

**Title of Project**

Establishing a Culture of Academic Integrity at Secondary Schools to Promote EFL Writing Development

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**TIRF Research Topic Investigated**

Language Planning & Policy



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**Project Summary**

Academic integrity is one of the core requirements of teaching, learning, and research (Bretag, 2016). The concept of academic integrity is closely linked to the writing development of learners, and establishing a culture of academic integrity has implications about supporting students' academic writing development (Morris, 2016). Academic integrity and writing development have an intermingled relationship; they affect and are affected by one another. Academic integrity acts as a prerequisite for students' writing development. By implementing academic integrity at a young age, students learn to rely on their own skills to complete writing projects rather than borrowing from other sources. In other words, they learn to take responsibility for their own writing process. This is especially true at the K-12 level, where students start to develop their writing styles and find their voices. It is essential to develop those skills within a culture of academic integrity.

From this standpoint, this study set out to explore how creating a culture of academic integrity at K-12 schools affects students' EFL writing development. This study employs an embedded mixed-methods design (Creswell and Clark, 2009) and is based on the premises of the one group time-series quasi-experimental design. The study will be conducted at the English preparatory class of a secondary school in Turkey for one academic year. The findings of the study will present insights to institutional language planners and policymakers at the national level.