

### **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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## **Final Report**

### **Motivation for the Research**

Academic integrity is fundamental to teaching, learning and research. Researchers have characterized academic integrity around academic dishonesty for many years, and plagiarism has been among the top-researched forms of academic misconduct. The relationship between academic integrity and plagiarism has been shaped by two governing pedagogies. The first one is “Gotcha!” pedagogy put forward by Price (2002). This pedagogy stipulates imposing sanctions on students who plagiarize. In this case, students are seen as moral slackers, habituated to cheating. The second pedagogy approaches plagiarism as a matter of intertextual issue and highlights the importance of teaching the ethics of intertextual writing through developing pedagogies that offer positive practices. In this approach, students are seen as authors, not transgressors. These perspectives make it evident that in approaching student writing in general, plagiarism in particular, we must shift our writing pedagogy from policing students to engaging them. It is important to achieve this in foreign or second language writing. Studies show that students tend to plagiarize more in foreign language classes. However, it is widely discussed that the plagiarism cases in second language (L2) classes might not stem from the flawed character of students but from their flawed writing habits. Students who did not acquire ethical, mechanical, and rhetorical intertextuality skills potentially plagiarize more, and this pedagogical practice is detrimental to their writing development. Therefore, it is essential to teach source-based writing to L2 learners around ethical, mechanical, and rhetorical intertextuality skills. This instruction is especially necessary at the K12 level, where students start to develop their writing styles and find their voices.

Intertextual writing has three primary components, namely ethical, mechanical, and rhetorical aspects. However, intertextual writing instructions mainly focus on the mechanical approach, which teaches the conventions of quotation and citing sources using particular citation styles and underestimating the ethical and rhetorical aspects. Effective intertextual writing instruction should be guided by academic integrity, which promotes ethical intertextuality skills.

Fostering academic integrity is best achieved by creating a culture rooted in fundamental values of academic integrity (honesty, trust, fairness, respect, responsibility and courage) throughout the school environment. It is essential to help students internalize these values so that they can be honest in their work, respect others' works, and take responsibility for their learning process. Students who embrace these values are likely to develop better writing skills because they are likely be more motivated to write and more open to learning how to write. Therefore, writing education in a value-driven school environment should exploit students' writing potential to the fullest. From this standpoint, this study aimed to explore how creating a culture of academic integrity at high schools affects EFL learners' writing development. To explore this relationship, I planned a multi-study dissertation including a preliminary, a main, and a follow-up study. Policy development and implementation are prerequisites for creating a culture of academic integrity. Therefore, I developed a multipronged academic integrity policy writing tool for K-12 schools in the preliminary study. In the main study, I explored the facilitators and barriers of creating a culture of academic integrity, and in the follow-up study, I investigated how writing instruction characterized by mechanical, ethical, and rhetorical intertextuality skills affects EFL learners' writing development.

### Research Questions

This dissertation is composed of three complementary studies, and the research questions for each study are as follows:

| Study                 | Research Questions   |
|-----------------------|--|
| The Preliminary Study | <b>RQ1:</b> What are the main themes and sub-themes in K12 academic integrity policies?<br><b>RQ2:</b> How the identified themes are depicted in the policies?   |
| The Main Study        | <b>RQ:</b> What are the facilitators and barriers to creating a culture of academic integrity at high schools?   |
| The Follow-up Study   | <b>RQ1:</b> Does <i>Writing with Integrity</i> program help mitigate plagiarism incidents in student essays?<br><b>RQ2:</b> How does a writing instruction characterized around mechanical, ethical and rhetorical intertextuality affect EFL learners' writing development? |

### Research Methodology

I designed my dissertation as a collection of three complementary studies: a preliminary, a main, and a follow-up study. For the main study, I attempted to initiate and monitor the process of creating a culture of academic integrity at a high school in Türkiye and document the facilitators and barriers of this process. However, it is well-established that developing and implementing an academic integrity policy is at the core of creating an academic integrity culture. Therefore, as a preliminary study, I developed a multipronged academic integrity policy writing tool for secondary schools. The purpose of developing the tool was threefold. First, I aimed to gain a deeper understanding of what makes an academic integrity policy by examining current high school academic integrity policies. Second, the tool would be used by schoolteachers at the research site to develop their policy, and the tool would also serve as in-service training on academic integrity. Third, I wanted to open the tool for the use of a wider

audience after piloting at the research site. For the main study, I adopted Stephens' (2016) Multilevel Intervention Model, which comprises School-Wide Education, Context-Specific Prevention and, where needed, Individual Remediation. For Context Specific Prevention, I developed and implemented a Writing with Integrity program for EFL learners at the school, which constituted the follow-up study.

The preliminary study was a qualitative study based on policy analysis. First, I compiled a K-12 academic integrity policy corpus for analysis. I collected 79 academic integrity policies from different countries. Having collected the policies, I employed an inductive thematic analysis technique to identify the themes in academic integrity policies. Then, I conducted a deductive thematic analysis based on the themes and sub-themes that had been identified. In the deductive thematic analysis, I documented how each theme was depicted in the policies and took sample extracts.

The purpose of the main study was to provide a detailed description of the process of creating a culture of academic integrity and reveal the facilitators and barriers of the process. To guide us through the process, we followed Stephens' (2016) Multilevel Intervention Model and implemented a School-Wide Education program. We adopted the premises of the community-based participatory approach, which involves a partnership between academic and community organizations. In this way, school administration, teachers and students were actively engaged in the process. At the end of the term, I conducted individual ( $n = 11$ ) and focus group ( $n = 6$ ) interviews with the members of the school community and analyzed the interview data based on the six-step thematic analysis framework of Braun and Clarke (2006) to identify facilitators and barriers of the process.

In the follow-up study, we focused on the Context-Specific Prevention level of Stephens' (2016) Multilevel Intervention Model and administered a *Writing with Integrity* program to the EFL learners at the school. The program aimed to develop students' mechanical, ethical, and rhetorical intertextuality skills and mitigate plagiarism cases accordingly. Also, we wanted to explore the effect of this writing instruction on the writing development of EFL learners. The program is administered to the AP (Advanced Placement) class students ( $N = 19$ ). Students wrote ten essays through the process. The follow-up study was based on the premises of embedded design and employed quantitative and qualitative data collection and analysis techniques in a one-group time-series design. The main data set was student papers ( $N = 140$ ), which included writing assignments submitted by students during the intervention. To explore students' writing development, I scored student papers using the analytic writing scoring scale, which has five components (grammar, content, organization, style and quality of expression, and mechanics). To contribute to the validity of the measurement, 20% of student papers were rated by another rater and interrater reliability indicated a strong consensus. I analyzed essay rating scores with the Repeated Measures (RM) AVOVA test. In the last week of the program, I administered a short survey to students, including six Likert-scale type questions and six open-ended ones. In Likert-type questions, I asked them to score (from one to five) if the intervention improved their writing skills for each component. In open-ended questions, I asked them to explain how they thought the intervention improved their writing skills for each component. I collected data through the Socrative app anonymously at the end of the intervention. The qualitative and quantitative data obtained in this step formed a basis for the main individual interviews and helped me tailor interview questions for each student. Seventeen students accepted to participate in the individual interviews. The interviews were made one week after the intervention had ended, and I recorded interviews with a voice recorder. I used MAXQDA software to analyze the

interview data, and I employed deductive thematic analysis, which is often used when the structure of the analysis is operationalized and the exemplification of the identified categories is made on the basis of previous knowledge. After analyzing the interview data and revealing the preliminary findings, I conducted a content analysis on essays to validate the findings of the interview. Also, plagiarism incidents in student papers were recorded by interpreting the similarity reports produced by Turnitin.

### **Summary of Findings**

***The Preliminary Study:*** The policy analysis yielded 14 main themes and 31 sub-themes, which constituted the sections and sub-sections of an exemplary academic integrity policy. I translated the deductive thematic analysis results into instructions for policy writers and created a web tool which allows users to create their academic integrity policies step-by-step. The tool can be reached [here](#).

***The Main Study:*** I analyzed the interview (n = 11) and focus group (n = 6) data based on the six-step framework of Braun and Clarke (2006) to explore the facilitators and barriers to creating a culture of academic integrity. The analysis yielded five facilitators (a) creating buy-in, (b) administrative embracement and support, (c) activities that promote student involvement, (d) external expert and school collaboration as praxis, and (e) policy as the blueprint and five barriers (a) deficiencies in responding academic misconduct, (b) prioritization of academic success over academic integrity, (c) teacher resistance against change, (d) exam-based assessment design and (e) timing of the activities.

***The Follow-up Study:*** I rated student essays based on the adjusted version of analytic writing scoring scale, which has five domains (Grammar, Content, Organization, Mechanics, Style and Expression) and five performance indicators for each domain. The rating scores indicated a significant improvement in Content, Organization, and Style and Expression domains. I also conducted interviews to have a deeper understanding of the quality of this improvement in these domains. Interview data revealed that a writing instruction pedagogy, which is characterized by teaching mechanical, ethical, and rhetorical intertextuality skills, helps mitigate plagiarism in student papers and allows students to develop a strong thesis statement and support it in the body paragraphs to produce coherent texts and demonstrate a rhetorical understanding of effective vocabulary use.

### **Implications**

Academic integrity is fundamental to teaching and learning, and it should be one of the core considerations of curricula or courses. Academic integrity should be taken into consideration in every phase of educational planning, conduct, and evaluation. Failure to consider academic integrity in the education process may result in curricular or course outcomes not being realized at the desired level. It is well established by many studies that integrating academic integrity into L2 planning and policies can have effects on learners' writing development. Within this perspective, this study found that students who develop ethical, mechanical, and rhetorical intertextuality skills refrain from intentional and unintentional plagiarism. Also, critically evaluating sources and appropriately citing them help students improve English writing skills in terms of content, organization, and style and expression. Also, students plagiarize less when they know the ethical and mechanical aspects of intertextual writing. Therefore, taking academic integrity into consideration during the planning of writing instruction contributes much to the effectiveness of the course outcomes. This is especially

essential at the K-12 level because studies show that a lack of proper education on plagiarism in high schools could result in developing flawed writing habits, which can be carried to later stages of education. In this respect, writing instruction, especially at early levels, should cover ethical, mechanical, and rhetorical intertextuality skills.

Such writing instruction should be delivered to students in an environment where a culture of academic integrity is established. However, creating a culture of academic integrity is not an easy task to achieve because there are many pathways to academic dishonesty but one pathway to academic integrity. This pathway requires intensive time and effort from all stakeholders of educational institutions by leveraging a teaching and learning approach rather than framing academic integrity as a rule-compliance issue. Creating a culture of academic integrity can be best achieved with accumulated experience informed by best practices. In this respect, this study presented a thick description of the process and revealed the facilitators and barriers of creating a culture of academic integrity in high schools. The findings present valuable insights for schools that plan to embark on creating a culture of academic integrity in their settings.

Policy development is at the core of creating a culture of academic integrity. Academic integrity policies act as a roadmap for creating an academic integrity culture. However, developing an academic integrity policy is a time intensive process. Institutions should devote considerable effort, attention, and time to developing an academic integrity policy that fits their schools' traditions. Two reasons why schools balk at developing their academic integrity policies are the time demands and the difficulties involved in the process in this process. Developing a policy is especially challenging for K-12 teachers who are less trained in policy development when compared to higher education staff. Therefore, K-12 schools that set out to develop their academic integrity policies may need guidelines or exemplary policies during the development process. Also, such policies should be responsive to the L2 learner status. The Academic Integrity Policy Writing tool developed in the preliminary study helps schools develop their academic integrity policies step-by-step. The user-friendly design of the tool may encourage schools to develop their own academic integrity policies, which adopt an educative approach rather than a punitive one.

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