

Teaching the Vocabulary of Citation: Action Research in a Southeast Asian Context

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Abstract

This action research project sought to investigate the role of explicit citation vocabulary instruction in the learning of citation style guidelines for an English for Academic Purposes (EAP) writing course at an English-medium university in Northern Thailand. The participants consisted of 120 undergraduate students enrolled in the EAP writing class who were divided into an experimental group and a control group. The class included a step-by-step essay writing assignment that included source selection and use of quoted material from sources. Participants in the experimental group were exposed to a multi-week treatment in which citation vocabulary terms were reviewed in subsequent lessons. All participants were assessed through a citation quiz and the citation part-score on the rubric for the final draft of an essay. Results of the study were inconclusive about the effectiveness of a vocabulary approach on participants' ability to apply knowledge of citation style. Further research is needed on this topic.

Keywords: action research, vocabulary instruction, English for Academic Purposes

Introduction

It is well accepted that students in English for Academic Purposes (EAP) oriented programs must learn to effectively integrate material from outside sources into their academic writing and speaking tasks (e.g., Jordan, 1997). Plakins and Gebril (2012) highlighted two major benefits of writing from sources: First, source material provides students with content for their writing assignments. Second, source material demonstrates authentic structures of academic writing that students can imitate. Beyond individual assignments, those who wish to be a part of the academic community in their field need to use citations and source integration to show that they bring an informed opinion and shared values to the academic community (Bergmann, 2010). On the other hand, unintentional plagiarism is among the most serious consequences for students who are unable to effectively integrate material. Because academic writing requires writers to effectively and accurately integrate work from other authors, Leki and Carson (1997) advocated for more “text-responsible” assignments in EAP writing classes that seek to prepare students for writing in various disciplines. Ultimately, students are held accountable for ethical integration of source information.

The skills involved in source integration are varied and complex, from identifying authorial information to synthesizing an author’s idea with one’s own. Pecorari (2013) correctly asserts that the mechanics of citation are among the easiest to teach because they are largely rule-based. However, especially because students may not have experience in their native language with citations or the terminology surrounding citation use, there may be cognitive and linguistic challenges facing students in even the most basic elements of citation. In response to the emphasis placed on writing from sources for EAP students, there has been a call for more practice-oriented inquiry into the way teachers teach source integration (Wette, 2010).

One possible line of inquiry comes from research on vocabulary learning. Most teachers and scholars agree that vocabulary is among the most critical factors contributing to students’ success. In the EAP

classroom, in order to learn how to cite, students need a command of words such as *cite*, *source*, and *signal phrase* because teachers use these terms to teach citation methods as well as to give corrective feedback. Students are often expected to *incidentally* pick up these key vocabulary terms even though research suggests that implicit exposures need to be paired with explicit teaching for the best results (Schmitt, 2008). Furthermore, teachers should include retrieval and rehearsal of vocabulary words at spaced intervals to foster vocabulary acquisition (Folse, 2011). Moreover, not all types of vocabulary carry an equal burden for learners. Gardner (2013) described a range from a known-label-known-concept, which is a word that a learner has already acquired about a concept that he is already familiar with, to new-concept-new-label words. The latter type of vocabulary create a formidable challenge for students who do not have an existing concept of the word in their native language. Unfortunately for many EAP students, the vocabulary that they need in order to understand citation conventions often falls under new-concept-and-new-label. Given these challenges, it makes sense to approach citation vocabulary with the same rigor that other content-related vocabulary are approached: through explicit instruction and meaningful review.

Scope and Aims

Within the larger context of learning to write using source information, the present action research sought to zoom in on the language that is used in the process of source integration (e.g., source, quotation marks, date of publication). Extrapolating from research on the role of vocabulary in language learning, the intervention was designed to go beyond explicit teaching to include subsequent explicit review of citation vocabulary that students need to understand when they are learning the mechanics of source integration. The research was designed in the paradigm of action research, in which the teacher is researcher, and the participants are students in an authentic classroom setting. Farrell (2007) describes action research as “a cycle of planning, acting, observing and reflecting on an issue or problem in

order to improve practice” (p. 94). The goal of the action research was to observe to what extent the teaching intervention affected the outcome on real assignments in the class. Therefore, the existing course curriculum provided the instruments to measure participants’ success in learning; namely, a quoting quiz and an essay assignment.

Research Questions

1. Does reviewing citation vocabulary have a positive impact on a quotation quiz?
2. Does reviewing citation vocabulary have a positive impact on the citation criteria part-score on the final draft of an essay?

Methods

Participants

The sample consisted of 120 full-time undergraduate students enrolled in the teacher-researcher’s four sections of an intermediate EAP writing course at a large English-medium university in Northern Thailand. An opt-out informed consent form was given to all participants prior to data collection. Sixty-three participants were first-year students, 52 were second-year, and five were third-year. Participants were from various majors, including Law, Business, Teaching Chinese, and Tourism Management. All but three students were native Thai speakers. Two sections of students (N=62) made up the experimental group, and the other two sections (N=58) populated the control group. To establish that the two groups were suitable to be compared, prior to instruction, a 13-item pre-test (Appendix B) was administered via an online application that students accessed during class time using their cell phones. The pre-test results showed that the average score for the experimental group was 59.5% and the control group was 59.9%; therefore, it can be concluded that the control and experimental groups were starting with similar knowledge bases.

Intervention

This study sought to explore the effectiveness of approaching citation as a vocabulary task in real classrooms within the confines of an established curriculum carried out over 16 weeks. The teacher-researcher identified words from the course materials provided for participants that would be important for learning about citation (See list in Appendix A). Following word identification, the teacher accumulated level-appropriate definitions from learner-dictionary.com, The Purdue OWL, or her own description. The words and definitions were organized using *Quizlet* online software. In addition to the teaching of technical and discourse components of integrating quotations into EAP writing tasks, citation vocabulary was explicitly taught in both groups. The intervention in the experimental group was explicit vocabulary review in subsequent lessons. Participants in the experimental group were also directed to the *Quizlet* online self-study flashcard bank with which they could practice and quiz themselves. A mixed-method approach was taken to gain insight about the results of the intervention. Quantitative evidence from various measures in the existing curriculum, including scores from quoting quiz and citation part-scores from the rubric for the final draft of an essay, was used to determine the effectiveness of the intervention. Qualitative evidence, including the teacher-researcher's field notes, was used to further assess the effectiveness of the intervention.

The participants' semester-long project was to compose a five-paragraph problem-solution essay, incorporating quotes from three appropriate sources. The project was split into parts--an outline, introduction, body paragraphs, conclusion, and final draft--all of which were marked and graded by the teacher before the following assignment. In week four, all participants were introduced to the following terms that would be used in discussing source credibility in upcoming lessons.

- credibility
- link
- publisher

- article title
- last name
- first initial
- publication date
- cite
- source
- APA style

Terms were presented on Google Slides with relevant screenshots from a BBC news article. *Cite*, *source*, and *APA style* were presented with a relevant image and a definition. The teacher presented the terms using a large TV screen, and copied the words and definitions onto the whiteboard so that participants in the back rows could see clearly. All subsequent introductions of new vocabulary words were carried out in the same manner. Participants in the treatment group were invited to practice the new words on Quizlet where the teacher had posted a full set of quotation vocabulary as self-study material.

In week 5, the teacher-research reviewed terms presented the previous week with the treatment group. Using Google Slides, the teacher projected multiple choice questions that asked participants to correctly identify which citation element they saw on screen in a picture, or by a definition. Participants voted with paper audience response cards. Votes on review questions were not counted due to practicality, but the teacher noted that many participants were unable to choose the best match for several words, especially *cite*. The teacher identified the correct answer for each question before moving to the next question. All subsequent vocabulary review sessions followed the same procedure. Following the review in week 5, all participants got approval on their topics, and participants were assigned to locate and print three credible sources.

From week 6-13 the teacher introduced new words that she believed to be relevant to participants based on the part of their essay they were working on. The treatment group reviewed words from

previous weeks in subsequent lessons, and the non-treatment group did not review. The detailed notes of week 6-13 are shown in Appendix C.

In week 14, participants were given the Quoting Quiz (Appendix D). The quoting quiz was prepared by the English 2 Coordinating Team (not the teacher-researcher). Participants were allowed 90 minutes to take the quiz; however, most were finished within 20 minutes in all groups. Notably, one student in the treatment group lamented to the teacher after the quiz that she did not know what an in-text citation was.

Following the standards set by course coordinators, the teacher-researcher graded the quizzes for accuracy and gave partial credit for misplaced or missing punctuation and capitalization errors. Due to time constraints and practicality considerations, the teacher-researcher was the only rater. Participants were able to see their scores and check them against the correct answers during week 15.

The participants' essay final drafts were marked and scored using a rubric during the week after the class had finished. The teacher-researcher was the only rater because of time constraints. Citation part-scores from the rubric (Appendix E) were tabulated to focus only on the citation elements of the essay.

Results

Quotation Quiz

It was hypothesized that the treatment would increase scores on the quotation quiz in the experimental group. SPSS software was used to compute descriptive statistics. Scores in the experimental group ($N = 62$) averaged $\bar{x} = 3.71$ ($SD = 1.05$). Scores in the control group ($N = 59$) averaged $\bar{x} = 3.98$ ($SD = .93$). An independent samples t-test was performed to test whether the treatment resulted in a statistically significant difference between the groups. Levene's Test for Equality of Variances was used to test and satisfy the assumption of homogeneity of variance, $F = .937$ and $p = .335$. The independent samples t-test showed no significant difference between the experimental and control

groups, $t(118) = -1.500$, $p = .136$. In fact, Cohen's d was estimated at -0.27 , $r = -0.136$, indicating a small and negative effect on the experimental group. The hypothesis that the treatment would positively impact quotation quiz scores is therefore not accepted.

Part-score on Final Essay

It was also hypothesized that the treatment would increase participants' part-scores on the portion of the rubric for sources, including in-text citations and reference page. For the experimental group, $M = 4.48$ ($SD = 1.35$) and for the control group, $M = 4.16$ ($SD = 1.29$). Levene's F value was calculated at $.156$, indicating sufficient equality of variance for a t-test. The t-test result again showed no significant difference between the groups, $t(118) = 1.358$, $p = .177$. Cohen's d was estimated at 0.24 , $r = 0.123$; indicating a very small positive effect. The hypothesis that this treatment would raise the scores cannot be accepted based on these data.

Table 1: Mean Scores for Quoting Quiz and Part-score (N=120)

Assessment		<i>N</i>	\bar{x}	<i>SD</i>	Std. Error Mean
Quoting Quiz (0-5 points)	treatment	62	3.71	1.05	.13
	no treatment	58	3.98	.93	.12
Part-score (0-6 points)	treatment	62	4.48	1.35	.17
	no treatment	58	4.16	1.30	.17

Table 2: Independent Samples Test for Quoting Quiz and Part Score (N=120)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	<i>F</i>	<i>p</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Quoting Quiz	.937	.335	-1.500	118	.136	-.27	.18	-.63	.087
Part-score Final	.156	.694	1.358	118	.177	.33	.24	-.15	.81

Correlation Data

Pearson's r was used to investigate correlations between scores on the quoting quiz and part-scores with the treatment, year, and other assignments given in the class. The results are shown in Table 3. The quoting quiz was only weakly positively correlated with the treatment ($r = .137$) and the part-score was weakly negatively correlated with the treatment ($r = -.124$). Class year showed a negligible correlation with the quoting quiz and part-score ($r = -.029$ and $-.045$, respectively). The quoting quiz and part-score showed a statistically significant correlation (at <0.05), which is unsurprising because both of these assessments were testing whether participants understand how to cite material from sources. The quoting quiz scores were also significantly correlated with the body paragraph and final draft assignments, for which the rubrics had included a part-score for citation. Finally, the quoting quiz and mid-term exam were significantly correlated. The part-score was significantly correlated with the introduction, body, conclusion, final draft, and mid-term assignments. Regardless of the treatment or class year, participants who scored well on the quotation quiz or citation part-score of the final draft tended to also score well on other pieces of the essay assignment, as well as on

the mid-term exam. Nevertheless, the treatment appears to be uncorrelated with scores on the quiz or part-scores; therefore, the hypotheses that the treatment would positively affect the quoting quiz and part-score should not be accepted.

Table 3: Correlations for Quoting Quiz and Part Score (N=120)

		Quoting Quiz	Part-score	Treatment	Year	Outline	Introduction	Body	Conclusion	Final	Mid-term
Quoting Quiz	<i>r</i>	1	.244**	.137	-.029	.146	.082	.191*	.146	.221*	.334**
	<i>p</i>	--	.007	.136	.756	.113	.371	.036	.111	.015	.000
Part-score	<i>r</i>	.244**	1	-.124	-.045	.164	.234*	.291**	.231*	.704**	.194*
	<i>p</i>	.007	--	.177	.623	.073	.010	.001	.011	.000	.033
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

In-depth Analysis of Sample Quotes

To confirm that participants in the treatment group and non-treatment groups were performing equally, a random sampling of five final draft essays was taken from each group. Using an online random number generator, five cases from each group were selected based on their case number in the SPSS data file. For each essay, the first quote in the first body paragraph was analyzed using the rubric in Appendix F. The quote was scored out of a possible 27 points. SPSS was used to calculate and compare the means to test whether the treatment had affected any aspect of the sample quotes. The means are shown in Table 4.

Table 4: Means for In-depth Sample Quote Analysis (N=10)

Treatment		<i>M</i>	<i>SD</i>	Std. Error Mean
Relevance*	Treatment	2.60	0.55	0.24
	Non-treatment	2.40	1.34	0.60
Source*	Treatment	2.60	0.55	0.24
	Non-treatment	1.40	1.34	0.60
Date*	Treatment	2.60	0.55	0.24
	Non-treatment	3.00	0.00	0.00
Credentials*	Treatment	2.40	0.55	0.24
	Non-treatment	1.40	0.89	0.40
Signal Phrase*	Treatment	3.00	0.00	0.00
	Non-treatment	3.00	0.00	0.00
Location*	Treatment	2.60	0.89	0.40
	Non-treatment	3.00	0.00	0.00
Length*	Treatment	2.00	0.71	0.32
	Non-treatment	2.40	0.55	0.24
In-text*	Treatment	2.20	0.84	0.37
	Non-treatment	1.40	0.55	0.24
Reference*	Treatment	1.20	0.45	0.20
	Non-treatment	1.40	0.55	0.24
Total**	Treatment	21.20	2.28	1.02
	Non-treatment	19.40	3.36	1.50
*Rated on a scale of 0-3.				
**Possible range 0-27.				

Although the means for the total score are higher in the treatment group than the non-treatment group (21.20 and 19.40, respectively), an independent t-test confirmed that none of the means shown in the table were significantly different at the 0.05 level. The results are shown in Table 5. No statistically significant correlations were found between the treatment and any aspect of the quotes in participants' essays. This data adds further evidence that the treatment appears to have had little effect on participants; however, it is of interest that of the five samples taken from the non-treatment group, three of those had in-text citations that did not match the reference page entry (i.e., citing a secondary source), which had been identified and marked by the teacher during the drafting stage. Despite

explicit teaching of how to fix this error, three of five in the non-treatment group had this error, but only one out of five samples from the treatment group had this error type. Taken together with the teacher-researcher's observation that 19 of 58 in the non-treatment and 10 of 62 in the treatment contained this type of error in a draft of the essay, there may be grounds for future research about why this type of error was more common in the non-treatment group.

Table 5: Correlations Related to Sample Quote Analysis (N=10)

		Relevance	Source	Date	Credentials	Sig. phrase	Location	Length	In-text	Reference	Total
Treatment	<i>r</i>	-.108	-.548	.500	-.602	-*	.333	.333	-.535	.218	-.331
	<i>p</i>	.766	.101	.141	.066	-*	.347	.347	.111	.545	.351
*All participants used an appropriate signal phrase; therefore this value could not be calculated.											

Limitations of the Study

There are a few important limitations in the results of this study. First, the instruments used to measure the effectiveness of the intervention were not designed by the researcher; they were existing parts of the curriculum. The advantage of using existing instruments for assessment was practicality. Participants did not have to commit extra time to any additional assessments, and the teacher did not have to do extra marking. The drawback is that the assessment instruments and rating procedure did not directly measure what the treatment was aimed to do (improve student's knowledge of citation vocabulary). Rather, the instruments used in this study represented two real-world applications of the citation vocabulary knowledge and concepts that participants needed to gain during the semester. Second, due to practicality, only the teacher-researcher assessed the quizzes and essays. The single-rater approach is consistent with a typical classroom setting in which only the teacher assesses participants'

work, but it raises questions about intra-rater reliability, researcher bias, and rater fatigue.

Conclusions

The findings of this action research suggest that the treatment given in this research had little effect in helping participants on the particular assessments in the course studied. Participants who were exposed to the vocabulary review scored the same as participants who were not; therefore, few conclusions can be drawn about the role of vocabulary in citation instruction for second language writers. The mechanics of citation are rule-based and likely easier than the skills required to integrate an author's ideas (Pecorari, 2013); however, despite explicit teaching of the concepts and the mechanics, in-class practice, availability of online resources and personalized corrections on essay drafts, the mechanics of APA style were a challenge for the student-participants of this course. Moreover, teaching APA style via individual student research papers presents many exceptions to the mechanics rules that teachers teach during class. Teachers simply cannot teach everything that students need to know about using APA style; therefore, to show students useful resources and to develop their abilities to make reasonable choices is an appropriate goal for teachers. The rest of the responsibility to learn style guidelines must fall on students with outside resources.

Based on this research, taking a vocabulary-based approach is insufficient to improve students' ability to apply APA style to their own work. Wette's (2009) call for more research is still valid: There remains a need for better understanding of how students learn to integrate source information in their writing, including how they learn the mechanics of citation.

The Author

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Appendix A: Terms Identified and Taught

	Definitions from www.learnerdictionary.com unless otherwise specified.
plagiarism	the act of using another person's words or ideas without giving credit to that person
quotation	something that a person says or writes that is repeated or used by someone else in another piece of writing or a speech
quote	to repeat (something written or said by another person) exactly
quotation marks	“ “ used to show the beginning and the end of a quotation
source	a person, book, etc., that gives information
signal phrase	A word or words that introduce information from someone else (https://owl.english.purdue.edu/owl/resource/683/07/)
article	a piece of writing about a particular subject that is included in a magazine, newspaper, etc.
citation or entry	a collection of the bibliographic information needed for one source
reference list	A separate page at the end of an essay that “provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper” (Purdue OWL, https://owl.english.purdue.edu/owl/resource/560/05/)
cite	to mention (something) especially as an example or to support an idea or opinion
APA	A set of guidelines for how to format a report, including how to cite sources within paragraphs and create a references page (researcher)
italics	having letters, numbers, etc., that slant upward to the right (<i>example</i>)
double spaced	to write or type (a paper, letter, etc.) so that each line of words is followed by a line without words
alphabetical order	when a series of items are put in order based on the first letter in their name. The order follows the alphabet (i.e., A, B, C). (Researcher)
indent	to start (one or more lines of text) farther to the right than other lines of text

initial (n)	a first letter of a name
date of publication	the year in which something was published (Researcher)
sentence case	refers to a capitalization style in which most words are lowercased (http://blog.apastyle.org/apastyle/2012/03/title-case-and-sentence-case-capitalization-in-apa-style.html)
title case	refers to a capitalization style in which most words are capitalized (http://blog.apastyle.org/apastyle/2012/03/title-case-and-sentence-case-capitalization-in-apa-style.html)
parentheses	one of a pair of marks () that are used around a word, phrase, sentence, number, etc.
place of publication	the location where something was published, usually a city
publisher	a person or company that produces books, magazines, etc.
academic journal	a peer-reviewed or refereed periodical (a magazine that is published every week, month, etc.) in which scholarship relating to a particular academic discipline is published (https://en.wikipedia.org/wiki/Academic_journal)
in-text citation	writing the author's last name and date of publication inside your paragraph before or after your quotation (researcher)
author	the person, people, or organization who created a text
URL or link	the letters and symbols (such as http://www.Merriam-Webster.com) that are the address of a Web site.

Appendix B: Pre-test



Name: _____

Date: _____

Quiz name: Quotation Language Pre-test [Sections 21, 29]

1. Which is an example of an APA style quotation?

- A "British Prime Minister David Cameron has called for women immigrants to Britain to learn English within 30 months or be deported" (Jones-Cruise, 2016).
- B British Prime Minister David Cameron has called for women immigrants to Britain to learn English within 30 months or be deported
- C In Britain, female immigrants now have 30 months to learn English. If they don't, they will be deported, according to a call from the Prime Minister.

2. Which are quotation marks?

- A ()
- B " "
- C []

3. Which are parentheses?

- A ()
- B " "
- C []

4. This picture shows a/an

- A signal phrase
- B in-text citation
- C citation in the reference page

Copyright, J. S. Baker, B. A. Knox, B. (2003). The quality of evidence and
relationships. Communication of the ACM, 46(1), 10-18.

5. When you use a quotation from an author, you must _____ it.

- A write
- B cite
- C italicize

6. Starting from a, b, c, d, e,...and ending at z is called _____.

- A antithetical order
- B hypothetical order
- C alphabetical order

7. What is this formatting option called?

- A Italic
- B Indent
- C Independent



Appendix C: Treatment Procedure, Continued

In week 6, the treatment group began with a review of the terms first presented in week 4. Then all students evaluated the credibility of their sources using a teacher-designed source evaluation tool which required them to first identify the title, author, date of publication, and type of source, and then evaluate the credibility of the source based on directions from the teacher. Next, students were presented with the definitions and relevant images for new vocabulary words that would be relevant to their essay writing:

- *to quote*
- *a signal phrase*
- *quotation marks*
- *plagiarism*
- *a hook*
- *a thesis*
- *a topic sentence*
- *supporting details*

In week 7, students in the treatment group began with a review of words that had been challenging in previous weeks:

- *credibility*
- *cite*
- *quote*
- *signal phrase*
- *quotation marks*

Then, all students completed a graded in-class outline writing assignment in which they had the option to include quotations from their sources.

In week 8, students in the treatment group reviewed two terms that were often confused:

- *cite*
- *source*

All students reviewed the teacher-researcher's comments on their outlines, and received instruction about how to write an introduction paragraph.

Week 9 was the mid-term exam for all students. In week 10, all students were given instruction about APA style for in-text citation and reference page. The new terms were:

- *parentheses*
- *sentence case*
- *italics*
- *title case*
- *alphabetical order*

The rest of class was spent on an in-class writing of the introductory paragraphs. One student in treatment group asked "What is first initial?" (it was taught and reviewed in weeks 4 and 5). Interestingly, this student received a zero for plagiarism on the introduction section.

In week 11, students in the treatment group reviewed these terms.

- *quotation marks*
- *in-text citation*
- *reference page*
- *parentheses*
- *sentence case*
- *italics*
- *title case*
- *alphabetical order*

All students wrote body paragraphs of their essays and were instructed to use one quote from a source per paragraph. They also included a reference page with APA style citations. While grading and giving feedback, I observed that many students' in-text citations didn't match their reference pages because they were trying to cite a source within the source (secondary source). In the treatment group, 10 students made this mistake, and in the non-treatment group, 19 students made this mistake. A few students had plagiarism and a few students forgot to use quotation marks around their quotes.

Week 12 was a holiday, but in Week 13, students in the treatment group reviewed these terms:

- *link*
- *publisher*
- *article title*
- *last name*
- *first initial*
- *publication date*
- *cite*
- *source*
- *APA style*
- *quotation marks*
- *in-text citation*
- *reference page*
- *parentheses*
- *sentence case*
- *italics*
- *title case*

For both groups, the teacher-researcher instructed students how to cite a secondary source to correct mistakes in their body paragraphs. Then the students wrote their concluding paragraphs.

In week 14, all students reviewed:

- *signal phrase*
- *last name*
- *date*
- *page number*

The treatment group also reviewed:

- quote
- cite
- in-text citation
- quotation marks
- parentheses
- page number

Appendix D: Quoting Quiz Sample

2

Name _____ ID _____ Section _____

Quoting Quiz (5%) 4.75 (396%)

Instructions: Instructions: For each item, (1) Circle the most appropriate source to best support the provided cause and (2) quote it by using the correct APA pattern in the provided space. (2 marks each: 1 mark for choosing the correct source and 1 mark for using the correct in-text citation)

Causes of road accident

1. Cause 1: The most common cause of road accident in Thailand is when drivers are under an influence of alcohol.

- a. Up to 26,000 people are killed in road accidents every year in Thailand, which puts the country in the 6th spot in terms of road casualties. (James Minick. 2015. Page 5.)
- b. Campaigns have been set up to lessen the amount of drunk-driving, and posters showing the results of horrific crashes with the "don't drink and drive" slogan can be seen throughout the country streets. (Katy White & Alice Green. 2007. Page 38.)
- c. The number of road accidents has increased by 7% compared to last year. 78.5% of road accidents in Thailand were caused by drunk driving. (The Department of Land Transportation. 2015. Page 2.)
- d. People under an influence of alcohol should not drive; instead, they should take a taxi home. (Don't Drink and Drive Foundation. 2010. Page 108.)

In-text Citation: According to The Department of Land Transportation (2015), "The number of road accidents has increased by 7% compared to last year. 78.5% of road accidents in Thailand were caused by drunk driving." (p. 2)

75

2. Cause 2: Speeding is definitely the second obvious cause of road accident in Thailand.

- a. 83.05% thought that the warning speed signs had effects on drivers and caused them to reduce speed whereas 10% thought it had no effects. (Joseph Foley. 2012. Page 96.)
- b. Among the respondents, 83.78% had experienced accidents or had been involved with accidents caused by driving over the legal speed limit. (Stephen Colon & Shawn Williams. 2009. Page 199.)

2

Name _____ ID _____ Section _____

- c. The campaign against speeding should be well publicized. The improvements of road signs on speed should also be carried out. (Organization of Safe Road. 2002. Page 133.)
- d. Researches on speeding in western countries indicated that people in the western societies regarded killing people on the road was a crime. (Robert Carpenter. 2011. Page 12.)

In-text Citation: According to Colon and Williams (2009), "Among the respondents, 83.78% had experienced accidents or had been involved with accidents caused by driving over the legal speed limit." (p. 199)

100

3. Cause 3: The most prominent cause of road accident in Thailand is tailgating, or driving too close to the car in front of them.

- a. The safe distance for following another vehicle depends on many factors including speed, weather, and road condition. (www.tailgating.com. 2012. Page 67.)
- b. When driving, leave enough space between the cars, in case it suddenly slows down or stops. (Arthur Sullivan. 2011. Page 8.)
- c. Careful driving and avoiding following the car in front too close can prevent car accidents (Thomas Edison. 2008. Page 45.)
- d. Tailgating is a contributing factor in more than one third of all crashes on the road and is one of the top causes of accidents nowadays. (www.seriousaccident.com. 2014. Page 26.)

In-text Citation: According to Serious Accident (2014), "Tailgating is a contributing factor in more than one third of all crashes on the road and is one of the top causes of accidents nowadays." (p. 26)

100

(English 2 Coordinating Team, 2016).

Appendix E: Part-Score Rubric Portion

Rubric for Essay Final Draft (10%)

Categories		3	2	1	Actual scores
In-Text Citation and References (6 points)	In-Text Citation	All of the sources used for quotes, statistics and facts are credible and cited correctly.	Some of the sources used for quotes, statistics and facts are credible and cited correctly.	Almost all of the sources are not credible and/or are not cited correctly. OR No in-text citation	
	References	All of the sources used for quoting, are cited correctly.	Some of the sources used for quoting are cited correctly.	None of the sources are cited correctly. OR No reference is provided.	

Appendix F: Rubric for In-depth Analysis

Elements of an effective quotation											
	Treatment					Non-treatment					
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	
Quote Selection: The quote...											
<i>Relevance</i>											
• has relevant information to the paragraph	3	2	3	2	3	3	3	0	3	3	
<i>Credibility</i>											
• comes from an appropriate source type (not blog or wiki)	3	3	2	3	2	0	3	0	2	2	
• has a recent date of publication (after 2010)	2	2	3	3	3	3	3	3	3	3	
• was written by an author with sufficient credentials	3	2	2	3	2	1	3	1	1	1	
Writing Choices: The writer...											
<i>Writing style and level of integration</i>											
• has used an appropriate signal phrase	3	3	3	3	3	3	3	3	3	3	
• has put the quotation in an appropriate location within the paragraph	3	1	3	3	3	3	3	3	3	3	
<i>Length</i>											
• is not more than one sentence	2	1	3	2	2	3	2	3	2	2	
<i>Accuracy in use of APA conventions</i>											
• has written an accurate in-text citation according to APA style [Name, date, p. #]	2	3	2	3	1	1	2	1	1	2	
• has written an accurate full bibliographic entry according to APA style [Author, A. (Date). Title. Journal/Newspaper. Publication info or Link]	1	1	1	2	1	1	2	1	1	2	

Scored on 3 point scale where 3 = full score, 2 = attempt with minor error, 1 = attempt with major error, 0 = no attempt

