduce observer bias because of the researcher’s heightened awareness of the possible impacts of his/ her roles on the research.

In view of pre-existing relationships with teacher participants, I was aware of the fluidity of my partial insider status and the potential impacts of my positionality on research findings. Some possible challenges concerning “access, preunderstanding, role duality, and organizational politics” (Brannick & Coghlan, 2007, p. 67) might arise. For instance, my position determined access to research data, as I was highly likely to obtain more insiders’ information about the EAP course by being one of teachers teaching the module. Also, during interview discussions, even though I could ask relevant questions based on my previous experience, I was particularly vigilant to the possibility of exposing my thinking to other participants. I might also have a stronger motivation to make a difference to the organisation, but the associated political implications could affect the conclusion and the practical implications of my work.

To minimise any unintended influences caused by my positionality, I carefully considered the execution of the research such as sampling methods. For instance, as I had not been involved in any module coordination and material design concerning the captioned EAP course, possible concerns about conflicts of interest and impacts on

teacher participants' careers were less likely to emerge. Also, the sampling population was selected in a way that student participants did not have any experience of taking any of my courses and they had already completed all the compulsory English modules by the time they were interviewed, so it was clear to them that participation in my study would not affect their academic results. Consequently, they were more likely to consider me to be a researcher rather than a teacher, potentially lessening the impacts imposed by teacher-student power relations. In addition, to maintain neutral positionality, I constantly reminded participants of my status as a researcher in this study, reassuring them that there was no right or wrong answer to every question in this research, as its major aim is to examine teachers' and students' *perceptions* of academic integrity and penalties for academic misconduct.

Ontology refers to "the researcher's view of reality" and epistemology is "how the researcher knows reality" (Creswell & Poth, 2017, p. 326). Morgan (2013) connected Dewey's work on inquiry with pragmatism as a paradigm for research, arguing that Dewey's philosophical agenda resembles an attempt to eliminate the dualism between post-positivism and constructivism; put differently, the ideas that the world exists based on one's understanding and one's perceptions form part of the world are equally important for explaining human experience. Morgan (2013) further pointed out pragmatic researchers put emphasis on *experience* when investigating the nature of reality, leading to "questions about *what difference it makes* not only to acquire knowledge one way rather another . . . but to produce one kind of knowledge rather than another" (p. 1049). In other words, pragmatic researchers tend to place less emphasis on abstract philosophical relationships between reality and oneself; conversely, they are more likely

to be involved in active enquiry “as a form of social action” (Morgan, 2013, p. 1049). My active inquiry regarding experiences of EAP teachers and students attempted to derive more contextual implications that might help to account for various factors shaping teachers’ and students’ views on the issue. More importantly, perhaps the “explicitly value-oriented approach to research” (Johnson & Onwuegbuzie, 2004, p. 17) could help the researcher to better understand values and consider feasible follow-up actions that address real-life challenges.

The research described in this thesis demonstrated the epistemological grounds of pragmatism. The first stage of the research involving a quantitative data collection method on a larger scale aimed to guarantee more generalisable findings about teachers’ and students’ perceptions of academic integrity. Depending on the results generated during the first stage of the study, the second stage, which incorporated qualitative data, strove to explore the phenomenon more inductively and comprehensively to understand the relationships between teachers and students in the face of greater expectations of academic integrity to derive practical implications for institutions and practitioners.

3.3 Background, Context, and Rationale for the Case Study

There has been heightened awareness of academic integrity both locally and internationally, as evidenced by the rise in the number of publications and academic conferences related to the phenomenon; an example would be the Asian Pacific Conference on Education Integrity, which is held every two years since 2003, that examines academic integrity (Li, 2015). However, the teaching and learning of EAP, which forms an important part of enhancing students’ understanding of academic integrity, arouses different expectations among teachers and students (Crosthwaite,

2016). This shows that there are possibly differences in teachers' and students' perceptions of academic integrity; therefore, it is crucial to conduct more extensive investigation into whether knowledge gaps in academic integrity are related to students' linguistic development and/ or enculturation (Hu & Lei, 2012).

In addition, given the expansion of tertiary education (Jung & Postiglione, 2015) and the English-oriented policy on the medium of instruction (Evans, 2017) in Hong Kong, there seems to be insufficient research scrutinising how academic misconduct, particularly in the EAP context, is tackled in postcolonial Hong Kong (Li, 2015). It was expected that the findings generated by this thesis concerning teachers' and students' perceptions of academic integrity could possibly improve understanding of the knowledge gaps between the two major groups of stakeholders in academia and more importantly, increase their readiness for achieving the academic standards required by different education systems in the increasingly globalised world.

The research took place in a private tertiary institution in Hong Kong, where I work as a lecturer at the Department of English offering various types of language training including a course called English for Academic Purposes. The operation of the institution resembles that of a university in that it has a number of constituent schools providing both bachelor's and master's degrees, despite the fact that it was still in the process of the attainment of the university title. Unlike other publicly funded universities in the city, the institution offers programmes with a focus on business and management to secondary school graduates of diverse backgrounds, including those who previously studied in CMI (Chinese medium instruction) and EMI (English medium instruction) schools who might not be granted admission to local public universities otherwise.

When first-year undergraduates entered the institution at the outset, they were informed of the importance of academic integrity at orientation events and in the student handbook. To illustrate, the student handbook included certain examples of academic misconduct and plagiarism, followed by simple procedures for handling such acts. Another example demonstrating that the college was committed to ensuring students' academic integrity is that all undergraduates were required to attend a mandatory English course called "English for Academic Purposes" offered by the Department of English in a 14-week semester, which introduced principles of academic integrity, organisation of academic essays, features of academic writing, paraphrasing, summarising, and referencing strategies.

The course was designed by the Department of English based on requests from other academic departments in the hope of equipping students with university-level writing and citation skills. For instance, the course placed a focus on the application of use of American Psychological Association (APA) style in students' academic papers. To meet the course requirements, alongside in-class activities, a presentation, and a quiz on APA style, students were required to submit two take-home written assignments including one 500-word informative essay and one 800-word argumentative essay. Before submission of the two written assignments, they had to upload their work onto the plagiarism detection system VeriGuide and sign an academic honesty declaration form to affirm that their work was original.

Despite the compulsory use of VeriGuide and some departmental procedures for handling academic misconduct, there appeared to be differences in views on the handling of academic misconduct among teachers in the department and students in the same

institution. It was against this backdrop that the EAP course was associated with how academic integrity was perceived and interpreted at the institutional and classroom levels, offering a favourable opportunity for this study to investigate teachers' and students' views on academic integrity. It was hoped that this research would derive practical implications pinpointing the knowledge gaps between teachers and students for the department and the institution to formulate more situation-specific strategies to promote key principles of academic integrity in the tertiary EAP context in Hong Kong.

3.4 Aims and Research Questions

The literature review helped me generate the following research questions to compare teachers' and students' understanding of academic integrity and penalties for academic misconduct in the EAP context of a private tertiary institution in Hong Kong:

1. How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity and penalties for students' academic misconduct?
2. How do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive academic integrity and penalties for students' academic misconduct?
3. To what extent do other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect perceptions of academic integrity and penalties for students' academic misconduct of teachers and students in a self-financing tertiary institution in Hong Kong?
4. What practical implications for institutions and practitioners can be drawn from the analysis?

3.5 Research Design

3.5.1 Pragmatism and MMR

Language teaching and learning, which has been viewed as an interdisciplinary field, employs a number of research methods from different epistemological paradigms (Riazi & Candlin, 2014). According to Johnson, Onwuegbuzie, and Turner (2007), pragmatism is regarded as the “most useful philosophy to support MMR” (p. 125), as pragmatism can epistemologically justify the use of mixed methods. MMR has gradually increased its influence in social science research (Doyle, Brady, & Bryne, 2009). MMR, which incorporates both objective and subjective as well as quantitative and qualitative elements, examines research questions which may not be completely investigated by either a quantitative or a qualitative approach (Ponce & Pagán-Maldonado, 2015). In addition, MMR can offer the strengths of both quantitative and qualitative research to answer research questions more broadly and completely; as the researcher is not limited to only one research approach, it is possible to eventually draw a conclusion with stronger evidence through integration of findings (Johnson & Onwuegbuzie, 2004). Even though MMR is a more pragmatic approach offering greater flexibility, definitions of research questions have to be precise to produce valid knowledge (Onwuegbuzie & Johnson, 2006).

The study employing MMR aimed at understanding both teachers’ and students’ perceptions of academic integrity, as findings generated during both the quantitative and the qualitative stages could be complementary to offer explanations of the phenomenon in various dimensions. Even though MMR has a number of strengths, it still has some limitations: Many scholars have pointed out that it can be extremely challenging for a

single researcher to carry out research of two distinctive types, which might otherwise require a research team; it also takes a larger amount of time, resources, and manpower, especially when the researcher has to clearly understand and effectively integrate multiple research methods (Caruth, 2013; Creswell, 2012; Cronholm & Hjalmarsson, 2011); MMR might lead to conflicting research methods, as the methods could be contradictory but not complementary (Cohen, Manion, & Morrison, 2007).

Also, with reference to Onwuegbuzie and Johnson (2006), some underlying epistemological issues concerning MMR have to be explored more thoroughly by research methodologists. To minimise the weaknesses of MMR, the researcher has to be better informed of the skills required by both quantitative and qualitative research approaches. Above all, for the researcher to “holistically explain a phenomenon for which extant research is fragmented, inconclusive, and/or equivocal” (Venkatesh, Brown, & Sullivan, 2016, p. 437), the limitations of the research questions, objectives, contexts, and procedures were fully acknowledged throughout the study.

3.5.2 Two-stage Explanatory Mixed Method Research

This research adopted a two-stage explanatory mixed method approach collecting both quantitative and qualitative data. Table 5 demonstrates the research design comprising the research questions, data collection methods, sampling, and data analysis methods. The study included a quantitative questionnaire on a larger scale in the first phase and qualitative semi-structured interviews on a smaller scale in the second phase. The rationale for adopting such a research design was that the collected and analysed data from the first phase could offer justifications and explanations for the qualitative data obtained in the second phase. Through the connection between the two stages in the

intermediate stage, the study might present a more complete picture of the research questions, as the qualitative data collected afterwards was likely to provide insights enhancing and explaining the quantitative findings (Creswell & Plano Clark, 2011).

Details of the two-stage research are as follows:

Table 5***A Summary of Research Questions, Data Collection Methods, Sampling, and Analysis***

Research questions	Data collection methods	Sampling	Analysis
Phase 1: Quantitative study			
1. How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity and penalties for students' academic misconduct?	Paper-based questionnaire (distributed in person to teachers)	Teachers who had taught the EAP course and were teaching the business course (census)	Descriptive statistics, the Fisher exact test and the Chi-square test using Statistical Package for the Social Sciences (SPSS)
2. How do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive academic integrity and penalties for students' academic misconduct?	Paper-based questionnaire (distributed to students in class)	Second-year or above undergraduate students who had completed the compulsory EAP course (census)	

Table 5 (Continued.)

Research questions	Data collection methods	Sampling	Analysis
Phase 2: Qualitative study			
Clarifying findings related to the first two research questions acquired in the first phase			
3. To what extent do other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect perceptions of academic integrity and penalties for students' academic misconduct of teachers and students in a self-financing tertiary institution in Hong Kong?	Semi-structured focus group interview	Teachers who had taught the EAP course and were teaching the business course (census)	Coding and thematic analysis using NVivo10
	Semi-structured focus group interview	Second-year or above undergraduate students who had completed the compulsory EAP course (stratified random sampling)	

Table 5 (Continued.)

Research questions	Data collection methods	Sampling	Analysis
4. What practical implications for institutions and practitioners can be drawn from the analysis?	Quantitative and qualitative data collected in the first two phases	Teachers who had taught the EAP course and were teaching the business course (census) Second-year or above undergraduate students who had completed the compulsory EAP course (stratified random sampling)	Analysis of the quantitative and qualitative data collected in the first two phases

In addition, the research regarding exploratory and explanatory approaches of MMR conducted by Cronholm and Hjalmarsson (2011) revealed that the researcher may commence with a quantitative study provided that he/ she has sound prior knowledge of the phenomenon and more interesting areas can be chosen for the qualitative study, potentially generating more concrete results. In this research, after the first stage, interview participants were selected and interview questions were developed based on the quantitative findings. It was expected that such a research approach could produce broader findings to increase the generalisability of the study and to offer justifications for the response pattern demonstrated in the survey. One of the major challenges faced by the researcher was that the time between the completion of the questionnaire in the first stage and reflective reporting in the interview in the second stage had to be shortened, so the

participants would have better memory retention associating the questionnaire with the interview. Table 6 presents the schedule for quantitative and qualitative data collection, including the events, the venues, the time and duration, as well as the number of participants:

Table 6

A Schedule for Data Collection from March 2018 to May 2018

Event	Site	Date and duration	Number of participants
1. Teacher questionnaire	N/A	12 March 2018	Seven teachers
2. Student questionnaire	Classrooms	19 March 2018 – 13 April 2018 10 minutes	270 students (200 valid questionnaires returned)
3. Student focus group interview	Meeting room on campus	2 May 2018 1.5 hours	Eight students
4. Teacher focus group interview	Meeting room on campus	16 May 2018 1.2 hours	Seven teachers

3.6 Phase 1: Quantitative Study (Questionnaires)

Quantitative research is defined as “research that explains phenomena according to numerical data which are analysed by means of mathematically-based methods, especially statistics” (Yilmaz, 2013, p. 311). The strengths of this research method are that large-scale studies can be conducted in a more cost-effective way within a shorter time using statistical software; also, more concise findings showing key trends may be generated (Patton, 2002). The rationale for the use of quantitative questionnaires in this study was that it was possible to acquire a larger sample size, making it possible for the

researcher to investigate relationships between distinctive variables affecting teachers' and students' perceptions of academic integrity. Such a data collection method enables the researcher to numerically measure participant's responses to close-ended questions, facilitate comparison of findings, and examine participants' reactions in greater breadth (Yilmaz, 2013).

Given that the first stage of the study was to compare teachers' and students' views on academic integrity and penalties for academic misconduct, the use of standardised questionnaires incorporating predetermined questions was an adequate research approach, as categorisation and comparison of the findings could be carried out more objectively and easily, increasing the generalisability of the research findings. In addition, not only could the findings be applicable to other similar settings, but they might also encompass essential details such as participants' demographic features. Such information was useful for preparation for questions and performance tasks for the second qualitative phase of the study to yield more findings pertinent to the research questions. Details of the quantitative study of the first phase are described as follows:

3.6.1 Population and sampling

In the first phase, a census was carried out. All full-time teachers (eight in total), who taught the captioned EAP course in the previous academic year and were teaching a second-year English for Business Communication course, were invited to participate in the research by e-mail. Part-time teachers and some full-time teachers not teaching the business communication course were excluded because they might face a different student population. Once potential teacher participants showed willingness to participate in the research, I approached the interested teachers, provided details about the study, and

passed them the paper-based surveys in person. All students (270 students) across various disciplines attending the English for Business Communication course were encouraged to take part in the paper-based questionnaire and 200 valid questionnaires were returned. This group of students was selected because most, if not all, of them completed the EAP course in the previous school year, which was a prerequisite for the English for Business Communication course; therefore, they probably had better retentive memories of the EAP course. Also, all students were adults over 18 years old and thus parental consent was not required. The teachers who had agreed to participate in the study were also invited to help distribute and collect paper-based questionnaires in class to stimulate the response rate (Jacob, 2011).

3.6.2 Survey instrument

The survey questionnaire is divided into two parts. The first section of the teacher questionnaire includes demographic questions including age groups, years of teaching, and past education backgrounds (i.e. local and/ or foreign education), while the student questionnaire consists of questions related to their age, years of study, majors, and past education experience (i.e. the medium of instruction (MOI) in secondary school in Hong Kong and/ or mainland China). The second parts of both the teacher and student questionnaires are mainly identical, given that one of the major purposes of this study was to compare teachers' and students' views on academic integrity through standardised questions.

To ensure that such comparison was viable, the 5-point Likert scale was adopted requiring participants to reflect on their perceptions of academic integrity (e.g. Lei & Hu, 2015; Wilkinson, 2009). Some questions in this part were based on the questionnaire

prepared by Wilkinson (2009), as the questionnaire includes a wide variety of questions to investigate respondents' views on penalties for academic misconduct in sufficient depth. Furthermore, some questions, which might not be suitable for the context of Hong Kong and/ or the comparative study, were modified to better cater for the needs of this research.

There were also modifications to the questionnaires based on a pilot study to ensure that they were carefully designed to produce more valid and reliable results. The pilot study was conducted in mid-February 2018. The student questionnaire was completed by eight fourth-year students and the focus group interview involved four second-year students. Two teachers completed the questionnaire and the pilot group interview. Even though the students and the teachers involved in the pilot study were not part of the sampling population, they offered useful feedback which helped to refine the questions in the two-phase data collection. For instance, the teacher respondents offered comments on wording, which resulted in alterations to some Likert-scale questions (e.g. "very uncommon" was changed to "never" and "very inappropriate" was replaced by "unacceptable"). The student respondents also reflected that they were not familiar with certain expressions such as "academic integrity" and "morally acceptable"; consequently, the Chinese definitions were provided in the final version of the survey instrument.

Apart from the two parts of questions, an information sheet providing basic details about the research (including objectives, procedures, duration, and contact details of the researcher) and an informed consent form to be signed by participants were enclosed with the questionnaire. Interested parties had to consent to participation in the study before answering any questions. They were also reminded that they could withdraw from the

study at any point and approach me and/ or the University of Bristol School of Education Ethics Committee concerning any concerns and/ or complaints. They were also ensured that all the information collected would be protected and kept confidential.

3.6.3 Data collection procedures

I conducted the pilot study before the commencement of the research, as this could improve the data collection methods and facilitate modifications (Ary, Jacobs, Irvine, & Walker, 2013). After the add-drop period in the second semester of the school year 2017-2018 (i.e. after 24 January 2018) when all the class name lists were finalised, I started to contact both teacher and student volunteers; data collection took place from week eight to a week before the examination period (i.e. between 12 March 2018 and 9 May 2018). The rationale for the period was that both teachers and students were probably less busy with schoolwork during the weeks after midterm tests and shortly after the end of the semester, which might increase their willingness to partake in the research. As for the sampling frame, I sent e-mail invitations to the potential teacher participants to encourage them to complete the paper-based questionnaire within one week.

To increase teachers' participation, I sent reminders to those who did not respond to the questionnaire seven working days after distribution. Concerning the student questionnaire, I provided the teacher participants with detailed information about the research before data collection took place in class and invited them to help distribute and collect paper-based questionnaires to all students who had previously taken the EAP course and were enrolling on the English for Business Communication course. Paper-based surveys were chosen as the main tool to collect quantitative data, as they often

result in higher response rates (Jacob, 2011) and generate feelings of comfort among respondents (Hardré, Crowson, & Xie, 2012). One possible concern about such a data collection method was that data collection and analysis might not be as efficient as others (Hardré, Xie, & Ly, 2005). To ensure that data collection was efficient, gentle reminders were issued. I only collected information from valid paper-based questionnaires and stored them properly in a locked drawer for the next stage of data analysis.

3.6.4 Data analysis

In order to answer the first two research questions concerning the comparison of teachers' and students' perceptions of academic integrity, I incorporated descriptive statistics including percentages, frequency, means, standard deviations, the Fisher's exact test, and the Chi-square test. Independent variables, including demographic elements such as age, gender, degree programmes, and education backgrounds, were compared with views on academic integrity being dependent variables. This could help identify any relationship between one's demographic characteristics with his or her perceptions of academic integrity and penalties for academic misconduct. To facilitate data analysis, all the items of the questionnaires were coded and investigated by SPSS. Comparisons of students' views were drawn through the Chi-square test and the differences were regarded as statistically significant when the p-value was not more than 0.05, while those of teachers' views were generated through the Fisher's exact test attributable to the small sample size; the differences were again considered statistically significant when the p-value was less than 0.05. The Chi-square test was adopted given its less complicated computation and greater flexibility compared to other statistical methods, despite shortcomings regarding the sample size and the interpretations of different categories

(McHugh, 2013). The findings obtained through the data analysis stage of phase one built a more secure foundation for the second qualitative stage of the research to investigate participants' views in greater detail.

Both the teacher and the student questionnaires consisted of open-ended questions for the respondents to freely express their views on the matter. The teachers' comments were included in the results chapter; on the other hand, due to the large amount of feedback offered by the student respondents, only comments with a higher frequency of mentions against each coding category were included for more in-depth analysis. In addition, to ensure the readability of the comments, minimum modifications were introduced to ensure that they were grammatically correct and semantically clear. To guarantee that the modifications did not alter the original meanings of the comments, a professional translator, who signed a confidentiality agreement, was hired to double-check the comments with minor but necessary modifications to achieve accuracy.

3.7 Phase 2: Qualitative Study (Focus Group Interviews)

In the first stage of the study, descriptive analysis showed that there were differences in teachers' and students' perceptions of academic integrity, for instance, commonness and moral acceptability of various actions in EAP assessment. In addition, there were discrepancies in their views on reasons for academic misconduct and penalties for different types of behaviour in EAP assessment. More remarkably, the Chi-square test revealed diverse perceptions of reasons for academic misconduct and penalties among male and female students as well as students enrolling on different programmes. Based on the research findings, the qualitative research method was then adopted in the second stage in order to extend and explain the results (Creswell & Plano Clark, 2011).

Different from the quantitative approach in the first phase, the qualitative method might be more effective in providing more concrete explanations about human behaviour in specific settings and the creation of meanings in culture (Rahman, 2016); the data of qualitative data might also help refine and explain the statistical data obtained in the first stage through more comprehensive explorations of participants' views (Ivankova, Creswell, & Stick, 2006). To examine participants' perceptions of academic integrity and penalties for academic misconduct more comprehensively, semi-structured focus group interviews consisting of seven to eight participants were conducted.

Focus group interviews were held because they were believed to increase participants' engagement in informal discussions through placing themselves in the positions of "experts" to show their understanding of the topic; at the same time, such interviews could reduce the interaction between the moderator and participants (Gullifer & Tyson, 2010). Focus group interviews might be especially applicable to the context of Hong Kong, as rightly pointed out by Kwong et al. (2010) that Hong Kong students are sometimes not comfortable with one-to-one interviews; focus group interviews, on the other hand, could facilitate discussion more easily despite concerns about possible interference.

As for questions in the interviews, apart from some general questions concerning academic integrity in the first part, the second part includes performance tasks formed by questions regarding more specific scenarios related to academic integrity and academic misconduct; this might elicit more accurate and specific views from participants. Even though the qualitative approach might generate more substantial findings, there were a number of shortcomings to be overcome. For instance, it might be challenging to

interpret and relate the results acquired in the first stage to produce questions to be asked in the qualitative stage.

During the interviews, possible issues, including dominating voices, lengthy silence, absence of contextuality, lower generalisability, and difficulty of interpreting data (Berg & Lune, 2012; Harry & Lipsky, 2014; Silverman, 2010), were also considered with the aid of the pilot study to generate more reliable and valid qualitative findings. For instance, through designing interview questions meticulously, I strove to adequately achieve the ideal balance between participants and actively encourage in-depth exploration of issues pertinent to the topic (Finch, Lewis, & Turley, 2013). As mentioned above, I carefully examined the case in point by including questions relevant to various scenarios, which enabled interviewees to offer justifications for their responses *without* directly referring to their personal experiences, potentially reducing feelings of awkwardness and discomfort owing to the sensitive nature of the topic.

3.7.1 Population and sampling

The target participants chosen for this stage of the study were similar to those in the first stage, but different sampling methods were employed. Concerning teacher participants, given the small number of eligible staff members (i.e. eight), they were all invited to attend the focus group interview by indicating their preference on the consent form. As for student participants, they were asked to indicate their preference for participating in the second stage of the study on the consent form. As the sample size, which consisted of 200 valid questionnaires, was larger, stratified random sampling was adopted selecting a proportional representation of students of different genders so that the

resulting sample could represent the general student population more accurately (Bryman, 2016).

In addition, in order to address possible concerns about conflicts of interest, the selection of students from various differences was chosen carefully. Students from the Translation with Business programme were excluded, as this group of students majoring in languages, who was all taught by me, received specialised EAP training different from the standardised one offered to those enrolling on other major programmes. I also excluded students who enrolled on my EAP course previously to avoid possible interference with my positionality and to achieve greater objectivity.

3.7.2 Interview protocol

In order to answer the third research question concerning the relationships between individual characteristics and attitudes towards academic integrity, some interview questions, such as moral acceptability of various acts in EAP assessment and certain reasons for student plagiarism, were developed based on the results produced in the first stage of the research. This approach might have more direct relevance and provide possible explanations concerning the overall situation reflected by the questionnaire. As for focus group interviews, both teachers' and students' interviews, each was divided into two sections. The first part consisted of general questions about academic integrity and academic misconduct.

The second part constituted a "judgment elicitation stage" (Pecorari & Petrić, 2014, p. 293). Prior to the group discussion, participants were informed about different situations showing actions regarding possible breaches of academic integrity and they had to indicate on paper whether academic misconduct was presented in each situation

and whether penalties had to be imposed. After all the responses were collected, I announced them anonymously to the whole group before they shared their judgement on each situation, which was likely to lessen the occurrence of conformism (Acocella, 2012). This approach might also avoid potential awkwardness experienced by interviewees, as they did not have to offer details about their personal experiences of academic misconduct.

3.7.3 Data collection procedures

There were one focus group interview with seven teachers and one focus group interview with eight students to enable participants to become more engaged in a relaxed manner (Krueger, 2015). To ensure a greater diversity in each group discussion, I recruited students of different genders with the use of the stratified random sampling method. The interviews were conducted in week 15 before the examination period in mid-May, during which the workloads of both the teachers and the students were probably less heavy right after the semester. Each interview lasted for around 70-90 minutes on campus, so it was be convenient for both the teacher and the student participants; they might also be more comfortable with the familiar surroundings. I also searched for contacts of the school's social worker and the closest clinic in advance to best tackle circumstances concerning the safety and well-being of the participants.

Before the commencement of each interview, I sought consent to audio recordings and note-taking from participants. They were also reminded that in addition to pre-determined questions, some follow-up questions might be posed to obtain broader views on the subject matter (Pecorari & Shaw, 2012). The focus group interviews were all conducted in Cantonese, given that students often find it less challenging to express their

opinions in their first language (Kwong et al., 2010). The teacher participants also requested the use of Cantonese in the interview, stating that they were more comfortable about expressing their thoughts freely in their mother tongue. Concerning transcriptions of the interviews conducted in Cantonese, I sought assistance from the professional translator to verify and proofread translation in the hope of achieving a higher level of precision.

3.7.4 Data analysis

Thematic analysis, which is defined as “a method for identifying, analysing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79), was adopted to analyse the findings acquired through the interviews. In comparison to content analysis with a focus on conceptual phenomenon, thematic analysis provides diverse interpretations of the research topic and detailed descriptions of data (Braun & Clarke, 2006; Vaismoradi, 2013), even though there seems to be little agreement on how thematic analysis should be conducted (Braun & Clarke, 2006). This part of the data analysis identified various themes at the latent level.

According to Braun and Clarke (2006), thematic analysis conducted at the latent level would investigate the “*underlying* ideas, assumptions, and conceptualizations – and ideologies – that are theorized as shaping and informing the semantic content of the data” (p. 84). By scrutinising the semantic aspect of the interview findings, this part of the study aimed to examine how teachers’ and students’ education backgrounds, values, beliefs, and other factors might have shaped their views on academic integrity and penalties for academic misconduct.

In accordance with the data analysis process put forward by Braun and Clarke (2006), I performed the following six steps sequentially: 1) listening to audiotapes and examined written notes to transcribe data verified by another transcriber/ translator to achieve higher accuracy; 2) generating codes based on data sets; 3) gathering data related to potential themes; 4) evaluating themes by producing a thematic map; 5) defining and labeling themes; and 6) presenting organised findings by writing a report based on the research questions and relevant literature. All the transcripts were imported into NVivo (Version 10) to analyse recurrent themes through the development of nodes.

To identify themes suitable for analysis, “prevalence”, which can be counted in terms of the number of interviewees mentioning the theme and/ or the number of times each individual interviewee reiterating the theme, plays an important role; its analysis has to demonstrate consistency (Braun & Clarke, 2006). When listening to and reading the transcribed data, I identified key themes based on how frequently interviewees commented on certain data items. One possible challenge in this stage was to uphold validity through the minimisation of errors, which could be overcome by the invitation of peer coders and the use of a research logbook (Vaismoradi, 2013). In addition, whether interviewees report *genuine* data possibly constituting “themes” could be questionable (Braun, & Clarke, 2006). To address the concern about the validity of data, I asked questions about imagined scenarios instead of directly relating to interviewees’ own experiences, so that they were likely to be more honest when expressing their views.

3.8 Ethical Considerations

When conducting research of any kind, the researcher is obliged to be alert to ethics and politics, which are closely connected, especially when the research concerns

sensitive topics (Cohen, Manion, & Morrison, 2007). Before collecting any data, I submitted applications to both the College Research Committee and the University of Bristol School of Education Ethics Committee, ensuring that all stages of the research followed the Personal Data (Privacy) Ordinance in Hong Kong. Only after I had obtained permission of both committees did the data collection process involving both teachers and students start. To address possible concerns about MMR, an information sheet, which outlined research purposes and stressed protection of anonymity, as well as an informed consent form, were attached to the questionnaire (Caruth, 2013; Creswell, 2012).

In case the participants did not feel physically and/ or psychologically comfortable, they might withdraw anytime to minimise the pressure imposed on them. They were also entitled to request removal of any aspects of the questionnaires or the transcripts of the interviews, if they perceived the information not favourable to their well-being. All the data collected adhering to the code of ethics of the college and the University of Bristol were stored securely (i.e. in a password-protected computer in a locked drawer) for up to seven years after completion of this research. After the captioned period, hard copies of all the informed consent forms would be shredded and scanned copies would be permanently removed from all locations. The recordings and transcriptions of the interviews would also be permanently deleted.

Apart from ethical concerns, issues regarding politics should also be considered. Given that the study adopted the explanatory design, I used the quantitative database for follow-up qualitative interviews; some participants might not wish to give personal information in the questionnaire, possibly leading to issues particularly relevant to ethics of MMR (Caruth, 2013). To increase potential participants' willingness to partake in the

study, all informed consent forms indicated that demographic information such as age groups, years of teaching/ study, education backgrounds, and disciplines collected would *not* constitute personally identifiable information. Also, special codes were used during data collection, so no names or other personally identifiable information would exist even in my files.

The last point worth careful consideration is the matter of power relations, particularly a teacher/ researcher-student relationship, which was addressed by carefully designed informed consent documents, given that participation was completely voluntary (Abasi, Akbari, & Graves, 2006). As for feedback and reporting, after all the data had been collected and analysed, I supplied participants with information in an accessible form based on the characteristics of participants. For instance, when I offered information to student participants, academic jargon was avoided to facilitate their understanding. In addition, I strove to provide participants with complete and concise information to ensure clarity and accuracy. All in all, I endeavoured to be more conscious of the impacts of my position and actions on the whole study throughout the entire research process.

3.9 Summary

In summary, this chapter has first demonstrated the research gap in existing research concerning teachers' and students' perceptions of academic integrity in the Hong Kong EAP context, particularly in the setting of a self-financing tertiary institution. Despite the importance of EAP teaching for introducing students to concepts of academic integrity, there appears to be little research, not to mention comprehensive studies, investigating the understanding of EAP teachers and students across various disciplines about academic integrity and penalties for academic misconduct. My positionality and

pragmatic approach offered justifications for employing the MMR method, given my partial insider status and engagement in active enquiry to generate more findings unique to the institutional environment in Hong Kong. Given the nature of the research, I remained vigilant to the changes in positioning and pragmatism during different stages of the study. It was expected that this research adopting the MMR approach would yield findings accounting for both the general trend and individual factors concerning the phenomenon.

Apart from providing the rationale behind the use of MMR, the chapter has also provided a description of the background information and the demographic characteristics of the sample. The reason for selecting this particular group of teachers and students has also been explained in detail, as the teacher participants had teaching experience of the EAP module and the student participants also attended the compulsory course. The four research questions aim to investigate teachers' and students' views on academic integrity and penalties for academic misconduct through the two-stage explanatory MMR research: The first qualitative stage collected data through questionnaires and the second quantitative stage aimed to create findings by semi-structured focus group interviews. This chapter has also offered more specific details about the research, including population and sampling, survey instruments/ the interview protocol, data collection procedures, and data analysis.

The last section of this chapter has focused on the methodological and ethical considerations pertinent to the study. Given the potentially sensitive nature of the research, careful consideration has been given to the possible issues that might arise, such as participants' feelings of discomfort when faced with challenges to their ethical

sensitivity. I clearly explained the objectives of the research and emphasised that all data collected, without personally identifiable information, would only be used for research purposes. The participants were also reminded of the complaint channel and their right of withdrawal. Apart from the above ethical considerations, I was highly aware of the possibility of respondents having different judgment about the term “academic integrity”. As a result, the data were analysed with prudence to avoid misinterpretations, which will be discussed in greater detail in the following chapters.

CHAPTER 4: RESULTS

4.1 Introduction

This chapter presents results of the data collected from the questionnaires and the focus group interviews. The questionnaires were composed of questions related to demographic information, 48 Likert-scale questions, and seven open-ended questions about academic integrity, whereas each focus group interview consisted of approximately 20 open-ended questions. The interview questions were formed based on the results of the data generated from the questionnaires. This part will present a detailed discussion concerning the data collection process, demographical information of participants, response rates, data analysis, and quantitative and qualitative findings to answer the four research questions of this study.

The purpose of this mixed-methods study was to discover, describe, and compare teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct in a self-financing tertiary institution. The goal of the quantitative research in the first stage was to answer the first two research questions, namely "how do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity and penalties for students' academic misconduct?" and "how do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive academic integrity and penalties for students' academic misconduct?" through item analysis, descriptive analysis, the Fisher's exact test, and the Chi-square test.

Based on the findings produced in the first quantitative stage of the study, questions for the focus group interviews were then formed with a view to accounting for

the more notable quantitative results. Through thematic analysis of the qualitative data collected from the interviews, a comparison of teachers' and students' perceptions was drawn in order to address the first two research questions as well as to respond mainly to the third research question: "To what extent do other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct in a self-financing tertiary institution in Hong Kong?". Five main themes were further developed into various sub-themes based on findings that emerged from the two focus group interviews. It was expected that the qualitative responses provided by both teacher and student interviewees would enrich the quantitative survey data to construct a more complete picture of the case in point.

4.2 Data Collection Process

At the beginning of data collection, I sent an e-mail containing the questionnaire invitation to all the teachers who had the experience of teaching both the English for Academic Purposes (EAP) and the English for Business Communication courses (see Appendix J). The teachers also had to indicate whether they would be willing to distribute the student questionnaire to prospective student participants. All invitations were followed by weekly reminders to urge teacher participants to complete the teacher questionnaire and to distribute and collect the student questionnaire. Both teacher and student participants were also required to complete the informed consent form on which they could also indicate whether they would be interested in participating in the second stage of the study involving focus group interviews.

Within one month upon collecting the student questionnaire, I sent an e-mail containing a Google form requesting 15 interested students to indicate their availability for the focus-group discussion (see Appendix K and Appendix L). I sent reminder e-mails to all the interested students who had yet completed the form a week later. For those who did not complete the online Google Form even after receiving the reminder e-mails, I invited their respective teachers to seek their students' assistance in completing printouts of the form to indicate their availability.

4.3 Participants and Response Rates

The population for the present study included both teachers who had the experience of teaching both the EAP and the English for Business Communication courses and students taking the English for Business Communication course. All potential participants received hard copies of the information sheet, the questionnaire and the informed consent form. The information sheet outlined the details of the study as well as the option to exit the survey at any point. All eight eligible teachers were contacted through e-mail inviting them to take part in the research and to assist in distributing and collecting the student questionnaire.

In the quantitative phase, the researcher collected data through the questionnaire consisting of statements using the five-point Likert scale to measure perceptions about academic integrity. In addition, there were seven open-ended questions requiring respondents to offer optional views or comments about academic integrity. Categorical scales (i.e. gender, major programmes, education backgrounds, and years of teaching) served as means for collecting demographic data. The data were then uploaded onto the Statistical Package for Social Sciences (SPSS 24.0) software and analysed using

descriptive statistics. Associations were determined by running cross tabulations, the Fisher's exact test for the teacher questionnaire and the Chi-square test for the student questionnaire.

As for response rates, seven out of eight teachers consented to participation in the study by completing both the questionnaire and the focus group interview. Regarding student participants, a total of 270 questionnaires was distributed to potential respondents who had completed the English for Academic Purposes (EAP) course. To increase response rates, some feasible methods include the involvement of academics and the provision of rewards (Nulty, 2008). As for this study, the teacher participants assisted in promoting participation by direct reminders. There was also an incentive for the two groups of participants (i.e. a HK\$100 supermarket shopping voucher for each respondent upon completion of *both* the questionnaire and the focus group interview). Eventually, out of the 270 questionnaires, 200 valid questionnaires were returned achieving a response rate of 74%.

Table 7 represents the presentation of demographic information collected from the sample of the seven teacher respondents through the paper-based survey. All of the respondents were female. The majority of the teacher respondents were aged between 41-50, while only one teacher fell within the age group of 31-40. The years of experience of the teachers spread over a wider range with only two teachers having less than 15 years of teaching experience. As for education backgrounds, the majority of the respondents obtained their bachelor's degrees and master's degrees in Hong Kong; concerning doctoral degrees, three of the respondents received their EdD degrees from overseas

universities via distance learning, one of the respondents was awarded a PhD from a local university, and three of the respondents did not possess any doctorate degree.

Table 7

Demographic Descriptions of Teacher Questionnaire Respondents

Area	Frequency (<i>N</i> = 7)	Total 100%
Gender		
Female	7	100.0
Total	7	100.0
Age range		
31-40	1	14.3
41-50	6	85.7
Total	7	100.0
Years of teaching experience (including this year)		
5-10 years	1	14.3
11-15 years	1	14.3
16-20 years	3	42.9
>20 years	2	28.6
Total	7	100.0
Bachelor's degree		
Hong Kong	5	71.4
Outside Hong Kong (UK/ Australia)	2	28.6
Total	7	100.0
Master's degree		
Hong Kong	5	71.4
Outside Hong Kong (UK/ Australia)	2	28.6
Total	7	100.0

Table 7 (Continued.)

Area	Frequency (<i>N</i> = 7)	Total 100%
Doctorate degree		
Hong Kong	1	14.3
Outside Hong Kong (UK/ US)	3	42.9
N/A	3	42.9
Total	7	100.0

Table 8 displays the demographic information of the sample of the 200 student respondents through the paper-based questionnaire. 54.5% of the respondents were female, while 45.5% were male. Most student respondents, mainly second-year students, were 19 (46%) or 20 (40%) years old. The majority of the students (82.5%) studied the Bachelor of Business Administration (BBA) programme while the remaining ones (17.5%) majored in Supply Chain Management (SCM). Nearly two-thirds (63%) of the students studied in secondary school using English medium instruction (EMI) and over one third of the respondents (37%) attended secondary school using Chinese medium instruction (CMI). Over half (59.5%) of the student respondents first encountered the concept of academic integrity through their college education, followed by “secondary school” (28.5%), “primary school” (5%), “the Internet” (5%), “the newspaper” (0.5%); 1.5% of the respondents had never heard of the keyword.

Table 8***Demographic Descriptions of Student Questionnaire Respondents***

Area	Frequency (<i>N</i> = 200)	Total 100%
Gender		
Female	109	54.5
Male	91	45.5
Total	200	100.0
Age		
18	2	1.0
19	92	46.0
20	80	40.0
21	18	9.0
22	5	2.5
23	3	1.5
Total	200	100.0
Major		
BBA	165	82.5
SCM	35	17.5
Total	200	100.0
Education background (MOI of secondary education)		
HK – EMI	126	63.0
HK – CMI	73	36.5
China – CMI	1	0.5
Total	200	100.0
Channel to learn about academic integrity		
Primary school	10	5.0
Secondary school	57	28.5
College	119	59.5
Internet	10	5.0
Newspaper	1	0.5
Never	3	1.5
Total	200	100.0

4.4 Teachers' and Students' Perceptions of Academic Integrity: Questionnaire

Findings

This section aims to answer the first halves of research questions 1 and 2: “How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity and penalties for students’ academic misconduct?” and “how do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive academic integrity and penalties for students’ academic misconduct?” through investigating teachers’ and students’ views in three aspects, namely a) the frequency of students’ actions in EAP assessment, b) the moral acceptability of students’ actions in EAP assessment, and c) the moral acceptability of reasons for student plagiarism.

This section will present item analysis and descriptive analysis supplemented by selected open-ended responses. The survey consisted of questions using a five-point Likert scale to measure their perceptions. As for item analysis, data such as frequencies and percentages are provided. Regarding descriptive analysis, mean and standard deviation scores are presented. The scores were generated by SPSS 24.0 which assigned a five-point scale converting the Likert scales to a numeric representation. The mean score represents the average response for each item while the standard deviation shows the average difference in the scores from the mean for each item. Teacher and student respondents’ responses are placed side by side for easy comparison. Qualitative comments were selected based on the frequency of mentions of each theme as well as the nuances in the responses.

4.4.1 Frequency of Students’ Actions in EAP Assessment

The following examines the frequency of students' actions in EAP assessment through item analysis, descriptive analysis, and open-ended responses by comparing the results generated by both the teacher and the student questionnaires.

4.4.1.1 Item analysis and descriptive analysis. Table 9 presents frequencies, percentages, mean, and standard deviation scores pertinent to frequencies of students' actions in EAP Assessment. As for the student questionnaire, to encourage more honest answers, student participants were asked about their *peers'* behaviour in EAP assessment. Item analysis for the five statements of this question revealed that 71.4% of the teacher respondents believed that students never downloaded an entire essay from the Internet and submitting it as their own work and 79% of the student respondents suggested that their peers were never involved in the act. The same act also had the lowest scale in both the teacher and the student questionnaires achieving the mean scores of 1.29 and 1.30 respectively. 57.1% of the teacher respondents indicated that students copied a few sentences from a source without citations very often; 44% of the student respondents indicated that their peers sometimes, very often, or always exhibited the behaviour.

There was a reported rating of 2.0 or greater for three scales (1, 2, & 4) in the teacher questionnaire and two scales (1 & 4) in the student questionnaire. The highest ($M = 3.43$ in the teacher questionnaire and $M = 2.41$ in the student questionnaire) addressed students copying a few sentences from a source without citations. The next item ($M = 2.71$ in the teacher questionnaire) concerned copying most of an assignment from different sources with the highest standard deviation of 1.25 in the teacher questionnaire, which demonstrated more variation in the answers given by the teacher respondents. The last item ($M = 2.43$ in the teacher questionnaire and $M = 2.05$ in the student

questionnaire) focused on making up facts and/or figures for an essay with the highest standard deviation of 0.94 in the student questionnaire, showing more variation in the views of the student respondents.

Table 9

Descriptive Statistics on Frequency of Students' Actions in English for Academic

Purposes Assessment

Scale		% of Participants					M	SD
		1	2	3	4	5		
1. Copying a few sentences from a source without citations	T	0	14.3	28.6	57.1	0	3.43	0.79
	S	15.5	40.5	32.5	10.5	1.0	2.41	0.91
2. Copying most of an assignment from different sources	T	0	71.4	0	14.3	14.3	2.71	1.25
	S	38.0	33.0	24.5	4.5	0	1.96	0.90
3. Downloading an entire essay from the Internet and submitting it as their own work	T	71.4	28.6	0	0	0	1.29	0.49
	S	79.0	14.5	4.0	2.5	0	1.30	0.66
4. Making up facts and/ or figures for an essay	T	0	71.4	14.3	14.3	0	2.43	0.79
	S	32.5	38.5	22.0	6.0	1.0	2.05	0.94
5. Paying someone to write an essay or copying someone else's whole essay and submitting it as their own work	T	42.9	57.1	0	0	0	1.57	0.53
	S	75.5	18.0	5.0	1.5	0	1.33	0.64

Note. T = Teacher ($N = 7$), S = ($N = 200$), 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Very often, 5 = Always. Numbers are rounded and may not total 100%.

4.4.1.2 Open-ended responses. The following are some teachers' and students' comments on the frequency of students' behaviour in EAP assessment. The teacher respondents suggested the possibility of students omitting some information, teachers' observation, difficulty of collecting evidence, students' lack of awareness, referencing skills, and practices in secondary school:

Students may simply cut down on the content or factual support instead of making up facts or figures.

My answers are based on my general observation and some student assignments. I have no evidence [. . .]

Some students may not be aware that copying a few sentences from other sources or using their previous assignments again as plagiarism.

Students are not aware of putting down the in-text citations again after each complete sentence. For example, let's say, they paraphrase three sentences, but they only put down the citations for the first sentence, but not the remaining two.

“Copying a few sentences from a source without citations” and “making up facts and/ or figures for an essay” are practices students usually do at secondary school when writing compositions.

The student respondents offered more diverse remarks such as substantiating assignments by making up facts or figures, limited understanding of academic regulations, lack of caution, short memory, and lack of convenience of incorporating citations:

Making up facts or figures is to support my essays or work to make them more persuasive.

Sometimes data are not easily found, so it is acceptable to make up facts or data given no other alternatives. [. . .] However, one should not make up a lot of data.

Occasionally students may not fully understand regulations, so they may copy some sentences from different websites or essays.

My peers may forget to cite others' words. However, it is not about honesty but their bad memory.

My peers seldom directly copy Internet references, but they may find incorporating citations troublesome.

4.4.2 Moral Acceptability of Students' Actions in EAP Assessment

Below investigates the moral acceptability of students' actions in EAP assessment through item analysis, descriptive analysis, and open-ended responses by comparing the results provided by both the teacher and the student questionnaires.

4.4.2.1 Item analysis and descriptive analysis. Table 10 presents frequencies, percentages, mean, and standard deviation scores related to the moral acceptability of

students' actions in EAP assessment. Both the teachers and the student respondents were required to indicate whether each action was acceptable. Item analysis for the five statements of this question demonstrated scales 2, 3, 4, and 5 were all unacceptable among the teacher respondents, each achieving the mean score of 1.00. In addition, 94% of the student participants mentioned that downloading an entire essay from the Internet and submitting it as their work was unacceptable or somewhat unacceptable; the scale was also the lowest having a mean score of 1.22 in the student questionnaire. Similarly, 93.5% of the student participants reported that paying someone to write an essay or copying someone else's essay and submitting it as their own work was either unacceptable or somewhat unacceptable. 14.3% of the teacher respondents held a neutral attitude towards copying a few sentences from a source without citations, which resulted in the highest mean score of 1.43 with the highest standard deviation of 0.79 in the teacher questionnaire, revealing greater variation in the opinions of the teacher respondents. As for the student questionnaire, there was a reported rating of 2.0 or greater for two scales (1 & 4). The highest ($M = 2.77$) referred to students copying a few sentences from a source without citations with the highest standard deviation of 1.06, showing more variation in the student respondents' views. The scale that followed ($M = 2.04$) listed making up facts and/or figures for an essay.

Table 10***Descriptive Statistics on Moral Acceptability of Students' Actions in English for******Academic Purposes Assessment***

Scale		% of Participants					<i>M</i>	<i>SD</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
1. Copying a few sentences from a source without citations	T	71.4	14.3	14.3	0	0	1.43	0.79
	S	12.5	29.0	31.5	23.0	4.0	2.77	1.06
2. Copying most of an assignment from different sources	T	100.0	0	0	0	0	1.00	0
	S	46.0	35.5	16.0	1.5	1.0	1.76	0.85
3. Downloading an entire essay from the Internet and submitting it as their own work	T	100.0	0	0	0	0	1.00	0
	S	87.0	7.0	4.0	1.0	1.0	1.22	0.66
4. Making up facts and/ or figures for an essay	T	100.0	0	0	0	0	1.00	0
	S	36.5	34.0	21.0	6.5	2.0	2.04	1.01
5. Paying someone to write an essay or copying someone else's whole essay and submitting it as their own work	T	100.0	0	0	0	0	1.00	0
	S	80.5	13.0	4.5	1.0	1.0	1.29	0.69

Note. T = Teacher ($N = 7$), S = ($N = 200$), 1 = Unacceptable, 2 = Somewhat unacceptable, 3 = Neutral, 4 = Somewhat acceptable, 5 = Acceptable. Numbers are rounded and may not total 100%.

4.4.2.2 Open-ended responses. Only one teacher expressed her views on how she justified the penalty for the act of copying a few sentences from a source without citations based on the amount of copied materials in assignments:

I usually don't fail the students if they copy less than five sentences in the whole essay, but I will definitely give him/ her a bare pass for the content and language.

Below are some students' opinions on the moral acceptability of students' actions, including the need for protecting copyright, short memory, lack of awareness of the need for ensuring accuracy of figures in questionnaires, and lack of ideas:

Academic writing has copyrights, so we need to respect the writer.

“Only few” is acceptable, because sometimes they really have the same idea as others’. Sometimes my peers may forget to cite others’ words. However, it is not about honesty but their bad memory.

Some questionnaire answers can include made-up figures.

Most of the time they [students] don’t have many ideas. Copying some ideas on the Internet is acceptable.

4.4.3 Moral Acceptability of Reasons for Student Plagiarism

The following discusses the moral acceptability of reasons for student plagiarism through item analysis, descriptive analysis, and open-ended responses by comparing the results from both the teacher and the student questionnaires.

4.4.3.1 Item analysis and descriptive analysis. Table 11 presents frequencies, percentages, mean, and standard deviation scores about the moral acceptability of reasons for student plagiarism. Both the teacher and the student respondents were required to indicate whether each reason for student plagiarism was morally acceptable. Item analysis for the ten statements of this question demonstrated that all the teacher respondents found a desire for better grades a morally unacceptable reason achieving the mean score of 1.00. 77.5% of the student participants regarded low chance of being caught as an unacceptable or somewhat unacceptable reason; the scale had a mean score of 1.79.

There was a reported rating of 2.0 or greater for three scales (1, 2, & 3) in the teacher questionnaire and eight scales (1, 2, 3, 4, 5, 6, 7, & 10) in the student questionnaire; the highest ($M = 3.29$ in the teacher questionnaire and $M = 2.88$ in the student questionnaire) concerned limited understanding of referencing style, followed by limited language proficiency ($M = 2.57$ in the teacher questionnaire and $M = 2.65$ in the student questionnaire); the same item also had the highest standard deviation of 1.27 in

the teacher questionnaire demonstrating more variation in the teacher respondents' views. The third scale achieving a reporting scale of 2.0 in the teacher questionnaire is limited awareness of academic integrity. The third highest mean score ($M = 2.48$) in the student questionnaire was observed in the item regarding easy access to materials on the Internet. The highest standard deviation (1.13) in the student questionnaire concerned a desire for better grades, showing more variation in the student respondents' perceptions.

Table 11

Descriptive Statistics on Moral Acceptability of Reasons for Student Plagiarism

Scale		% of Participants					<i>M</i>	<i>SD</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
1. Limited understanding of referencing style	T	0	28.6	14.3	57.1	0	3.29	0.95
	S	8.5	26.0	42.0	16.5	7.0	2.88	1.02
2. Limited language proficiency	T	28.6	14.3	28.6	28.6	0	2.57	1.27
	S	11.5	33.5	36.5	16.0	2.5	2.65	0.97
3. Limited awareness of academic integrity	T	28.6	42.9	28.6	0	0	2.00	0.82
	S	20.0	35.0	30.5	13.0	1.5	2.41	1.00
4. Easy access to materials on the Internet	T	85.7	14.3	0	0	0	1.14	0.38
	S	22.0	28.5	31.5	16.0	2.0	2.48	1.07
5. Time management issues	T	85.7	14.3	0	0	0	1.14	0.38
	S	31.5	36.0	20.0	10.0	2.5	2.16	1.06
6. Desire for better grades	T	100.0	0	0	0	0	1.00	0
	S	32.5	23.5	28.0	13.5	2.5	2.30	1.13
7. Peer influence	T	85.7	14.3	0	0	0	1.14	0.38
	S	27.5	37.0	26.5	8.0	1.0	2.18	0.96
8. Low chance of being caught	T	71.4	14.3	0	14.3	0	1.57	1.13
	S	49.5	28.0	18.0	3.5	1.0	1.79	0.93
9. Light penalties	T	71.4	14.3	0	14.3	0	1.57	1.13
	S	44.0	33.0	19.0	2.5	1.5	1.85	0.92
10. Difficulty of assessment tasks	T	42.9	42.9	14.3	0	0	1.71	0.76
	S	22.0	27.5	36.5	12.0	2.0	2.45	1.03

Note. T = Teacher ($N = 7$), S ($N = 200$), 1 = Unacceptable, 2 = Somewhat unacceptable, 3 = Neutral, 4 = Somewhat acceptable, 5 = Acceptable. Numbers are rounded and may not total 100%.

4.4.3.2 Open-ended responses. The following are some teacher and student respondents' views on the moral acceptability of reasons for student plagiarism. The teacher participants mentioned factors such as limited language proficiency, understanding of referencing style for student plagiarism, students' effort, considerations about awarding marks, and the number of offences:

Some weak students are unable to complete or sometimes even commence the assignment without copying from some reading materials.

Sometimes students would claim that they are unfamiliar with referencing style or they have no idea of academic honesty; I am not very convinced by these "excuses". Even if the necessary referencing style is not taught to them, they should make an effort to "learn" on their own by studying how the reference list is set and how the in-text citation is presented, say, from other research papers or journal articles.

Most students understand plagiarism is not proper, but they don't know how to cite the sources.

If students don't know they need to put down the citation after each complete sentence, I usually let them pass. If students copy the source without proper paraphrasing, but he/ she still shows attempt to cite the source, I still let them pass, but the marks for language won't be very high.

"Limited understanding of referencing style" and "limited language proficiency" are acceptable for first-time offenders.

The student participants' views mainly concerned difficulty of assessment tasks, similarity between one's ideas and others', intention, belief in the quality of the original source, time management issues, and easy access to Internet materials during the research process:

A small amount of copying is okay, but it is only acceptable when the task is way too difficult.

These reasons are not intentional. But other than these two reasons, other excuses are not acceptable.

Sometimes the original words of references, essays or articles may be the best description. I think it is acceptable to copy them.

Most of my friends copy more information because of time management and meeting deadlines.

Nowadays, you can freely and easily find a lot of information through the Internet, so you can better prepare your work before submission. Therefore, plagiarism is not morally acceptable.

4.5 Teachers' and Students' Perceptions of Penalties for Students' Academic

Misconduct: Questionnaire Findings

This part attempts to answer the second halves of research questions 1 and 2: “How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity and penalties for students' academic misconduct?” and “how do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive academic integrity and penalties for students' academic misconduct?” through presenting item analysis (e.g. frequencies and percentages) and descriptive analysis (mean and standard deviation scores) supplemented by selected open-ended responses through examining teachers' and students' views regarding three students' actions in EAP assessment.

Similar to the previous part, the survey consisted of questions using a five-point Likert scale to measure respondents' perceptions. All the data scores were generated by SPSS 24.0 which assigned a five-point scale converting the Likert scales to a numeric representation. The mean score shows the average response for each item, while the standard deviation reveals the average difference of the scores from the mean for each item. Teachers' responses are put alongside students' feedback for easy reference.

4.5.1 Moral Acceptability of Penalties for Case 1

The following discusses the moral acceptability of penalties for case 1 which is including text from another source, changing a few words, and providing a citation through item analysis, descriptive analysis, and open-ended responses by comparing the results from both the teacher and the student questionnaires.

4.5.1.1 Item analysis and descriptive analysis. Table 12 presents frequencies, percentages, mean, and standard deviation scores about the moral acceptability of penalties for including text from another source, changing a few words, and providing a citation. Both the teacher and the student respondents were required to indicate whether each penalty was morally acceptable. Item analysis for the eight statements of this question demonstrated that 85.7% of the teacher participants regarded school suspension as an unacceptable penalty and 80.5% of the student participants considered the penalty unacceptable or somewhat unacceptable. School suspension had the lowest mean scores of 1.29 and 1.67 in the teacher and the student questionnaires respectively.

On the other hand, 85.7% of the teacher participants considered that only mark penalties were a somewhat acceptable or acceptable penalty, resulting in the highest mean score of 3.71. Also, 38.5% of the student respondents reported that resubmission of work with some mark penalties was a somewhat acceptable or acceptable penalty; the scale also achieved the highest mean score of 3.02. The scale about awarding a zero mark for the assignment had the highest standard deviation of 1.41 in the teacher questionnaire displaying greater variation in the teachers' views, whereas no penalty or warning had the highest standard deviation of 1.45 in the student questionnaire, showing greater disparity in the student respondents' opinions.

Table 12***Descriptive Statistics on Moral Acceptability of Penalties for Case 1 (Including Text From Another Source, Changing a Few Words, and Providing a Citation)***

Scale		% of Participants					<i>M</i>	<i>SD</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
1. No penalty or warning	T	28.6	14.3	42.9	0	14.3	2.57	1.40
	S	28.0	20.0	20.0	14.5	17.5	2.74	1.45
2. Written/ oral warning with no mark penalty	T	28.6	14.3	28.6	28.6	0	2.57	1.27
	S	14.0	24.0	29.0	20.5	12.5	2.94	1.23
3. Resubmission of work with no mark penalty	T	28.6	42.9	28.6	0	0	2.00	0.82
	S	17.5	23.5	26.5	19.5	13.0	2.87	1.28
4. Resubmission of work with some mark penalties	T	14.3	42.9	14.3	28.6	0	2.57	1.13
	S	13.5	19.0	29.0	29.5	9.0	3.02	1.18
5. Only mark penalties	T	14.3	0	0	71.4	14.3	3.71	1.25
	S	16.5	20.0	35.0	22.5	6.0	2.82	1.14
6. Zero mark for the assignment	T	57.1	14.3	0	28.6	0	2.00	1.41
	S	25.5	32.5	19.0	16.0	7.0	2.47	1.23
7. Zero mark for the whole module	T	71.4	14.3	14.3	0	0	1.43	0.79
	S	46.0	26.5	18.5	5.5	3.5	1.94	1.09
8. School suspension	T	85.7	0	14.3	0	0	1.29	0.76
	S	59.5	21.0	15.0	2.0	2.5	1.67	0.97

Note. T = Teacher ($N = 7$), S = ($N = 200$), 1 = Unacceptable, 2 = Somewhat unacceptable, 3 = Neutral, 4 = Somewhat acceptable, 5 = Acceptable. Numbers are rounded and may not total 100%.

4.5.1.2 Open-ended responses. The following are some teacher and student participants' opinions on the moral acceptability of penalties for the first case. Some teachers highlighted other factors including the number of instances, individual circumstances, intention, mark penalties, and the proportion of copied materials:

For “zero mark for the assignment” – unless if it is a repeated offence. For “school suspension” – unless warnings have been given countless times and the student has gone through “zero mark for the assignment”.

Depending on the individual cases and the circumstances e.g. intentional or unintentional plagiarism, first-time plagiarism or repeated cases.

To me, I will deduct marks for the language skills only. It also depends on how much copying it is. If it involves the whole text, I will fail the student.

The student respondents made comments relating to attempts to paraphrase the original, students' age, learning opportunities, the number of instances of the behaviour, the amount of text copied, and doubts about the case being morally unacceptable:

For case 1, a citation has been provided and the student does not just copy the sentences directly. He/ she has changed a few words. Therefore, some heavy punishment is not acceptable.

Students are young and they need chances.

Maybe if a student has been caught more than three times then he/ she has to be kicked out.

The text refers to the whole piece of work or just part of it?

How could this case be unacceptable?

4.5.2 Moral Acceptability of Penalties for Case 2

Below explores the moral acceptability of penalties for case 2 which is copying and pasting some text from a source *without* enclosing it in quotation marks and *without* providing a citation through item analysis, descriptive analysis, and open-ended responses through the comparison between the results of the teacher and the student questionnaires.

4.5.2.1 Item analysis and descriptive analysis. Table 13 presents frequencies, percentages, mean, and standard deviation scores about the moral acceptability of penalties for copying and pasting some text from a source *without* enclosing it in quotation marks and *without* providing a citation. Both the teacher and the student participants had to state whether each penalty was morally acceptable. Item analysis for the eight statements of this question demonstrated that 85.7% of the teacher participants considered school suspension to be an unacceptable penalty and 69% of the student

participants regarded the penalty as unacceptable or somewhat unacceptable. The item had the lowest mean scores of 1.14 and 1.92 in the teacher and the student questionnaires respectively.

Conversely, 57.2% of the teacher participants believed that awarding a zero mark for the assignment was a somewhat acceptable or acceptable penalty, achieving the highest mean score of 3.86. Different from the teacher respondents, 39% of the student respondents considered that resubmission of work with some mark penalties to be a somewhat acceptable or acceptable penalty; the scale also achieved the highest mean score of 3.13. The scale concerning only mark penalties had the highest standard deviation of 1.70 in the teacher questionnaire implying more striking variation in the teachers' opinions. In the student questionnaire, the scale about awarding a zero mark for the assignment had the highest standard deviation of 1.26, showing more differences in the perceptions of the student respondents.

Table 13

Descriptive Statistics on Moral Acceptability of Penalties for Case 2 (Copying and Pasting Some Text From a Source Without Enclosing It in Quotation Marks and Without Providing a Citation)

Scale		% of Participants					<i>M</i>	<i>SD</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
1. No penalty or warning	T	71.4	14.3	14.3	0	0	1.43	0.79
	S	30.5	34.0	23.5	9.5	2.5	2.20	1.05
2. Written/ oral warning with no mark penalty	T	57.1	14.3	28.6	0	0	1.71	0.95
	S	17.0	27.0	31.0	19.0	6.0	2.70	1.14
3. Resubmission of work with no mark penalty	T	71.4	14.3	14.3	0	0	1.43	0.79
	S	16.5	26.0	29.5	20.5	7.5	2.77	1.17
4. Resubmission of work with some mark penalties	T	42.9	14.3	14.3	14.3	14.3	2.43	1.62
	S	7.0	18.5	35.5	32.5	6.5	3.13	1.02

Table 13 (Continued.)

Scale		% of Participants					<i>M</i>	<i>SD</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
5. Only mark penalties	T	28.6	0	14.3	28.6	28.6	3.29	1.70
	S	7.5	20.0	34.0	30.5	8.0	3.12	1.06
6. Zero mark for the assignment	T	0	0	42.9	28.6	28.6	3.86	0.90
	S	21.0	25.0	25.0	19.5	9.5	2.72	1.26
7. Zero mark for the whole module	T	71.4	28.6	0	0	0	1.29	0.49
	S	33.5	27.0	20.5	14.5	4.5	2.30	1.20
8. School suspension	T	85.7	14.3	0	0	0	1.14	0.38
	S	51.0	18.0	22.0	6.0	3.0	1.92	1.11

Note. T = Teacher ($N = 7$), S = ($N = 200$), 1 = Unacceptable, 2 = Somewhat unacceptable, 3 = Neutral, 4 = Somewhat acceptable, 5 = Acceptable. Numbers are rounded and may not total 100%.

4.5.2.2 Open-ended responses. The following are some teacher and student participants' opinions on the moral acceptability of penalties for the second case. The teacher respondents again made remarks on the number of instances of the behaviour, the amount of text copied, intention, different penalties available, the way of deducting marks based on the proportion of the copied text, and the rationale for school suspension:

“Zero mark for the whole module” and “school suspension” – Depend upon if these are repeated behaviour or not and how many times. “No penalty or warning” depends on how many sentences? Is it just one or two?

If students are instructed to observe the intellectual property right, a breach of it should incur a mark penalty on the assignment in which plagiarism is found plus a warning letter. However, if the student commits the crime again, heavier penalties like a zero mark for the whole module or even a suspension is needed.

I will definitely fail the student, but it depends on the percentage of copying. If he/ she copies 30%-50%, I will give him/ her 30%-50% of his/ her awarded marks. If it's more than 50%, I will give him/ her probably 0 mark (or 20%/ 30% of the awarded marks).

School suspension is only acceptable after the student has received prior warning.

Some student respondents gave comments on direct copying and pasting information being plagiarism, forgetfulness, the amount of text copied, and the number of instances:

For case 2, it is a kind of plagiarism. It is without any citations and is just copied from someone's work. Therefore, it is not acceptable. And there should be some punishments.

Maybe the one copying and pasting some text forgets to cite it because they forget to do so, so some warning is adequate.

I think the level of punishment varies depending on the number of parts of the assignments copied without citations.

School suspension should depend on the number of times the student has violated the rules of plagiarism.

4.5.3 Moral Acceptability of Penalties for Case 3

The following reports the moral acceptability of penalties for case 3 which is claiming the whole work written by another person as one's own through item analysis, descriptive analysis, and open-ended responses by comparing the results obtained from both the teacher and the student questionnaires.

4.5.3.1 Item analysis and descriptive analysis. Table 14 shows frequencies, percentages, mean, and standard deviation scores about the moral acceptability of penalties for claiming the whole work written by another person as one's own. Both the teacher and the student participants had to state whether each penalty was morally acceptable. Item analysis for the eight statements of this question demonstrated all the teacher respondents found no penalty or warning and written/ oral warning with no mark penalty unacceptable resulting in the mean scores of 1.0. Similarly, 88% of the student participants regarded no penalty or warning as an unacceptable or somewhat unacceptable penalty having the lowest mean score of 1.46.

On the contrary, 71.4% of the teacher participants considered a zero mark for the assignment to be acceptable, leading to the highest mean score of 4.29; likewise, 65.5% of the student respondents regarded the penalty as somewhat acceptable or acceptable; the scale also achieved the highest mean score of 3.80. The scale about school suspension had standard deviation scores of 1.57 and 1.36 in the teacher and the student questionnaires respectively, showing more variation in the views of both the teacher and the student respondents.

Table 14

Descriptive Statistics on Moral Acceptability of Penalties for Case 3 (Claiming the Whole Work Written by Another Person as One's Own)

Scale		% of Participants					M	SD
		1	2	3	4	5		
1. No penalty or warning	T	100.0	0	0	0	0	1.00	0
	S	72.0	16.0	8.5	1.5	2.0	1.46	0.87
2. Written/ oral warning with no mark penalty	T	100.0	0	0	0	0	1.00	0
	S	53.5	27.0	7.0	8.5	4.0	1.83	1.13
3. Resubmission of work with no mark penalty	T	71.4	14.3	14.3	0	0	1.43	0.79
	S	40.5	34.5	11.0	8.5	5.5	2.04	1.16
4. Resubmission of work with some mark penalties	T	42.9	14.3	0	42.9	0	2.43	1.51
	S	20.0	23.0	22.0	24.5	10.5	2.83	1.29
5. Only mark penalties	T	57.1	0	28.6	14.3	0	2.00	1.29
	S	21.5	21.0	27.0	22.0	8.5	2.75	1.26
6. Zero mark for the assignment	T	0	14.3	14.3	0	71.4	4.29	1.25
	S	7.5	9.5	17.5	27.0	38.5	3.80	1.25
7. Zero mark for the whole module	T	28.6	42.9	28.6	0	0	2.00	0.82
	S	8.5	19.5	25.5	20.5	26.0	3.36	1.29
8. School suspension	T	57.1	0	28.6	0	14.3	2.14	1.57
	S	24.0	24.5	23.0	14.0	14.5	2.71	1.36

Note. T = Teacher (N = 7), S = (N = 200), 1 = Unacceptable, 2 = Somewhat unacceptable, 3 = Neutral, 4 = Somewhat acceptable, 5 = Acceptable. Numbers are rounded and may not total 100%.

4.5.3.2 Open-ended responses. The following are some teacher and student respondents' opinions on the moral acceptability of penalties for the third case. A few teachers made remarks on the number of instances, different penalties, and the college policy:

For number "zero mark for the whole module" and "school suspension", it depends on the number of times the student has committed the offence. School suspension should only be given if it is a repeated offence.

For the first time, zero mark plus a warning letter is preferable. For the subsequent offences, heavier penalties like a zero mark for the whole module and school suspension are acceptable measures.

According to the College's policy, a zero mark is given to the assignment only.

Some student participants provided comments on intellectual theft, the need for warnings, intention, effort made, and severity of penalties:

For case 3, it is not plagiarism. It totally steals other people's work. Therefore, it is unacceptable and not ethical. There should be some heavy punishments.

I think totally claiming other people's whole work as my own is not acceptable and serious penalties to warn the student not to do it again are necessary.

Copying the whole work is too much and it seems to be intentional. Serious penalties are needed but not school suspension.

Students don't make any effort in this case. They should receive harsher punishment.

It literally is on purpose, but school suspension seems too harsh.

4.6 Other Factors Influencing Teachers' and Students' Perceptions of Academic

Integrity: Questionnaire Findings

To understand how other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect teachers' and students' perceptions of academic integrity and penalties for academic misconduct, survey data were analysed through the Fisher's exact test and the Chi-square test. In addition, at the end of the

questionnaire, participants were also invited to add any comments on academic integrity, which could probably shed light on other determinants that might have influenced teachers' and students' perceptions of academic integrity.

4.6.1 Fisher's Exact test Results of the Teacher Questionnaire

Cross tabulations were run for several independent variables such as age groups, years of teaching experience and education backgrounds (i.e. local and foreign bachelor's, master's, and doctorate degrees). Attributable to the small sample size ($N = 7$), the Fisher's exact test was conducted to discover whether there was any statistically significant relationship in the above independent variables. The outcome was analysed for statistical significance at an alpha value of 0.05. The Fisher's exact test did not generate any statistically significant relationship. Please refer to appendix M for the results of the Fisher's exact test.

4.6.2 Chi-square Test Results of the Student Questionnaire

Cross tabulations were run separately for each independent variable including gender, education backgrounds (i.e. the medium of instruction at the secondary school level), and major programmes. The Chi-square test of independence was conducted to determine if there was any statistically significant relationship in the case of the above independent variables. The outcome was evaluated for statistical significance at an alpha value of 0.05. The Chi-square test yielded six cases of statistically significant relationship for gender and major programmes at an alpha of 0.05, as described in the tables below. For the results demonstrating statistically significant relationships from the Chi-square test, please refer to appendix N.

As for gender, based on table 15, there was a statistically significant relationship between gender and the moral acceptability of a desire for better grades as a reason for student plagiarism, $\chi^2 (4, N = 200) = 11.53, p < 0.05$. Regarding a desire for better grades as a morally acceptable reason for student plagiarism, a greater number of female students found the statement somewhat unacceptable or held a neutral attitude. More male students than female students found the behaviour unacceptable or somewhat acceptable. There was little difference between male and female students who believed the act was acceptable.

Table 15

Results of Chi-square Test and Descriptive Statistics for Moral Acceptability of Desire for Better Grades as a Reason for Student Plagiarism by Gender

Gender	Moral Acceptability of Desire for Better Grades as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	32 (35.2%)	18 (19.8%)	19 (20.9%)	19 (20.9%)	3 (3.3%)
Female	33 (30.3%)	29 (26.6%)	37 (33.9%)	8 (7.3%)	2 (1.8%)

Note. $\chi^2 = 11.53^*$, $df = 4$. Numbers in parentheses indicate column percentages.

* $p < .05$

In table 16, there was a statistically significant relationship between gender and the moral acceptability of peer influence as a reason for student plagiarism, $\chi^2 (4, N = 200) = 15.16, p < 0.05$. Male students were more likely to regard the reason as morally unacceptable or hold a neutral attitude towards it, while more female than male students believed the reason was somewhat unacceptable or somewhat acceptable. There was

minute difference between male and female students who believed the justification was morally acceptable.

Table 16

Results of Chi-square Test and Descriptive Statistics for Moral Acceptability of Peer Influence as a Reason for Student Plagiarism by Gender

Gender	Moral Acceptability of Peer Influence as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	31 (34.1%)	23 (25.3%)	30 (33.0%)	5 (5.5%)	2 (2.2%)
Female	24 (22.0%)	51 (46.8%)	23 (21.1%)	11 (10.1%)	0 (0.0%)

Note. $\chi^2 = 15.16^*$, $df = 4$. Numbers in parentheses indicate column percentages.

* $p < .05$

According to table 17, there was a statistically significant relationship between gender and the moral acceptability of resubmission of work with some mark penalties for case 1 (including text from another source, changing a few words, and providing a citation), $\chi^2 (4, N = 200) = 9.63$, $p < 0.05$. Male students were more likely to find the penalty unacceptable or somewhat unacceptable, while female students tended to hold a more neutral attitude towards the penalty or even find it somewhat acceptable. There was almost no difference in male and female students who found the penalty acceptable.

Table 17***Results of Chi-square Test and Descriptive Statistics for Resubmission of Work with Some Mark Penalties for Case 1 by Gender***

Gender	Resubmission of Work with Some Mark Penalties for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	19 (20.9%)	19 (20.9%)	21 (23.1%)	24 (26.4%)	8 (8.8%)
Female	8 (7.3%)	19 (17.4%)	37 (33.9%)	35 (32.1%)	10 (9.2%)

Note. $\chi^2 = 9.63^*$, $df = 4$. Numbers in parentheses indicate column percentages.

* $p < .05$

As demonstrated by table 18, there was a statistically significant relationship between gender and the moral acceptability of a zero mark for the whole module for case 1 (including text from another source, changing a few words, and providing a citation), $\chi^2(4, N = 200) = 9.79$, $p < 0.05$. Male students were more likely to regard the penalty as unacceptable, while female students tended to consider it to be somewhat unacceptable or somewhat acceptable. There was small difference between male and female students who held a neutral attitude towards the punishment or found the penalty acceptable.

Table 18***Results of Chi-square Test and Descriptive Statistics for Moral Acceptability of Zero Mark for the Whole Module for Case 1 by Gender***

Gender	Moral Acceptability of Zero Mark for the Whole Module for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	49 (53.8%)	20 (22.0%)	17 (18.7%)	1 (1.1%)	4 (4.4%)
Female	43 (39.4%)	33 (30.3%)	20 (18.3%)	10 (9.2%)	3 (2.8%)

Note. $\chi^2 = 9.79^*$, $df = 4$. Numbers in parentheses indicate column percentages.

* $p < .05$

Based on table 19, there was a statistically significant relationship between gender and the moral acceptability of school suspension for student plagiarism case 2 (Copying and pasting some text from a source *without* enclosing it in quotation marks and *without* providing a citation), $\chi^2 (4, N = 200) = 10.47, p < 0.05$. Male students were more likely to regard the penalty as unacceptable. Female students tended to find the penalty somewhat unacceptable or somewhat acceptable; they were also more likely to hold a neutral attitude towards it. There was slight difference between male and female students who found school suspension acceptable.

Table 19

Results of Chi-square Test and Descriptive Statistics for Moral Acceptability of School

Suspension for Case 2 by Gender

Gender	Moral Acceptability of School Suspension for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	57 (62.6%)	14 (15.4%)	14 (15.4%)	3 (3.3%)	3 (3.3%)
Female	45 (41.3%)	22 (20.2%)	30 (27.5%)	9 (8.3%)	3 (2.8%)

Note. $\chi^2 = 10.47^*$, $df = 4$. Numbers in parentheses indicate column percentages.

* $p < .05$

According to table 20, as to major programmes, there was a statistically significant relationship between major programmes and the moral acceptability of copying a few sentences from a source without citations, $\chi^2 (4, N = 200) = 11.61, p < 0.05$. BBA students were more likely to find the act somewhat unacceptable or hold a neutral attitude towards it, while SCM students tended to consider the action to be unacceptable or acceptable. There was little difference between BBA and SCM students who found the behaviour somewhat acceptable.

Table 20

Results of Chi-square Test and Descriptive Statistics for Moral Acceptability of Copying a Few Sentences from a Source Without Citations by Major Programmes

Major Programme	Moral Acceptability of Copying a Few Sentences from a Source Without Citations				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
BBA	16 (9.7%)	50 (30.3%)	57 (34.5%)	37 (22.4%)	5 (3.0%)
SCM	9 (25.7%)	8 (22.9%)	6 (17.1%)	9 (25.7%)	3 (8.6%)

Note. $\chi^2 = 11.61^*$, $df = 4$. Numbers in parentheses indicate column percentages.

* $p < .05$

4.6.3 Open-ended Responses Regarding Views on Academic Integrity

The following part demonstrates some qualitative responses given by both the teacher and the student respondents at the end of the questionnaire indicating their general comments on academic integrity. Some teacher participants emphasised their *responsibility as teachers* for enhancing students' understanding of academic integrity, pointing out the difficulty of fulfilling moral duties, differences in teachers' attitudes, and the importance to teach students knowledge about intellectual property beyond referencing techniques:

Sometimes it can be difficult to monitor since teachers should have their moral duties too. Some teachers are strict while others are lenient.

It's much more than academic referencing style and skills. It's also a kind of value education for our students to stress the respect for writers' intellectual property and authorship.

Students have to note the importance/ seriousness of plagiarism and know how to cite the sources to guarantee academic integrity. We, teachers, have to remind them and teach them how to do so.

Contrary to the teachers' mostly consistent responses, there were more variations in the students' views about academic integrity, as some mentioned teachers' responsibility such as the need for teaching more referencing skills, acknowledging students' learning difficulties, providing learning opportunities, and understanding students' intention. Some students were sceptical about the effectiveness of plagiarism detection software and lacked trust in the current plagiarism detection mechanism. While the majority of the students believed that academic integrity was a nuanced concept, some made the assumption that academic integrity was general knowledge familiar to even primary students. One student also referred to a common Chinese saying about the frequent occurrence of the copying action, which might have indirectly reflected some Chinese students' understanding of authorship and intellectual property:

I think academic integrity is very important for academic writing, but it is difficult to use it all correctly in our assignments after learning in few lessons. [. . .] They may understand more about it after having more examples of citations or more class activities to learn about academic integrity.

I suggest the lecturers should teach more about the skills of writing essays or assignments rather than giving heavy penalties, or giving more time for students to hand in their assignments.

Sometimes students may feel confused, which makes them copy essays from the Internet.

I think the penalties should be heavy, but the school should offer chances to students who violate academic integrity.

The policies should be relaxed, as we are only students and most of us do not "INTENTIONALLY" copy others' work. The careless mistake should be forgiven, or at least one should be given a chance or lighter punishment.

I support academic integrity, but sometimes the tool used for checking academic integrity is not useful. For example, it says I have copied something, but I just copied the title of my assignment.

Academic integrity can protect the rights of all writers and make sure everyone makes their own effort instead of copying others' work. This should be known even by primary school students.

天下文章一大抄，論文可能比較誰抄得有技巧。 [It is extremely common for writers to copy others' writing; essay quality may depend on the skills of writers.]

4.7 Teacher and Student Interviews: Demographic Information and Main Themes

The part aims to examine findings from the inductive thematic analysis based on the teacher and the student interviews. The emergent themes were investigated based on the research questions and the questionnaire findings generated in the first stage of the study. All the individual themes and the corresponding subthemes are presented alongside excerpts from the interviews. To guarantee anonymity, all the participants are assigned numbers. In addition, a prefix is added to each participant number to indicate if the interviewee was either a teacher (T) or a student (S).

After the analysis stage, a total of 43 codes were generated based on the two transcripts. Even though a greater number of codes was created during the data analysis process, some were integrated into other codes or discarded because of little relevance to the research questions. Comparisons were drawn between the teacher and the student participants, but the analysis was primarily conducted separately regarding the themes generated from the interviews with the two groups. The results display various levels of themes – main themes and sub-themes. A theme refers to “something important about the data in relation to the research question, and represents some level of *patterned* response or meaning within the data set” (Braun & Clarke, 2006, p. 10), whereas subthemes represent “themes-within-a-theme” “demonstrating the hierarchy of meaning within the data” (Braun & Clarke, 2006, p. 10).

There are altogether two groups of thematic maps – one for teachers and one for students. In every thematic map, each theme is illustrated in a large circle surrounded by smaller circles indicating subthemes. Each subtheme is illustrated with one to four examples of text segments to present information regarding themes and quotes more clearly. Prior to the thematic analysis of the interview findings, demographic information about the interviewees is provided.

As for the teacher interviewees, table 21 shows their demographic information. All the teacher interviewees were female with varied education backgrounds, as they received education both in Hong Kong (HK) and foreign countries. Also, two teacher interviewees completed their bachelor’s and master’s degrees outside HK. Four out of the seven teacher interviewees were doctorate degree holders.

Table 21

Demographic Information of Teacher Interviewees

Teacher interviewee	Age group	Years of teaching experience	Bachelor’s degree	Master’s degree(s)	Doctorate degree
T1	31-40	5-10	HK	HK	HK (PhD)
T2	41-50	11-15	HK	HK	N/A
T3	41-50	16-20	HK	UK	US (EdD)
T4	41-50	16-20	UK	HK	UK (EdD)
T5	41-50	16-20	UK	UK & Australia	N/A
T6	41-50	>20	HK	HK	N/A
T7	41-50	>20	HK	HK	UK (EdD)

Regarding the student interviewees, table 22 shows their demographic information. Among the eight interviewees, three were female while five were male. The

majority of the student interviewees (i.e. six interviewees) studied in EMI schools. Most of them (i.e. six interviewees) first learnt about academic integrity through college.

Table 22

Demographic Information of Student Interviewees

Student interviewee	Gender	Age	Year of study	Medium of instruction of secondary education	Channel to first learn about academic integrity
S1	M	20	2	CMI	College
S2	M	20	2	CMI	College
S3	M	19	2	EMI	Secondary school
S4	M	20	2	EMI	College
S5	M	20	2	EMI	Internet
S6	F	19	2	EMI	College
S7	F	20	2	EMI	College
S8	F	20	2	EMI	College

There are five themes identified in the teacher and the student interviews to answer the first three research questions, such as perceptions of academic integrity, students' academic misconduct, reasons for students' academic misconduct (internal factors), reasons for students' academic misconduct (external factors), and penalties for students' academic misconduct (see Appendix O for one worked example of the generation of themes). Each of the categories is subsequently displayed separately to show key themes. Under each theme, sub-themes are discussed in greater detail with the aid of examples from both the teacher and the student interviews. Figure 2 shows the thematic map of teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct.

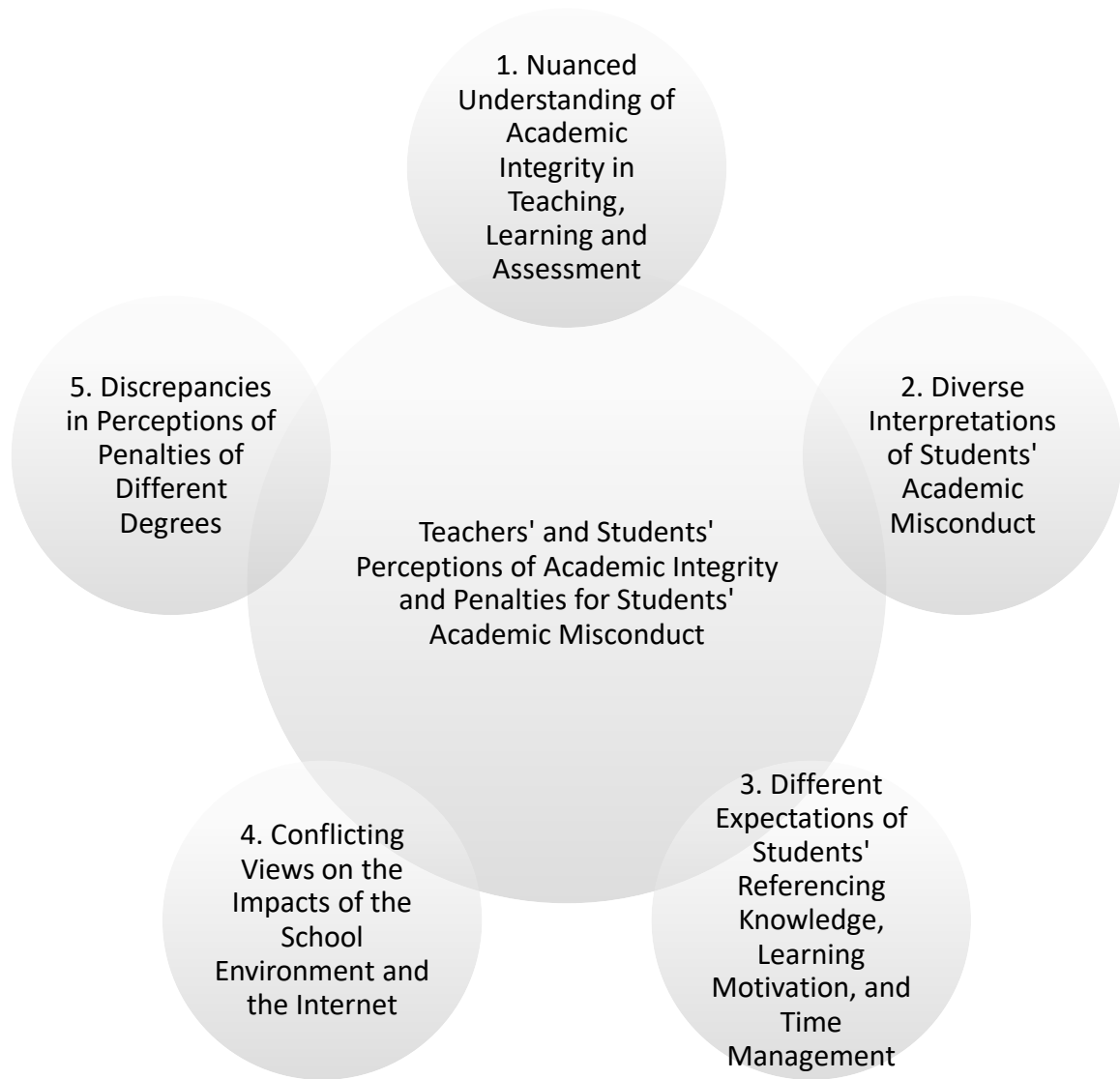


Figure 2. A Thematic Map of Teachers' and Students' Perceptions of Academic Integrity and Penalties for Students' Academic Misconduct

4.8 Theme 1: Nuanced Understanding of Academic Integrity in Teaching, Learning, and Assessment

Figure 3 represents theme 1 regarding nuanced understanding of academic integrity in teaching, learning, and assessment. Both the teacher and the student respondents displayed marked differences in their definitions of academic integrity,

understanding of academic integrity in secondary school and university, and preferences between education and punishment; nevertheless, both acknowledged the importance of the EAP course in promoting academic integrity despite the lack of distinctive guidelines at the institutional level.

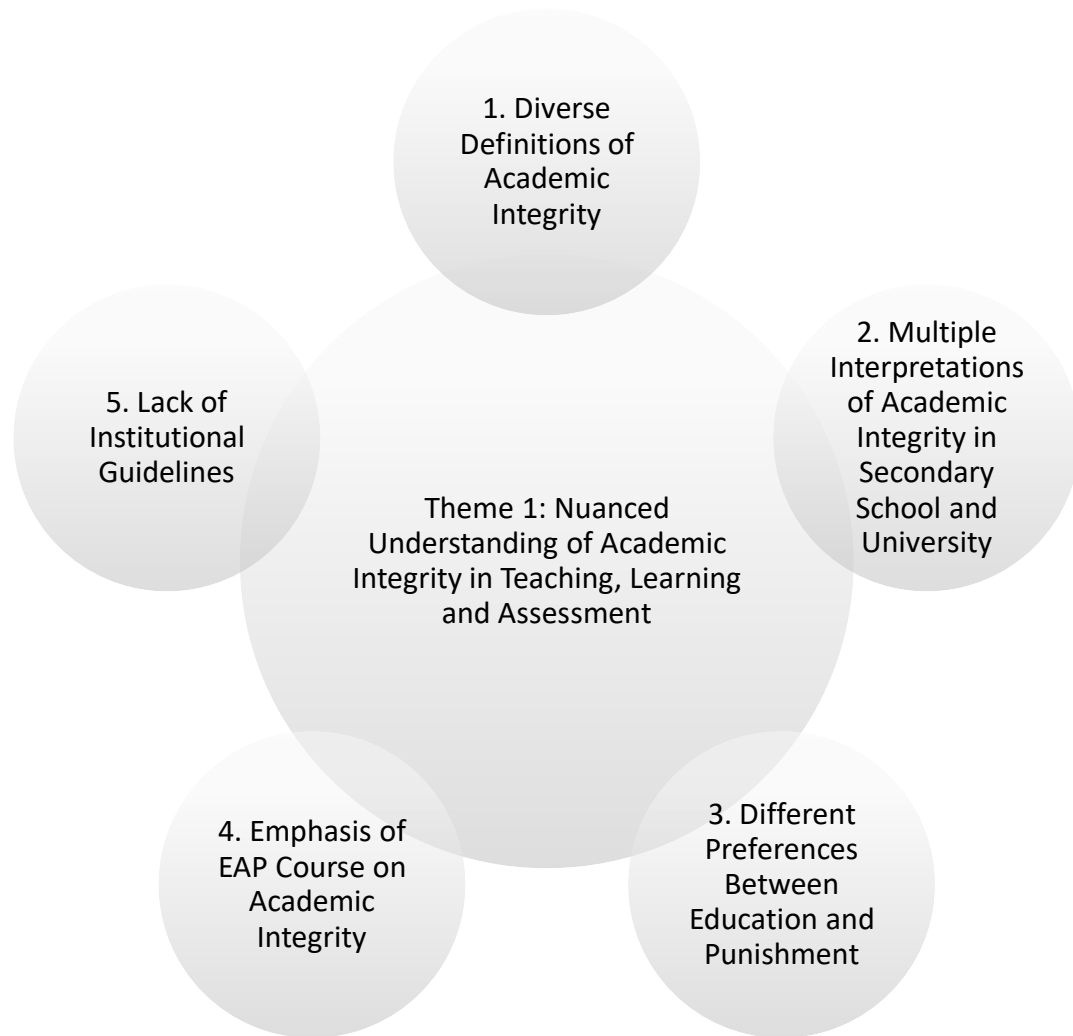


Figure 3. Theme 1: Nuanced Understanding of Academic Integrity in Teaching, Learning, and Assessment

4.8.1 Subtheme 1: Diverse Definitions of Academic Integrity

Two teachers revealed that academic integrity was an umbrella term that entailed multiple meanings, whereas the other teacher respondents mainly associated academic

integrity with plagiarism mentioning relevant concepts such as referencing conventions, specifically citations.

“To me the term ‘academic integrity’ is by and large ‘plagiarism’, like deadline fighters [a Hong Kong colloquial expression meaning people who begin working on assignments right before deadlines] or students who can’t write right before the deadline, so they simply copy stuff [. . .] Academic integrity isn’t just about plagiarism, right? Even making up data is plagiarism. Is integrity too broad?” (T1)

“I also learnt about it [academic integrity] during my undergraduate study because I needed to include citations. Professors emphasised that proper channels to acknowledge any writer were necessary.” (T5)

“I had some very general concepts and knew that references are necessary. I knew that university assignments could not be just based on my ideas. I started to develop concepts about acknowledging sources. [. . .] Academic integrity can involve something broader, such as asking someone to help you proofread your work.” (T6)

In contrast to the teacher respondents who attempted to reflect on their previous study and define ‘academic integrity’, the student respondents appeared to have greater difficulty understanding the term. Despite S1, who had studied in a CMI school, trying to offer a brief definition of the key word, others, who had graduated from EMI schools, highlighted the difficulty to clearly explain it, as the umbrella term, which involved grey areas not clearly defined by the institution, was deemed rather subjective and broad.

“Academic integrity is about telling the reader where the references are.” (S1)

“Academic integrity may include many other things that we don’t know. University hasn’t provided a clear definition of academic integrity, so no one stresses it and treats it very seriously.” (S4)

“Actually when one uses the reference, even without many changes, as long as the reference is quoted then a safety net is formed and there won’t be an accusation of copying stuff and violating academic integrity. There’re still grey areas.” (S5)

4.8.2 Subtheme 2: Multiple Interpretations of Academic Integrity in Secondary

School and University

All the teacher respondents responded that they learnt about academic integrity during their undergraduate studies. They also seemed to all agree that the concept was somehow self-taught, even though some, regardless of whether they were doctorate degree holders, mentioned how further studies in graduate school consolidated their understanding of academic integrity.

“I knew about it [academic integrity] when I did my undergraduate study, but my concepts were weak. No one told me there’s a word called ‘plagiarism’. [. . .] Self-learnt [. . .] Self-revelation.” (T2)

“I didn’t really learn about the term ‘academic integrity’ as it wasn’t mentioned, but we intuitively knew copying wasn’t allowed . . .” (T3)

“I learnt about it [academic integrity] when I did my undergraduate study too . . . When I did my research paper, my concept [of academic integrity] was consolidated, as I had to include citations and reference lists.” (T6)

Different from the teachers, even though only one student indicated in the questionnaire that he first learnt about academic integrity in secondary school, other students were able to reflect on their encounters with academic integrity in secondary school, highlighting commonness of students’ copying behaviour, the role played by the Liberal Studies Independent Enquiry Study, and low chance of being caught for academic misconduct at the secondary school level, implying that academic integrity might not have been rightly emphasised when the students completed their secondary education.

“Students copied a lot of information in secondary school.” (S4)

“As for IES [Independent Enquiry Study of Liberal Studies], if one copies something and is found by the HKEAA [Hong Kong Examinations and Assessment Authority], then they will fail the whole HKDSE exam and retake it, but it’s not usual to be caught . . . Since 2010 until now it’s been seven years. Seven years of the HKDSE [Hong Kong Diploma of Secondary Education] exam. Only less than ten students have been caught. Every year there’re 50000 or 70000 candidates, and it’s been seven years, around half a million candidates, and there’ve been only ten cases [related to breaches of academic integrity].” (S7)

4.8.3 Subtheme 3: Different Preferences between Education and Punishment

The teacher interviewees generally agreed that teachers, EAP teachers in particular, had to focus on educating, rather than punishing, students who had performed acts of academic misconduct. Two interviewees, who were both doctorate degree holders having the experience of receiving foreign education, particularly highlighted the need for teachers to accept students making mistakes as part of the learning process.

“We also have responsibilities to teach, not just punish, students. We have to make them understand that they shouldn’t copy things and they should write their own ideas. [. . .] Punishment is necessary because they have to accept the consequences.” (T3)

“So I tell my students I can accept them making mistakes, but I don’t accept deception. I ask them to distinguish between the two. [. . .] In fact it [plagiarism] is in the handbook but students surely don’t read it, so it depends on how we deliver this message to students.” (T7)

While the majority of the student interviewees seemed to agree that teachers played a significant role in maintaining academic integrity, most students seemed to believe that punishment and penalties were more effective in deterring academic misconduct; for instance, S4 repetitively placed emphasis on teachers’ sole power in interpreting academic integrity and suggested that more detailed explanations should be offered to students to avoid grey areas and loopholes. It was also advisable for teachers to stress the importance of academic integrity by making the act of imposing heavy penalties known to all students.

“I heard that one teacher said the similarity rate of a student’s work was 80% and then she let him pass, because there were grammatical mistakes. I don’t know if the student made the grammatical mistakes intentionally. 80% and passing the course? Copy more stuff and then write ‘I is’! [. . .] It seems the tutor has the sole power. Even though there are some random sample checks, the standards aren’t so strict. If the tutor says ok then it’s ok. There’re some loopholes and grey areas about academic integrity. If the loopholes are to be reduced, there should be more detailed explanations for students.” (S4)

“If you upload assignments onto VeriGuide and professors don’t check them, then it’s not of much use. There should be some deterrent effects to make students realise that academic integrity is important in academia, for instance, by ‘killing one to warn a hundred’ (殺一儆百 *shiyijingbai*: A Chinese idiom meaning heavy penalties imposed on one which serve as a warning to many others), because at least we haven’t heard of others being punished or caught. So academic integrity is not so emphasised. If I only make effort to include citations and reference lists only in that particular module and I have to take 40 modules, what about the other 39 modules?” (S7)

4.8.4 Subtheme 4: Emphasis of EAP Course on Academic Integrity

The teacher respondents agreed unanimously that teaching the EAP course enabled them to broaden their understanding of academic integrity. T2, who had completed all her education in Hong Kong and previously mentioned that she had to teach herself ways to maintain academic integrity, revealed that it was vitally important to teach students the concept in the EAP course.

“Actually, I started to learn about it [academic integrity] when teaching here. [. . .] I had had this concept for a while, which was not to plagiarise, if you think academic integrity and plagiarism are the same. But the term academic integrity was something that I learnt about after I had started teaching here.” (T1)

“When I started to teach EAP I realised that such a concept [of academic integrity] has to be taught, but seemingly no one taught me about it.” (T2)

“You’ve got to know a lot from this job and teaching. [. . .] You pick it up as you go along.” (T4)

Similar to the teacher interviewees’ views, some students established connections between areas covered in the EAP course including referencing techniques and academic integrity; they even compared it with other modules suggesting that the latter might place less emphasis on concepts related to academic integrity. S2 also mentioned that penalties were highlighted in the EAP course and he even stated that he tended to be less cautious about issues concerning academic integrity without taking the course.

“It doesn’t mean that other subjects do not care, but the EAP course was really serious about identifying academic misconduct.” (S1)

“Primarily in the previous EAP course the tutor/ professor made it clear that plagiarism isn’t allowed. If plagiarism is found in that module then the student would receive a zero failing the course. In the future, academic integrity is more important for research . . . The teacher would say ‘failing the whole module’ to threaten students. However, once we’ve passed the course, we slack and take academic integrity less seriously. Without taking the EAP course I’m less alert. (S2)

“The [EAP] module emphasised references, citations, and academic integrity. Other courses don’t take it so seriously.” (S7)

4.8.5 Subtheme 5: Lack of Institutional Guidelines

The majority of the teachers pointed out that the lack of a college-level committee, despite providing different schools with a greater degree of freedom and flexibility in handling students’ academic misconduct, might lead to discrepancies and ambiguity. To illustrate, even though VeriGuide was used in identifying copied materials in students’ assignments, one teacher was not certain about the relationship between its colouring system and the similarity rate.

“Some cases are handled by tutors while some are by departments.” (T2)

“There’s no committee school-wise, so how do you enforce this idea about academic integrity? It’s not something that’s done forcibly or strongly in all the departments.” (T4)

“The college always mentions it’s at the department’s own discretion. Some students did ask about looking at the percentage on VeriGuide and asked me ‘how high is the percentage? Will I be in trouble?’ I then said we teachers would judge. When a particular percentage is reached, then the colour turns red . . . 20%? If it’s 20% or below then the colour is green. [. . .] How could I answer them?” (T6)

Likewise, the student respondents also identified the absence of clear-cut regulations on academic misconduct, assessment standards, and methods of assignments. For instance, a few student interviewees, both male and female students, proposed that projects were less complicated than essays. S5 also compared a Chinese module with the

EAP course to show the difficulty of referencing due to different assessment standards, suggesting there was a lack of uniform and distinct guidelines at the institutional level.

“Students usually contact papermills when they have to write essays [and they don’t when doing project work], because project work is less heavy. Also, the assessment standards of projects are less strict compared to those of essays.” (S1)

“I think it depends on the nature of the assignment. Remember the Chinese assignment? We had to quote the originals and the VeriGuide similarity rate was definitely high. It really depends on the nature of the course assignment. Do we have to quote the whole work or just a line or two? It really depends . . . as for the English assignment, 80% isn’t acceptable.” (S5)

4.9 Theme 2: Diverse Interpretations of Students' Academic Misconduct

Figure 4 demonstrates theme 2 regarding the teacher and the student respondents’ different interpretations of students’ academic misconduct. Specifically, there were divergent views on the amounts of text copied constituting academic misconduct, knowledge of the appropriate use of citations, and the acceptability of the fabrication of figures and facts. The interpretations were further complicated by the controversial nature of collaboration and the importance of intention, which might affect the teachers and the students’ understanding of academic misconduct.

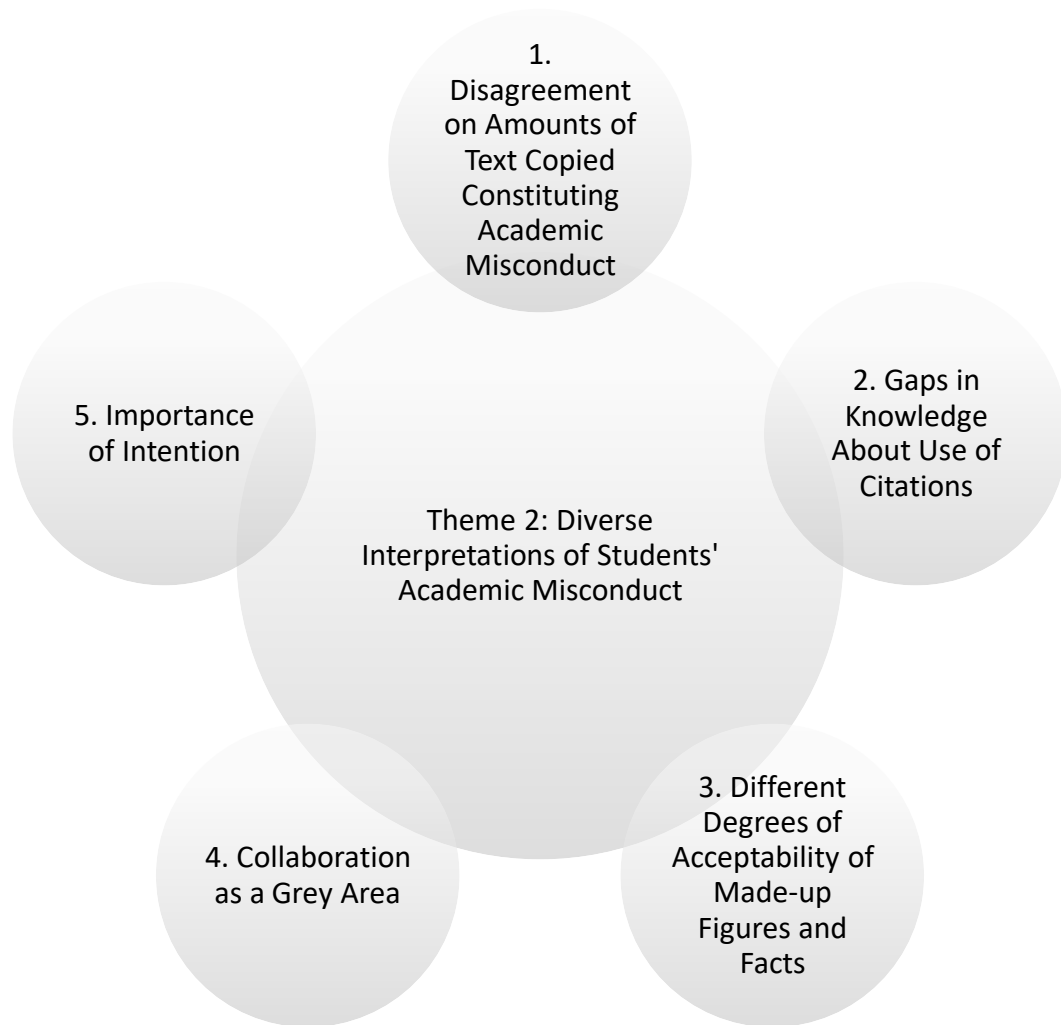


Figure 4. Theme 2: Diverse Interpretations of Students' Academic Misconduct

4.9.1 Subtheme 1: Disagreement on Amounts of Text Copied Constituting Academic Misconduct

The teacher interviewees did not appear to agree on the amount of text copied causing students' academic misconduct, showing that it might be formidable to achieve fairness when teachers had different internalised understanding of acts breaching academic integrity. T3 mentioned that she believed the teacher would be experienced enough to discern copied materials. In addition, some teachers also discussed the degree

of acceptability of copying in the EAP and the English for Business Communication courses, suggesting that it was more acceptable for students to copy standard phrases in the latter.

“I think what’s important is the content but not the beginning and the ending. Even in report writing some parts are the same. It’s about the content. [. . .] Sometimes I skip introductions and I focus just on the content.” (T2)

“Sometimes students copy ideas without using quotation marks. Or they copy only one line thinking that it’s not obvious. But sometimes it’s really obvious. [. . .] If the writer has only changed vocabulary when paraphrasing a sentence, for example, from ‘however’ to ‘nevertheless’, then I may think that it is not really paraphrasing.” (T3)

“If we’re strict then the act [copying a few sentences from a source without citations] is unacceptable.” (T5)

“It’s quite contradictory because sometimes we give them samples for them to learn but when they use the sentences we say they copy our booklets [of the English for Business Communication course]. [. . .] [W]hen they write adjustment letters . . . the first line is usually thank you for bringing this case to our attention . . .” (T6)

Similarly, the student interviewees did not seem to be able to reach an agreement about how students’ academic misconduct was defined, even though many mentioned that it depended on the amount of text copied despite differences in the “acceptable” range of percentages. The most interesting finding here was that the two students, who had previously studied in CMI schools, were seemingly more prepared to discuss their views on the definite percentages of text copied resulting in plagiarism.

“If it’s 10% or less then it’s acceptable. The 10% may be two or three sentences found in different parts.” (S1)

“15% is acceptable – if not it’s plagiarism.” (S2)

“Maybe if less than 30% of the work is copied then it’s acceptable, but if half of the work is copied, then it’s too extreme.” (S5)

4.9.2 Subtheme 2: Gaps in Knowledge About Use of Citations

Most, if not all, teachers deemed that students violated academic integrity partly due to poor understanding of referencing conventions. Some teacher interviewees such as T1 and T2 made very specific comments about the importance of acknowledging sources properly; put differently, they required students to not only include citations but also incorporate them appropriately to show external sources explicitly.

“Yes . . . every year students violate academic integrity, but not to an extreme degree. I don’t know if it’s about their poor citation skills. Sometimes they have three to four lines, a small paragraph with many full stops. Obviously the lines are based on one source, but then they only add the source to the last line but not to the first three lines. I think it’s unacceptable.” (T1)

“For example, external ideas spread over three lines but then the student has only included a citation in the first one. Maybe there isn’t any citation in lines two, three, and four which are all from the same source. [. . .] There’s nothing wrong with grammar but the student has weak citation skills, thinking that once it’s been mentioned it’s enough.” (T2)

On the other hand, the teachers’ views were drastically different from those of the majority of the student interviewees, as the latter mostly believed that they mastered skills of incorporating citations appropriately. The students generally did not find the use of citations complicated. However, some students including S2 highlighted the lack of convenience of referencing, while S5 implied that superficial referencing skills, despite the safety net they might provide, were inadequate, due to loopholes in institutional guidelines on violations of academic integrity. A possible rationale behind the absence of a citation was also given by S6, as the interviewee pointed out that poor time management, rather than insufficient understanding of source use practices, was one of the reasons for academic misconduct.

“It’s really troublesome to write references for an essay.” (S2)

“Even without many changes, as long as the reference is quoted then a safety net is formed and there won’t be an accusation of copying stuff and violating

academic integrity. There're still grey areas. If we change a word or two, is it plagiarism? When there's rich information and a word or two is changed, then it may resemble another source. Maybe very few people care about it [changing wording]." (S5)

"Some students leave until the day before the deadline to complete their work and they open 20 tabs. After copying stuff, they may forget which website they have copied from and they don't have enough time to finish writing their essays. So how do they have time to find references? If they've already closed the tab, then there's no reason for them to find each line on each website in the browsing history." (S6)

4.9.3 Subtheme 3: Different Degrees of Acceptability of Made-up Figures and Facts

Most teacher interviewees believed it was not common for students to make up figures and facts in the EAP course. On the contrary, they suggested that students either liked finding data or would not find any data at all. T1 also mentioned the teacher's workload made it less likely for her to verify sources in students' essays. Nonetheless, T2 and T3 suspected that students might have made up figures and facts in presentations in other English courses, such as the English for Business Communication course.

"At least when I read essays . . . so many essays . . . sometimes over a hundred, I can't click the link of each source to see if it's real. Honestly speaking I haven't done it. But when I read their work it makes sense. I use my common sense and knowledge to judge if it's okay." (T1)

"I don't think it's difficult for them to find data. On the contrary, they like finding data but they don't know how to interpret it. [. . .] I had a smart student who included much data but then [...] he just babbled a lot. [. . .] They can give two pages of references showing that they've written a lot. It's because this course [the EAP course] encourages them to use real data and they're good at finding data, excluding those who're lazy. [. . .] They're very good at making up data and discussion [in the English for Business Communication course]. For example, they make up the discussion part first before producing the bar chart. If they want the results, then they make up the figures." (T2)

"They can't be bothered to make up facts and figures. I don't think it's common." (T3)

Even though the teacher respondents believed that the fabrication of figures and facts was unacceptable, some student interviewees seemed to believe that sometimes

there was a need to make up figures and facts to make their work more “convincing”, especially for projects, especially when the students concerned were less likely to be caught, but it might be less common for students to fabricate figures and facts in the EAP course.

“For instance, sometimes a questionnaire requires a sample size of 50-60 from different age groups and places, but our friends may be from the same age group, so to achieve the diversity of data, we might make up facts and figures.” (S1)

“My friends do it [making up facts and/ or figures for an essay] a lot. The information online may not be the one I need. [. . .] Some information is private, not like financial statements that are public, so it’s sometimes really difficult to find data to support ideas. Making up data can make writing more convincing and better cater for needs, so it’s rather common. Also, there’s less chance for one who has made up data to be found.” (S4)

“It (making up facts and/ or figures for an essay) is less common in the EAP course. Perhaps the topic enables one to find data more easily on Google, and there’s no particular stance.” (S5)

4.9.4 Subtheme 4: Collaboration as a Grey Area

T4 and T6 pointed out that there was a grey area regarding seeking external assistance during the writing process. T7 reflected on her experience of handling a similar case in which a student submitted his friend’s work in great detail, which also indirectly demonstrated the extra workload imposed on the teachers involved when handling cases of students’ academic misconduct.

“Students go to the language centre and they get their stuff proofread . . . because the Executive Assistant corrects their grammar; therefore, how do we assess the language element? It’s another thing that needs to be considered. Because it’s in a way . . . getting people to help you.” (T4)

“If they [students] ask the Executive Assistant to proofread their work it’s no longer theirs.” (T6)

“An example is a student changing the name of another student’s file . . . He wasn’t scared at all. He didn’t make many changes and the essays were the same. It was until the part-time teacher who told me that her student’s work was very

similar to mine then we found it out, when we did the standardisation exercise.” (T7)

Comparable to the teachers’ concerns about students soliciting external assistance, particularly help offered by the Executive Assistant, whose duties included ensuring the smooth operation of the English Language Centre and holding consultations with students to provide assistance with their English learning outside the classroom, a few student interviewees heard about ghostwriters and paper mills online. S4 described the behaviour of his friend subsequent to achieving an A grade in the EAP course in great depth and S7 gave an account of how a paper mill worked to maintain business.

“I heard that someone who took the English for Academic Purposes course spent HK\$700 buying an essay.” (S3)

“I don’t understand how the student found an essay and changed it to get an A. We had to set a topic that we were interested in, so it’s difficult to find one online and copy it directly. It’s really strange. He got an A without the teacher knowing. [. . .] I know this person and met him. [. . .] I heard that his HKDSE English was only level 3, not particularly outstanding. He was really proud of it [getting an A in the EAP course] telling people around him. I believe he won’t be able to do the same many times.” (S4)

“Some examples are like asking students majoring in English or students in other institutions to help write essays . . . If one clicks Instagram or Facebook asking someone to write papers, they can easily see how much it costs for one word. If they have to submit a 2000-word essay, it may even cost almost HK\$10000. Some charge a lot, like HK\$10 per word! [. . .] Paper mills on Instagram even guarantee the range of results. If one fails to get a particular range of grades or above, half of the money will be refunded. Those paper mills are very popular. Apart from the English course, students would approach paper mills for many other courses not necessarily in our college but in other schools.” (S7)

4.9.5 Subtheme 5: Importance of Intention

It appeared that most teacher interviewees agreed that offenders’ intention might affect their judgment and treatment of students’ academic misconduct. T2 indicated that making mistakes was part of the learning process, even though T3 made a remark that unintentional plagiarism was unjustifiable.

“As for academic integrity, if students cite something, it’s different from they citing it wrongly. At least they have made the attempt. The difference is whether they don’t know the concept or they don’t have the citation skills. [. . .] I think it’s about students’ attitudes. It’s fine to make mistakes and at least they’ve tried.” (T2)

“I examine individual cases to see if the writer is intentional. If I only read the script I can’t make the judgment. [. . .] I also tell them unintentional plagiarism is also plagiarism. This concept is important. Innocence is not an excuse.” (T3)

Likewise, some student interviewees mentioned “intention” and “personal conduct” when determining whether an act was academic misconduct and whether punishment was necessary. In other words, it was believed that some students might have breached academic integrity with the intention to deceive teachers, while others might have performed such acts unintentionally due to forgetfulness and carelessness, which affected the interviewees’ ethical judgement.

“It depends on whether one intentionally copies something or is just careless. There’s much information on the Internet. Sometimes one remembers some information but forgets where it is seen, and they may think it’s quite good, so they write it in the essay.” (S1)

“Actually copying other parts is for supporting the writer’s own stance, which is constructive, but it shouldn’t be copying everything. Case 2 [copying and pasting some text from a source without enclosing it in quotation marks and without providing a citation] wasn’t a serious problem. The writer isn’t intentional . . .” (S4)

“Whether it’s easy to be caught may make someone do something, but whether integrity is to be violated is another matter of personal conduct.” (S7)

4.10 Theme 3: Different Expectations of Students’ Referencing Knowledge, Learning Motivation, and Time Management

Figure 5 demonstrates theme 3 regarding differences in the teachers’ and students’ perceptions of students’ understanding of referencing conventions; in addition, there were discrepancies in the teachers’ and the students’ views, as the former believed that students generally did not strive to achieve better grades and make effort, while the

latter suggested that students' academic misconduct might have been attributable to a desire for better academic performance and eagerness to make progress. The two groups of respondents both agreed that students' academic misconduct was also likely to be caused by students' short memory and poor time management.

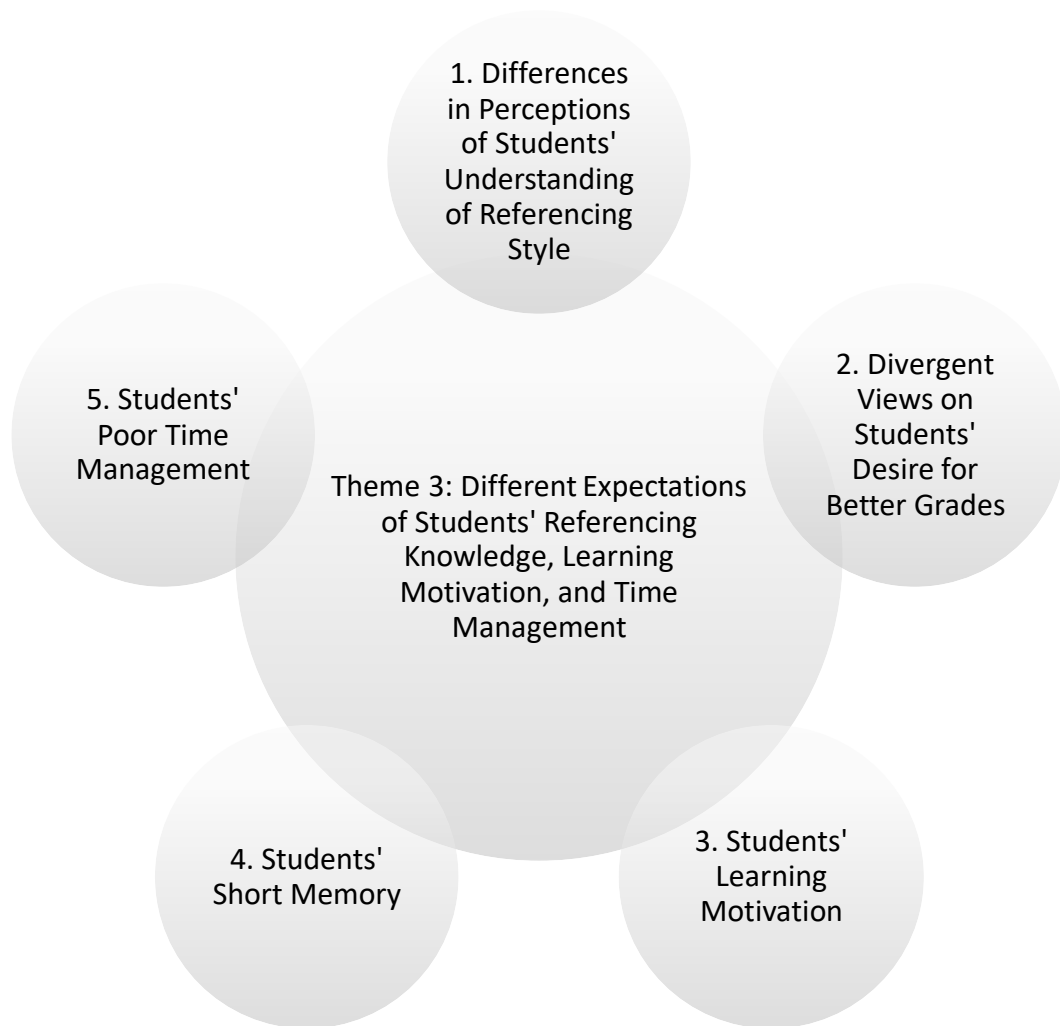


Figure 5. Theme 3: Different Expectations of Students' Referencing Knowledge, Learning Motivation, and Time Management

4.10.1 Subtheme 1: Differences in Perceptions of Students' Understanding of Referencing Style

All the teachers agreed that referencing conventions might be highly abstract and complex for students. Students tended to have difficulty distinguishing between first names and last names, identifying different types of sources, formatting papers, matching in-text citations with end-text ones, and incorporating outside sources into their work.

“They [Students] can’t distinguish between the surname and the last name. If they can’t distinguish everything, it’s like Lego... every block is of a different size and the blocks don’t go together. The pattern can’t be formed completely. [. . .] If you ask them to put things in sequence they may not be able to distinguish titles. They can’t tell the differences between books, articles, and newspaper articles. [. . .] They don’t know much about common conventions and punctuation. They don’t think that jumbled texts look disgusting.” (T2)

“They [Students] have to find, select, paraphrase, and cite information, including in-text and end-text citations, which is quite demanding.” (T3)

“Also they [students] insert a space before and after a full-stop. The citation looks strange. The second line should be indented, but they indent the first line. A few students are like this.” (T4)

Despite the teacher respondents’ concern about students’ inability of citing information resulting in academic misconduct, the majority of the student interviewees agreed that difficulty of referencing could not be regarded as a morally acceptable reason for academic misconduct, as referencing skills had been taught in lessons and web resources assisted in helping students credit external sources cited in their work.

Nonetheless, S8 expressed reservations about her own understanding of referencing conventions.

“Some students must have missed the lesson. Even though the generator may be very convenient, they might not know about it, or they simply don’t know what to do, so they resort to copying stuff. The other reason is that referencing style is taught in class, so students who attend lessons may not have that limited understanding of referencing style, because much was covered in the EAP course. One or two lessons were spent discussing APA formatting, so there’s a low possibility that students don’t know about the referencing style.” (S4)

“One can’t use ‘I don’t know how to use references’ as an excuse to copy stuff. It’s really convenient. If one doesn’t know APA, then they can search for the

APA format online and there're many examples teaching one how to generate citations . . ." (S5)

"My concern is more about not knowing how to write citations. There're many websites and how I can quote a line in the citation? Sometimes there's an e-book on a website and if I cite a line in the e-book, how do I include the citation? I'm slightly confused about how I write citations." (S8)

4.10.2 Subtheme 2: Divergent Views on Students' Desire for Better Grades

A few teacher interviewees, who had all taught at the predecessor of the college famous for high-achieving levels in A-level examinations, proposed that some students lacked motivation to learn and achieve better grades, which might have led to issues concerning their attitudes towards learning and their views on academic integrity.

"As long as it's enough for them [students] to proceed to the next year of study and not to retake courses by passing them." (T2)

"Now it's not like what it used to be... like students in the A factory who aimed for the A grade." (T4)

"To them [students] a B- is nothing. Getting a C+ is not a problem for them." (T6)

"Because we think a C is very bad and they think a C is enough. [. . .] One day I gave a female student her essay and she said B- was okay. Actually her English was good, but she had made some mistakes. I looked at her worrying that she might not have felt good and thinking that I might have to help her. Eventually I realised I had thought too much and I told myself that I had to re-educate myself." (T7)

In contrast, nearly all the student interviewees believed that one of the major reasons for students' academic misconduct was a desire for better grades, even though it was not deemed morally acceptable.

"Students admitted to our college want to transfer to other schools, so [desire for better] results forms a major reason [for academic misconduct]. (S4)

"Desire for better grades is quite common, otherwise students don't have to violate academic integrity, if they don't care about results." (S5)

"In general, every student wants a better grade, but a desire for better grades doesn't mean that they can copy others' work." (S7)

4.10.3 Subtheme 3: Students' Learning Motivation

In line with the previous subtheme concerning students' motivation to achieve better grades, most teacher interviewees agreed that students might have issues regarding their attitudes and most importantly, they might not necessarily be willing to take the initiative to learn. T6 even alluded to a Cantonese buzzword related to Buddhism implying that youngsters tended not to be involved in keen competition. T7 discussed her observation that some students, despite their satisfactory English proficiency, did not make much effort due to laziness.

“Some [students] have ability issues while others have attitude issues or both. Some just don't bother. The worst attitude is of course laziness and unwillingness to learn.” (T2)

“They [Students] are like ‘Buddhist-style (*foxi* 佛系) youngsters’ (a buzzword meaning someone who has a casual and calm mindset) who don't bother to learn.” (T6)

“They [Students] are just lazy. Some of our students are very fluent in English getting 6.5 in the IELTS test. I asked them why were they like this? The conclusion is they are lazy. They know that we need to see citations, so they make up names but don't include the end-text citations. I find many cases like this!” (T7)

Nonetheless, a few student interviewees, regardless of their education backgrounds and gender, mentioned the importance of making effort in assignments. They tended to think that if one did not make considerable effort, their academic misconduct could not be viewed as acceptable. They suggested that if some students had shown some effort in their own work, then their academic misconduct could somehow be more excusable. Put differently, if a student showed greater learning motivation, then their acts breaching academic integrity might be regarded more morally acceptable.

“I’ve seen a HKU [the University of Hong Kong] friend who had to write several thousand words for each assignment. He wasn’t working, but he found it really hard. He already tried his best, so sometimes it was fine for him to slack.” (S1)

“At least one has made effort to make up data, but copying others’ essays is just about copying and pasting information directly.” (S7)

4.10.4 Subtheme 4: Students’ Short Memory

Two teachers argued that students’ academic misconduct was attributable to their short memory; for instance, students might forget to cite original sources appropriately when writing essays. T5 suggested that students should be constantly reminded of the importance of acknowledging sources appropriately to make improvements.

“I think they [students] are just absent-minded.” (T4)

“Usually if you remind them [students] [of including proper citations] then they’ll be more alert showing some improvements.” (T5)

“They [Students] can’t remember [about acknowledging sources].” (T6)

Similarly, many student interviewees attributed students’ academic misconduct to short memory or forgetfulness, implying that related acts were usually unintentional and therefore might be more morally acceptable, even though S5 insisted that absentmindedness could not be viewed as a morally acceptable justification. It also appeared that female students tended to find this reason more justifiable.

“Sometimes I read articles online and forget where I’ve found them. I roughly remember the meanings, but I don’t remember which parts are from the articles or my own ideas. So there’s a chance that I don’t know whether the ideas are from myself or other articles.” (S1)

“It’s possible that the writer might have forgotten about changing the format. But being forgetful can’t be an excuse.” (S5)

“If one reads something and forgets where it’s from, then it’s acceptable.” (S7)

4.10.5 Subtheme 5: Students’ Poor Time Management

Three teachers, who had different years of experience, all mentioned that students might have failed to maintain academic integrity due to tight deadlines and time management issues. T6 gave an example about the English Business Communication course in which students might fabricate questionnaire data due to insufficient time.

“They [Students] are deadline fighters [a Hong Kong colloquial expression meaning people who begin working on assignments right before deadlines].” (T1)

“It [Inclusion of citations] is time-consuming.” (T3)

“Or maybe they [students] want to do questionnaires at the beginning having a sample size of 150. Perhaps because of time constraints and manpower, they eventually only have 50.” (T6)

In the same way, some student interviewees suggested that time management issues constituted one of the main reasons for students’ academic misconduct. For instance, given tight deadlines, some students might make up facts and figures to save time. Nonetheless, most student interviewees did not find the reason morally acceptable.

“Of course copying would be much faster, so they copy stuff.” (S4)

“Sometimes they [students] don’t want to waste time to find facts or figures [so they make up facts or figures] for convenience.” (S5)

“Many [students] think that there isn’t much to do before week 12, so they leave the project until the last minute having to do everything in the end. They may have three to four presentations in one week; therefore, they start making up data. It’s normally believed that poor time management causes breaches of academic integrity.” (S7)

4.11 Theme 4: Conflicting Views on Impacts of the Internet and the School

Environment

Figure 6 represents theme 4 regarding the teachers and the students’ different views on the influences of the school environment and the Internet. As for the school environment, this section will explore the poor learning environment and the differences in the students’ perceptions of the relationship between peer influence and academic

misconduct. In addition, both the teachers and the students believed that the “low” chance of being caught constituted one of the reasons why students breached academic integrity, even though the former believed that they were capable of identifying behaviour of academic misconduct. In addition, the two groups demonstrated differences in their views of common sources of outside help and the role played by the Internet in students’ academic misconduct.

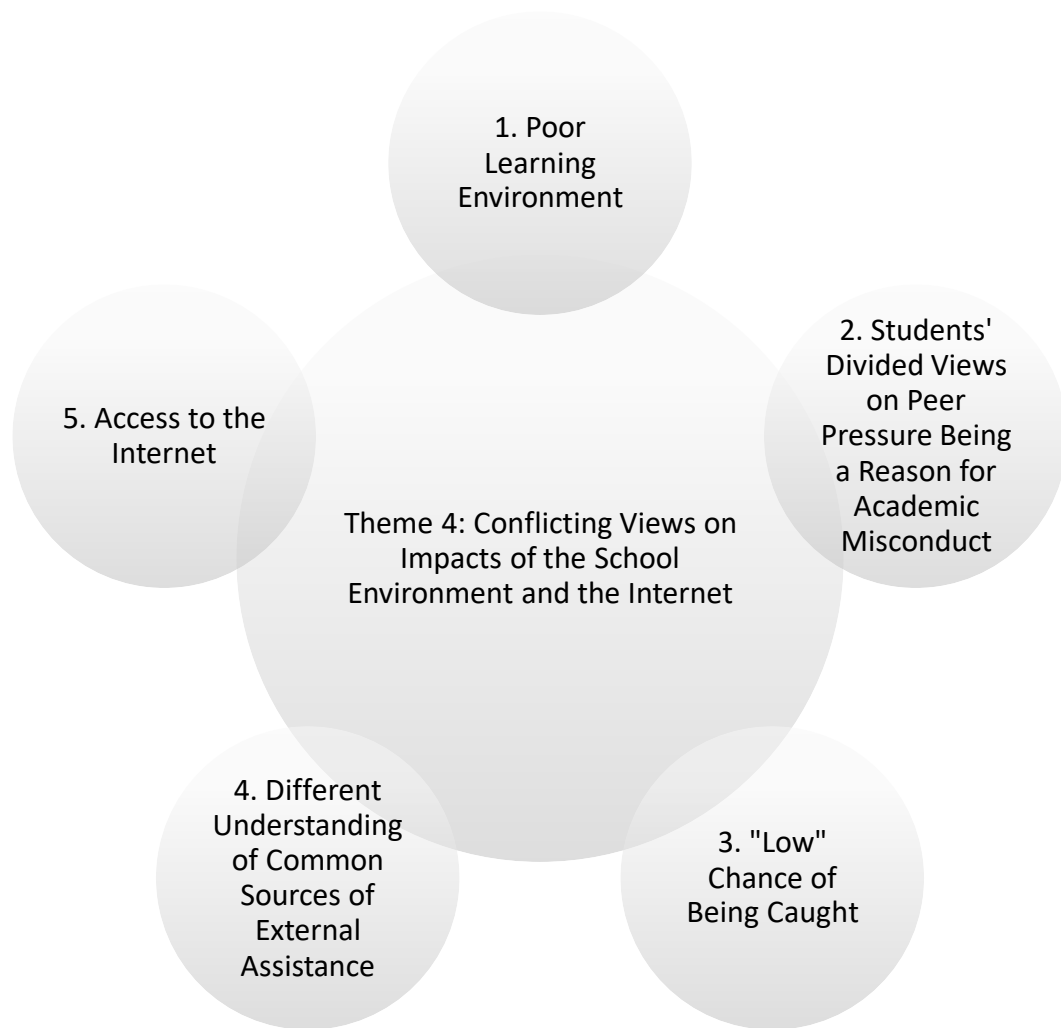


Figure 6. Theme 4: Conflicting Views on Impacts of the School Environment and the Internet

4.11.1 Subtheme 1: Poor Learning Environment

The teacher interviewees mentioned various factors that might have affected students' thinking when faced with matters related to academic integrity, including impacts of secondary education, years of study, cultural understanding, and lack of willingness to conform to conventions on students' learning attitudes and the learning environment.

“Because students don't have the concept . . . They still have their secondary school mindset. [. . .] I think their year and exposure affect their views on academic integrity and ability to show it.” (T2)

“It's beyond the language issue... It's about cultural understanding. Some students are even weaker. I showed some students references side by side. They couldn't tell there was hanging indentation and the difference! And then I sat next to the student asking them why there was an issue. They simply couldn't see it. They lacked such sensitivity.” (T3)

“They [Students] don't like to observe conventions.” (T7)

The teachers suggested that students generally failed to eliminate their secondary school mindset, understand cultural differences, and adhere to rules. Different from the teachers' views, two students, who both formerly studied in CMI schools, attributed academic misconduct to the broader objectives and the undesirable learning environment of the tertiary institution that resulted in students' urge to achieve better results with less respect for academic integrity. S6 pointed out that academic misconduct was in fact more easily recognisable in the institution than that in UGC-funded (University Grants Committee-funded) universities, while S7 put forward an opposing argument that academic misconduct was more common among self-financing tertiary institutions.

“Now university is a vocational training centre. Students want good grades, high GPAs [grade point averages], and great internships, so they naturally hire ghostwriters. This has something to do with the objectives of university education.” (S1)

“It [The institution where the research took place] isn’t the environment motivating one to do their homework well or to meet the standards of projects, making them take academic integrity less seriously.” (S2)

“[Academic misconduct is] definitely less common among bachelor’s degree students. It’s more common among associate degree, our school, or higher diploma students, especially common in Tung Wah and Chu Hai [two self-financing tertiary institutions in Hong Kong].” (S7)

4.11.2 Subtheme 2: Students' Divided Views on Peer Pressure Being a Reason for Academic Misconduct

The teacher interviewees did not make any comment on the possibility of peer pressure possibly leading to students’ academic misconduct, as they focused their discussion mostly on the intricate details about students’ referencing practices, which demonstrated their lack of awareness of the influence of peer pressure on students’ academic misconduct. By contrast, the student interviewees seemed to have more heated discussions and divided views on the role played by peer influence in students’ academic misconduct. All the female student interviewees believed that peer influence was common, while some other male students stated that they had not heard of the concerned behaviour. Generally, the majority of the interviewees contended that peer influence could not be considered a morally acceptable reason for academic misconduct. S6 also expressed her negative feelings about her friend being involved in academic misconduct.

“I haven’t heard much about it [peer pressure leading to academic misconduct].” (S3)

“Or maybe friends believe that they won’t be caught because of copying. They tell friends who will then believe them and everyone would do the same, causing a chain reaction.” (S5)

“I didn’t feel comfortable and I wanted to curse them [a friend who copied materials in their work and achieved an A grade]... but I don’t do it... I want them to be caught and I keep telling myself... they will be caught one day.” (S6)

“I’ve heard many saying, ‘my friends have copied stuff and they’ve got good grades, so there’s no reason why I shouldn’t copy things to get poorer grades. Others have copied stuff facing no consequences, so why don’t I do the same?’ However, it doesn’t make it an acceptable reason.” (S7)

4.11.3 Subtheme 3: “Low” Chance of Being Caught

T2 and T7 gave specific examples about students’ deceptive behaviour. The interviewees believed that the students performed the acts due to their assumptions about teachers not checking their work with care.

“I had a case in which the student might have thought I wouldn’t catch them because the topic of the EAP course was self-set. [. . .] I suspected the student’s writing had been finished beforehand or was from a tutorial centre. Of course there weren’t any citations in the essay and it scored a low mark. They didn’t bother. I wrote in my feedback that the essay resembled the topic of the HKDSE exam question of a particular year and even provided them with the exam question.” (T2)

“Recently students have done something tricky. [. . .] They think that the in-text citation is included and there isn’t any end-text one. They have obviously made up things and they take advantage of the fact that the teacher may not check their work so meticulously.” (T7)

In line with the teachers’ response regarding students’ assertion about teachers not checking their work thoroughly, many student interviewees agreed that low chance of being caught was one of the key reasons why students were involved in academic misconduct. To illustrate, only one of the eight interviewees had heard of any student being found or penalised due to academic misconduct. S5 even mentioned a case in which a student, who was not afraid of being accused of academic misconduct, confronted the teacher.

“The chance of being found is very low. I haven’t heard anyone being punished because of violating academic integrity. There aren’t many deterrent effects. [. . .] For instance, when I quoted a few sentences and the similarity rate was high, the teacher said it was fine. I think academic integrity isn’t strictly maintained having few deterrent effects.” (S4)

“The tutor may let students pass even though they haven’t changed wording, but they have quoted references – they may even bluff their teacher – I’ve seen it before.” (S5)

“Last year someone was caught because of insufficient citations and the student was asked to redo their work. Maybe the tutor observed the student’s usual performance – like the student always didn’t attend classes but then the essay was well written...” (S8)

4.11.4 Subtheme 4: Different Understanding of Common Sources of External

Assistance

T4 and T7, who were both doctorate degree holders receiving foreign education, discussed the moral acceptability of external help in detail. T4 mentioned the assistance, such as face-to-face writing consultations, offered by the department’s English Language Centre constituted a type of external assistance that might lead to ethical concerns. In addition, the case put forward by T7 concerning a student asking their private tutor to help refine their work was highly problematic, given that it was formidable for the course teacher to evaluate the student’s genuine language proficiency.

“The student asked a tutor to teach them ten times. [. . .] Maybe the teacher thought the student was very good at the beginning because the teacher didn’t know the student well, so there was a possibility. [. . .] The part-time teacher said even a native speaker couldn’t write it . . . he was an Englishman. Even an Englishman couldn’t write so well!” (T7)

“Students go to the language centre and they get their stuff proofread . . . because the Executive Assistant corrects their grammar; therefore, how do we assess the language element? It’s another thing that needs to be considered. Because it’s in a way . . . getting people to help you.” (T4)

While the teacher respondents focused on the controversial ethical issues concerning students seeking external help, a few student interviewees focused on the concrete details about how their classmates purchased essays from paper mills and ghostwriters. As mentioned earlier, some students pointed out that essays could be bought

through Instagram and Facebook. S1 indicated the difficulty for tutors to know if their students had hired ghostwriters.

“Tutors may not know if one hires a ghostwriter, but it obviously violates academic integrity.” (S1)

“[An essay costs] like HK\$400-\$500 depending on the number of words, which is affordable. Of course the quality might not be guaranteed.” (S2)

4.11.5 Subtheme 5: Access to the Internet

The teacher respondents have not attributed students’ academic misconduct to the prevalent use of the Internet, even though T2 and T3 mentioned that students often found information on a website called UKEssays, as the site offered essays resembling undergraduate students’ writing. However, other teachers stated that they had not heard of the website before.

“Yes many ideas were copied from UKEssays.” (T2)

“There’s a website called UKEssays and they always find information from there.” (T3)

As for the student interview, many student interviewees acknowledged the fact that it was rather simple to gain access to materials online. S4 even mentioned a case in which a student achieved an A grade after paraphrasing an online essay. However, the interviewees generally regarded such access as a morally unacceptable reason for academic misconduct, even though S2, who had studied in a CMI school, believed that the abundance of online information might have led to students’ breaches of academic integrity unintentionally.

“However, there’s much information online so it’s unintentional [plagiarism]...” (S1)

“One can copy information online, but it can’t be used as an excuse.” (S3)

“I heard about someone finding an essay online, changing some words, and getting an A.” (S4)

“If one tells others that easy access to materials is an excuse for violating academic integrity, then it’s a morally unacceptable reason.” (S7)

4.12 Theme 5: Discrepancies in Perceptions of Penalties of Different Degrees

The interviewees were invited to deliberate about the three cases of various degrees in the questionnaire to determine whether the cases were regarded as academic misconduct and whether penalties were needed. Details of the three cases are as follows: Case 1) Including text from another source, changing a few words, and providing a citation; case 2) Copying and pasting some text from a source without enclosing it in quotation marks and without providing a citation; case 3) Claiming the whole work written by another person as one’s own. The interviewees mentioned various possible follow-up actions including no penalty, warnings, resubmission of work with/ without mark penalties and only mark penalties, a zero mark for the assignment/ the whole module, and school suspension. Figure 7 displays theme 5 regarding discrepancies in perceptions of penalties of different degrees.

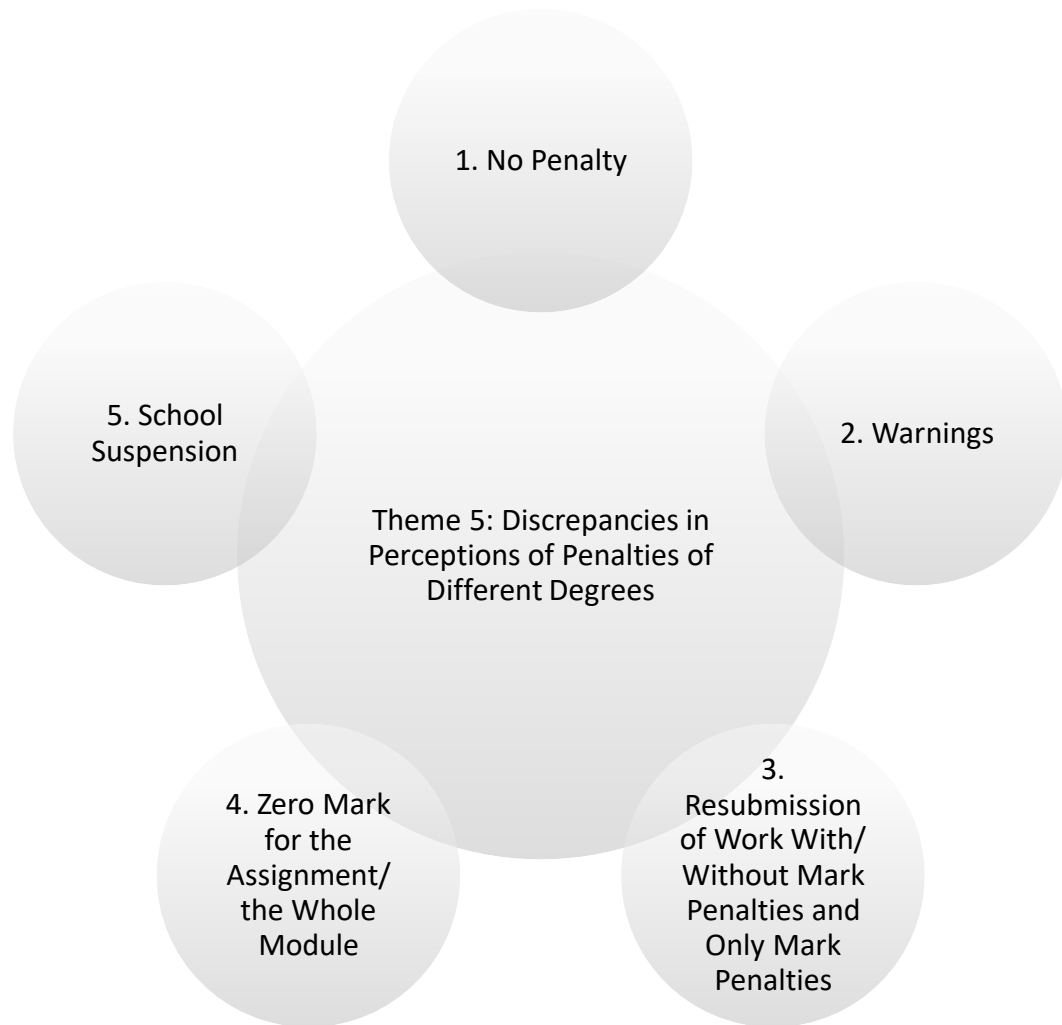


Figure 7. Theme 5: Discrepancies in Perceptions of Penalties of Different Degrees

4.12.1 Subtheme 1: No Penalty

Two out of the seven teachers, who were not doctorate degree holders, believed that the case 1 might not have constituted any academic misconduct given the citation provided, even though T6 expressed her feeling of uncertainty about the case.

“I don’t think it [case 1] violates academic integrity . . . sorry . . . perhaps because a citation is provided. [. . .] I think if there’s a citation then the writer has acknowledged copyrights. Whether the writer has done well is another matter. [. . .] I won’t deduct marks.” (T5)

“I’m neutral . . . maybe I’m not familiar.” (T6)

While most teachers demonstrated a more stringent attitude towards the penalty for case 1, four out of the eight student interviewees, including two male and two female students who had previously studied in EMI schools, believed that case 1 did not constitute plagiarism given that the writer had made some changes and thus no punishment was necessary.

“No punishment is acceptable.” (S4)

“Punishment is not necessary, as the writer has changed the sentence and included the citation. To a certain extent, the writer has the intention to present external sources using their own words, which should be regarded as original work, so there’s no need for punishment.” (S5)

“I don’t think the writer has violated academic integrity . . . at least the citation is provided and it [the text] has been paraphrased, so it’s acceptable.” (S8)

4.12.2 Subtheme 2: Warnings

The teacher interviewees were unsure about issuing warnings, especially after the committee handling students’ academic misconduct had been dissolved. Nonetheless, when discussing case 2, T5, who completed all her degrees overseas, expressed her intention to give a formal warning.

“Are there still warning letters?” (T2)

“If possible I want to impose a mark penalty and issue a warning letter, if there’s such a system.” (T5)

“I don’t know. Which department deals with it [issuing warning letters] now? I’m not sure . . . it seems the committee was dismissed.” (T7)

While the teacher respondents showed uncertainty about issuing warnings due to unclear institutional guidelines, two student interviewees, who had both studied in EMI schools, mentioned “warnings” as a form of punishment for case 1.

“I think there must be some copying, but not very serious, so a warning [is acceptable].” (S3)

“I’m not sure if it [case 1] violates academic integrity. Actually I’m not sure now. If it does then there should be some verbal warnings, rather than written ones, to remind the writer not to do the same next time.” (S8)

4.12.3 Subtheme 3: Resubmission of Work With/ Without Mark Penalties and Only

Mark Penalties

Regarding resubmission of work with or without mark penalties, T2 proposed requiring students to redo their work for learning purposes, despite concerns about administration, fairness, and students not rewriting their essays.

“Somehow resubmission can be optional for learning purposes to tell students not to do something. There should be mark penalties with resubmission for learning. The students might not have known their mistakes and they would like to try again. They might learn through the process. It’s better than them not knowing what to do next.” (T2)

“Resubmission will lead to chaos . . . Every student will submit their work. [. . .] Another student might say, ‘I can resubmit my work then I’ll submit it again’, which might mess up the system. It’s not fair. It’s not an assessment then.” (T3)

“Then they [students] won’t resubmit their work given their mindset.” (T6)

Conversely, students were more inclined to suggest resubmission of work with/ without mark penalty as a penalty. When discussing case 1 (including text from another source, changing a few words, and providing a citation), S1 and S3 suggested that resubmission of work with/ without mark penalties was acceptable. In addition, S4 and S5 believed that resubmission of work without mark penalties was appropriate for case 2 (copying and pasting some text from a source without enclosing it in quotation marks and without providing a citation), while S7 suggested that mark penalties were necessary for students resubmitting their work.

“The case [case 1] violates academic integrity. Resubmission, with or without mark penalties, is acceptable.” (S1)

“Resubmission is also acceptable [for case 1].” (S3)

“It [Case 2] partly violates academic integrity. Actually copying other parts is for supporting the writer’s own stance, which is constructive, but it’s not about copying everything. [. . .] The writer isn’t intentional or they copy much just for higher marks . . . so it’s partly acceptable . . . resubmission of work is acceptable.” (S4)

“[For case 2] Perhaps the writer can be asked to resubmit the assignment without mark penalties. Resubmission. [S4: Late submission?] I think it’s possible . . . to consider it a special case.” (S5)

“Resubmission of work with mark penalties is the best penalty [for case 2]. It’s obvious that the absence of citations leads to a kind of plagiarism. The student has copied something but there isn’t much punishment. If they’re only asked to resubmit their work, then they’ll just add references and it makes no difference. Without mark penalties it’s the same. Therefore, resubmission of work with some mark penalties is the best punishment.” (S7)

Concerning the imposition of merely mark penalties, five out of the seven teacher interviewees including all doctorate degree holders agreed that there had to be mark penalties for the writer in case 1. The degree of mark penalties depended on various factors, such as the number of words paraphrased, the writer’s intention, the number of instances, and the effort made. Such a penalty was more widely selected possibly due to the teachers’ belief about fairness and the ease of imposing the punishment.

“However, I’ll examine individual cases to see if the writer is intentional. If I only read the script I can’t make the judgment. I also have to see whether it’s a first-time offence or a repeated case. As a teacher I want to teach instead of punishing students. If you ask me whether it does [violate academic integrity], I think so. If students are like this in the future, it seems I allow such an act without encouraging them to do more to improve their paraphrasing skills until their paraphrases are generally acceptable. I’m worried that they don’t understand and they think that changing a few words is acceptable.” (T3)

“I’ll deduct marks based on the writer’s effort. I can’t bear it. I’ve already taught students as a teacher not to do certain things. [. . .] I tell them what not to do through mark penalties, otherwise they don’t get the message.” (T7)

Contrarily, the student interviewees appeared to be less favourable to the penalty.

When discussing case 1, S3 and S7, both having the experience of attending EMI schools, suggested that mark penalties were appropriate. As for case 2, S1 and S5, both

male students, proposed that the penalty was adequate trying to offer rationales behind their decisions.

“I propose mark deductions but not resubmission [for case 2]. Academic integrity is about telling the reader where the references are. If they are asked to resubmit their work and add references . . . no references are found in their original work so mark penalties, but not a zero mark, are necessary.” (S1)

“Mark penalties are acceptable [for case 1].” (S3)

“This [case 2] should be academic misconduct, as there isn’t any citation. I don’t know how much copying the writer has done. If much information has been copied . . . if only a little information is copied then it’s okay. After all, the writer hasn’t used any quotation marks to indicate work not written by themselves. [. . .] The punishment should follow the proportion. The amount copied should be proportional to the percentage of mark deduction. If 50% of the writing is copied, then the highest mark would be 50.” (S5)

“A zero mark for the assignment is a bit too much [for case 1], so some mark penalties are acceptable.” (S7)

4.12.4 Subtheme 4: Zero Mark for the Assignment/ the Whole Module

Concerning awarding a zero mark for the assignment, T1 expressed her understanding of the school policy regarding awarding a zero mark for a student assignment; she was also the only teacher with a PhD degree who would consider giving a zero mark for case 2. All the teacher interviewees agreed that a zero had to be given to the writer for case 3.

“In our college, the standard is 50% [of the assignment containing directly copied materials] – if it’s over 50% then a zero will be given to the assignment. [. . .] If over half of an essay has been copied then there’s no reason why a zero shouldn’t be awarded. [. . .] It must be a zero mark for the assignment based on the department policy [for case 3]. If it’s a first-time offence, then a zero mark has to be given to the assignment.” (T1)

“This case [case 3] is ridiculous. The writer shouldn’t have done this. I’ll give a zero mark.” (T4)

Compared to the teacher respondents, fewer student interviewees considered the penalty acceptable. When discussing case 2, only one male student who had studied in a

CMI school proposed that giving the assignment a zero mark was appropriate. Only S5, a male student who had attended an EMI school, agreed that the penalty was adequate for case 3 providing more detailed justifications for the punishment.

“I think the case [case 2] violates academic integrity and a zero mark for the assignment should be given. Reputation and integrity are very important for further studies and research, so the penalty has to be more serious to show the importance of academic integrity.” (S2)

“I also think that the case [case 3] completely violates academic integrity. It can't be an exceptional case. A zero for the assignment must be given. It's not about the writer's unintentional act or mistakes leading to direct copying. The whole essay without any citations isn't the writer's own work. They don't even paraphrase sentences to change a few words, not making any effort for the assignment. To a certain extent slightly heavier penalties are necessary. The whole assignment has to receive a zero mark.” (S5)

As for giving a zero mark to the whole module, there was again merely one teacher T1, the only PhD holder in the focus group, who mentioned the possibility of giving a zero mark to the whole module if the writer had involved in academic misconduct more than once. The same teacher also believed the penalty was appropriate for a second offender for case 3, seconded by T3.

“If it's a repeated offence, then a zero will be given to the module. It's quite normal. [. . .] If it's a second offence [for case 3], then a zero mark has to be given to the module.” (T1)

“If it is a second offence, then a zero mark for the whole module is acceptable.” (T3)

Conversely, most students tended to adopt a stricter attitude and would choose the penalty for case 3. All the student interviewees except S4 believed that agreed that the awarding a zero for the module was appropriate for case 3. S4 suggested that the penalty was unreasonable with reference to a common Chinese expression related to human feelings.

“We’ve known about not copying others completely since primary school. [. . .] We know that we can’t copy others’ work completely. Giving the module a zero mark is appropriate [for case 3].” (S1)

“A zero mark for the assignment is okay [for case 3]. It’s just that assignment, not an exam, so it shouldn’t affect other components. Only a zero mark for the assignment is good enough. If a zero mark is given to the whole module then it’s unreasonable (‘不近乎人情’ a Chinese expression which means ‘unfeeling’).” (S4)

“I think the writer must have broken the law deliberately [for case 3] . . . it is necessary to fail the whole module, because claiming the work written by another person as one’s own and submitting it is quite a serious offence.” (S8)

4.12.5 Subtheme 5: School Suspension

The majority of the teacher interviewees argued that school suspension could only be considered on condition that the writer had violated academic integrity on more than one occasion and received multiple prior warnings for case 3, although T5, who received all her education overseas without any doctorate degree, voiced her concern about the penalty being harsh.

“School suspension is only acceptable when the writer has received prior warnings repeatedly. Many times for sure. If there’s a policy like written warnings, it depends on the number of times. [. . .] If the writer does it again then it is school suspension . . . step by step . . .” (T2)

“I put neutral for a zero mark for the assignment or school suspension depending on the number of offences.” (T3)

“School suspension seems harsh . . . unless the case is about subsequent offences.” (T5)

The teacher respondents would consider school suspension to be a possible penalty for more serious cases of students’ academic misconduct, whereas the student interviewees did not recommend school suspension to be a penalty for any of the three cases presented. However, two students, who had previously studied in EMI schools,

showed some understanding of school suspension as a penalty when asked about existing penalties for academic misconduct in the college.

“If copying is found in the assignment, then a zero will be given. For a second offence, a zero mark will be given to the module. For a third offence, then it’s school suspension? Sounds like it? Seems to be three types of penalties.” (S5)

“In our college, a zero mark for the assignment or the module? Or deferment, school suspension? It seems to be so.” (S7)

4.13 Summary

This chapter reminded the reader of the purpose of the study and the research questions to be answered. It also set out the details of the data collection procedure and presented a discussion of the participating teachers’ and students’ perceptions of academic integrity and penalties for students’ academic misconduct. This mixed methods study consisted of quantitative questionnaires supplemented by qualitative open-ended responses and qualitative interviews. The quantitative data formed the basis of the data analysis of qualitative data generating themes and sub-themes, possibly providing justifications for the findings of the first quantitative stage.

The quantitative and the qualitative data demonstrated that there were gaps in teachers’ and students’ understanding of academic integrity and of penalties for students’ academic misconduct in response to the first two research questions. To illustrate, both groups expressed that they might not accurately describe the umbrella term “academic integrity”, which could have been attributed to various factors, including diverse preferences between teaching and penalties as well as the lack of institutional regulations, that influenced their views on the concept. As for perceptions of academic misconduct, there were differences in the teachers’ and students’ views on the amount of materials copied in assignments, the use of citations and the moral acceptability of the fabrication

of figures and facts, while other points, such as the ethical issues concerning the nature of collaboration and the significance of intention, also have to be taken into account.

To answer the last research question concerning how other factors might affect teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct, both questionnaires incorporated three cases related to academic integrity requiring respondents to evaluate acceptability of different types of penalties. The same cases were then discussed in greater detail in the focus group interviews during which the interviewees were required to justify their choices of penalties, which assisted in throwing light on the influences of other factors, such as education backgrounds, on their decision-making process of tackling ethical issues concerning academic integrity. The next chapter presents a complete discussion of the findings of the two stages of the study and a conclusion, which consists of the discussion of the research results, contributions and implications, limitations, and recommendations for future research.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

The findings in this section are drawn from the results of this study outlined in chapter four and the literature reviewed in chapter two. This explanatory mixed methods study has two purposes: First, it aims to explore the differences and similarities in EAP teachers' and students' perceptions of academic integrity and penalties for academic misconduct in a self-financing tertiary institution in Hong Kong. Second, it attempts to scrutinise the effects of other factors such as gender, education backgrounds (e.g. local and/ or foreign education and medium of instruction (MOI) of secondary education), disciplines, and socio-cultural influences on teachers' and students' views. The last chapter will first revisit the research questions, outline major findings and offer relevant responses, which is presented through a structured review of answers to the research questions as well as the five themes generated by the qualitative data. It will then outline the contributions and implications to the existing body of literature, followed by limitations of this study. Chapter 5 also presents a discussion of the recommendations for future research and practice; lastly, it draws a brief conclusion summarising the study.

5.2 Finding One: Teachers' and Students' Perceptions of Academic Integrity

This section strives to answer the first halves of the first and the second research questions: "How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive academic integrity?" and "how do tertiary students in a self-financing tertiary institution in Hong Kong, who attended Chinese medium instruction (CMI) and English medium instruction (EMI) schools, perceive academic integrity?" by analysing teachers' and students' perceptions of the

frequency of students' actions in EAP assessment as well as their moral acceptability of such actions and the reasons for student plagiarism. As little to no previous research has been conducted on the views of EAP teachers and students in self-financing institutions in Hong Kong, this part will refer to more general studies involving teaching staff and students across different disciplines in comprehensive universities in Hong Kong and other countries.

5.2.1 Similarities and Variations in Frequency of Students' Actions in EAP assessment

Concerning teachers' perceptions of frequency of students' actions in EAP assessment, in line with the findings of the study by Wilkinson (2009) examining the opinions of teaching staff and students in an undergraduate nursing programme, over half of teaching staff believed that students were involved in "copying a few sentences from a source without citations" very often; in addition, most teaching staff did not think that students were always engaged in "paying someone to write an essay or copying someone else's whole essay and submitting it as their own work" (see Table 9).

However, the remaining items seemed to differ from the results of the study by Wilkinson (2009), as a greater percentage (28.6%) of the teachers in the self-financing tertiary institution tended to suggest that "copying most of an assignment from different sources" was common, as they believed that students very often and always performed the act. In addition, a greater proportion of teachers in this research study were certain that students were rarely involved in "downloading an entire essay from the Internet and submitting it as their own work", which was consistent with the interview finding that the teachers did not regard the rise of the Internet as the cause of students' academic

misconduct. Fewer teachers (14.3%) believed that “making up facts and/ or figures for an essay” was common among students. Some possible justifications included many teachers’ reservations about students’ English proficiency and time management skills (see 4.10.3 & 4.10.5) and the difficulty of verifying facts and figures in students’ work proposed by T1 (see 4.9.3). The teachers’ reservations might have been explained by the fact that the self-financing institution tended to admit a greater number of low-performing students from various educational backgrounds when compared with other UGC-funded universities, so they were probably more doubtful about their students’ English standards.

Regarding students’ perceptions of frequency of their peers’ actions in EAP assessment, some results tied well with the study by Wilkinson (2009) wherein most students believed that their peers were seldom involved in behaviour including “copying a few sentences from a source without citations”, “downloading an entire essay from the Internet and submitting it as their own work”, and “making up facts and/ or figures for an essay” (see Table 9). Even though some results were generally in line with those of the teacher questionnaire, one pattern of findings in the student questionnaire was inconsistent with that of the teacher one. Over 50% of the teachers believed students were engaged in “copying a few sentences from a source without citations” very often, while only 11.5% of the students suggested that their peers very often and always exhibited the behaviour. This might explain why some student participants considered that copying a certain amount of text did not lead to academic misconduct both in the questionnaire and the interview (see 4.9.1), although no clear consensus over the amount of words copied constituting academic misconduct existed even among the teacher and the student interviewees, possibly due to the nuanced understanding of academic integrity in

assessment and the lack of institutional guidelines. The self-financing institution might have strategically chosen not to introduce college-wide rules governing academic honesty, in order to improve student retention in the face of marketisation in higher education (HE).

Furthermore, as for the comparison between the quantitative results and the qualitative ones, it must be pointed out that a few student interviewees in the focus group interview revealed that they had heard about their peers purchasing papers from essay mills on social media such as Facebook and Instagram, and some could even describe the operations in great detail (see 4.9.4). In addition, there were other findings not in agreement with the report by Wilkinson (2009), as over 70% of the students respondents considered that their peers were rarely or sometimes involved in acts such as “copying a few sentences from a source without citations” and “making up facts and/ or figures for an essay”. There were two possible explanations for the results supported by the findings of the focus group interview: Students generally found it more acceptable to copy a small percentage of the original text and it was relatively easy for them to find open sources for EAP assessment (see 4.9.3); therefore, making facts and/or figures for an essay was deemed less common among their peers in the EAP course.

5.2.2 Different Degrees of Moral Acceptability of Students’ Actions in EAP assessment

As for teachers’ perceptions of the moral acceptability of students’ actions in EAP assessment, consistent with the research conducted by Kwong, Ng, Mark, and Wong (2010) concerning faculty members and students of colleges and universities in Hong Kong, the majority of teachers found that actions such as “copying a few sentences from

a source without citations”, “downloading an entire essay from the Internet and submitting it as their own work”, and “paying someone to write an essay or copying someone else’s whole essay and submitting it as their own work” constituted major violations of academic integrity and thus they could be considered morally unacceptable (see Table 10). Nonetheless, as discussed in the focus group interview, one interesting finding was that teachers often found it formidable to define the moral acceptability of students receiving external assistance including proofreading and writing consultation services offered by the English Language Centre in their EAP assessment (see 4.11.4). One possible reason was that even though the centre was part of the Department of English offering consultation services as part of university education, it was formidable for the provision of services for students in need to achieve fairness, especially when learners exemplified varied degrees of learning motivation.

As to students’ perceptions of the moral acceptability of students’ actions in EAP assessment, the outcomes of this study were contrary to those of Kwong et al. (2010). The study by Kwong et al. (2010) suggested that over half of the students regarded “copying a few sentences from a source without citations”, “downloading an entire essay from the Internet and submitting it as their own work”, and “paying someone to write an essay or copying someone else’s whole essay and submitting it as their own work” as major violations of academic integrity (see Table 10). This study discovered that over half of the students were neutral towards “copying a few sentences from a source without citations” or even found the act somewhat acceptable, which was in line with the findings obtained in the previous question.

In addition, over 80% of the students found “downloading an entire essay from the Internet and submitting it as their own work” and “paying someone to write an essay or copying someone else’s whole essay and submitting it as their own work” unacceptable and the percentages appeared higher compared to those concerning major violations of academic integrity as shown in the research by Kwong et al. (2010). The quantitative results were in accordance with the qualitative findings that most students considered access to the Internet a morally unacceptable reason for academic misconduct (see 4.11.5). Another noteworthy finding that emerged from the quantitative and the qualitative data was that some students considered that “making up facts and/ or figures for an essay” might be acceptable to substantiate their work and increase their credibility, especially for project work (see 4.4.1.2 & 4.9.3).

5.2.3 Different Degrees of Moral Acceptability of Reasons for Student Plagiarism in EAP assessment

Even though numerous studies (e.g. Charubusp, 2015; Glendinning, 2013; Kwong et al. 2010; Wilkinson, 2009) have been undertaken to examine various reasons for student misconduct such as plagiarism from teachers’ and students’ viewpoints across different disciplines, little to no research has been undertaken to explore the moral acceptability of such reasons from teachers’ and students’ perspectives. This part summarises and compares the findings concerning the moral acceptability of reasons for student plagiarism in EAP assessment.

There were some consistent findings among teachers and students (see Table 11). For instance, over 40% of both the teachers and the students found “limited language proficiency” a morally unacceptable or somewhat unacceptable reason for student

plagiarism. In the teacher interview, the respondents appeared to have more varied views on the moral acceptability of the justification due to considerations concerning students' attitudes including their learning motivation, short memory, and poor time management (see 4.10.3, 4.10.4, & 4.10.5). However, the student interviewees rarely made comments on the relationship between language proficiency and academic misconduct. This might not support the argument put forward by Charubusp (2015) about students being involved in plagiarism because of their worries regarding misinterpretation of external sources caused by their poor command of English.

Other chiefly consistent results could be observed in items such as “low chance of being caught” and “light penalties”, over 70% of the teachers found the factors morally unacceptable and over three quarters of the students found the reasons unacceptable and somewhat unacceptable. Two teacher interviewees (T2 & T7) offered detailed examples about students' behaviour of academic misconduct probably because of the latter's assumptions about superficial checks by teachers, even though they mostly appeared to be confident about being able to identify students' deceptive actions, possibly due to their perceived responsibility for being teachers to maintain honesty and fairness. This result was in accordance with the findings in the student interview, as many student interviewees believed that “low chance of being caught” was one of the major reasons for students' academic misconduct, given that only one out of the eight interviewees had learnt about others being caught and the penalties due to academic misconduct. Other students believed that deterrent effects of penalties for academic misconduct were not remarkable (see 4.11.3), and some students believed that the poor learning environment of the self-financing institution, which resembled a vocational training centre, implied

that behaviour of students' academic dishonesty might not be as easily identified compared with other tertiary institutions.

Apart from the above mostly consistent findings, more contradictory results could be observed in items such as "limited understanding of referencing style", "limited awareness of academic integrity" and "difficulty of assessment tasks". Over half of the teachers believed "limited understanding of referencing style" was somewhat morally acceptable, whereas less than 20% of the students held the same view. The result corroborated the interview findings, as all the teacher interviewees suggested that referencing conventions were highly complicated for students (see 4.10.1); nonetheless, the majority of the student interviewees did not find the reason morally acceptable giving justifications such as classroom teaching and online citation generators that helped them to observe referencing rules. In other words, despite the fact that referencing skills were not part of the formal secondary curriculum, the students were fairly confident about their source use practices and attributed plagiarism to factors not related to the subject matter, such as short memory and poor time management.

As to "limited awareness of academic integrity", over 70% of the teachers found the justification unacceptable or somewhat unacceptable morally, while just over half of students were of the same opinion. Around 30% of the students were neutral towards the reason. The results were broadly in agreement with the interview findings, as all the teacher respondents agreed that they learnt about academic integrity during their undergraduate studies, even though the concept might have been self-taught and consolidated through graduate studies and teaching at the institution; therefore, they might expect their students to have some basic understanding of the key concept (see

4.8.1). Similarly, the student interviewees suggested that they had preliminary understanding of academic honesty mainly through project work in secondary school and the institution had not provided a distinctive definition of academic integrity.

In addition, over 80% of the teachers regarded “difficulty of assessment tasks” as unacceptable or somewhat unacceptable morally, but less than half of the students adopted the same viewpoint. The teacher interviewees did not comment on the difficulty of assessment tasks, which might have been attributable to their perceived appropriateness of assessment methods for evaluating students’ performance. Nevertheless, some student interviewees highlighted the nature of assignments that might affect the moral acceptability of academic misconduct; for instance, S1 pointed out that the assessment standards of projects and essays were different, as those of projects tended to be less stringent.

As for reasons such as “easy access to materials on the Internet”, “time management issues”, “desire for better grades”, and “peer influence”, over 80% of the teachers considered the reasons to be morally unacceptable, whereas over 30% of the students held a neutral attitude towards the reasons or even found them somewhat acceptable and acceptable. In the teacher focus group interview, two teachers pointed out that students often copied ideas from websites such as UKEssays (see 4.11.5). Many teachers also agreed that Hong Kong students were “deadline fighters” (a Hong Kong colloquial expression meaning people who begin working on assignments right before deadlines) (see 4.8.1), while they did not mention the existence of paper mills on social media. Another unanticipated finding concerning the teacher interview was that a few teacher respondents reflected that students *actually lacked* a desire for better grades,

which might have affected the latter's views on academic integrity (see 4.10.2). This could be explained by the massification and marketisation of HE which led to the admission of lower-performing students by the self-financing institution; thus the teachers tended to believe that students had lower learning motivation.

Concerning the student focus group interview, in contrast to the quantitative findings described above, the majority of the interviewees regarded the three reasons as morally unacceptable and some students even expressed strong, negative feelings towards the justifications. They showed in the interview that they understood why their peers performed such acts for reasons including better academic results (see 4.10.2), convenience (see 4.10.5), saving time (see 4.10.5), and emulation (see 4.11.2), which were consistent with the findings of the study on high achievers' and low achievers' views on reasons for plagiarism by Chien (2017), but the student interviewees generally disapproved of the behaviour. Another important result was that all the students agreed that a desire for better grades, *rather than the lack of it*, constituted a major reason for student plagiarism (see 4.10.2). One student (S4) proposed that some students studying at the self-financing institution were eager to transfer to other schools including publicly funded universities (see 4.10.2), which appeared to be at odds with the teachers' views.

5.3 Finding Two: Teachers' and Students' Different Perceptions of Penalties for Students' Academic Misconduct

This part strives to answer the second halves of the first and the second research questions: "How do EAP teachers in a self-financing tertiary institution in Hong Kong, who received local and /or foreign education, perceive penalties for students' academic misconduct" and "how do tertiary students in a self-financing tertiary institution in Hong Kong, who attended CMI and EMI schools, perceive penalties for students' academic

misconduct?” by analysing teachers’ and students’ perceptions of the moral acceptability of penalties for three cases of varied degrees of seriousness. The three cases include: Case 1) Including text from another source, changing a few words, and providing a citation, case 2) copying and pasting some text from a source *without* enclosing it in quotation marks and *without* providing a citation, and case 3) claiming the whole work written by another person as one’s own (see Table 12, Table 13, & Table 14). Similar to the previous section, given insufficient research on EAP teachers’ and students’ views in self-financing institutions, this part will partly base on the findings of the study by Glendinning (2013) investigating academics’ and students’ views on sanctions for plagiarism. For more direct comparison, only results pertinent to sanctions for first-time offence of plagiarism involving assignments will be included.

5.3.1 No Penalties

Based on the study by Glendinning (2013), 4% of the teachers and 21% of the students would not take any action against first-time plagiarism in assignments. Contrary to the above results, this study appeared to demonstrate different findings. When responding to case 1, more than half of the teacher respondents were neutral towards the penalty or even found it acceptable. This might not be in accordance with the interview, as only two teachers (T5 & T6) stated that penalties were not necessary for the case given the acknowledgement of the source, while others would consider the imposition of penalties (see 4.12.1). In contrast, the students appeared to adopt a more relaxed attitude. Nearly a third of the student respondents believed that not imposing any penalty was somewhat acceptable or acceptable in the questionnaire; four out of the eight student interviewees held the same view giving the justification that the case did not constitute

plagiarism attributable to the fact that the writer had attempted to make some changes and to acknowledge the source (see 4.12.1).

5.3.2 Written or Oral Warnings with No Mark Penalties

The report by Glendinning (2013) found that 38% of the teachers and 41% of the students would opt for verbal warning, while 48% of the students and 55% of the teachers would consider issuing a formal warning letter. However, the outcomes of this study did not support the previous research. As for case 1, less than a third of the teachers and over a third of the students found written/ oral warning with no mark penalty somewhat acceptable or acceptable. Nonetheless, for case 2, none of the teachers found the penalty acceptable, while a quarter of the students considered the penalty somewhat acceptable or acceptable. Similar findings could be observed in case 3, as no teacher accepted the penalty whereas only a minority of the students (12.5%) found it somewhat acceptable or acceptable. This might have been attributable to ambiguous institutional regulations on issuing warnings subsequent to the dismissal of the committee handling students' academic misconduct, as school departments were given greater autonomy when tackling the related issues.

5.3.3 Resubmission of Work With/ Without Mark Penalty and Only Mark Penalties

Little to no previous research had been conducted to investigate how teachers and students perceived the penalty of resubmission of work with no mark penalty. The current study found that all the teachers did not find the penalty acceptable for the three cases. Around 30% of the students found the penalty somewhat acceptable or acceptable for case 1 and case 2. Less than 15% of the students regarded the penalty as somewhat

acceptable or acceptable for case 3. Some possible explanations concerned fairness as indicated by the question raised by S4 in the student interview (see 4.12.3).

Similar to the preceding penalty, insufficient research had been carried out to examine teachers' and students' views on resubmission of work with mark penalties. The results of this study indicated that over a quarter of the teachers found the penalty somewhat acceptable or acceptable, whereas nearly two-fifths of the students held the same view for both case 1 and case 2. One unexpected finding was that a greater percentage of teachers (42.9%) compared to that of students (35%) regarded the penalty as somewhat acceptable or acceptable for case 3, despite concerns about administration, fairness, and doubts about originality of students' rewritten work raised by the teacher interviewees (see 4.12.3), which might have been attributable to most teachers' belief that education had to take precedence over punishment when they strove to educate the offender about the importance of maintaining academic integrity.

As for the imposition of only mark penalties for academic misconduct, very little was found in the literature on teachers' and students' perceptions. The vast majority of the teachers (85.7%) in this study found the penalty somewhat acceptable or acceptable for case 1, which was in line with the findings generated by the interview, as the teachers were able to give numerous reasons for imposing the punishment, including the writer's intention, the effort made, and the number of words rephrased. Nonetheless, less than a third of the students held the same view for the first case partly attributable to their uncertainty about case 1 being an instance of academic misconduct. Over half of the teachers and nearly two-fifths of the students regarded only mark penalties as somewhat acceptable or acceptable for case 2. The results somehow matched those observed in the

student interview, as the interviewees pointed out that missing citations and references would result in academic misconduct (see 4.12.3). As for case 3, compared to the percentage of teachers (14.3%), a significantly higher percentage of students (30.5%) found the penalty somewhat acceptable or acceptable. However, the student interview was unable to support the quantitative finding, as no interviewee found the penalty acceptable for case 3.

5.3.4 Zero Mark for the Assignment/ the Whole Module

As mentioned by Glendinning (2013), 85% of the teachers and 55% of the students would choose to give a zero to the assignment. Nonetheless, the results concerning case 1 and case 2 in this investigation were mostly different from the findings presented by Glendinning (2013). Nearly 30% of the teachers and less than one-fourth of the students considered giving a zero mark somewhat acceptable or acceptable for case 1. As to case 2, over half of the teachers and nearly 30% of the students regarded the penalty as somewhat acceptable or acceptable. Regarding case 3, the questionnaire findings of the teacher questionnaire were in agreement with the teacher interview, as over 70% of the teachers regarded the penalty as acceptable given the severity of the case. Over two-thirds of the students considered the penalty somewhat acceptable or acceptable; this result, however, did not seem to be consistent with the findings of the student interview, as only one out of the eight interviewees expressed his agreement with the penalty for case 3 (see 4.12.4).

As for failing the whole module, Glendinning (2013) showed that 57% of the teachers and 48% of the students would choose to fail the module or subject if plagiarism was found in students' assignments. However, the findings of this study did not support

the previous research. None of the teacher respondents found the penalty somewhat acceptable or acceptable for case 1 and case 2, probably due to the belief that education, rather than punishment, played a more important role in shaping students' moral values concerning academic integrity. Nonetheless, nearly 10% of the students and a fifth of the students regarded the penalty somewhat acceptable or acceptable for case 1 and case 2 respectively. Concerning case 3, a significant portion of the teachers (71.4%) considered the penalty unacceptable, or somewhat acceptable, and only two teacher interviewees opted for the penalty for case 3 depending on the number of offences (see 4.12.4). Moreover, nearly half of the students considered awarding a zero mark for the whole module somewhat acceptable or acceptable; this result, however, seemed to be inconsistent with the interview findings, as seven out of the eight interviewees would choose the penalty and the only interviewee not selecting it considered the punishment to be harsh (see 4.12.4).

5.3.5 School Suspension

The results of the report by Glendinning (2013) revealed that 19% of the teachers and 21% of the students selected suspension from the institution as the penalty for plagiarism in students' assignments. Similar to the findings of the aforementioned penalty, none of the teachers found the punishment somewhat acceptable or acceptable for case 1 and case 2, whereas a very small number (4.5%) of the students and less than 10% of the students found the penalty somewhat acceptable or acceptable for case 1 and case 2 respectively. As for case 3, the findings of this study were broadly in line with the results presented by Glendinning (2013), as a minority (14.3%) of the teachers and over a quarter of the students found the penalty somewhat acceptable or acceptable. The

outcomes might be contrary to the interview findings, as the majority of the teachers suggested that school suspension could only be considered provided that the student had committed the offence more than once and had received numerous advance warnings (see 4.12.5). As for the student interview, a noteworthy finding was that no interviewee expressed their support for the penalty (see 4.12.5).

5.4 Finding Three: Other Factors Influencing Teachers' and Students' Perceptions of Academic Integrity and Penalties for Students' Academic Misconduct

This part is to respond to the third research question: “To what extent do other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect perceptions of academic integrity and penalties for students' academic misconduct of teachers and students in a self-financing tertiary institution in Hong Kong?” by referring to the quantitative and the qualitative findings obtained from the questionnaires as well as the result generated from thematic analysis. Given insufficient prior research on the views of EAP teachers and students in self-financing institutions in Hong Kong, this section will refer to broader studies involving teaching staff and students across different disciplines in comprehensive universities in Hong Kong and overseas.

5.4.1 Influence of Gender on Teachers' and Students' Perceptions

Due to the teachers comprising a single gender (female) in this study, this part will chiefly focus on investigating the impacts of gender on students' perceptions of academic integrity and penalties for academic misconduct. Previous studies evaluating the influence of gender on students' perceptions of academic integrity observed inconsistent results. To illustrate, Szabo and Underwood (2004) suggested that male students expressed greater acceptance of and less apprehension concerning breaches of academic integrity (as cited in Hu & Lei, 2015). Such findings were confirmed by

Selwyn (2008) who concluded that more male than female students tended to report behaviour including copying a few sentences, copying most of an assignment, and downloading and submitting an entire essay from the Internet. However, the study by Hu and Lei (2015) did not identify any significant effects of gender on students' knowledge about inappropriate source use and acceptability of justifications for plagiarism.

Contrary to the previous studies, this study identified statistically significant relationships between gender and the moral acceptability of two reasons for plagiarism and those between gender and penalties for academic misconduct. Different from earlier findings, however, this study found that male students were more likely to regard a desire for better grades as a morally unacceptable justification for student plagiarism (see Table 15), even though all the eight interviewees, regardless of gender, agreed that the reason was not morally acceptable. In addition, it was confirmed that that more male than female students tended to consider peer influence to be a morally unacceptable reason for student plagiarism (see Table 16), which was in accordance with the interview findings of which the female interviewees believed the reason was rather common.

As for punishment for breaches of academic integrity, very little was found in the literature on the effects of gender on perceptions of penalties for academic misconduct. As for case 1, male students were more likely to find penalties including resubmission of work with some mark penalties and awarding a zero mark for the whole module unacceptable (see Table 17 and Table 18), even though two out of the five male students in the student interview believed the first penalty was appropriate for case 1 (see 4.12.3). Similarly, concerning case 2, a significantly higher percentage of male students regarded school suspension as an unacceptable penalty (see Table 19). Overall, the results of this

study indicated the impacts of gender on students' views on academic misconduct, as male students were more prone to find the two reasons for student plagiarism and the three penalties for case 1 and case 2 unacceptable.

5.4.2 Influence of Education Backgrounds and Disciplines on Teachers' and Students' Perceptions

Concerning the impacts of education backgrounds on teachers' perceptions of academic integrity, as mentioned in the literature review, Lei and Hu (2015) found that compared to teachers trained only in China, teachers who had studied overseas showed more comprehensive understanding of various kinds of source use and lower acceptability of inappropriate source use. Apart from evaluating the possible impacts of local and foreign education, this study also set out to examine the influence of further education training (i.e. doctoral studies) on teachers' perceptions of academic integrity and academic misconduct. Given the small sample size (i.e. 7) in the teacher questionnaire, this part will refer to qualitative findings generated from the teacher interview.

As for knowledge of academic integrity, even though most, if not all, teachers revealed that they had to teach themselves the concept (see 4.8.2), doctorate degree holders tended to be able to provide more details regarding ethical issues surrounding the case in point; for instance, some acknowledged the importance of students making mistakes as part of learning (see 4.8.3), while others highlighted the grey areas in the moral acceptability of external assistance offered by the English Language Centre involved in students' assignments (see 4.9.4). Another more prominent instance concerned case 1 in which two teachers without doctorate degrees would choose *not* to

take any action against the writer, whereas all the other teachers, including all the doctorate degree holders in the interview, would consider imposing penalties (see 4.12.1). The results were broadly in accordance with the previous study indicating teachers having received overseas education and/ or doctoral training demonstrated more profound understanding of academic integrity and its potential ethical issues; they also tended to have stricter requirements for the accurate use of sources.

As for the influence of education backgrounds on students' perceptions, a previous study by Selwyn (2008) highlighted that students achieving lower A-level results tended to report their own online plagiarism acts. Another study by Chien (2017) showed that low-achieving students tended to be unable to evaluate the impacts of academic misconduct on academic writing attributable to their lower English ability, even though high-achieving students, despite their ability, might demonstrate contradictions in their understanding and real-life actions. To investigate the impacts of education backgrounds on students' views, the MOI of their secondary education was taken into account. Even though no statistically significant relationship between MOI and students' perceptions was identified, some interview findings, despite the relatively small sample size, could be interpreted for comparison with those of the previous research.

Concerning the relationship between MOI and students' definitions of academic integrity, former CMI students might tend to offer more simplified explanations about the key term, while former EMI students were more likely to acknowledge the difficulty of defining it and reflect on their identity as a learner (see 4.8.1), which was partly in line with the results of the study by Chien (2017). This finding might also be supported by the fact that students, who had studied in CMI schools, appeared to be more certain about

their opinions on the percentages of copied text leading to plagiarism (see 4.9.1). The current study also demonstrated that former CMI students tended to have a greater acceptability of academic misconduct for small-scale projects (see 4.9.3); also, they pointed out that one of the causes of academic misconduct was the poor learning environment of the self-financing institution (see 4.11.1). Based on the findings, it could be concluded that former CMI students were prone to have more straightforward interpretations of academic integrity and penalties for academic misconduct, while former EMI students were likely to have more nuanced understanding of the concept and be more reflective, taking a wider range of factors into account when evaluating the reasons for students' academic misconduct.

As for the impacts of disciplines on students' perceptions of academic integrity, Hu and Lei (2015) identified the relationship between students' disciplines and their views on academic integrity, as they indicated that students of the soft disciplines were more capable of identifying inappropriate source use and they tended to regard laziness as a reason for academic misconduct when compared to their counterparts of the hard disciplines. Even though the current study was unable to compare students of the soft and the hard disciplines, it found that BBA (Bachelor of Business Administration) students were more likely to be neutral towards the act of copying a few sentences from a source without citations, while SCM (Supply Chain Management) students expressed more extreme opinions, as some tended to find the act morally acceptable or unacceptable (see Table 20). The finding was somewhat limited by the fact that only BBA students attended the focus group interview. In addition, given the small sample size and the similarity

between the two major programmes, the results concerning the different major programmes must be interpreted with caution.

Finally, in relation to the impacts of education backgrounds on teachers' and students' perceptions. The EAP teachers, who had received master's or even doctoral education, acknowledged the fact that the second-tier institution admitted lower-performing students (see 4.11.1), and the majority agreed that more guidance and training had to be provided to those violating rules regarding academic integrity (see 4.8.3). The teachers portrayed themselves as active providers of language training and ethics education. Most interviewees believed that "making mistakes" constituted part of the learning process; they also emphasised the importance of taking the offender's intention into account when making judgement about penalties for plagiarism (see 4.9.5). Despite the perceived importance of educating students about academic integrity, there was a lack of systematic and objective guidelines on handling student plagiarism (see 4.8.5).

In contrast, adopting a more passive role in teaching and learning, the student interviewees were of the opinion that teachers had greater power in interpreting academic integrity (see 4.8.3). Many also had doubts about plagiarism detection software, as they pointed out that its use was mainly dependent on the teacher. As a result, most regarded punishment and penalties as a more effective means for deterring academic dishonesty. Moreover, many student interviewees described how their peers solicited external help, for example, through social media platforms, with completing their assignments and achieving higher marks (see 4.11.4). They also strategically classified courses and assignments into different categories requiring various standards of academic integrity;

an example was that the assessment standards of projects were considered less strict than those of essays (see 4.9.3).

5.4.3 Impacts of Socio-Cultural Influences on Teachers' and Students' Perceptions

The possible impacts of socio-cultural influences on teachers' perceptions of academic integrity were explored by numerous previous studies. The research by Charubusp (2015) showed that only a minority of the teachers agreed that improper source use was attributed to differences in cultural values, whereas Lei and Hu (2015) suggested that the belief that Chinese culture allowed plagiarism might have to be interpreted cautiously. In contrast to earlier findings that focused on the relationship between cultural values, source use, and academic misconduct, this study somehow detected some other evidence for socio-cultural influences, as teachers' perceptions of reasons for students' academic misconduct were influenced by institutional culture and preconceptions about Hong Kong teenagers.

To illustrate, as shown in the group interview, the majority of the teachers believed that the lack of a college-level committee handling students' academic misconduct, in spite of greater flexibility, would lead to inconsistency and ambiguity (see 4.8.5), which seemed to be consistent with the research by Gullifer and Tyson (2010) which found that vague policy on academic integrity led to greater difficulty of handling cases involving academic misconduct faced by academics. Another interesting point to note concerning institutional culture was that those, who had all taught in the predecessor of the institution, highlighted the *lack* of learners' motivation to achieve better results in the EAP course by comparing them to former high-achieving A-level students (see 4.10.2), which demonstrated their reservations regarding the academic capabilities of

current students who were regarded as consumers purchasing the education services offered by the self-financing institution. As for preconceptions about local young people, one teacher described them as “Buddhist-style (*foxi* 佛系) youngsters” (a buzzword meaning someone who has a casual and calm mindset), associating Buddhism, China’s oldest foreign religion, with students’ attitudes towards learning (see 4.10.3).

As for the impacts of socio-cultural influences on students’ perceptions of academic integrity, prior studies presented inconsistent results on the relationship between cultural conceptions of authorship and academic misconduct. It was argued that rote learning and respect for authority were more prominent in China, resulting in students’ different interpretations of textual ownership (Chuah, 2010; Divan, Bowan, & Seabourne, 2015; Hu & Lei, 2012). In addition, second language (L2) learners tended to copy text to avoid producing substandard writing (Fawley, 2007; Charubusp, 2015). Nonetheless, some scholars held contradictory views arguing that textual attribution was expected in Chinese culture (Liu, 2005) and improper use of external sources was also observed in anglophone writers’ textual practices, so the phenomenon might not be culturally specific (Mott-Smith, 2013).

However, the results of the present study concerning academic misconduct did not seem to completely support the previous research, even though that one student did cite a widely known Chinese saying “天下文章一大抄” (“It is extremely common for writers to copy others’ writing”) that might be regarded as evidence for the impacts of socio-cultural influences. Another instance that might demonstrate the effects of socio-cultural influences, as suggested by three student interviewees, was the fact that *all* students, regardless of whether they had received EAP training, always had to

acknowledge the importance of showing originality in one's work to maintain academic integrity (see the quote of S5 in 4.12.4). In addition, contrary to the findings of the previous research, it appeared that both the teachers and the students in this study did not attribute academic misconduct to poor language proficiency; they focused more on the possible influences of other internal factors such as students' learning motivation, memory, and time management skills.

The teacher and the student interviewees reported diverse interpretations of the second-tier status of the private tertiary institution. The teacher interviewees suggested that lower-performing students admitted by the institution often had difficulty understanding academic referencing conventions, which might have been attributable to their prior education backgrounds (see 4.11.1), reluctance to comply with academic writing style (see 4.9.2), and poor learning attitudes (see 4.10.3). They also tended to compare their current students with those studying in the predecessor of the institution, in order to stress that the current ones demonstrated lower learning motivation (see 4.10.2).

On the other hand, most student interviewees proposed that referencing rules had been taught and emphasised in English for Academic Purposes lessons, so insufficient understanding of such rules could not be regarded as a morally acceptable reason for plagiarism (see 4.10.1). Instead of focusing on the difficulty of acknowledging external sources appropriately in their assignments, they mostly attributed plagiarism to a wider range of intrinsic factors, such as students' attempts to achieve better grades (see 4.10.2), short memory (see 4.10.4), and poor time management (see 4.10.5). Put simply, the teachers' and students' behaviour and identities might be governed by context-specific, rather than culturally specific, influences.

In addition, it was found that teacher authority, *rather than textual authority and the authorial voice*, might have greater impacts on students' perceptions, which partly corroborated the earlier studies on Chinese students' recognition of authority. To illustrate, as mentioned by some student interviewees, the teacher was the only power having the responsibility for checking students' work, identifying misconduct, and imposing penalties (see 4.8.3 & 4.11.3). In addition, the concept of socio-cultural influences could also be used to account for the effects of the learning culture of the self-financing institution on students, as a few interviewees pointed out that the vocation-oriented positioning and the poor study environment of the institution might make students attach less importance to academic integrity (see 4.11.1).

As for penalties for academic misconduct, the role of socio-cultural influences in influencing students' perceptions could be observed, even though the results might have been somewhat limited by the fact that it was based on one student's rationale behind expressing his views on the appropriateness of a penalty for case 3. The student mentioned the Chinese expression “不近乎人情” that means “unfeeling”. The expression *Bujinrenqing* 不近人情 first appeared in *Xiaoyaoyou* 逍遙遊 (*Free and Easy Wandering*) by Taoist philosopher Zhuangzi (369 BC-286 BC), meaning “being too remote from *state of affairs* (normally) experienced by humans” (Chong, 2016, p. 160). It could be concluded that the consideration about penalties for academic misconduct by the student might have been influenced by the classic expression. The key word is associated with the concept of humanity which has its roots in Taoism. Nevertheless, the students generally did not regard external sources as authoritative texts; therefore, academic

misconduct might not have been a result of Chinese students' cultural understanding of authorship and intellectual property.

5.5 Contributions and Implications of This Study

The research set out to investigate teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct in the EAP context in a self-financing tertiary institution in Hong Kong. Despite numerous prior studies undertaken to examine teaching staff and students' perceptions of academic integrity in Hong Kong and foreign countries, insufficient research was conducted to investigate those in self-financing tertiary institutions, which are growing in importance in the HE landscape in Hong Kong, as well as the stakeholders' views on appropriateness of penalties for students' acts breaching academic integrity. This current study adopting the mixed methods approach has provided deeper insights into factors governing teachers' and students' opinions on the issue by addressing the research questions.

First, the results reported in this chapter have shed new light on similarities and differences in teachers' and students' perceptions of the frequency of students' actions in EAP assessment by making reference to earlier studies (e.g. Charubusp, 2015; Glendinning, 2013; Kwong, et al., 2010; Wilkinson, 2009). Moreover, the present study has provided the first comprehensive assessment of the moral acceptability of students' actions in EAP assessment, pointing out there were wider discrepancies in teachers' and students' views on reasons for student plagiarism such as "students' desire for better grades" and "students' learning motivation", as the stakeholders in fact held paradoxical attitudes towards the justification demonstrating differences in their understanding.

Second, the research appeared to be the first study to compare students' actions of varying degrees as well as teachers' and students' perceptions of penalties. The quantitative data obtained in the first stage of the study laid the groundwork for the qualitative phase in which the interviewees provided more detailed explanations about choosing different types of penalties. The findings have made contributions to the current literature, as the study has provided a new understanding of teachers' and students' views on penalties such as "resubmission of work with no mark penalties", "resubmission of work with mark penalties", and "only mark penalties". To illustrate, teachers might prefer imposing only mark penalties due to concerns about fairness, while more students preferred resubmission of work with/ without mark penalties. This might generate more practical implications for feedback and assessment.

Third, the analysis of the quantitative and the qualitative data in this study has extended knowledge of how other factors such as gender, education backgrounds, disciplines, and socio-cultural influences affect teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct in a self-financing institution in Hong Kong. In the quantitative stage of the study, six statistically significant relationships between gender, major programmes, reasons for student plagiarism, and the acceptability of penalties for students' actions in EAP assessment were identified. In addition, qualitative findings generated from the qualitative stage of the research have contributed to the unabated debates about the effects of local/ overseas education, MOI of secondary education, and socio-cultural influences on the views of teachers and students, questioning the assumption about the relationship between Chinese

students' cultural understanding about textual authority and inappropriate textual practices.

The above findings responding to the research questions have significant implications for the understanding of how to bridge the existing gaps in knowledge concerning academic integrity and penalties for academic misconduct between teachers and students. Overall, this study highlights the need for examining the differences between teachers' and students' understanding of the reasons for students' academic misconduct, for instance, a desire for better grades and learners' motivation. In addition, the principal implication of this study is that more detailed guidelines about defining academic misconduct and imposing corresponding penalties have to be developed. Lastly, the impacts of the Internet on teaching and learning ought to be scrutinised to fully utilise online resources in improving pedagogical effectiveness.

To start with, the first implications are related to the importance to recognise the differences in teachers' and students' views on reasons for students' academic misconduct, one of which concerns a desire for better grades. The teacher participants in this study tended to believe that their current students lacked learning motivation, which resulted in their academic misconduct. Contrary to the teachers' views, the student interviewees suggested that some violated academic integrity in hopes of achieving better academic results and, if possible, transferring to other institutions. There is, therefore, a need for teachers to have more profound understanding of motivation and learning style of students of the self-financing tertiary institution to enhance the latter's knowledge of academic integrity in the EAP setting.

Apart from the importance of gaining greater insights into rationales behind students' behaviour of academic misconduct, the research adds to the body of literature that indicates the urgent need to clearly define academic misconduct and more importantly, increase the transparency of the system administering penalties for academic misconduct. Even though some information about plagiarism was provided in the student handbook offered by the college, as indicated by the majority of the teacher interviewees, there seemed to be a lack of distinctive guidelines on follow-up actions on students involved in academic misconduct for educational purposes rather than punishment. In addition, certain grey areas, such as ethical concerns about seeking external assistance during the completion of assignments, ought to be identified and addressed in discussions at the classroom, department, and institutional levels

External assistance could sometimes be sought through online channels. At the outset of the research, it was found that scholars (e.g. Glendinning, 2013; McCabe, 2016) held conflicting views on the impacts of the Internet on students' academic misconduct. Two teacher participants stated that some students found information on websites offering students' essays. Some students acknowledged easy access to information on the Internet, but they also pointed out that online resources assisted in enhancing their understanding of academic referencing conventions. A few student participants also made comments on online ghostwriters and essay mills on social media, which was not mentioned by the teachers. These findings have provided a basis for teachers and students to rethink the part played by the Internet in facilitating teaching and learning activities in the EAP classroom.

5.6 Limitations of the Study

The findings of this thesis are limited by a number of methodological concerns regarding the sample size, sampling populations, exclusivity of participants and the institution, inconvenient timing, and possibility of the influence of social desirability bias on the research.

5.6.1 Sample Size

Despite the relatively high teacher and student response rates, there were difficulties concerning the recruitment of student respondents. The sample size was smaller than what had been expected at the outset of the research. To illustrate, given that there were only seven teacher respondents, the Fisher's exact test instead of the Chi-square test had to be adopted to identify any statistically significant relationship. In addition, out of the 270 student questionnaires received, only 200 questionnaires were valid. Some invalid questionnaires included missing answers to questions related to demographic information and Likert-scale questions. Future research would benefit from the inclusion of a larger sample size and the improvement in the design of the questionnaire to elicit more valid responses and to enable a greater range of statistical analyses.

5.6.2 Sampling Populations

The second limitation concerns sampling populations. As for the teacher participants, given that they were all female, the research might not have successfully accounted for possible impacts of gender on their views on academic integrity and penalties for academic misconduct. Likewise, regarding the student participants in the focus group interview, there was a gender imbalance (i.e. three female students and five

male students) due to limited availability of potential participants. Concerning previous education backgrounds, only two out of the eight interviewees had studied in CMI schools previously, so it was not feasible to effectively compare the views of students who had studied in CMI and EMI schools. In addition, the research initially aimed to compare views of students from various academic programmes and education backgrounds in greater depth. Even though there was a statistically significant relationship between students' major programmes and the moral acceptability of copying a few sentences from a source without citations, only students from the BBA programme showed their willingness to attend the follow-up interview. Also, the business-orientated positioning of the institution meant that it was not possible to conduct a study comparing students across disciplines of different types.

5.6.3 Exclusivity of Participants and the Institution

This study initially targeted at the inclusion of students from various academic programmes. Eventually, only students enrolling on the BBA programme were available for the interview. In addition, as mentioned earlier, the institution where the research was conducted put a considerable emphasis on business-related subjects. As a result, BBA and SCM might appear to be similar programmes pertinent to business, despite the fact that they belonged to different schools. In other words, the findings generated from this study might only be applicable to small-scale private tertiary institutions but not generalisable to students majoring in a wider range of programmes in other tertiary institutions, especially UGC-funded (University Grants Committee-funded) comprehensive research universities, in Hong Kong.

5.6.4 Inconvenient Timing

In addition to issues concerning sampling and the position of the institution where the research was conducted, the timing might not have been the most convenient. The research was conducted in the last few weeks of the semester during which some students and teachers might have been respectively occupied with preparation for and marking of examinations and papers. Ideally, the research would have been conducted after the add-drop period in week two, as both teachers and students were likely to be less busy and more importantly, have better retention of the English for Academic Purposes course in the preceding semester. This delay was the result of the researcher completing the literature review and the methodology chapters before the commencement of the research. The researcher had to eventually conduct the focus group interviews after the end of and not during the semester, which might have affected some potential participants' willingness to attend the follow-up sessions.

5.6.5 Possibility of the Influence of Social Desirability Bias on the Research

Given the sensitive nature of the research topic, several attempts, for instance, the use of indirect questioning requiring students to discuss their peers', rather than their own, behaviour, were made to obtain as many honest answers as possible. However, there were still risks that they might have been biased when expressing their views in order to appear socially acceptable, especially when they were asked about their perceived moral acceptability of various actions. The form of the focus group interview was also likely to lead to the manipulation of the truth to fulfil others' expectations (Breen, 2006), possibly resulting in the interviewees not describing actual behaviour.

Similarly, the teacher participants were susceptible to social desirability and self-report bias when asked about their moral acceptability of students' acts and more

importantly, actual ways of handling students' academic misconduct, since other factors not directly related to the teaching of academic integrity, such as concerns about the exposure of imperfections in their teaching practices (Sutherland-Smith, 2003), apprehension about poor student course evaluation (Zwagerman, 2008), and worries about an extra workload (Sutherland-Smith, 2003), which were hardly discussed in the interview, might also have affected their real-life behaviour and their responses to potentially more sensitive questions regarding treatment of misconduct cases of their own students.

5.7 Recommendations for Future Research and Practice

5.7.1 Sample Size and Sampling Populations

This research has managed to identify some room for future research. Nonetheless, given the limited sample size and sampling populations of this study, there is a need for future research to investigate a larger sample size and if possible, a more diverse range of sampling populations to increase its generalisability. To illustrate, given the larger number of mainland Chinese students completing their undergraduate education in Hong Kong in the past decade (Vyas & Yu, 2018), a comparison between local Hong Kong and mainland Chinese students' perceptions of academic integrity and penalties for academic misconduct can be drawn to better understand different learning needs of undergraduate students of varied education backgrounds. In addition, a further research investigating L2 learners of different English abilities can also be conducted to identify any relationship between one's English proficiency and their moral acceptability of academic misconduct.

5.7.2 Selection of Participants and Duration of the Research

One of the ways to increase the scope of the sampling populations may be conducting the research at a comprehensive university where programmes of different natures are offered. For instance, large-scale studies scrutinising the views of students from different faculties, such as the Faculty of Arts and the Faculty of Science, could possibly generate more discipline-specific implications for EAP teachers to achieve learning outcomes of students of different scopes of study more successfully. Similarly, a study involving teachers offering different discipline-specific EAP training can help shed light on their diverse views and teaching strategies. Also, as some students believed there were differences in views of students in UGC-funded universities and private tertiary institutions, future research could involve a cross-institutional study. Lastly, some student interviewees mentioned the changes in their perceptions of academic integrity over the course of study, so it is worth conducting longitudinal studies to investigate students' developmental trajectory in understanding academic integrity and their actual behaviour in academia.

5.7.3 Data Collection

Despite the mixed methods approach collecting both quantitative and qualitative data adopted by the study, there was still a possibility of social desirability bias affecting teachers' and students' views when responding to ethically sensitive questions. Further research can collect a richer variety of data to verify some explanations proposed earlier to justify the empirical results. Specifically, to explore participants' decision-making process concerning moral acceptability of actions in EAP assessment, their writing and marking samples can be collected and analysed in order to acquire a more comprehensive

understanding of their perceptions and real-life behaviour, which could possibly reduce certain influences of social desirability bias on the research.

5.7.4 Practical Implications for Students

The study described in this work has identified a number of gaps in the ways in which teachers and students understand academic integrity differently. Given the practical orientation of this research, it is hoped that such gaps can be acknowledged and addressed within the target community to enhance the effectiveness of EAP teaching and learning. To begin with, the student respondents suggested that academic dishonesty was attributable to factors, namely poor time management and short memory, which were not necessarily related to subject knowledge, motivation, and difficulties regarding strict adherence to referencing rules. To better allocate time and manage end-of-term assignments, students should consider adopting the process writing approach over the course of the semester. This approach stresses the writing cycle including planning, translating and revising, and self-reflection and evaluation, which can potentially increase students' ownership of their compositions throughout the writing process (Graham & Perin, 2007). This allows students to uphold the academic values of honesty and originality in a more rigorous manner.

Furthermore, when adopting the process writing approach, students should keep their multi-draft portfolios. Such portfolios enable both teachers and students to evaluate progress in areas ranging from grammatical accuracy to reasoning related to course objectives and outcomes in summative assessment (Romova & Andrew, 2011).

Alongside students' original writing, there ought to be organised portfolios of the original texts of various references for close comparison between their writing and external

sources. This can possibly avoid students copying external texts directly as they can analyse their paraphrases and summaries with the originals systematically, thus enabling them to meet exacting standards of academic integrity more easily. Online resources, which include grammar checkers and plagiarism detection software, can be utilised more completely to help students perform a more direct, pivotal role in maintaining academic integrity, instead of having such dependence on teachers to detect academic dishonesty. For instance, before the formal submission of the assignment, students can utilise the ‘self-check’ function of the plagiarism detection database to see if their work has instances of copied texts, and then they can examine if the texts are referenced appropriately. This can prevent academic misconduct and more importantly, assist students in establishing credibility and reliability in their writing by observing referencing conventions more strictly.

To help increase the credibility and reliability of students’ writing, a student-led approach already developed on the basis of this thesis involves the inclusion of assignment checklists for students to critically assess their writing and increase ownership of their work (see appendix P for an example of the assignment checklist). Students should also acquaint themselves with referencing conventions to enhance their evaluative judgement when proofreading and editing their work. In the future, such checklists could be developed with reference to student discussions on the agreed core values of academic integrity, in order to increase their involvement in the formulation and/ or the interpretation of the policy of academic integrity.

5.7.5 Pedagogical Recommendations for Teachers

As for teachers, the gaps in the differences in teachers' and students' understanding regarding academic integrity could be bridged by holding more frequent and transparent discussions about definitions of academic integrity and practices of academic misconduct between teachers and students. In the hope of increasing students' active engagement with academic integrity, their teachers should be encouraged to draw upon samples of academic writing that raise questions regarding their honesty, credibility, reliability, and/or originality. To illustrate, teachers can analyse authentic writing samples extracted from former students' essays in class to increase learners' familiarity with assessment criteria. Teachers should also initiate an increased number of conversations concerning the treatment of academic dishonesty. This can probably raise students' awareness of the epistemic and ethical consequences of academic misconduct.

Apart from the number of discussions within their programmes regarding the core values of academic integrity, EAP teachers should periodically review assessment formats and criteria to address the possible issues caused by ghostwriting. For instance, instead of relying heavily on take-home essays as major assessments to evaluate students' performance, teachers should carefully scaffold *in-class* writing tasks, which can include elements of self-assessment and peer-assessment, to increase students' familiarity with various strategies of referencing sources and integrating external research into their writing. This can not only help teachers to monitor their students' progress throughout the writing course more closely, but it can also urge students to recognise the importance of maintaining academic integrity more fully.

5.7.6 Suggestions for University Administrators and Senior Management in HE

As reflected by both teachers and students in the research, the lack of well-established and objective guidelines led to the often-inconsistent treatment of student academic misconduct. In view of the above, conclusions drawn from the classroom discussions between EAP teachers and students can form the basis of regular revisions to the university policy on academic integrity, so as to tackle the emergence of new academic misconduct more effectively. This can also be accomplished by a committee and/ or a system dedicated to tackling issues related to academic integrity. Beyond the EAP classroom, such issues can be more broadly discussed at the institutional level through events and seminars held by organisations such as the Centre for Teaching and Learning of the private tertiary institution.

In the long term, the Centres for Teaching and Learning of various institutions, both publicly funded and self-financing, can raise and discuss specific and particular instances of academic misconduct and learn about effective measures of maintaining academic integrity from other institutions. The research indicated that the self-financing positioning of the institution had significant contextual impacts on the respondents' perceptions of academic integrity. Consequently, a similar study can be conducted in both publicly funded and private institutions to examine whether teachers' and students' views are similar, or whether there are other context-specific factors that would result in discrepancies in their opinions. This can add to the depth of the current discussion regarding academic integrity in the local and international HE landscapes.

5.8 Concluding Remarks

This final chapter presented the findings for each of the research questions posed in this research project. It offered a close examination of and a direct comparison

between teachers' and students' perceptions of academic integrity and penalties for students' academic misconduct. The quantitative data obtained from the questionnaires laid the foundation of the research, complemented by qualitative findings generated from the focus group interviews. Apart from literature support based on related studies, descriptive statistics, results of the Chi-square test as well as thematic analysis produced findings that would prove useful in expanding understanding of how teachers and students in a self-financing tertiary institution view academic integrity in the EAP context in Hong Kong.

This thesis has provided deeper insights into similarities and differences in teachers' and students' perceptions of the frequency and the moral acceptability of students' actions in EAP assessment. Another contribution of this study has been to understand how teachers and students perceive the suitability of different penalties for students' actions in EAP assessment. In addition, through close analysis of questionnaire and interview findings, factors not necessarily pertinent to the classroom setting were examined to assess their impacts on teachers' and students' views. This new understanding should help derive practical implications for students, teachers, and members of school management to understand justifications governing students' actions, devise more systematic guidelines on definitions of academic integrity and treatment of student academic misconduct, and reassess the role performed by the Internet in EAP teaching and learning.

The generalisability of the above results is subject to certain limitations. For instance, the scope of this study was narrow in terms of the relatively small sample size and limited sampling populations, as only female EAP teachers and students from two

major programmes participated in the research. As a result, the current study might have only generated results specific to the self-financing institution, but not other tertiary institutions in Hong Kong. Other weaknesses include inconvenient timing and the possible impacts caused by social desirability, possibly leading to lower willingness of potential respondents and weaker credibility of participants, which might have potentially affected the findings of this study.

The results of this research have a number of significant implications for future practice. Further investigation is required to determine whether the results might be applicable to a larger sample size across a wider range of disciplines. More broadly, this study has thrown up many questions in need of more in-depth analysis, such as the relationships between academic integrity, local Hong Kong and mainland Chinese students' perceptions, and L2 learners' language proficiency. Studies on a larger scale involving self-financing and UGC-funded institutions as well as students in different years of study could be carried to fully understand the perceptions of teachers and students from various backgrounds. Future research involving a more extensive range of data including teachers' marking samples and students' writing samples could be examined more closely to identify the links between teachers' and students' perceptions and their actual textual practices. A more student-centred approach, more candid discussions, and closer collaboration between students, teachers, and decision-makers, can be adopted to further bridge the gaps in the understanding of academic integrity among the stakeholders in the EAP classroom.

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APPENDICES

Appendix A: Teacher Questionnaire

Teacher Questionnaire

Please read the following items and put a tick (✓) next to each statement that corresponds to your response.

Part 1: Personal Information

1. Are you male or female?

Male Female

2. Which age range do you belong to?

<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41-50	<input type="checkbox"/> 51-60	<input type="checkbox"/> 61-70
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3. How many years of teaching experience (including this year) do you have?

<input type="checkbox"/> <5 years	<input type="checkbox"/> 5-10 years	<input type="checkbox"/> 11-15 years	<input type="checkbox"/> 16-20 years	<input type="checkbox"/> > 20 years
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4. Where did you complete your degrees?

Degree	Hong Kong	Overseas (Please specify)
Bachelor's degree		
Master's degree		
Doctorate degree		

5. When and through which channel did you first learn about 'academic integrity'?

Part 2: Questions

6. How often do you think your students have done the following in their English for Academic Purposes assessment?

	Never	Rarely	Sometimes	Very often	Always
1. Copying a few sentences from a source without citations					
2. Copying most of an assignment from different sources					
3. Downloading an entire essay from the Internet and submitting it as their own work					

4. Making up facts and/ or figures for an essay					
5. Paying someone to write an essay or copying someone else's whole essay and submitting it as their own work					

Please feel free to justify your answers to question 6 and/ or provide other comments:

7. To what extent is each of the following actions morally acceptable?

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. Copying a few sentences from a source without citations					
2. Copying most of an assignment from different sources					
3. Downloading an entire essay from the Internet and submitting it as their own work					
4. Making up facts and/ or figures for an essay					
5. Paying someone to write an essay or copying someone else's whole essay and submitting it as their own work					

Please feel free to justify your answers to question 7 and/ or provide other comments:

8. To what extent is each of the following a morally acceptable reason for student plagiarism?

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. Limited understanding of referencing style					
2. Limited language proficiency					
3. Limited awareness of academic integrity					
4. Easy access to materials on the Internet					
5. Time management issues					
6. Desire for better grades					
7. Peer influence					
8. Low chance of being caught					
9. Light penalties					
10. Difficulty of assessment tasks					

Please feel free to justify your answers to question 8 and/ or provide other comments:

9. How acceptable are the penalties for the following three cases in English for Academic Purposes assessment?

Case 1: Including text from another source, changing a few words, and providing a citation

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. No penalty or warning					
2. Written/ oral warning with no mark penalty					
3. Resubmission of work with no mark penalty					
4. Resubmission of work with some mark penalties					
5. Only mark penalties					
6. Zero mark for the assignment					
7. Zero mark for the whole module					
8. School suspension					

Please feel free to justify your answers to question 9 case 1 and/ or provide other comments:

Case 2: Copying and pasting some text from a source WITHOUT enclosing it in quotation marks and WITHOUT providing a citation

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. No penalty or warning					
2. Written/ oral warning with no mark penalty					
3. Resubmission of work with no mark penalty					
4. Resubmission of work with some mark penalties					
5. Only mark penalties					
6. Zero mark for the assignment					
7. Zero mark for the whole module					
8. School suspension					

Please feel free to justify your answers to question 9 case 2 and/ or provide other comments:

Case 3: Claiming the whole work written by another person as one's own

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. No penalty or warning					
2. Written/ oral warning with no mark penalty					
3. Resubmission of work with no mark penalty					
4. Resubmission of work with some mark penalties					
5. Only mark penalties					
6. Zero mark for the assignment					
7. Zero mark for the whole module					
8. School suspension					

Please feel free to justify your answers to question 9 case 3 and/ or provide other comments:

10. Do you have any other thoughts about academic integrity?

- The End -
Thanks for your help!

Appendix B: Student Questionnaire

Student Questionnaire

Please read the following items and put a tick (✓) next to each statement that corresponds to your response.

Part 1: Personal Information

Name: _____ Student ID: _____

1. Are you male or female?

Male Female

2. Age: _____ years old

3. Major & Year: _____ (Year _____)

4. Where did you complete your education?

	Hong Kong (EMI - English Medium Instruction school)	Hong Kong (CMI - Chinese Medium Instruction school)	Mainland China (EMI - English Medium Instruction school)	Mainland China (CMI - Chinese Medium Instruction school)	Overseas (Please specify)
Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

5. When and through which channel did you first learn about 'academic integrity' (學術誠信)?

Part 2: Questions

6. How often do you think your peers have done the following in their English for Academic Purposes assessment?

	Never	Rarely	Sometimes	Very often	Always
1. Copying a few sentences from a source without citations					
2. Copying most of an assignment from different sources					
3. Downloading an entire essay from the Internet and submitting it as their own work					
4. Making up facts and/ or figures for an essay					

5. Paying someone to write an essay or copying someone else's whole essay and submitting it as their own work					
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Please feel free to justify your answers to question 6 and/ or provide other comments:

7. To what extent is each of the following actions morally acceptable (道德上可接受的)?

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. Copying a few sentences from a source without citations					
2. Copying most of an assignment from different sources					
3. Downloading an entire essay from the Internet and submitting it as their own work					
4. Making up facts and/ or figures for an essay					
5. Paying someone to write an essay or copying someone else's whole essay and submitting it as their own work					

Please feel free to justify your answers to question 7 and/ or provide other comments:

8. To what extent is each of the following a morally acceptable reason for student plagiarism?

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. Limited understanding of referencing style					
2. Limited language proficiency					
3. Limited awareness of academic integrity					
4. Easy access to materials on the Internet					
5. Time management issues					
6. Desire for better grades					
7. Peer influence					
8. Low chance of being caught					
9. Light penalties					
10. Difficulty of assessment tasks					

Please feel free to justify your answers to question 8 and/ or provide other comments:

9. How acceptable are the penalties for the following three cases in English for Academic Purposes assessment?

Case 1: Including text from another source, changing a few words, and providing a citation

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. No penalty or warning					
2. Written/ oral warning with no mark penalty					
3. Resubmission of work with no mark penalty					
4. Resubmission of work with some mark penalties					
5. Only mark penalties					
6. Zero mark for the assignment					
7. Zero mark for the whole module					
8. School suspension					

Please feel free to justify your answers to question 9 case 1 and/ or provide other comments:

Case 2: Copying and pasting some text from a source WITHOUT enclosing it in quotation marks and WITHOUT providing a citation

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. No penalty or warning					
2. Written/ oral warning with no mark penalty					
3. Resubmission of work with no mark penalty					
4. Resubmission of work with some mark penalties					
5. Only mark penalties					
6. Zero mark for the assignment					
7. Zero mark for the whole module					
8. School suspension					

Please feel free to justify your answers to question 9 case 2 and/ or provide other comments:

Case 3: Claiming the whole work written by another person as one's own

	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
1. No penalty or warning					
2. Written/ oral warning with no mark penalty					
3. Resubmission of work with no mark penalty					
4. Resubmission of work with some mark penalties					
5. Only mark penalties					
6. Zero mark for the assignment					
7. Zero mark for the whole module					
8. School suspension					

Please feel free to justify your answers to question 9 case 3 and/ or provide other comments:

10. Do you have any other thoughts about academic integrity?

- The End -

Thanks for your help!

Appendix C: Interview Questions (Teacher Focus Group)

Part 1: Questions

1. When and where did you first hear about ‘academic integrity’?
2. Do you know any actions of your students violating academic integrity in their English for Academic Purposes assessment?
3. Is copying a few sentences from a source without citations common among your students? Is it morally acceptable?
4. Is copying most of an assignment from different sources common among your students?
5. Is making up facts and/ or figures for an essay common among your students?
6. Why do you think students violate academic integrity? Do you find some reasons (e.g. limited language proficiency, low chance of being caught, & light penalties) morally acceptable?
7. Do you know any existing penalties for violations of academic integrity? Are they appropriate? Why?

Part 2: Performance task - Scenario Questions

Interviewees will have to answer questions based on the cases below:

Case 1	Including text from another source, changing a few words, and providing a citation
Case 2	Copying and pasting some text from a source <i>without</i> enclosing it in quotation marks and <i>without</i> providing a citation
Case 3	Claiming the whole work written by another person as one’s own

- Does the case violate academic integrity? Why?
- If the case violates academic integrity, would you take any action against this student? Why?

Appendix D: Interview Questions (Student Focus Group)

Part 1: Questions

1. When and where did you first hear about ‘academic integrity’?
2. Do you know any actions of your peers violating academic integrity in their English for Academic Purposes assessment?
3. Is copying a few sentences from a source without citations common among your peers? Is it morally acceptable?
4. Is making up facts and/ or figures for an essay common among your peers? Is it morally acceptable?
5. Why do you think students violate academic integrity? Do you find some reasons (e.g. desire for better grades, limited understanding of referencing style, easy access to materials on the Internet, low chance of being caught, & peer influence) morally acceptable?
6. Do you know any existing penalties for violations of academic integrity? Are they appropriate? Why?

Part 2: Performance task - Scenario Questions

Interviewees will have to answer the following questions based on the cases below:

Case 1	Including text from another source, changing a few words, and providing a citation
Case 2	Copying and pasting some text from a source WITHOUT enclosing it in quotation marks and WITHOUT providing a citation
Case 3	Claiming the whole work written by another person as one’s own

- Does the case violate academic integrity? Why?
- If the case violates academic integrity, what action would you take? Why?

Appendix E: Information Sheet

Information Sheet

Research Title: *Tertiary Teachers' and Students' Perceptions of Academic Integrity in the EAP (English for Academic Purposes) Context in Hong Kong: An Explanatory Case Study*

1. What is the research about?
The proposed study attempts to evaluate tertiary teachers' and students' perceptions of academic integrity in the EAP (English for Academic Purposes) context in a private college in Hong Kong through presenting a case study.
2. Who is carrying out the study?
The study is conducted by Ms Joyce Lee from the Department of English, XXX College.
3. What does the study involve?
There are two stages to the study:
 - i. Stage one involves a paper-based questionnaire about your views on academic integrity.
 - ii. Stage two involves participants being interviewed about their experiences and opinions concerning academic integrity.
4. How much time will the study take?
It will take around 15 minutes to complete the questionnaire. If you wish to take part in the interview, it will at most take one and a half hours.
5. Can I withdraw from the study?
Participation in this study is completely voluntary. You may choose not to take part or subsequently cease participation at any time.
6. Will anyone else know the result?
All study results will be kept in strict confidence. Only the researcher will have access to all the questionnaires collected and the audiotaped interviews. Results may be presented at academic conferences and published in journals. If any individual data is presented, it will be totally anonymous and individual participants will not be personally identified.
7. Will the study benefit me?
The process of partaking in the questionnaire and the interview may enrich your understanding of academic integrity that you may not have considered before.
8. Can I tell others about the study?
Yes.

9. What do I do if I wish to obtain more information?

If you would like to know more at any stage of the research study, please contact Ms Joyce Lee: jl15858@bristol.ac.uk (Tel: +852 39635573).

10. What if I have a complaint or concerns?

If you have any complaints or concerns regarding any ethical aspect of this research study, you may contact Ms Wan Ching Yee (e-mail: Wan.Yee@bristol.ac.uk) of the University of Bristol School of Education Ethics Committee. Any complaint made will be treated confidentially and investigated fully, and you will be notified of the result.

You may keep this information sheet. Thank you for your time and interest.

Yours sincerely,
Joyce Lee, Lecturer, XXX College

Appendix F: Informed Consent Form

Informed Consent Form

Title: *Tertiary Teachers' and Students' Perceptions of Academic Integrity in the EAP (English for Academic Purposes) Context in Hong Kong: An Explanatory Case Study*
Researcher: Joyce Lee (e-mail: j115858@bristol.ac.uk)

The research aims to investigate tertiary teachers' and students' views towards academic integrity in the EAP context in Hong Kong.

Thank you for your interest in partaking in this research. Before you agree to participate, if you have any questions about the research, please ask the researcher before you decide to join it.

Participant's Statement:

I agree that:

- I have read the notes written above and understand what the research involves.
- I understand that if I decide anytime that I no longer wish to take part in this research, I can notify the researcher and withdraw immediately.
- I agree to the processing of my personal information for the purposes of this research.
- I understand that my information will be regarded as strictly confidential and handled in accordance with the Personal Data (Privacy) Ordinance.
- I agree that the research above has been explained to me to my satisfaction and I agree to participate in this study.
- I understand that my participation may be tape-recorded and I agree to the use of this material as part of the research.
- I understand that I will be given a pseudonym in the transcript and the presentation of research findings.
- I understand that I will have the chance to review and revise any interview transcript and/ or data analysis.
- I agree to be contacted in the future by the researcher who would like to invite me to participate in follow-up studies.

Please tick the following box if you are interested in attending a follow-up interview (which will last for around 60 minutes) later in the semester, after which you will be awarded a Wellcome supermarket \$100 shopping voucher.

I am interested in attending the follow-up interview.

Participant's signature: _____ Date: _____

Appendix G: Interview Protocol

General Instructions

My name is Joyce Lee, Lecturer from the Department of English. Thank you very much for attending the interview. This interview is divided into two parts and will take about an hour. The first part is a free discussion, in which I will ask you some questions about academic integrity and penalties for academic misconduct. You can say you think and how you feel, as there is no right or wrong answer to every question. The second part is a short task with some scenario questions for you and you can again say what you think.

Recorder Instructions

If the arrangement is fine with you, I will start recording our conversation. This is to get every detail for easy reference during data analysis. You can rest assured that everything you say will remain anonymous and confidential. All the notes and audio files will be kept in password-protected folders for up to seven years.

Consent Form Instructions

Before we proceed, please take a few minutes reading this consent form.

(The researcher passes the consent form to each participant.)

(Only after all the forms are collected can the researcher switch on the recorder.)

Interview Instructions

(The researcher starts the interview.)

Unless otherwise specified, I am asking you about your views on academic integrity and penalties for academic misconduct. I want to hear your opinions and you are free to say anything about the topic. If you wish to exit the discussion anytime, please let me know.

(The researcher ends the interview.)

Thank you so much for your time. I hope you enjoyed the discussion today. The information will only be used for research purposes and all your information will be kept in strict confidence.

Appendix H: GSoE Research Ethics Form

Name(s): Lee Joyce Lok Hin

Proposed research project: Tertiary Teachers' and Students' Perceptions of Academic Integrity in the EAP (English for Academic Purposes) Context in Hong Kong: An Explanatory Case Study

Proposed funder(s): NA

Discussant for the ethics meeting: Dorothy Chow

Name of supervisor: Prof. Bruce Macfarlane

Has your supervisor seen this submitted draft of your ethics application? Y/N

Please include an outline of the project or append a short (1 page) summary:

The proposed study attempts to evaluate tertiary teachers' and students' perceptions of academic integrity in the EAP (English for Academic Purposes) context in a private college in Hong Kong through presenting an explanatory case study. The prevalent use of the Internet in both teaching and learning and massification of higher education have triggered increasing concerns about academic integrity, resulting in the use of anti-plagiarism software in a number of tertiary institutions to ensure that students follow principles of professional academic conduct. However, academic integrity emerges as a highly complex issue given its multiple interpretations, especially in the crossover between Western and Chinese education systems whose individual cultural backgrounds are significantly different. In Hong Kong, the concept of academic integrity may be more strongly emphasised in EAP courses encompassing features of academic writing, paraphrasing, summarising and referencing strategies. Despite the perceived concerns about academic integrity, there seems to be little research conducted to investigate teachers' and students' perceptions of academic integrity in the EAP context. In view of the above research gap, the proposed study aims to examine teachers' and students' views on academic integrity and penalties for non-compliance by adopting a two-phase explanatory mixed method design incorporating quantitative surveys and qualitative focus group interviews. The use of questionnaires in the first stage of the study may enable categorisation and comparison to be conducted easily and objectively through standardised questions. The results generated from the questionnaires will be conducive to designing questions and a performance task for focus group interviews in the second stage. Through comparing teachers' and students' views on academic integrity, the study strives to derive practical pedagogical implications for EAP teachers to improve future teaching practices.

Ethical issues discussed and decisions taken (see list of prompts overleaf):

1) Researcher Access/ Exit

All full-time teachers teaching a second-year English business communication course who also taught the EAP course in the second semester of the previous academic year will be invited by e-mail to participate in the paper-based survey and the focus group interview. This group of teachers is selected because they will also help the researcher distribute paper-based surveys to students who completed the compulsory EAP course, a

prerequisite for the business communication course. Part-time teachers and some full-time teachers not teaching the business communication course are excluded because they might be facing a different student population.

Students taking the business communication course are chosen because they have just completed the EAP course; therefore, they may have better retentive memories of the previous course. Student participants who are mostly year 2 university students are adults over 18 years old and thus parental consent is not required. Also, given the large sample size, stratified random sampling will be adopted by selecting a proportional representation of students studying various major programmes to ensure that the resulting sample of students represents the general student population. Depending on the number of student respondents, the researcher will select target students based on various stratifying criteria to invite them to participate in focus group interviews, totaling approximately 20 students. To ensure objectivity, the researcher will exclude those who took her EAP course in the previous year.

Before establishing contacts with any participants, the researcher will first seek approval from the Department of English and the College Research Committee.

2) Information Given to Participants

Once potential participants have expressed interest in participating in the study, the researcher will provide brief background information about the proposed research and answer any related enquiries. The researcher will also point out that demographic information such as age groups, years of teaching/ study, educational backgrounds and disciplines collected will not constitute personally identifiable information.

The researcher will also provide teacher participants with background information and contact details of the researcher. They are then expected to offer interested student participants the information about the research when distributing paper-based surveys to interested students in class.

3) Participants' Right of Withdrawal

Both e-mail invitations and consent forms will indicate that research participants have the right to refuse to participate at any point of the study without penalty if they wish. Even though there are no known personal, physical or emotional risks to participants' well-being by taking part in this study, there may still be a chance that participants may express negative feelings, such as embarrassment or frustration, when describing their experiences concerning academic integrity given the potentially sensitive nature of the topic. In case the participants do not feel physically and/ or psychologically comfortable, they may withdraw anytime if they wish. They are also entitled to request removal of any aspects of the questionnaires or the transcripts of the interviews if they perceive the information not favourable to their well-being.

4) Informed Consent

Participants will be well informed of the researcher's name and descriptor, the title and topic of the research and contact details for further information as indicated on consent forms. Also, the researcher will explain the research aims and objectives to teacher participants and the latter will also pass the information to potential student participants in class. Participants will also be informed of data collection methods, potential follow-up studies, data protection for confidentiality, the potential risks of taking part in the research, and their right of withdrawal.

5) Complaints Procedure

Complaint channels will be offered in both e-mail invitations and consent forms and participants may contact the University of Bristol School of Education Ethics Committee concerning any issues relevant to the research.

6) Safety and Well-being of Participants

In case participants do not feel comfortable physically and/or mentally during the research study, the researcher will strive to offer as much help as possible. The researcher will also keep contacts of the school's social worker and the closest clinic in advance to best tackle circumstances concerning safety and well-being of participants.

7) Confidentiality

Even though respondents' identities are known to the researcher, their information is protected from public exposure. For instance, instead of identifying the organisation where the research takes place, a general description such as 'a private tertiary college in Hong Kong' is used. Both teacher and student participants' names are required for the questionnaires in order to facilitate the second qualitative stage of the study. To address possible concerns about confidentiality, special codes will be used during data collection so no names or other personally identifiable information will exist even in the researcher's files.

8) Data Collection & Data Analysis

When collecting data, the researcher will make audio recordings through a password-protected phone and an audio recorder that will be stored in a locked drawer. Nonetheless, there is still a possibility that either or both devices are stolen or lost; nonetheless, there is little risk to participants as their names will not be mentioned in the recordings, as only pseudonyms and special codes will be used in the recordings. The interviews will be conducted during the first few weeks of the second semester of 2017-2018 during which participants' workloads are less heavy. Also, participants will be interviewed at locations convenient to them on campus as they may be more comfortable with the familiar surroundings.

As for data analysis, the questionnaires will be set carefully to avoid possible bias and misleading information. Concerning transcriptions of interviews conducted in Cantonese, another researcher who verifies and proofreads translation, for instance, will need to sign a confidentiality agreement. All the draft data will also be sent to participants for

checking interview transcriptions and validity of data analysis to improve reliability of the research.

9) Data Storage & Data Protection Act

The researcher will ensure that information provided by participants is treated confidentially in compliance with the Personal Data (Privacy) Ordinance, and will not be personally identifiable if published.

In case the digital audio recordings are lost, participants will be informed of the incident at once. They will also be reassured that their identities shall not be exposed because their names are de-identified in the interviews. The said recordings will also be stored in two places for backup purposes. The first location will be a password-protected personal home computer belonging to and only used by the researcher. The password, which is only known to her, is changed every month to ensure safety. Another location will be Google Drive accessible only to her and again, the password is changed every month to maximise security.

All the information collected following the code of ethics devised by the college and the committee will be stored securely for up to seven years after completion of this research and other related publications. Access to such information is limited to only the researcher. Subsequent to the captioned period, hard copies of all the informed consent forms will be shredded and scanned copies will be permanently removed from all locations. The recordings and transcriptions of the interviews will also be permanently deleted.

10) Feedback & Reporting

After all the data has been collected and analysed, the researcher will supply participants with information in an accessible form. In other words, the researcher will tailor the information provided based on the characteristics of participants. For instance, when offering information to student participants, academic jargon will be avoided to facilitate their understanding. Also, the researcher will strive to provide participants with complete and concise information to ensure clarity and accuracy.

11) Responsibilities to Colleagues/ Academic Community

The researcher will endeavour to conduct research with honesty, responsibility and integrity, demonstrating respect for research participants and the academic community. The design of the research will follow all relevant ethical guidelines and the researcher will only take part in work that complies with accepted ethical standards. Adequate risk assessment exercises will be carried out constantly before any research with or about people is undertaken.

If you feel you need to discuss any issue further, or to highlight difficulties, please contact the GSoE's ethics co-ordinators who will suggest possible ways forward.

Signed:



(Researcher)

Signed:

(Discussant)

Date: 7 December 2017

Appendix I: College Research Ethics Approval

Joyce LEE (ENG) <joycelee@xxxx.edu.hk>

Application for Research Ethics Approval - Joyce Lee

2 messages

XXXX XX (VPARO) <ritzho@xxxx.edu.hk>

Tue, Dec 19, 2017 at 4:40 PM

To: "Joyce LEE (ENG)" <joycelee@xxxx.edu.hk>

Dear Joyce

After reviewing your application for research ethics approval, I am pleased to inform you that the College Research Committee has decided to grant ethics approval for your project "Tertiary Teachers' and Students' Perceptions of Academic Integrity in the EAP (English for Academic Purposes) Context in Hong Kong: An Explanatory Case Study" with effect from 15 January 2018.

Regards

XXXX

Secretary to the Research Committee

--

XXXX XX

Assistant to Vice-President (Academic and Research)

XXX College (Rm D802)

Tel: [REDACTED]

Email: ritzho@xxxx.edu.hk

Joyce LEE (ENG) <joycelee@xxxx.edu.hk>

Tue, Dec 19, 2017 at 5:54 PM

To: "XXXX XXXX (VPARO)" <ritzho@xxxx.edu.hk>

Dear XXXX,

Thank you for your help and the great news!

Warm regards,

Joyce

[Quoted text hidden]

Appendix J: Invitation E-mail to Teachers

Joyce LEE (ENG) <joycelee@xxxx.edu.hk>

Invitation to participate in doctoral research

3 messages

Joyce LEE (ENG) <joycelee@xxxx.edu.hk>

Mon, Mar 12, 2018 at 1:17 PM

To: "XXX XXX (ENG)" <xxxxxx@xxxx.edu.hk>

Dear XXX,

I am writing to invite you to participate in my doctoral research on tertiary teachers' and students' perceptions of academic integrity in the EAP context in Hong Kong. If you decide to participate, you will be invited to complete a questionnaire in your spare time, followed by a one-hour semi-structured focus group interview with me and other teachers in week 15 in a private location at the College. Also, I would also be grateful if you could assist in distributing questionnaires to your current ENG2020 students to investigate their perceptions of academic integrity *after* completing the ENG2010 course.

The interview will be audio-taped, with your consent. You have every right to refuse to answer any questions you do not wish to answer, withdraw from the participation or ask questions at any point. Your participation and identity will be kept confidential. You will be given a pseudonym in the transcript and the presentation of research findings. Your personal information and your transcript will also be kept in a secure location. You will have the chance to review and revise your interview transcript and my analysis of the data. The results of the research may be published or presented at professional meetings, with your identity kept confidential as well. I hope other teachers and the teaching community as a whole will benefit from your participation.

As a token of gratitude for participating in the research, you will receive a Wellcome supermarket \$100 cash voucher upon completion of the questionnaire and the interview. I will be happy to answer any questions you have about the study. You may contact me at xxxxxxxx and/or by email at joycelee@xxxx.edu.hk or jl15858@bristol.ac.uk to accept or decline this research participation. I look forward to your reply. Thank you for taking the time to read this email.

Yours sincerely,
Joyce Lee

XXX XXX (ENG) <xxxxxx@xxxx.edu.hk>

Mon, Mar 12, 2018 at 2:45 PM

To: "Joyce LEE (ENG)" <joycelee@xxxx.edu.hk>

Ok Joyce. Lots of work coming your way!

XXX

Dr XXX XXX
Lecturer
Department of English
XXX College
Direct line: (852) XXXX XXXX
Office: Room M409, 4/F, Block M

[Quoted text hidden]

Appendix K: Invitation E-mail to Students for the Focus Group Interview
Joyce LEE (ENG) <joycelee@xxxx.edu.hk>

Academic Integrity: Interview Invitation

Joyce LEE (ENG) <joycelee@xxxx.edu.hk> Sun, Apr 15, 2018 at 6:28 PM
Bcc: XXX <SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX @xxxx.edu.hk>, XXX <SXXXXXXXX
<SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX @xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX
<SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX
<SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX
<SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX <SXXXXXXXX@xxxx.edu.hk>, XXX
<SXXXXXXXX@xxxx.edu.hk>

Dear Students,

Thank you very much for your interest in attending the interview for the research entitled 'Tertiary Teachers' and Students' Perceptions of Academic Integrity in the EAP (English for Academic Purposes) Context in Hong Kong: An Explanatory Case Study'.

After attending the interview which takes around one hour, you will be awarded a Wellcome supermarket \$100 shopping voucher. The interview will be conducted in Cantonese.

Please complete [this Google Form](#) to indicate your availability by 24 April (Tuesday) 23:59. A formal invitation including the time and venue of the interview will be sent to you via e-mail on or before 26 April (Thursday). If you have any questions, feel free to contact Ms. Joyce Lee (joycelee@xxxx.edu.hk).

Regards,
Joyce Lee
Lecturer
Department of English

Appendix L: Google Form for the Focus Group Interview

Academic Integrity Research - Interview

Thank you very much for your interest in attending the interview for the research entitled 'Tertiary Teachers' and Students' Perceptions of Academic Integrity in the EAP (English for Academic Purposes) Context in Hong Kong: An Explanatory Case Study'.

After attending the interview which takes around one hour, you will be awarded a Wellcome supermarket \$100 shopping voucher. The interview will be conducted in Cantonese.

Please complete the following Google Form to indicate your availability by 24 April (Tuesday) 23:59. A formal invitation including the time and venue of the interview will be sent to you on or before 26 April (Thursday). If you have any questions, feel free to contact Ms. Joyce Lee (joycelee@xxxx.edu.hk).

Your email address (joycelee@xxxx.edu.hk) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

What is your name? *

What is your gender? *

Male

Female

What is your mobile number? *

What times are you available?

Please tick as many boxes as possible.

10:30-11:30

11:30-12:30

15:30-16:30

2 May 2018 (Wednesday)

9 May 2018 (Wednesday)

14 May 2018 (Monday)

15 May 2018 (Tuesday)

16 May 2018 (Wednesday)

18 May 2018 (Friday)

2 May 2018 (Wednesday)

9 May 2018 (Wednesday)

14 May 2018 (Monday)

15 May 2018 (Tuesday)

16 May 2018 (Wednesday)

18 May 2018 (Friday)

Any other comments and/or questions?

Your answer

SUBMIT

Never submit passwords through Google Forms.

This form was created inside of XXX College. [Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Forms

Appendix M: Fisher's Exact Test Results of the Teacher Questionnaire

Table 1

Results of Frequency of Copying a Few Sentences from a Source Without Citations by Age Groups

Age Groups	Frequency of Copying a Few Sentences from a Source Without Citations				
	Never	Rarely	Sometimes	Very often	Always
31-40	0	0	1	0	0
41-50	0	0	2	4	0

Note. *p > .05

Table 2

Results of Frequency of Downloading an Entire Essay from the Internet and Submitting it as Their Own Work by Age Groups

Age Groups	Frequency of Downloading an Entire Essay from the Internet and Submitting it as Their Own Work				
	Never	Rarely	Sometimes	Very often	Always
31-40	1	0	0	0	0
41-50	4	2	0	0	0

Note. *p > .05

Table 3

Results of Frequency of Paying Someone to Write an Essay or Copying Someone Else's Whole Essay and Submitting It as Their Own Work by Age Groups

Age Groups	Frequency of Paying Someone to Write an Essay or Copying Someone Else's Whole Essay and Submitting It as Their Own Work				
	Never	Rarely	Sometimes	Very often	Always
31-40	1	0	0	0	0
41-50	2	4	0	0	0

Note. *p > .05

Table 4

Results of Moral Acceptability of Easy Access to Materials on the Internet as a Reason for Student Plagiarism by Age Groups

Age Groups	Moral Acceptability of Easy Access to Materials on the Internet as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
31-40	1	0	0	0	0
41-50	5	1	0	0	0

Note. * $p > .05$

Table 5

Results of Moral Acceptability of Time Management Issues as a Reason for Student Plagiarism by Age Groups

Age Groups	Moral Acceptability of Time Management Issues as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
31-40	1	0	0	0	0
41-50	5	1	0	0	0

Note. * $p > .05$

Table 6

Results of Moral Acceptability of Peer Influence as a Reason for Student Plagiarism by Age Groups

Age Groups	Moral Acceptability of Peer Influence as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
31-40	1	0	0	0	0
41-50	5	1	0	0	0

Note. * $p > .05$

Table 7

Results of School Suspension for Case 1 by Age Groups

Age Groups	Moral Acceptability of School Suspension for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
31-40	1	0	0	0	0
41-50	5	0	1	0	0

Note. *p > .05

Table 8

Results of Zero Mark for the Whole Module for Case 2 by Age Groups

Age Groups	Moral Acceptability of Zero Mark for the Whole Module for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
31-40	1	0	0	0	0
41-50	4	2	0	0	0

Note. *p > .05

Table 9

Results of School Suspension for Case 2 by Age Groups

Age Groups	Moral Acceptability of School Suspension for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
31-40	1	0	0	0	0
41-50	5	1	0	0	0

Note. *p > .05

Table 10

Results of Frequency of Copying a Few Sentences from a Source Without Citations by Bachelor's Degrees

Bachelor's Degrees	Frequency of Copying a Few Sentences from a Source Without Citations				
	Never	Rarely	Sometimes	Very often	Always
Hong Kong	0	0	2	3	0
Non-Hong Kong	0	0	1	1	0

Note. *p > .05

Table 11

Results of Frequency of Downloading an Entire Essay from the Internet and Submitting it as Their Own Work by Bachelor's Degrees

Bachelor's Degrees	Frequency of Downloading an Entire Essay from the Internet and Submitting it as Their Own Work				
	Never	Rarely	Sometimes	Very often	Always
Hong Kong	4	1	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. *p > .05

Table 12

Results of Frequency of Paying Someone to Write an Essay or Copying Someone Else's Whole Essay and Submitting It as Their Own Work by Bachelor's Degrees

Bachelor's Degrees	Frequency of Paying Someone to Write an Essay or Copying Someone Else's Whole Essay and Submitting It as Their Own Work				
	Never	Rarely	Sometimes	Very often	Always
Hong Kong	2	3	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. *p > .05

Table 13

Results of Moral Acceptability of Easy Access to Materials on the Internet as a Reason for Student Plagiarism by Bachelor's Degrees

Bachelor's Degrees	Moral Acceptability of Easy Access to Materials on the Internet as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 14

Results of Moral Acceptability of Time Management Issues as a Reason for Student Plagiarism by Bachelor's Degrees

Bachelor's Degrees	Moral Acceptability of Time Management Issues as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 15

Results of Moral Acceptability of Peer Influence as a Reason for Student Plagiarism by Bachelor's Degrees

Bachelor's Degrees	Moral Acceptability of Peer Influence as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 16

Results of School Suspension for Case 1 by Bachelor's Degrees

Bachelor's Degrees	Moral Acceptability of School Suspension for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	0	1	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 17

Results of Zero Mark for the Whole Module for Case 2 by Bachelor's Degrees

Bachelor's Degrees	Moral Acceptability of Zero Mark for the Whole Module for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. *p > .05

Table 18

Results of School Suspension for Case 2 by Bachelor's Degrees

Bachelor's Degrees	Moral Acceptability of School Suspension for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 19

Results of Frequency of Copying a Few Sentences from a Source Without Citations by Master's Degrees

Master's Degrees	Frequency of Copying a Few Sentences from a Source Without Citations				
	Never	Rarely	Sometimes	Very often	Always
Hong Kong	0	0	2	3	0
Non-Hong Kong	0	0	1	1	0

Note. * $p > .05$

Table 20

Results of Frequency of Downloading an Entire Essay from the Internet and Submitting it as Their Own Work by Master's Degrees

Master's Degrees	Frequency of Downloading an Entire Essay from the Internet and Submitting it as Their Own Work				
	Never	Rarely	Sometimes	Very often	Always
Hong Kong	3	2	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. * $p > .05$

Table 21

Results of Frequency of Paying Someone to Write an Essay or Copying Someone Else's Whole Essay and Submitting It as Their Own Work by Master's Degrees

Master's Degrees	Frequency of Paying Someone to Write an Essay or Copying Someone Else's Whole Essay and Submitting It as Their Own Work				
	Never	Rarely	Sometimes	Very often	Always
Hong Kong	2	3	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. * $p > .05$

Table 22

Results of Moral Acceptability of Easy Access to Materials on the Internet as a Reason for Student Plagiarism by Master's Degrees

Master's Degrees	Moral Acceptability of Easy Access to Materials on the Internet as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 23

Results of Moral Acceptability of Time Management Issues as a Reason for Student Plagiarism by Master's Degrees

Master's Degrees	Moral Acceptability of Time Management Issues as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	2	0	0	0	0

Note. *p > .05

Table 24

Results of Moral Acceptability of Peer Influence as a Reason for Student Plagiarism by Master's Degrees

Master's Degrees	Moral Acceptability of Peer Influence as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	5	0	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. *p > .05

Table 25

Results of School Suspension for Case 1 by Master's Degrees

Master's Degrees	Moral Acceptability of School Suspension for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	5	0	1	0	0
Non-Hong Kong	1	0	0	0	0

Note. *p > .05

Table 26

Results of Zero Mark for the Whole Module for Case 2 by Master's Degrees

Master's Degrees	Moral Acceptability of Zero Mark for the Whole Module for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	4	1	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. *p > .05

Table 27

Results of School Suspension for Case 2 by Master's Degrees

Master's Degrees	Moral Acceptability of School Suspension for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Hong Kong	5	0	0	0	0
Non-Hong Kong	1	1	0	0	0

Note. *p > .05

Appendix N: Chi-Square Test Results of the Student Questionnaire

Table 1

Results of Moral Acceptability of Desire for Better Grades as a Reason for Student Plagiarism by Gender

Gender	Moral Acceptability of Desire for Better Grades as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	32	18	19	19	3
Female	33	29	37	8	2

Note. $\chi^2 = 11.53^*$, $df = 4$.

* $p < .05$

Table 2

Results of Moral Acceptability of Peer Influence as a Reason for Student Plagiarism by Gender

Gender	Moral Acceptability of Peer Influence as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	31	23	30	5	2
Female	24	51	23	11	0

Note. $\chi^2 = 15.16^*$, $df = 4$.

* $p < .05$

Table 3

Results of Resubmission of Work with Some Mark Penalties for Case 1 by Gender

Gender	Moral Acceptability of Resubmission of Work with Some Mark Penalties for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	19	19	21	24	8
Female	8	19	37	35	10

Note. $\chi^2 = 9.63^*$, $df = 4$.

* $p < .05$

Table 4

Results of Zero Mark for the Whole Module for Case 1 by Gender

Gender	Moral Acceptability of Zero Mark for the Whole Module for Case 1				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	49	20	17	1	4
Female	43	33	20	10	3

Note. $\chi^2 = 9.79^*$, $df = 4$.

* $p < .05$

Table 5

Results of School Suspension for Case 2 by Gender

Gender	Moral Acceptability of School Suspension for Case 2				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
Male	57	14	14	3	3
Female	45	22	30	9	3

Note. $\chi^2 = 10.47^*$, $df = 4$.

* $p < .05$

Table 6

Results of Moral Acceptability of Low Chance of Being Caught as a Reason for Student Plagiarism by Medium of Instruction in Secondary Education

MOI in Secondary Education	Moral Acceptability of Low Chance of Being Caught as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
EMI	65	40	16	5	0
CMI	34	16	20	2	2

Note. $\chi^2 = 10.94^*$, $df = 4$. 4 cells (40%) have expected count less than 5, which makes the Chi-Square test invalid.

* $p < .05$

Table 7

Results of Moral Acceptability of Light Penalties as a Reason for Student Plagiarism by Medium of Instruction in Secondary Education

MOI in Secondary Education	Moral Acceptability of Light Penalties as a Reason for Student Plagiarism				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
EMI	55	49	20	2	0
CMI	33	17	18	3	3

Note. $\chi^2 = 11.58^*$, $df = 4$. 4 cells (40%) have expected count less than 5, which makes the Chi-Square test invalid.

* $p < .05$

Table 8

Results of Moral Acceptability of Copying a Few Sentences from a Source Without Citations by Major Programmes

Major Programme	Moral Acceptability of Copying a Few Sentences from a Source Without Citations				
	Unacceptable	Somewhat unacceptable	Neutral	Somewhat acceptable	Acceptable
BBA	16	50	57	37	5
SCM	9	8	6	9	3

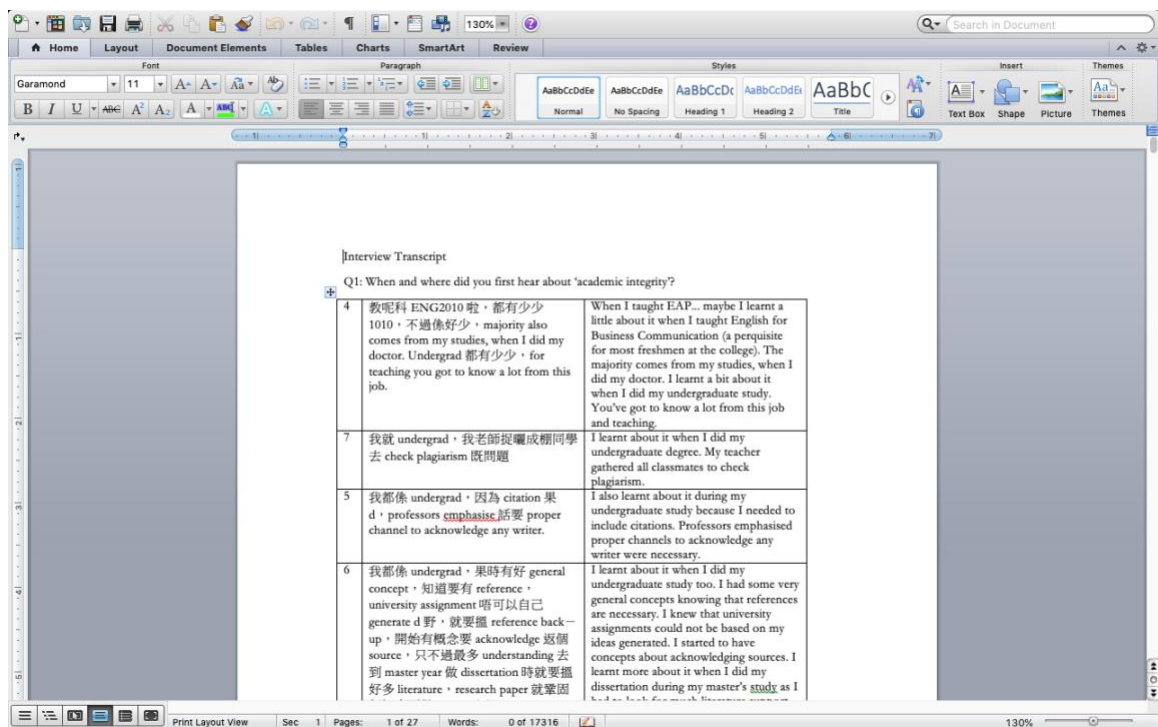
Note. $\chi^2 = 11.61^*$, $df = 4$.

* $p < .05$

Appendix O: One Worked Example of the Generation of Themes

Step 1: Becoming Familiar with the Data

The interview transcript was first typed, re-read, and translated. The word file was then sent to a professional translator for checking.



The screenshot shows a Microsoft Word document titled "Interview Transcript". The document contains a question and four numbered responses, each with a corresponding theme. The table below summarizes the content:

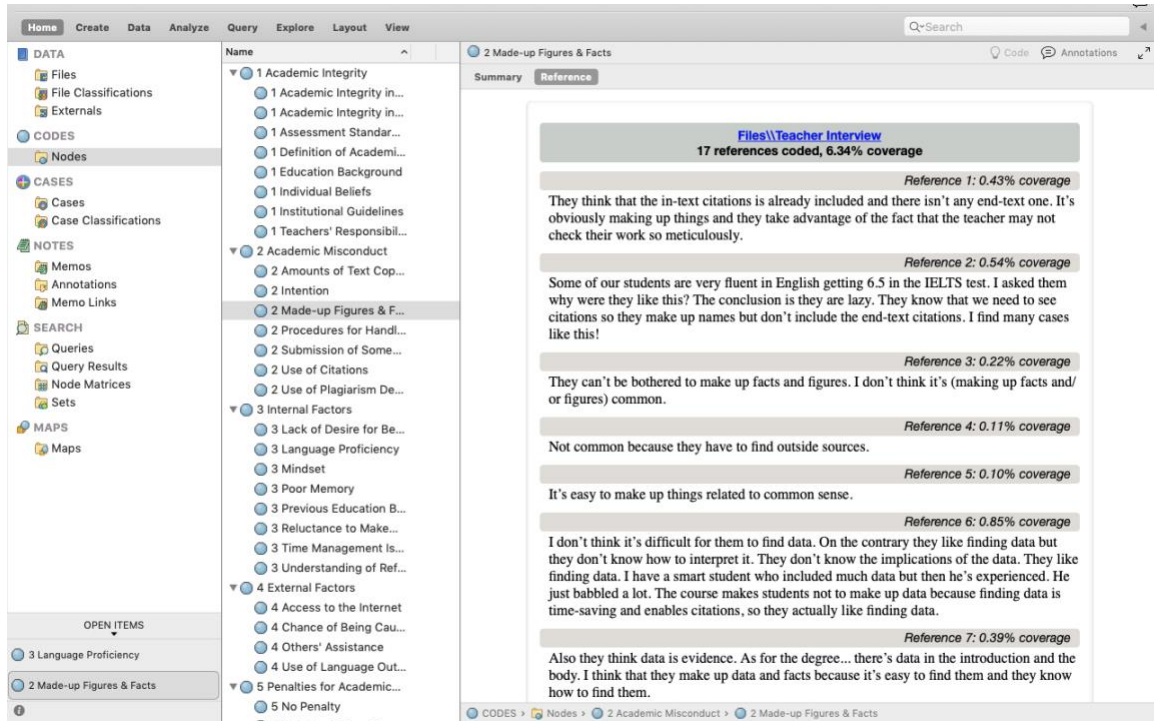
Number	Chinese Text	English Text
4	教呢科 ENG2010 啦，都有少少 1010，不過係好少，majority also comes from my studies, when I did my doctor. Undergrad 都有少少，for teaching you got to know a lot from this job.	When I taught EAP... maybe I learnt a little about it when I taught English for Business Communication (a prerequisite for most freshmen at the college). The majority comes from my studies, when I did my doctor. I learnt a bit about it when I did my undergraduate study. You've got to know a lot from this job and teaching.
7	我就 undergrad，我老師從曬成翻同學去 check plagiarism 既問題	I learnt about it when I did my undergraduate degree. My teacher gathered all classmates to check plagiarism.
5	我都係 undergrad，因為 citation 果 d，professors emphasise 話要 proper channel to acknowledge any writer.	I also learnt about it during my undergraduate study because I needed to include citations. Professors emphasised proper channels to acknowledge any writer were necessary.
6	我都係 undergrad，果時有好 general concept，知道要有 reference，university assignment 唔可以自己 generate d 野，就要搵 reference back-up，開始有概念要 acknowledge 返個 source，只不過最多 understanding 去到 master year 做 dissertation 時就要搵好多 literature，research paper 就鞏固	I learnt about it when I did my undergraduate study too. I had some very general concepts knowing that references are necessary. I knew that university assignments could not be based on my ideas generated. I started to have concepts about acknowledging sources. I learnt more about it when I did my dissertation during my master's study as I

Step 2: Generating Initial Codes

The screenshot shows a software interface for data analysis. On the left is a sidebar with categories: DATA (Files, File Classifications, Externals), CODES, CASES (Cases, Case Classifications), NOTES (Memos, Annotations, Memo Links), SEARCH (Queries, Query Results, Node Matrices, Sets), and MAPS (Maps). Below the sidebar is an 'OPEN ITEMS' section with 'Teacher Interview' selected. The main window displays a table with columns for 'Name' and 'Text'. The 'Text' column contains several paragraphs of text, each with a line number (1-7) and a corresponding code from a list on the right. The codes are: 1 Individual Beliefs, 2 Amounts of Text Copied, 3 Made-up Figures & Facts, 3 Understanding of Referencing Style, 5 Only Mark Penalties, and 3 Mindset. The text excerpts discuss student behavior, such as not citing sources, copying text, and using incorrect referencing styles.

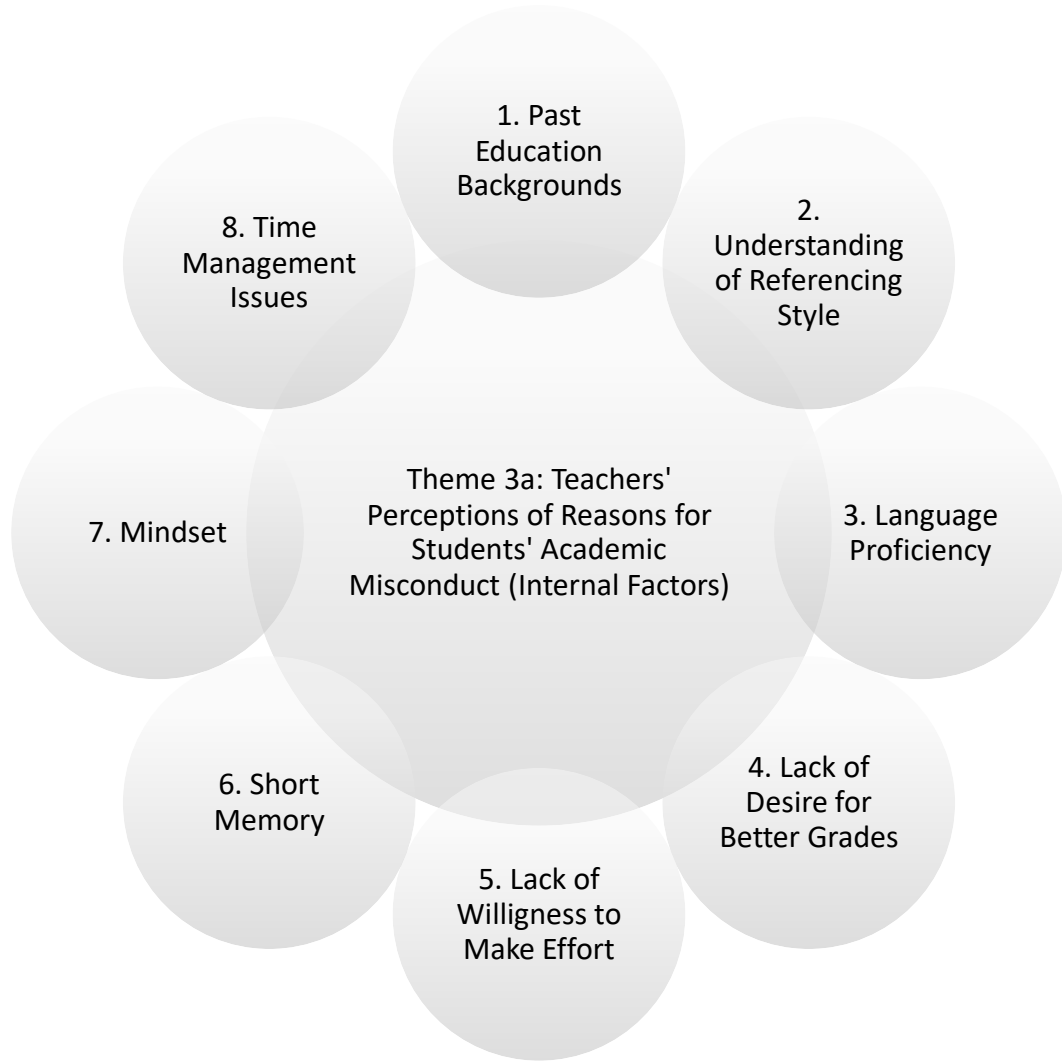
The key points were then highlighted with the use of line-by-line coding for the generation of initial codes. The codes were checked and confirmed by a peer coder.

Step 3: Searching for Themes



The codes were then organised into broader themes to answer the research questions.

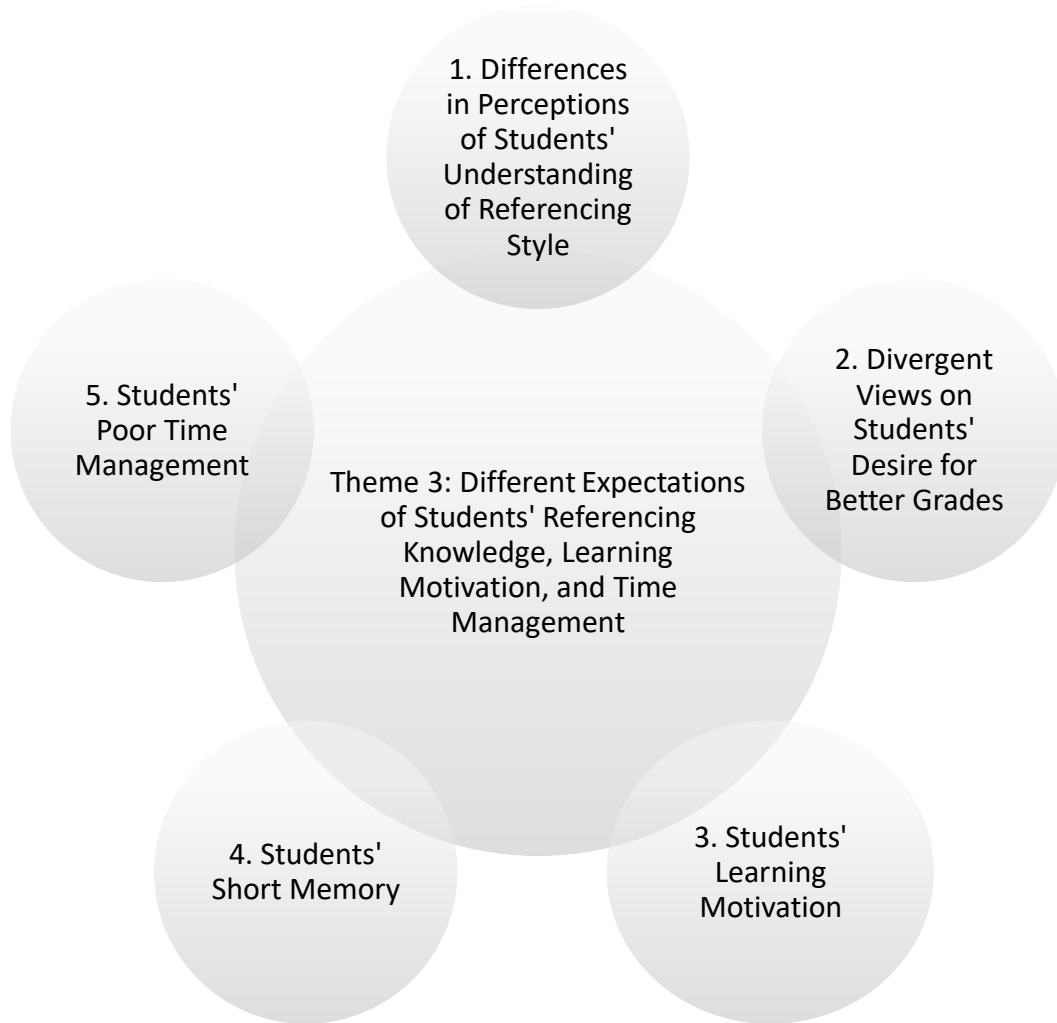
Step 4: Reviewing Themes



The preliminary themes were then reviewed, modified, and developed.

Step 5: Defining and Naming Themes

The themes were then refined to identify the key subthemes.



Step 6: Writing up

The report was then written based on the theme and the feedback given by the interviewees, such as the example below:

4.10.1 Subtheme 1: Differences in Perceptions of Students' Understanding of Referencing Style

All the teachers agreed that referencing conventions might be highly abstract and complex for students. Students tended to have difficulty distinguishing between first names and last names, identifying different types of sources, formatting papers, matching in-text citations with end-text ones, and incorporating outside sources into their work.

“They [Students] can’t distinguish between the surname and the last name. If they can’t distinguish everything, it’s like Lego... every block is of a different size and the blocks don’t go together. The pattern can’t be formed completely. [. . .] If you ask them to put things in sequence they may not be able to distinguish titles. They can’t tell the differences between books, articles, and newspaper articles. [. . .] They don’t know much about common conventions and punctuation. They don’t think that jumbled texts look disgusting.” (T2)

“They [Students] have to find, select, paraphrase, and cite information, including in-text and end-text citations, which is quite demanding.” (T3)

“Also they [students] insert a space before and after a full-stop. The citation looks strange. The second line should be indented, but they indent the first line. A few students are like this.” (T4)

Despite the teacher respondents’ concern about students’ inability of citing information resulting in academic misconduct, the majority of the student interviewees agreed that difficulty of referencing could not be regarded as a morally acceptable reason for academic misconduct, as referencing skills had been taught in lessons and web resources assisted in helping students credit external sources cited in their work.

Nonetheless, S8 expressed reservations about her own understanding of referencing conventions.

“Some students must have missed the lesson. Even though the generator may be very convenient, they might not know about it, or they simply don’t know what to do, so they resort to copying stuff. The other reason is that referencing style is taught in class, so students who attend lessons may not have that limited understanding of referencing style, because much was covered in the EAP course. One or two lessons were spent discussing APA formatting, so there’s a low possibility that students don’t know about the referencing style.” (S4)

“One can’t use ‘I don’t know how to use references’ as an excuse to copy stuff. It’s really convenient. If one doesn’t know APA, then they can search for the APA format online and there’re many examples teaching one how to generate citations . . .” (S5)

“My concern is more about not knowing how to write citations. There’re many websites and how I can quote a line in the citation? Sometimes there’s an e-book on a website and if I cite a line in the e-book, how do I include the citation? I’m slightly confused about how I write citations.” (S8)

Appendix P: Assignment Checklist for Students

Student Name: _____ Date: _____

This checklist is to help you edit your own short essay. If you are not sure about saying yes to a question, you should refine your essay until it is ready for submission.

	✓
1. Content	
Have you refuted the counterargument(s)?	
Have you <i>paraphrased</i> points from the two extracts (without copying five words consecutively)?	
2. Organisation	
Have you included a clear outline at the end of the introduction (i.e. specifying the two or three key points to be covered in the essay without simply stating ‘This essay will discuss the advantages and the disadvantages of X.’)?	
3. Register	
Have you avoided vague expressions? e.g. ‘many people’	
Have you avoided informal words? e.g. ‘get’, ‘make’, ‘do’, ‘good’, ‘bad’, & ‘hard’	
4. Accuracy of Grammar and Vocabulary	
Have you checked each noun to see if it is countable, uncountable, or abstract, and used the correct article (a/ an/ the/ no article)?	
Have you avoided using the simple future tense to describe predictions? e.g. Don’t write, ‘the demand will decrease’. Use ‘the demand may/ will probably decrease ...’.	
5. Academic-style Writing	
Have you included in-text citations in the main text? e.g. (Ohlberg, Ahmed, & Lang, 2017) or Ohlberg, Ahmed, and Lang (2017) stated that...	
Have you included a list of references on a new page?	
<p>References</p> <p>Ball, S. (1994). <i>Education reform: A critical and post-structural approach</i>. Buckingham, England: Open University Press.</p> <p>Berman, S. (2013). Ideational theorizing in the social sciences since “policy paradigm, social learning, and the state”. <i>Governance: An International Journal of Policy, Administration, and Institutions</i>, 26(2), 217-237. doi:10.1111/gove.12008</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Format each reference with a hanging indent! </div>

If you have put ticks next to all the statements above, then you are ready to submit your work. Good luck!