

Academic Writing for Publication and Anti-Plagiarism Training
Part 2 Citation Essentials, Plagiarism, and Style
in Academic Writing

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A. CITATION BASICS

Style differences

→ Q: To which style is your paper supposed to conform? A:

Humanities	Sciences	Social Sciences
- <i>Chicago</i>	- ACS (American Chemical Society)	- AAA (American Anthropological Association)
- <i>MLA</i> (Modern Language Association)	- <i>AMA</i> (American Medical Association)	- <i>APA</i> (American Psychological Association)
- <i>Turabian</i> (an academic style that works in other disciplines as well)	- <i>CBE</i> (Council of Biology Editors)	- <i>APSA</i> (American Political Science Association)
	- <i>IEEE</i> (Institute of Electrical and Electronics Engineers)	

End-of-text citations (References/bibliography/works cited)¹

→ Q: What differences can you notice? What is similar?

APA	<p>Franks, S. (2012). The joy of meditation. <i>Everyday Psychology</i>, 50, 421-447.</p> <p>Franks, S. (2013). <i>Enriching your life</i>. New York: Raven Press.</p> <p>Hayes, J. (2011). City life and concentration. <i>Spiritual Reviews</i>, 73, 678-692.</p> <p>Shi, X. (2012). <i>Modern lifestyles and meditation</i>. Cambridge: Cambridge University Press.</p> <p>Stevenson, J. (2009). When I Meditate. In K. Adams (Ed.) <i>Success Within</i> (pp. 184-209). London: Heinemann.</p>
MLA	<p>Franks, Samuel. "The Joy of Meditation." <i>Everyday Psychology</i>. 50 (2012): 421-447.</p> <p>Franks, Samuel. <i>Enriching Your Life</i>. New York: Raven Press, 2013.</p> <p>Hayes, Jennifer. "City Life and Concentration." <i>Spiritual Reviews</i>. 73 (2011): 678-692.</p> <p>Shi, Xiao-ting. <i>Modern Lifestyles and Meditation</i>. Cambridge: Cambridge University Press, 2012.</p> <p>Stevenson, John. "When I Meditate." <i>Success Within</i>. London: Heinemann, 2009. 184-209.</p>

¹ Apart from stated otherwise, the citation examples in this handout are based on APA style.

In-text (parenthetical) citations

	APA	MLA
One author	Your text (Garrison, 2008). Your text (เกษรา อึ้งอำพร, 2554). OR As Garrison (2008) states, your text. As Ketsara Ungampon (เกษรา อึ้งอำพร, 2554) states, your text.	Your text (Garrison 457). Your text (เกษรา อึ้งอำพร 23). OR Garrison states that your text (457). Ketsara Ungampon (เกษรา อึ้งอำพร, 2554) states that your text (23).
Same author, different works	(Liu, 1993, 2006)	(Liu, <i>Meditation</i> 759); (Liu, "Life" 96)
Two authors	Your text (Steven & McIntyre, 1997, p. 32). OR According to Steven and McIntyre (1997), your text (p. 32).	Your text (Steven and McIntyre 32). OR As reported by Steven and McIntyre (32), your text.
Three to five authors	Your text (Wayne, Banner, Parker, & Kent, 2015). ... Your text (Wayne et al., 2015).	Your text (Wayne, Banner, Parker, and Kent, 2015). ... Your text (Wayne et al. 78).
Two works	Your text (James, 2007; Xu, 2014).	Your text (James 49; Xu 286).
From another source	(Hines, 1989, as cited in Stroenoff, 1997)	(Hines, qtd. in Stroenoff 87)

→ Q: Why do you think we need to care about these confusing rules?

A:

→ Q: Can you think of other details you need to know so you can cite properly?

A:
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→ Q: How do you report that an author says something, e.g. "Smith (2006) says"? Write some examples. Then read the alternatives that follow, circling the ones you have never seen or used.

A:
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Ways to say "the author says ..."

1. **Smith (2006) states** that a state of meditation can be achieved in our daily life (**p. 21**).
2. **Smith's (2006) research shows** that a state of meditation can be achieved in our daily life.
3. **In his book, *Meditation in Everyday Life* (2006), Smith states** that a state of meditation can be achieved in our daily life (**p. 21**).
4. **As Smith (2006) states**, one can achieve a greater amount of concentration at work by practicing short, daily meditation at home (**p. 126**).
5. **As stated in Smith (2006)**, one can achieve a greater amount of concentration at work by practicing short, daily meditation at home (**p. 126**).
6. Concentration at work, for example, can be greatly enhanced by short, daily meditations in which "you become aware of what you are thinking" (**Smith, 2006, p. 302**).
7. **In 2006, Smith** published a groundbreaking book about everyday meditation with methods and suggestions for those who spend most of their time each day commuting to and from work and who have very little time to rest at home.
8. It has been argued that a state of meditation can be achieved in our daily life (**Smith, 2006, p. 21**).
9. **According to Smith (2006)**, a state of meditation can be achieved in our daily life (**p. 21**).
10. **Smith (2006) goes on to say that ...**
11. **The article also discusses ...**
12. **Smith (2006)** discussed his multiple attempts to meditate in places away from the city when he could find time over three years. None had a long-lasting effect on his mental health once he returned to his normal life (**p. 19**). After practicing meditation for thirty minutes a day every day after work for six months, however, he found that a state of meditation can be achieved in our daily life (**p. 21**).
- 13.

Smith (2006) discussed his multiple attempts to meditate in places away from the city when he could find time over three years. None had a long-lasting effect on his mental health once he returned to his normal life (p. 19). After practicing meditation for thirty minutes a day every day after work for six months, however, he found that a state of meditation can be achieved in our daily life (p. 21).

Smith further states that ...

Ways to talk about two or more authors at the same time

14. It has been documented that a state of meditation can be achieved in our daily life (**Sa-nga Charoenpalin [สง่า เจริญผลิน], 2010; Nelson, 2007; Marone, 2008; Smith, 2006; Wong & Jones, 1999**).
15. Moreover, **Smith (2006) agrees** with Nelson (2007) that a state of meditation can be achieved in our daily life, and that concentration is only "a matter of awareness and determination" (**p. 22**).

16. The success of short, daily meditation has been discussed in detail in Wong & Jones' (1999) *Concentration and Life Style* (see also Smith, 2006).

17. Coleman (2005) reports that 86% of his 245 participants tried meditation at home or in their apartments and failed to achieve a substantial difference in their ability to relax or improve their concentration at work (cf. Smith, 2006).

18. **Similar to Smith (2006)**, Marone (2008) stated that she was able to spend only twenty to thirty minutes each morning on meditation but that she nevertheless was able to gain greater insight into her life as well as concentration at work (p. 197).

19. Nelson (2007) discusses how she spent a relatively short period of time in the morning meditating by following the meditation guidelines by **Smith (2006)**. After practicing them daily for over a year, she reported a substantial gain of insight into her life as well as better concentration at work (p. 197).

20. **Nelson (2007, as cited in Marone, 2008)** discusses how she spent a relatively short period of time in the morning meditating by following the meditation guidelines by Smith (2006).

→ Q: These examples show variations—different ways to talk to the reader of your paper. Why do you think we need variations? How else have you seen authors talk about other authors?

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Verbs used in citations

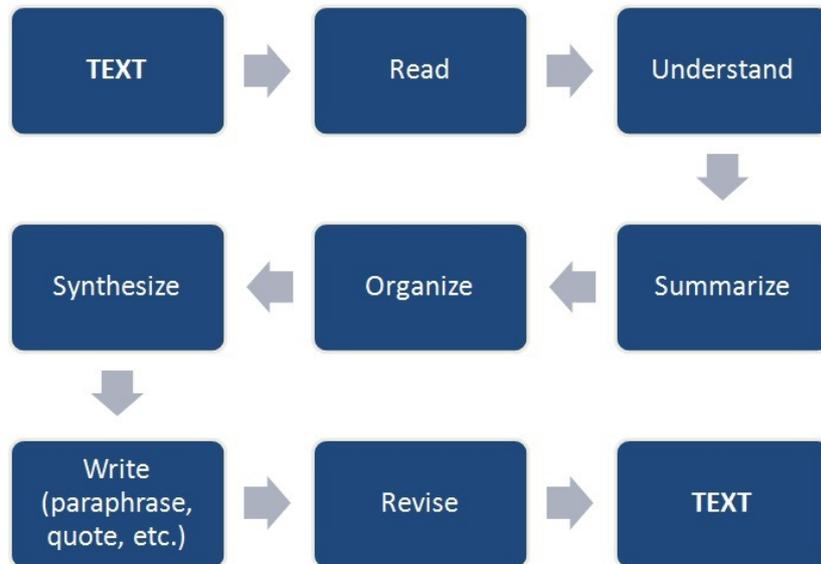
→ Q: Read the verbs in these columns. Do they share similar tones? What is the difference? Write your answer in the top row below.

say/state indicate describe discuss present express note point out add argue assert imply	claim imply argue allege emphasize stress maintain contend presume assume assert affirm	examine report agree/disagree illustrate confirm verify reveal explain propose demonstrate show conclude

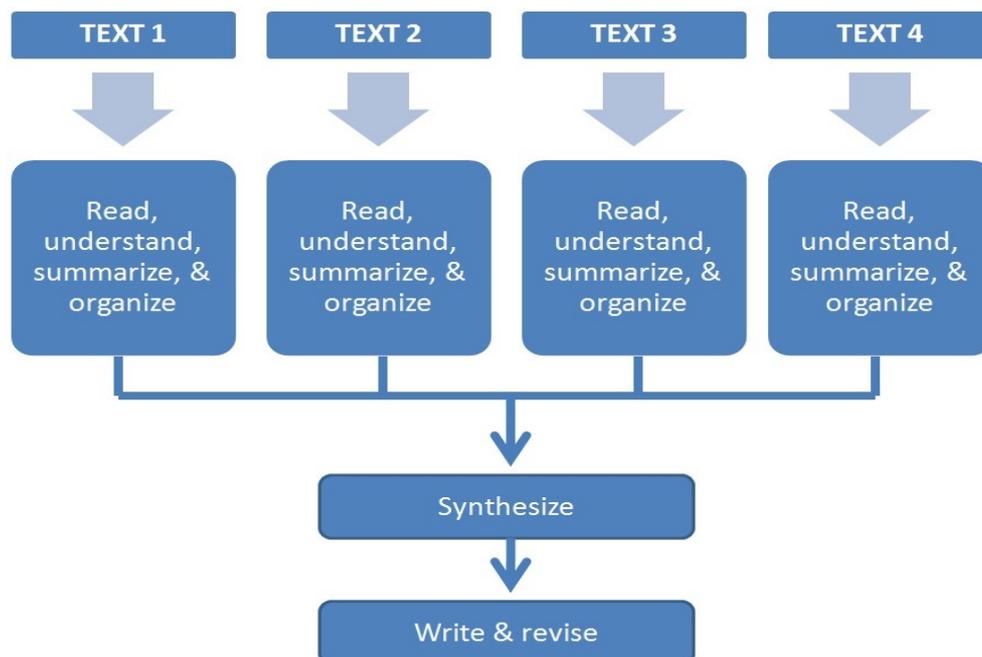
B. SMART CITATION: DOING IT WELL & PROPERLY

Citing well and properly is the ability every researcher strives for. It involves much more than knowing the citation rules. To write a good introduction, literature review, discussion, and conclusion, you need to **read in a critical and organised manner, synthesize ideas,² and report what you have read and synthesized in ways that are universally accepted by the academic community.**

What to do when working with a text in order to write about it



What to do when working with multiple texts in order to write about them



² To synthesize is to make a connection among ideas. Read about how on the next page.

Synthesizing ideas

<p>1. Making sense of the texts for your reader</p>	<ul style="list-style-type: none"> - What is the text about? What is the main idea? - What ideas and/or details does the author use to support that main idea? Are these ideas/details a description, an explanation, reasons, examples, etc.?
<p>2. Pointing out the relationship among ideas in the text</p>	<ul style="list-style-type: none"> - How are the ideas in the text related to one another? Are they connected through cause-effect relationship, problem-solution relationship, etc.? - How are the ideas arranged and presented in the text?
<p>3. Assessing the validity of the texts</p>	<ul style="list-style-type: none"> - Are the author’s arguments and ideas reasonable, valid, and trustworthy? Why or why not? - Are his/her ideas supported by reliable details/information? If so, what are they? - Is the main idea/argument biased or for the author’s own benefit? If so, is the idea worth pointing out with caution or should it be disregarded?
<p>4. Selecting and including only relevant parts from the texts</p>	<ul style="list-style-type: none"> - What do you want to say in your own writing? What are your main idea and supporting ideas? - Which ideas in the texts are related to what you want to talk about in your writing? (You may need to rearrange the ideas in your notes.)
<p>5. Pointing out the relationship between ideas from the texts and your own ideas</p>	<ul style="list-style-type: none"> - Are your own ideas clearly stated for the reader to understand? - How are your ideas and the author’s ideas that you have cited (summarized, paraphrases, or quoted) related? Have you told the reader how?

→ Q: Synthesizing is one of the most challenging tasks in academic writing, and without it, your paper cannot read well. Why do you think it is difficult?

A:

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→ Q: The following paragraphs describe the three mobile phones using the information in the table. Even though both are okay, which paragraph is better? Why?

	<i>Nokia N8</i>	<i>BlackBerry Bold 9650</i>	<i>iPhone 4 (32 GB)</i>
Phone type	Smartphone	Smartphone	Smartphone
Operating system	Symbian^3 OS	BlackBerry OS (RIM)	iOS (Apple)
WiFi/Bluetooth-supported	✓	✓	✓
Camera	12 megapixels, Carl Zeiss lens, 2X digital zoom	3.2 megapixels, 2X digital zoom	5 megapixels, 5X digital zoom, front and back cameras
Video camera	✓ (HD)	✓	✓ (HD)
Video calling	✗	✗	✓ (Facetime, front and back cameras)
Music player and support	✓ (Nokia Music Player)	✓ (Media Manager)	✓ (iTunes)
Screen	Touch	Non-touch	Touch
Free navigation/ GPS	✓ (Ovi Map)	✓	✓
WebTV	✓	✗	✗
Internet access, chat, social networking	✓	✓	✓
Applications	✓ (Ovi Store)	✓ (BlackBerry App World)	✓ (iTunes Store)
Backgrounds	✓	✓	✓
Color themes	✓	✗	✗
Synchronization with the computer	✓	✓ (Desktop Manager)	✓ (iTunes)
Price (Approximate, \$US/THB)	500/16,000	500/13,500	300/18,000

Paragraph 1

(1) The Nokia N8, BlackBerry Bold 9650, and iPhone 4 have a number of similarities and differences. (2) They are all smartphones, but they use different operating systems. (3) They are WiFi- and Bluetooth-supported, and each has a camera, a video camera, a music player, free navigation, Internet access, applications to download, changeable backgrounds, and the ability to synchronize with the computer. (4) The Nokia N8's camera has 12 megapixels with a Carl Zeiss lens, and 2X digital zoom. (5) The BlackBerry Bold 9650's camera has 3.2 megapixels with 2X digital zoom, and the iPhone 4 has 5 megapixels and 5X digital zoom. (6) The video cameras in the N8 and iPhone 4 are high-definition, while the Bold 9650's is not. (7) The iPhone 4 is the only phone among the three with video calling. (8) The N8 and iPhone 4 have a touch screen, but the keyboard of the Bold 9650 is non-touch. (9) Unlike the other two, the N8 comes with a web TV, and it has different color themes for you to choose from. (10) Finally, the iPhone 4 is the most expensive at approximately 18,000 Baht, followed by the Nokia N8 at 16,000 Baht, and the BlackBerry Bold 9650 at 13,500 Baht.

Paragraph 2

(1) Although the Nokia N8, BlackBerry Bold 9650, and iPhone 4 share many smartphone characteristics and abilities in common—Internet access, great camera, music player, GPS, applications, and computer synchronization—there are small details that should be taken into consideration before you decide to buy one. (2) First of all, different operating systems can make a difference. (3) The N8 comes with Symbian^3, the Bold 9650 RIM's operating system, and the iPhone 4 iOS. (4) I suggest talking to people who have used these phones or choosing a retailer that allows you to try using the phones to see which operating system suits you the best. (5) This includes using the screen (touch or non-touch), working with the app store (downloading applications, payment, etc.), and accessing the store on your mobile phone. (6) When you try using the phones, also try the cameras to see for yourself what the photo quality is like. (7) Do not only go by a higher number of megapixels or digital zoom. (8) If you like video calling, only the iPhone 4 comes with a function called Facetime, with both front and back cameras that allow the person talking to you to see what you see in real time. (9) As for the cost of a new phone, the Nokia N8, BlackBerry Bold 9650, and iPhone 4 are in the same price range in Thailand—the Bold being the least expensive (approximately 13,500 Baht) and the iPhone the most (approximately 18,000 Baht)—so it is up to you to decide which phone is worth that amount of money that will come out of your pocket.

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Quoting

Quoting is **using an author's exact words, phrases, clauses, sentences, or longer passages with quotation marks around the text and appropriate citation**. You quote to support your own ideas (to appeal to authority), to preserve the original wording when it is necessary to do so, to comment on the quotation, and to distance yourself from the quotation. Quoting indicates that you respect your sources, that you know how to distinguish between your own work and the work of others, and appropriate quoting shows that you are not dominated by your sources.

In academic papers, it is generally a good idea not to have too many quotes, as they can indicate your lack of ability to summarize and synthesize. According to Leki (1998),³ “[w]riters quote sources ... when the original wording is particularly striking or interesting, or when they want the reader to know exactly what another writer has written” (p. 199). In other words, **you only quote other authors when it is necessary**. At most other times, use paraphrasing.

How to quote

1. You can separate quotations from your own writing:

- a. Byrne (2006)⁴ stated, “People are responsible for their own joy” (p. 119).
- b. In a section on relationships, Byrne (2006) discusses the importance of creating happy moments for oneself: “People are responsible for their own joy” (p. 119).

2. Or you can integrate quotations into your sentences:

- c. Byrne (2006) stated that “people are responsible for their own joy” (p. 119).
- d. It is important that we create joy and happy moments for ourselves because “people are responsible for their own joy” (Byrne, 2006, p. 119).
- e. As “people are responsible for their own joy” (Byrne, 2006, p. 119), it is important that we create joy and happy moments for ourselves.

3. When you quote another author's words, you may:

3.1 Skip a few words or sentences in the original text by using *three dots* (...).

- f. “Unless you fill yourself up first, you have nothing to give anybody. ... People are responsible for their own joy” (Byrne, 2006, p. 119).

3.2 Adjust the words, tense, etc., or add your own word that will help clarify the text or make the quotation fit your text by using *brackets* [].

- g. According to Byrne (2006), “[u]nless you fill yourself up first, you have nothing to give anybody” (p. 119). (The capital “U” is changed as it is not used at the beginning of the sentence here.)

³ Leki, I. (1998). *Academic writing: Exploring processes and strategies* (2nd ed.). Cambridge: Cambridge University Press.

⁴ Byrne, R. (2006). *The secret*. New York: Atria Books.

h. Byrne (2006) claims that it is necessary that people make themselves happy before creating such an effect for anybody else. This is because “[we] are responsible for [our] own joy” (p.119).

4. When the quotation is longer than approximately 50 words, separate the entire quotation from your text with a new paragraph and indent the entire paragraph.

Paraphrasing

When you paraphrase, you **restate another writer/speaker’s ideas by using your own words, phrases, and sentence structures**. It is different from summarizing in that a summary is usually of the entire work (an essay, an article, or even a book), while writers usually paraphrase only a short section of a text at a time. To summarize is to use a few words to recapitulate a lot of ideas, whereas a paraphrase is rewriting an idea or an argument in different words and sentence structures. It is sometimes worthwhile to quote a sentence or a paragraph but, as mentioned earlier, most of other authors’ writing that you mention in your own is paraphrased, or sometimes the entire work is summarized.

A good paraphrase comes from your understanding of the original text and the ability to restate it in your own words without depending on the original work. In other words, you should be able to close your eyes and say what the original text says. When you paraphrase, it is important to remember to use your own words and sentence structures in the paraphrase. Substituting synonyms without changing the sentence structure is not paraphrasing. When paraphrasing, you are allowed to change the style of the original writer or make it easier to understand for other readers, but the ideas remain the same. Quotations can be used when the writer’s own words are appropriate. Then you can use your paraphrase to support your own ideas or disagree with in your writing.

How to paraphrase

1. Read the original text. Make sure you understand it clearly. If not, read it again before you begin paraphrasing.
2. Close the book in which there is the text that you are going to paraphrase.
3. Begin paraphrasing by writing down what the text says without using the original words, phrases, or sentences, except when the words are commonly used and there are no better words. If there is a unique term or phrase that you cannot paraphrase in the original text, use quoting.
4. Check that you have paraphrased the text accurately by reading the text again. Be careful not to add or change ideas from the original text.
5. Cite the original work. This means giving information about who the author of the original text is and other information required for appropriate citation.

Recognizing plagiarism

→ Before we further discuss plagiarism, check if each statement is correct.

- 1. If I don't use their exact words, I don't have to cite the authors.
- 2. I've already used different words from the original text; there's no need to cite the author.
- 3. I don't have to use quotation marks if I'm only using a few of the author's words.
- 4. It is okay to fill 80% of my text with quotes from other authors as long as I cite them properly.
- 5. It is always necessary to cite the original author when I use his or her words and/or ideas.

→ Read the original texts and paraphrases. Discuss what makes the paraphrases cases of plagiarism.

Paraphrases 1 and 2

Imagination will often carry us to worlds that never were. But without it we go nowhere.⁵

1. Imagination will often carry us to worlds that never were. But without it we go nowhere.

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2. In the book he wrote in 1980, Sagan says that imagination will often carry us to worlds that never were, but without it we go nowhere.

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Paraphrases 3 and 4

Korea's classical literature developed against the backdrop of traditional folk beliefs. It was also influenced by Taoism, Confucianism and Buddhism.⁶

3. Folk beliefs, along with Buddhism, Taoism, and Confucianism, were the major influence on Korean classical literary works.

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⁵ Sagan C. (1980). *Cosmos*. New York: The Random House Publishing Group.

⁶ Korean Culture and Information Service. (2011). *Facts about Korea*. USA: Hollym International Corp.

4. Folk beliefs were the background of Korean classical literature, according to *Facts about Korea* (Korean Culture and Information Service, 2011), but Buddhism, Taoism, and Confucianism also played important roles in these literary works.

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Paraphrases 5 and 6

The three K-Pop powerhouses are incorporating experienced foreign—more precisely, Western—talent for both music and choreography in order to make K-Pop more appealing abroad.⁷

5. Choi (2011) states that the three large K-Pop companies are relying on expert Western musicians and choreographers so that K-Pop can be more attractive to international audiences.

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6. The Korean pop song industry is currently increasing its use of Western-style music and dance moves. This strategy is to make K-Pop more “appealing” abroad (Choi, 2011).

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Paraphrase 7

[N]early all of that money is devoted to treating symptoms. It pays for cardiac drugs, for clot-dissolving medications, and for costly mechanical techniques that bypass clogged arteries or widen them with balloons ... And even if they are successful, they provide only temporary relief from the symptoms. *They do nothing at all to cure the underlying disease or to prevent its development in other potential victims.*⁸

7. Dr. Esselstyn (2008) urges us to reconsider the way in which we have been handling heart diseases. According to the author, a large amount of money is spent when symptoms have already occurred, and those expensive treatments “do nothing at all to cure the underlying disease” (p. 14).

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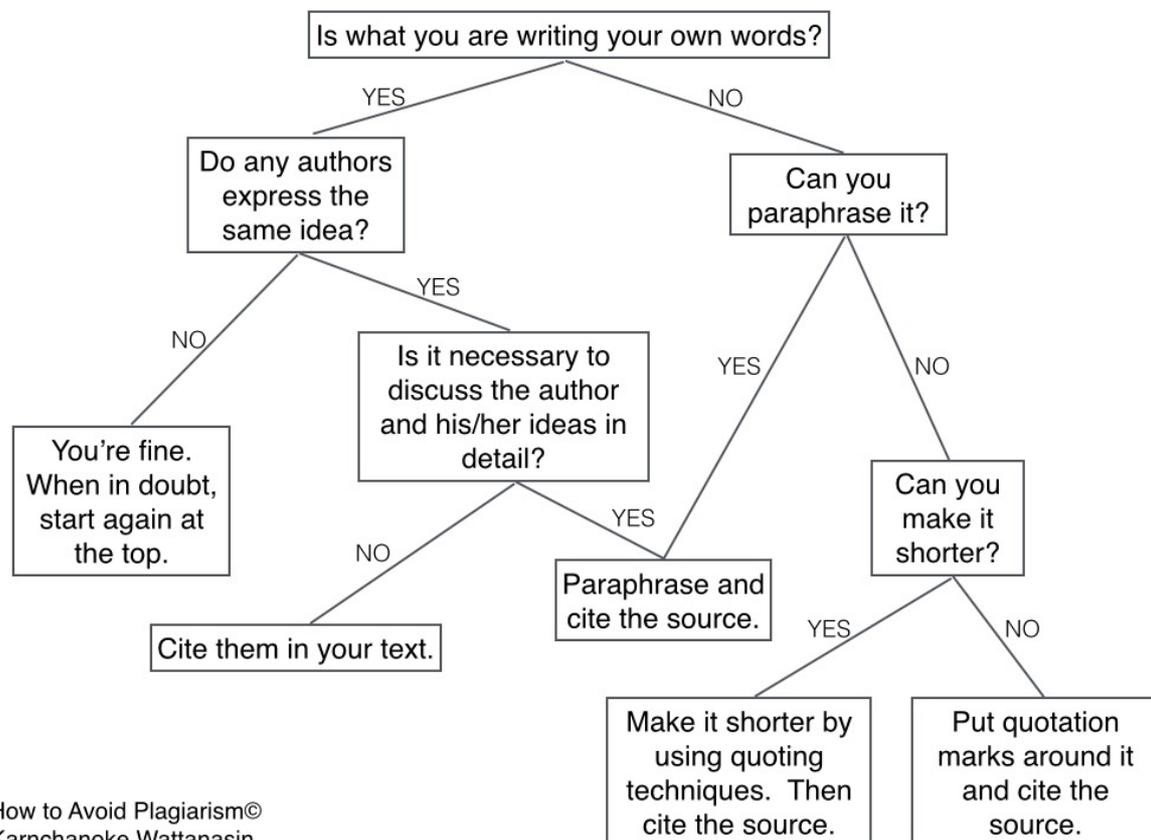
⁷ Choi, Y. (2011). The globalization of K-Pop: Is K-Pop losing its Korean-ness? *Situations*, 5, 69-75.

⁸ Esselstyn. C. (2008). Prevent and reverse heart disease: The revolutionary, scientifically proven, nutrition-based cure. New York: Avery.

Avoiding plagiarism

With meticulousness and care, you can prevent plagiarism beginning from the stage of reading to that of writing (see the table below). The chart that follows is a general guideline to help you avoid plagiarism as you write. Return to it for future reference when you work with other authors' texts and ideas.

1. Note-taking	Be organized and use tables or flashcards. Mark your notes accurately. Avoid direct copying and be sure to cite the source.
2. Summarizing	Include only main and important ideas.
3. Citation	Conform to the style required. Give detailed and adequate information of the source for further reference.
4. Paraphrasing	State the idea in your own words using your own sentence structures.
5. Synthesizing ideas	Discuss multiple sources and make connections.
6. Incorporating quotes	Make appropriate use of quoting.



→ Q: What new things did you learn about plagiarism today? What surprised you?
What did not surprise you?

A:
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→ Q: Are there any questions you want to ask about avoiding plagiarism?

A:
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C: WRITING IN ACADEMIC STYLE

→ Read and compare the following two paragraphs. Can you feel the difference?
What makes them different from each other?

Paragraph 1

(1) Electricity was so strangely expensive at our factory from June to August, so I called and asked our chief engineer from the main office to take a look at what was going on. (2) Mr. Thanasak the engineer checked our 10 blow molding machines out and found that the temperature in the cylinders in most of our machines—the old ones—was very high while the machines were running. (3) He fixed the problem by adding insulators and controlling the temperature. (4) As it turned out, this month's electricity bill is much lower than before the problem was solved.

Paragraph 2

(1) As the cost of electricity was extraordinarily high at the Samutprakan factory of Saman-Chai Plastic during the months of June and August, a chief engineer from the company's main office was contacted about the problem. (2) After he visited the factory and inspected its ten blow molding machines, Mr. Thanasak Kaewmetha reported a considerably high temperature in the cylinders in the eight machines which had been used in the factory for over five years. (3) Additional insulators and temperature control panels were installed, resulting in a 20% lower electricity charge in September.

A:
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→ Read two versions of a literature review. In Version 1, underline inappropriate words or sentence structures and make changes so that the paragraph's style is more academic. Then read Version 2 and compare.

Version 1

(1) Some attitudinal studies have been done in Bangkok during the past few years. (2) Such as, Kanmanee (2005) interviewed 700 high school students and found that the kids whose attitude was the most favourable toward English were 10th graders (Mattayom 4). (3) The students' interest in English went down as they studied in higher grades, and English wasn't very important when the students were preparing for their university admission exams. (4) Similarly, Milford (2007) surveyed 300 high school students at her school in Bangkok, and said that most of the twelfth graders (Mattayom 12) (85.7%) focused more on mathematics, the Thai language, and social science than on English. (5) On the other hand, 82.8% of the tenth graders viewed that English would play a great role in their future, and other school subjects were not as important. (6) In a lot of other studies, researchers emphasize the influences of administrators, teachers, and the schools' interest in English, too. (7) For instance, 1,500 high school student participants in Pungcharoen (2007) were divided into two groups: those from schools where English receives great importance from the school heads and teachers and those from other schools. (8) The results of the study show that students in the first group of schools generally have a significantly more positive attitude toward English than those from the other group of schools. (9) In another study, Chantarachote (2008) and her friends at four high-schools in the Bangkok area began promoting campaigns about the importance of English in everyday life and for jobs. (10) They found that the students' interest in English really increased after one semester. (11) From the results of these research studies, it can argue that Thai high school students' attitude toward English depends on both external forces, such as their teachers, as well as internal and social forces. (12) Topics or subjects that are generally viewed as most pressing at the moment—e.g. the ability to pass college application exams—may play a larger role in students' belief in the importance of learning English.

Version 2

(1) Some attitudinal studies have been conducted in Bangkok during the past few years. (2) For example, Kanmanee (2005) interviewed 700 high school students and found that the students whose attitude was the most favorable toward English were 10th graders (Mattayom 4). (3) The students' interest in English decreased as they studied in higher grades, and English was not of great importance when the students were preparing for their university admission examinations. (4) Similarly, Milford (2007) surveyed 300 high school students at her school in Bangkok, and reported that most of the twelfth graders (Mattayom 12) (85.7%) placed more importance on mathematics, the Thai language, and social science than on English. (5) On the other hand, 82.8% of the tenth graders viewed that English would play a vital role in their future, and other school subjects were of less importance. (6) In various other studies, emphasis has also been placed upon the influences of administrators, teachers, and the schools' interest in English. (7) For instance,

1,500 high school student participants in a research project by Pungcharoen (2007) were separated into two groups: those from schools where English receives great importance from the school principals and teachers and those from other schools. (8) The results of the study reveal that students in the former group of schools generally have a significantly more positive attitude toward English than those from the latter group of schools. (9) In another study, Chantarachote (2008) and her colleagues at four high-schools in the Bangkok area began promoting campaigns in favor of the importance of English in everyday life and for future careers. (10) They found that the students' interest in English increased dramatically after one semester. (11) From the results of these research studies, it can be argued that Thai high school students' attitude toward English may be dependent upon both external forces, such as their teachers, as well as internal and social forces. (12) Topics or subjects that are generally viewed as priorities at the moment—e.g. the ability to pass college application examinations—may play a larger role in students' belief in the importance of learning English.

Notes:
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Frequently asked questions about academic writing

1. How do I become good at writing academic papers?

By reading a lot of academic papers.

2. Where do I begin?

You can begin by reading, but it's a very good idea to begin by writing as well. Use writing to help you think. Then you'll know what to do next.

3. What if I have an idea and don't know how to say it?

If you do not have the English to say it, write it down in your native language and ask someone else for help.

4. How much should I put in the title of my paper?

For your thesis or dissertation, give as many specifics as possible. For journal articles, you can be a little more stylish.

5. How much should I write in the literature review?

For your thesis or dissertation, include as much as you want. For journal articles, limit yourself to a few most related pieces.

6. What should I do when I read?/What's the best way to do literature review?

Read and write at the same time. Fill in a table (you won't regret using the computer for this rather than pen and paper) with information from the reading as you read: author(s), full reference, research questions, hypotheses (if any), methodology (as detailed as you can), findings, and main discussions. Paraphrase important points (in your own words) or quote (accurately and with big and clear quotation marks to prevent confusion) accompanied by actual page numbers from the original. Quote as little as possible. Then group similar studies together with your own notes as clearly as possible about how each group is related to your own study.

7. What citation style should I use?

Consult your instructor regarding class papers, your adviser about theses and dissertations, and the publisher about journal articles.

8. Which is better, paraphrasing or quoting?

Keep quotations at a minimum—only when really necessary. Mostly paraphrase, and always provide references.

9. How can I tell if I am plagiarizing and what can I do about it?

A note on inadvertent plagiarism: Any time you are not using your own words, even if a reference is made, you have to use quotation marks; otherwise it is plagiarism and the degree can be taken away from you at some future point and other legal actions can be taken. Paraphrases must also be documented. Even if you rephrase the original idea the idea still is the other person's and failure to give credit constitutes misrepresentation of your actual work and plagiarism of another person's ideas. I mention this to clients in case a mistake is made. Germany's defense minister Karl-Theodor zu Guttenberg was forced to resign recently and his career ruined after admitting plagiarizing (cutting and pasting) large chunks of his doctoral thesis.

10. How do I cite an author/a study for a second time?

For the APA style, you write the author's last name and the year of publication the first time you cite him/her. Then just write the last name when you cite the author for the second time in the same paragraph. Repeat this for every paragraph unless the repeated references are placed very close to one another. In that case, providing the year of publication in consecutive citations is optional.

11. How do I cite and reference Thai texts?

For in-text citations, use the Thai author's name and last name (for English readers, use your English transcription followed by the Thai in brackets). For references, begin the list with Thai references followed by English references. Conform to the required citation style.

12. What tenses do I use in different parts of the research paper?

Use tenses according to the meaning you want to convey; use the past when you tell the reader what happened, and use the present when what you are discussing is a fact or is considered to still be true.

13. How do I use acronyms for names?

Write out the full name followed by the acronyms in parentheses. Then use the acronyms onward.

14. Does my writing have to be 100% grammatically correct?

Not while you are generating ideas. Not when you are still trying to find what you want to say. Yes before you submit your manuscript. At this stage, you can hire a professional editor to do the job for you.

15. Why does my writing sound choppy?

- (1) Sentences too short or too many short sentences right next to one another
- (2) Lack of metalanguage (linking/transition words, phrases, sentences, paragraphs)

16. What are the common No's for academic writing?/Why does my writing sound informal?

- (1) Contractions
- (2) Idioms (up in the air --> unknown) and phrasal verbs (look into --> investigate)
- (3) Spoken/colloquial language
- (4) Beginning a sentence with coordinating conjunctions
- (5) Extreme or absolute words (e.g. all, everybody, never, nobody, must, no)
- (6) Run-on words/expressions (etc., and so on)
- (7) Direct questions
- (8) Adverbs inside verb phrases (This will *then* answer...)
- (9) Wordiness
- (10) Incomplete sentences (fragments)

17. How do I use "respectively"?

Use the word "respectively" in a sentence when items at the end of the sentence refer to items earlier in the sentence. If there is no such correspondence, that is if you are just making a list, then don't use the word "respectively." See the following example:

Public spending on welfare services is pro-poor. Thirty-two point six five percent and 34.43 percent of the benefit from welfare services accrues to the *poorest* and poor group, respectively, compared with 3.42 percent to the highest income class.

In this example, "poorest" refers to 32.65 percent (notice that the percentage is written out at the beginning of a sentence) and the "poor group" refers to the figure 34.43 percent.

Here is another example:

Across the fifty countries, the average was 2.60 and 2.62 for coins and notes, respectively.

In this example, 2.60 refers to coins and 2.62 refers to notes.

18. How do I use "including"?

Don't say "including" unless your list is not complete, e.g. I like three kinds of ice cream: vanilla, chocolate, and strawberry. Not: I like three kinds of ice cream, including vanilla, chocolate, and strawberry.

19. How do I use "according to"?

Sometimes you don't want to say "from" when you are referencing something or someone's idea.

Not: From the literature review, there are numerous kinds of disease today.

Say: According to the literature review, there are numerous kinds of disease today.

Or: It can be seen from the review of the literature that there are numerous kinds of disease today.

20. How can I learn more? Any good books?

Book recommendations on writing: Generally speaking you don't learn to write from reading writing books. You learn to write by reading in general and then practicing expressing your feelings and thoughts in your own writing using the vocabulary and style you learned from your reading. So you do learn to write by reading, but not by following recipes. With that said, however, the ideas that you hold about writing will influence the way in which you approach the act of writing, just as the ideas that you have about yourself and life influence or create your experiences. And there are many good books on writing that will provide you with a reservoir of good ideas about writing. Two of these that are especially good I feel, and that will help you to achieve greater clarity are: Joseph Williams "Style: Lessons in Clarity and Grace" and William Zinsser's "On Writing Well." I learned a lot from both of them.

Common writing errors

1. So, ...	So ...* (No comma after "so" except when imitating speech.)
2. ... and etc.	... etc.* (This means "and others," so no "and" is necessary.)
3. just only ...	Just* ... OR only ... (They both mean the same, so use only one.)
4. Although ..., but	Although ..., ... ("Although" already means "but.")
5. From the research found that ...	According to the research, ... OR The researcher found that ... OR It was found that ...
6. From this website said that ...	According to this website, ... OR As stated on this website, ... OR The website says ...
7. According to the author said that ...	According to the author, ...OR The author said/says that ...
8. In cocoa contains flavonoid.	In cocoa there is flavonoid. OR Cocoa contains flavonoid.
9. There are three people such as Dang, Noi, and Lin.	There are three people: Dang, Noi, and Lin.

*Not recommended for academic writing