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PLAGIARISM IN ACADEMIC WRITING: THE CASE OF EFL STUDENTS IN
HIGHER EDUCATION

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APROBACIÓN DE MAESTRÍA

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Abstract

Nowadays, undergraduates have access to information faster and easier because of the Internet. This phenomenon has facilitated dishonesty practices among students, to mention one: Academic plagiarism. This concept is derived from a lack of Academic Integrity. Academic Integrity and Plagiarism vary from different cultures. In fact, according to McDonnell (2004), undergraduates might plagiarize because of different factors, to mention one: lack of academic writing skills (especially non-English native speakers). This action research project took place at Universidad Autónoma de Nuevo León (UANL) in San Nicolás de Los Garza, Nuevo León. The participants are 38 English as Foreign Language (EFL) undergraduates of 10th semester from the major of Sciences of language. This didactic proposal aims at finding out if there is any relationship between the students' level of plagiarism, lack of academic writing skills, and plagiarism awareness. The participants answered a validated Likert-scale survey to discover how much they know about plagiarism, and then they were asked to write an essay as part of their academic program to verify their actual level of plagiarism and academic writing skills. The data gathered were analyzed through an SPSS program to get the correlation between the variables (lack of academic writing and plagiarism). The results demonstrated that students are aware of plagiarism. Even though, SPSS showed that the lack of academic writing skills is one of the factors that lead undergraduates to do plagiarism. Therefore, this proposal will benefit undergraduates to be aware of their level of plagiarism by educating professors about the importance of academic integrity and providing them with tools that might help detect academic dishonesty practices.

Keywords: Academic plagiarism, academic integrity, EFL, academic writing

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Introduction

English as Foreign Language (EFL) students in higher education frequently struggle with developing writing skills (McDonnell, 2004). It happens because, in most of the cases, their cognitive language proficiency has not been developed yet (Fernández, 2011); even though, they are obliged to elaborate academic papers as part of their curricular program. EFL students, pressured to accomplish high grades or at least survive in the Bachelor Degree program, fall into the temptation of plagiarizing sources of information. It is known as Academic Plagiarism and it is a common practice of academic dishonesty among university students (Stern, 2007).

Seemingly, according to Ohio University (2006), they reported having detected 60% of academic plagiarism in their students. It is important to consider that these percentages of students are English Native Speakers (ENS). So despite, they are supposed to have an accurate use of language, there is still a lack of academic writing skills development. If ENS struggle in developing academic writing skills for research papers, Non-English Native Speakers (NENS) have a higher possibility to show writing deficiency (Song-Turner, 2008).

My interest in speaking of academic plagiarism emerges from my own experience as an NENS university student from a school whose academic program is mainly in English. Therefore, I have had the opportunity of experiencing what to struggle is with writing a high-standard academic paper in the foreign language and to be tempted to practice plagiarism to overcome linguistic deficiencies.

From that concern in 2011, I made a study entitled: “Plagiar o no plagiar: eh ahí el dilema”. The context of that project took place in the School of Philosophy and Arts at the Universidad Autónoma de Nuevo León (UANL) México. In that research, the participants were a small group of students of Sciences of Language (SL) that is a major whose academic program is mainly in

English. At that time, the results of that study indicated, among other reasons, these students had practiced academic plagiarism because of their lack of linguistic proficiency (Fernández, 2011).

Based on those findings, I decided to elaborate another study in order to understand the relation between academic plagiarism and the development of the cognitive language proficiency. That study was entitled: "La Competencia Lingüística Cognitiva y el Plagio Académico en los Estudiantes del Colegio de Ciencias del Lenguaje" (Fernández, 2012). That study led to elaborate a thesis about this academic phenomenon in EFL students. The results indicated that this is a complex problem and its origins are not only an act of rebellion against professors, but there is a wide theoretical underpinning in academic plagiarism that is quite important to analyze since academic plagiarism consequences can result in a serious problem for society.

In 2017, this proposal seeks to give continuity to the previous study through the action research method in which, I will enquire into the level of plagiarism awareness and actual plagiarism and its relationship with lack of academic writing in the School of Sciences of Language in the School of Philosophy and Arts in Nuevo León, México.

This study will be divided into five chapters that are the following:

Chapter 1 describes a detailed problem statement with objectives, research questions, justifications, and background of the problem.

Chapter 2 contains a literature review of recent studies about academic plagiarism, CALP, BICS, academic writing, and SSL characteristics.

Chapter 3 aims at making a detailed description of the methodology used to identify if there is a relationship between plagiarism and academic writing through a correlation analysis within the premises of action research.

The results found in chapter 3 are the basis of the elaboration of a didactic proposal that consists of making the faculty members aware of the importance of academic integrity by using different anti-dishonest academic strategies to detect plagiarism, which is Chapter 4 main theme.

Chapter 5 states some recommendations and conclusions about this proposal as well as a personal reflection on findings and results of this didactic proposal.

Chapter 1

Research problem

1.1 Research problem statement

According to Song –Turner (2008) more undergraduate students practice academic plagiarism at the moment of elaborating their papers. Academic plagiarism is a dishonest practice which has become more and more common among students around the world. In fact, McDonnell (2004) states that academic plagiarism is derived from a lack of academic integrity. Nevertheless, the concept aforementioned has coined different definitions by universities. Therefore, its principles might vary (Song-Turner, 2008). Because of this ambiguity, academic integrity has been considered as a concept that might be adapted according to the culture, personal background, inner interests, lack of knowledge of different countries, among other factors (Stern, 2007). This lack of objectivity represents a great academic issue; especially to international students who are usually in disadvantage because they have their own concept of academic integrity and as a consequence academic plagiarism.

Stanley (2002) stated that there are two kinds of academic plagiarism; intentional and unintentional. Both forms are common practices among undergraduate students. The former deals with moral dilemmas (Song-Turner, 2008), while the latter refers to a lack of knowledge on writing academic papers. Intentional plagiarism derives from an ethical problem difficult to solve because it implies to change students' attitudes towards cheating; unintentional plagiarism implies to educate students for writing academic papers properly.

1.2 Theoretical Framework

In Australia, Song-Turner (2008) conducted an educational research about academic plagiarism in order to understand the Western-plagiarism concept from international students. 68 students answered a survey about plagiarism awareness. This survey consisted of three sections. The first part was about students' characteristics and conceptions about academic plagiarism. The second part was about testing students' knowledge on academic plagiarism through setting different situations, and the third section aimed to encourage students to express the reasons for doing plagiarism and their own perceptions of it.

Song-Turner (2008) found that international students understand plagiarism in different ways. As a consequence, most of the students face themselves with linguistic problems at the moment of writing academic papers. They consider that these papers are quite demanding. Therefore, they are stressed and overwhelmed by trying to write a 3000-word paper per assignment weekly in a language that is not their native language. Out of this result, Song-Turner (2008) demands universities three things: one, universities must be very clear at defining plagiarism; two, they must understand international students' needs -especially their lack of Cognitive Academic Language Proficiency (CALP); and three, to create a supportive environment where students who have plagiarism issues could feel supported and guided because they could not perceive it as a serious problem, while faculty might consider it as a grave dishonest conduct whose consequences could be severe.

McDonnell (2004) conducted a study in Georgetown University in Washington DC. McDonnell (2004) and Song-Turner (2008) agreed that both ENS and NNS students struggle at writing academic papers. Nevertheless, because of the high-standard paper required in higher education, NNS struggle even more. McDonnell interviewed four ESL and academic writing professors at Georgetown University in order to know their conceptions about plagiarism,

concluding that these professors were aware of the importance of avoiding plagiarism. They agreed that NNS tend to plagiarize information more often because of their limited linguistic capacities. They also stated that citing properly and paraphrasing are difficult skills to learn and apply even for ENS and that any kind of plagiarism should be referred to the school head of discipline in order to analyze it. In addition, students who have plagiarism problems should be educated on this topic.

American researchers such as Stern (2007), Thompson and Williams (1995), among others authors have studied this phenomenon of plagiarism in NNS undergraduate students. Their findings demonstrated that international students need to have more support at writing their papers. As well as these authors from European universities who have also conducted research on academic plagiarism. They face intentional and unintentional practices of plagiarism. Nevertheless, there is brief literature about it, because many universities do not have well organized and academic integrity departments in charge of analyzing plagiarism causes, Forgas, Negre, and Trobat (2011) have done important and recurrent studies about plagiarism in Spain and in other Spanish-speaking countries their findings could be compared with the Americans since they agreed that Spanish speakers students tend to practice academic plagiarism because they do not feel confident when they are writing academic reports. Therefore, they prefer to copy-and-paste information from websites. In their findings, they have also concluded that professors are responsible for this dishonest behavior since many of them are not involved in this subject, among other factors.

In 2013, Turnitin, which is a web-based solution for plagiarism prevention, surveyed 879 higher and secondary educators from around the world to determine the kinds of plagiarism that professors have detected from their students as well as its levels of severity. As Turnitin points out, results derived from the surveys demonstrated the common types of plagiarism found in students' submitted papers.

One of the main sources of academic integrity and dishonest academic practices research is McCabe (2017), who has surveyed more than 70,000 high school students from 24 high schools in the US. The results of his research on this field affirmed that a high percentage of students have admitted plagiarizing on academic tasks that involve writing skills and research techniques. The reasons for students to do these dishonest practices vary according to different educational contexts of the cities and countries he has carried out his investigation through.

On the same topic, but here in Mexico, I conducted a study in the Department of Sciences of Language in the School of Philosophy and Arts at the UANL in order to understand the reasons for EFL undergraduates to do plagiarism (Fernandez, 2011). In that study, I found that one of the main reasons given by students and teachers is the lack of developing language skills in English as a foreign language in an education program whose almost all its subjects are in English.

1.3 Research problem

As it was discussed before, academic plagiarism is a phenomenon that is becoming more popular among universities around the world. Even though, according to McDonnell (2004) and other scholars agree that international students tend to struggle more with academic plagiarism because of different factors; to mention some, their lack of English proficiency, lack of confidence when writing as well as cultural factors. This dishonest practice represents a serious issue in some universities where their academic program is in English.

Therefore, in this proposal, I will analyze the case of 38 Mexican EFL undergraduate students who struggle at writing academic papers in English and tend to practice academic plagiarism (intentional and unintentional) to overcome their linguistic deficiencies.

1.4 Justification

In Mexico, literature about academic plagiarism in EFL students is limited, according to Rodríguez and Garza (2010), there was not done a research with an approach indicating that the lack of cognitive language proficiency in EFL university students promotes academic plagiarism.

According to my findings on previous studies, in 2011, my study: “Plagiar o no plagiar: eh ahí el dilema” was the first paper in the context of EFL in Nuevo León, México and my second paper in 2012 “La Competencia Lingüística Cognitiva y el Plagio Académico en los Estudiantes del Colegio de Ciencias del Lenguaje” and my thesis entitled “La Competencia Lingüística Cognitiva y el Plagio Académico en el Colegio de Ciencias del Lenguaje: Generación 2007- 2012”.

Now in 2017, I consider that it is important to give continuity to this topic and especially to pay attention to strategies to help professors to identify plagiarism in EFL students and verify if that plagiarism was done because of writing deficiency. If that is the case, the faculty members should take action to help students improve their academic writing skills.

1.5 General Objective

To find out if there is a relationship between the level of plagiarism of EFL undergraduate students and their level of academic writing.

1.5.1 Specific objectives

To inquire about undergraduate students ‘conceptions on academic plagiarism.

To discover if a lack of academic writing might lead plagiarism practices.

1.6 Research Questions

1. What do EFL undergraduates know about academic plagiarism?

2. What is the relation (if any) between plagiarism and academic writing in EFL undergraduates?
3. What can faculty do to help EFL undergraduates to diminish academic plagiarism?

Chapter 2

Literature review

Introduction

This section of the didactic proposal aims at giving a written review of journal articles, books, and other documents that describe the state of information about mostly English as Foreign Language (EFL) undergraduates' characteristics, development of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), academic writing, plagiarism, and academic integrity. Those topics will be organized according to its relationship among them.

In this respect, according to Creswell (2012), there are different types of literature reviews organization: a thematic review of the literature or study-by-study review of the literature. The former discusses the major ideas and/or results of the studies, the latter gives a detailed description of each found study. For that reason, this literature review will be structured according to a thematic review where the organization of the subheadings will be based on the relationship among the topics focusing on the most important aspects of each one.

Academic plagiarism is a popular practice among university students which might lead to serious academic problems such as the lack of development of professional skills, questionable academic grades, school reputation, and more importantly lack of academic integrity that might lead a society without ethics (McCabe, 2015).

Even though, faculty members might notice it and try to implement actions to prevent and punish those practices. It is relevant to start understanding the roots of the problem to find strategies that might help students and teachers understand each other and prevent dishonest academic practices.

Every case of plagiarism is different. It is difficult to standardize behaviors and sanctions. For instance, the strategies that an American professor might apply with his students might not be successful in a Mexican context, or vice versa. As well as the reasons that drive a student to plagiarize a paper in the US could not be the same in another country (or even in another classroom). However, if professors want to make a difference in their classroom, it is essential to read and analyze what other experts have been done in other contexts that might be useful to do in such contexts. For that reason, despite the literature review on this paper is full of international publications, there are many things that are common in the Mexican context. This literature review will contain international contributions but focused and analyzed in the local context of this proposal.

2.1 English language learners' characteristics.

According to Lightbown and Spada (2014), Second Language Learners (SLL) share certain characteristics: first language, metalinguistic awareness, attitudinal and cultural differences, language-learning environment, focus on meaning or focus on accuracy. English language teachers, educators, and faculty must be aware of these characteristics because they might help them to understand better what SLL endure when developing academically in another language in higher education.

Firstly, Lightbown and Spada (2014) stated that all SLL have already acquired the first language. Owning the first language makes them compare the linguistic structures from the first to the second language. Sometimes this comparison is beneficial given that SLL become aware of their acquisition process and they might regulate their learning. However, it might also facilitate to make false guesses about the target language that might interfere with the acquisition process. In addition, Lightbown and Spada (2014) pointed out that when those guesses are not corrected

properly and opportunely, they might become linguistic fossilization, which are linguistic vices difficult to correct at later stages.

Based on Lightbown and Spada (2014), attitude and cultural differences are also important features to consider when understanding SLL. They all have different attitudes toward language, it depends on their age, motivation, previous learning experiences, geographical region, among other factors. For instance, young learners might be more open to practicing a new language because they are not afraid of making mistakes and older learners might reject to speak the target language in front of people because of a high anxiety level.

Another characteristic of SLL is their tendency on focusing on accuracy or fluency. According to Brumfit (1984) some SLL, especially the ones who are learning EFL, tend to focus more on accuracy; that is, to pay more attention to grammar rules rather than communication of ideas. When students focus on fluency they are able to make sentences easily and keep conversations without thinking in the forms of language. Both factors are necessary for speakers of a second language.

2.1 The Role of Language Proficiency in SLLs

SLLs learn a new language for different purposes. Long (2015) stated that there are two kinds of learners: the ones who learn a language voluntarily and the ones that learn it involuntarily. Children, teenagers, and adults who study English through formal education in an English-speaking country or in other country are considered to be voluntarily learners because they mostly study English in order to get an academic benefit. According to Long (2015), many of them want to study abroad or getting an English certificate that will allow them to graduate from their bachelor degree or master degree studies, or even to have a better job and as a consequence higher opportunities, among other reasons. However, involuntary learners need to learn English in order to survive.

Those are the ones who are escaping from wars, famine, and religious persecutions. Those learners go to an English speaking country to have a secure life. Sometimes they had not had even basic formal education in their own countries. It is clear that the reasons that encourage a person to learn English are important factors to include when analyzing the English language acquisition process of a learner, as well as to find out the language objective.

Usually, whether students who learn English either voluntarily or involuntarily, both of them want to achieve a high level of English oral proficiency. According to Powers (2010), oral proficiency is the ability for a speaker to participate in a foreign language conversation being fluent and accurate and mastering the four language skills: listening, speaking, reading, and writing, being able to handle discourse strategies strategically, too.

There are some theoretical constructs that have been proposed from the theory of language proficiency; such as the concept of competence and performance. Competence is the explicit knowledge a person possesses about language (grammar, syntax, vocabulary pronunciation) and performance is the real production of language at the moment of using it (Chomsky, 1965). Among other concepts related to oral proficiency as communicative competence, accuracy, and fluency.

There are different organizations that examine SLL to determine their level of language proficiency. To mention some: The American Council on the Teaching of Foreign Languages (ACTFL) that considers the six following proficiency descriptions: linguistic functions, contexts, content areas, accuracy, text types, and sociolinguistic culture. ACTFL states these three levels of proficiency: Advanced, intermediate, and novice. Similar to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) it describes the levels of proficiency required by different tests and examinations used in universities and workplaces where English is used (Gottlieb, 2006).

As it was mentioned before, SLL aims at achieving oral proficiency to succeed in an international context, nevertheless it is important to consider the purpose of learning English. For instance, if the learner wants to be proficient in English to communicate effectively within a workplace, to have a high level of language proficiency might be beneficial. However, when the learner is an English as Second Language (ESL) or EFL student who wants to study in a university abroad, or in a university where the academic program is in English, the language proficiency level drawn by ACTFL or CEFR might not be useful (Cummins, 2008).

A high level of language proficiency does not determine the Cognitive Academic Language Proficiency (CALP) of the learner (Cummins, 2008). Based on CEFR, the highest level of language of proficiency that is C2 expects learners to be able to use appropriately their language skills that reflect real-life. For instance, in reading and writing, the examinees are asked to write letters of any subject with good expression and accuracy and understand documents, correspondence, and reports. However, those tasks are not compared with studying demanding subjects at the highest levels where language tasks are context reduced.

2.2 Development of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

Studying a major which academic program is in a foreign language is a great challenge for ESL and EFL undergraduates. Most of the times, those students have proved to be fluent in English but their language proficiency does not match with their academic language proficiency. According to Cummins (2008), it occurs because the learner has developed BICS but is still a lack of CALP.

BICS refers to the ability to use the language fluently to communicate effectively in different scenarios that are embedded contexts while CALP refers to higher order thinking skills in a foreign language where there is no context and the students must be able to perform demanding

academic tasks of content areas. The distinction between these two concepts was introduced by Cummins in 1979. He notices that even though SLLs master a second language orally, they struggle at the moment to cope with their peers in an academic context.

Despite the distinction was coined to Cummins, there was other research that contributed to it. Kangas and Toukoma (1976) discovered that given the situation that Finnish immigrant students were fluent in both languages Finnish and Swedish, they had low academic performance in both languages. Cummins (2008) stated that without a formal education, CALP will not be developed and SLLs will struggle in academic contexts. The same phenomenon occurs in the mother tongue. The complexity level of the tasks is increased progressively when students have reached higher education, they are prepared to deal with such challenges. In contrast, speaking of EFL specifically, these students have acquired oral proficiency that has been proved by formal examinations but these type of proficiency tests do not measure the ability to handle academic content. Then, they enter to higher education in an English academic program; their cognitive academic language proficiency is not developed at this stage. In fact, in some cases, students come to those programs without even BICS developed.

Cummins (1980) explained that the distinction of BICS and CALP is relevant to support SLLs and help them to develop CALP. Cummins showed that when educators and

policy-makers are not aware of the difference between oral proficiency and academic language, they tend to create academic difficulties for those students. In order to prove that this distinction exists, in 1980, Cummins made a research where 400 Canadian teachers participated, in that study, he found that all the teachers of immigrant students stated that those students speak English fluently and with no problem even though they are SLLs. However, they showed they had low academic performance. These students were also analyzed through a psychological assessment and surprisingly, many of them were considered to have communication disabilities. without taking

into account that those students had been in Canada for only 1 or 3 years. Therefore, they had developed BICS but they had not developed CALP. It occurred because of the conflation of BICS and CALP of educators and policy-makers.

In 1981, Cummins conducted another research in Toronto Board of Education. He discovered that there is a gap of years between acquiring second language fluency and academic language proficiency. He found that in order to develop conversational skills (BICS) it might take two years of exposure to the target language while to develop academic proficiency might take from five to seven years and even longer if the learner has not developed it in his or her mother tongue. In order to confirm that result, that research was conducted for more than 30 years by different researchers and in different places around the world: Canada (Klesmer, 1994), Europe (Snow and Hoefnagel-Hohle, 1978), Israel (Shohamy, Levine, Spolsky, Kere-Levy, Inbar, Shemesh, 2002), and the United States (Hakuta, Butler, & Witt, 2002; Thomas & Collier, 2002). (Cummins, 2008).

In 1996, Vincent conducted a study with Salvadoran students in Washington DC. She stated that according to his teachers they had acquired conversational English skills good enough that they seem to be native speakers. Vincent concluded that the students had acquired a high level of English proficiency. Nevertheless, they lack academic language proficiency. She explained that his teachers had not helped them to develop CALP. Vincent noticed the following: "Teachers actually spend very little time talking with individual children and tend to interpret a small sample of speech as evidence of full English proficiency." (Vincent, 1996, p.195).

BICS and CALP have also been studied by other researchers and it has coined different terms: Gibbons (1991) called those differences: "Playground" and "classroom language". Bruner (1975) defined them as "communicative competence" and "analytical competence". Donaldson (1978) called them "embedded" and "disembedded". Olso (1977) distinguished it between "utterance" and "text". More researchers have studied the different terminology over the years and

their contributions aim at helping SLL, ESL, and EFL educators and policy-makers be aware of those differences and contribute to increasing the quality of education in the learning of a second language.

2.2.1 The relationship between lack of CALP and academic performance of EFL undergraduates.

There are different types of SLLs and for the purposes of this didactic proposal two are to be mentioned: EFL and ESL students. EFL students are the ones who study English in a place where English is not the official language, while ESL students are the ones who study English in an English-speaking country. Whether ESL or EFL both struggle at the moment of studying a major in English, Lindholm-Leary (2001) stated that school dropout rate has risen for Hispanic students, it occurs mostly because of their limited-English proficiency. EFL students have a higher disadvantage because they do not live in an English-speaking context. They only practice the language in schools, as it happens in Mexico.

Even though English is not spoken as an official language in the non-English speaking countries, some universities own a bilingual academic program where some subjects are taught in English and other in Spanish. In some schools, all the subjects are taught in English. Therefore, students who enter into those programs must be able to face academic tasks in English.

Those academic tasks require higher-order thinking skills so that they can be able to use the information to create something new, criticize information, make judgments, analyze pieces of information and categorize it, among other functions (Rajendran, 2008). These skills are developed mostly through writing tasks, for instance, the elaboration of essays, speeches, case studies, theses, dissertations, etc. (Bailey, 2015).

When undergraduates have not developed CALP, it will be difficult for them to perform writing tasks. As a consequence, for those students not to fail subjects, they might tend to develop another kind of strategies such as doing dishonest practices like... academic plagiarism (Song-Turner, 2008).

2.3 Academic writing in EFL

To succeed academically, EFL undergraduates need to master academic writing, which is one of the most challenging fields an EFL student might face. Most of the times these students enter into bilingual or English programs without having developed their academic competence in a foreign language. These students are used to being fluent in English in an embedded context, that is the day-to-day interactions. Cummins (2015) defines this phenomenon as Basic Interpersonal Communicative Skills (BICS). Therefore, many students start their undergraduate studies with only BICS, but once they are asked to show their academic competence such as comparing, classifying, synthesizing, evaluating, and inferring, in other words, the context of academic tasks is reduced and critical thinking and higher-order thinking skills are needed. Cummins defines it as Cognitive Academic Language Proficiency (CALP).

This proposal focuses on writing because when it is not developed properly it might lead unintentional plagiarism practices (McDonnell, 2004). Bailey (2015) recognized that international students might struggle at writing academically. He stated that these students may have troubles with essay organization, writing accurately and effectively, problems with prepositions, word endings, spelling, articles, and as a consequence, the practice of plagiarism is an immediate solving-problem resource.

Bailey (2015) stated that academic writing is composed of the following categories (Table 1):

Table 1. Categories of academic writing

Writing process	Elements of writing	Accuracy in writing
Background to writing Reading critically Developing critical approaches Avoiding plagiarism Paraphrasing Summarizing Reference and quotations Organizing paragraphs Rewriting and proofreading	Arguments and discussion Cause and effect Cohesion Comparisons Generalizations	Abbreviations Academic vocabulary Articles Nouns and adjectives Prefixes and suffixes Prepositions Punctuation Singular and plural Synonyms Time words verbs-passive Verb tenses

2.4. Academic plagiarism

According to McDonnell (2004), the definition of plagiarism is not well defined because there are different ways to define it depending on the culture and experience. Menager-Beeley and Paulos (2006) stated that plagiarism comes from the Latin word *plagiarius*, which means kidnapper. Thus, plagiarism can occur when copying, summarizing, paraphrasing, and citing common knowledge, facts, ideas, and/or words without giving credit to the person from whom you got the information (Roig, n.d). Forgas, Negre, and Trobat (2011) stated the following types of plagiarism as the most popular among undergraduate students:

- Copy and cite fragments of texts and printed documents (books, newspapers, magazines, etc.).
- Copy parts of work submitted in previous years (either own or are of another student)
- Provide a complete work of another student who has already been delivered in previous years (for the same or another subject).
- Provide a complete work of self that has already been delivered (for the same or another subject).
- Provide other student work, prior or current year, to turn it in as an original and unpublished own work.
- Develop an academic work for someone else.
- Sale of academic papers.
- Falsify the literature and resources consulted in the development of an academic work.
- Falsify data and results in academic papers collaborate in the development of a work without being allowed.

Nowadays, academic plagiarism has been considered as one of most common issues in universities around the world. The reasons that lead academic plagiarism are varied and they

depend on what kind of plagiarism it refers to since there are two main categories of plagiarism: intentional and unintentional (McDonnell, 2004). According to Rouse and Gut (2001), despite the origin that might lead to incurring in the practice of academic dishonesty, academic plagiarism is considered to be a form of deceiving, which consequences could be quite serious (McDonnell, 2004).

2.4.1. Intentional and unintentional plagiarism

According to Mundava and Garrett (2005), intentional plagiarism deals with ethics principles. Undergraduates already know what is correct and what is not. Therefore, they decide whether to do or not academic dishonest practices for different reasons. To mention some, Mundava and Garrett (2005) agreed that students are pressured by society (parents and friends) to have good notes or at least not to be the students with the lowest level. This kind of pressure might contribute to dishonest practices. Other students have poor time management skills, other people do not think that this could be a serious problem. Some others enjoy the adrenaline of acting badly and not to be caught. Other people are simply indifferent.

Some examples of intentional practices are the following according to Council of Writing Program Administrators (2003).

- Copying and pasting parts of or a whole web page to submit as own
- Downloading a paper from a paper mill
- Ordering a paper from a paper mill
- Sharing a paper via email
- Using another person's paper.

According to Mundava and Garret (2005), unintentional plagiarism is also a serious dishonest conduct. Even writers were not aware of it. In fact, according to Council of Writing

Program Administrators (2003), students practice academic plagiarism because of the lack of development of academic writing and researching skills; that is, how to cite properly. On the other hand, professors are also responsible. Firstly, because they think that the student knows how to write papers and they skip explaining the importance of citing, finding reliable sources, and paraphrasing. Secondly, some teachers define academic plagiarism in a different way. Thirdly, they consider that EFL/ESL undergraduates practice plagiarism due to they are not familiar with American standards of writing.

According to Council of Writing Program Administrators, these are the most common behaviors of unintentional plagiarism (2003).

- May not know how to integrate ideas of others and document properly
- Instructors assume novice students know and understand proper documentation
- Teachers define plagiarism differently
- May not know how to take notes properly, or done sloppily.
- Students of other cultures unfamiliar with American styles of documentation
- Paraphrasing a source without citing it
- Failure to include works cited or a reference page
- Patchwork plagiarism; taking the ideas of other writers and patching them together.

The examples of dishonest behaviors stated above demonstrated that students who do unintentional plagiarism need more support to reinforce their academic writing skills. Most of the time, this misunderstanding of writing rules like patchwriting, instead of paraphrasing or not knowing how to take notes properly, might lead unintentional plagiarism.

2.5 Academic Integrity

The International Center for Academic Integrity (ICAI) establishes that academic integrity is the development of the following values: honesty, trust, fairness, respect, and responsibility (2014). ICAI agreed that it is important not only to acknowledge these values among students and teachers but also to "live" each value.

That means the scholar communities must practice them and make them part of their daily routines and speech. If every single university were encouraged to promote academic integrity, we would live in a society where people could make better ethical decisions. As Youngsup affirmed: "Academic integrity is a way to change the world. Change the university first; then change the world" (2008, p.17).

2.5.1 Honesty

Based on ICAI in order to "live" with academic integrity, five values should be promoted, the first is honesty. If honesty does not exist in universities, teaching, learning, and research cannot be pursued. In a few words, "if there is no trust, there is nothing" (popular maxim). Some of the examples of dishonest practices are the following according to Fishman (2014), falsification of data, lying, cheating, fraud, theft, and other dishonest behaviors are unacceptable.

Those dishonest practices lead serious consequences not only for students who might tend to transfer those practices to the job market but also to universities since their reputation starts decreasing. In addition, the given grades could be depreciated because of the lack of reliability (Fishman, 2014).

2.5.2 Trust

The following value is trust. Trust and honesty are highly related because when there is honesty, there is trust. Trust is identified by the time professors asked students to elaborate a paper with "clear guidelines for elaboration and evaluation" (Fishman, 2014, p. 20). Students develop trust when they deliver an original and honest paper. Faculty members practice trust when their academic programs are designed appropriately for students, when evaluation guidelines meet the one from the programs and the development of the course, penalties and rewarding are set fairly to all the students according to well-established criteria.

2.5.3 Fairness

According to ICAI (2014), "important components of fairness include predictability, transparency, and clear and reasonable expectations." That means students practice fairness when doing their academic papers with an honest citation and giving credit to the original author of the work, acknowledging students' and professors' ideas. Professors practice fairness at the moment of evaluating the students' assignments according to previous criteria and follow it. Faculty members are also responsible for promoting fairness by treating all members equally and applying integrity policies fairly.

2.5.4 Respect

It is an important value that makes a big difference in the development of a school community. This value allows us to have an active participation in a class environment, as well as to be engaged in it since everybody's opinions will be respected and taken as something very unique from an individual. Students develop respect when they listen to their classmates' opinions, papers, research, results, or any other demonstrations of respect, such as by being an active student in a class. In addition, taking advantage of each class and assignment doing his or her best.

Professors show respect when taking into account the students' ideas seriously and motivating students to develop their own ideas properly. Faculty members show respect by valuing Academy contributions based on reliable sources. As a result, respecting everybody's contribution encourage a pleasant academic environment to learn.

2.5.5 Responsibility

It is an important value that not only implies the student to be responsible for his own actions but being responsible for discouraging attitudes by other members of the academic community. In other words, "being responsible means standing up against wrongdoing, resisting negative peer pressure, and serving as a positive example" (ICAI, 2014, p. 26). Therefore, promoting academic integrity values and encouraging negative people to become part of it, means being responsible. It requires being a trustworthy person with solid moral values and determined goals.

These values are like a chain where each link represents a value. When the links are broken, the chain loses its unity. And if it loses its unity, the chain will not work and the rest of the links might get lost eventually. The same happens in universities; that is, a school where trust does not exist, represents an unreliable educational program, unprepared professors, and dishonest students whose papers and researcher lack of reliability.

In order to keep these values alive, every single member of the faculty needs to be involved. For that reason, at many universities, there is an honor code in charge of promoting and supervising the integrity values of the academic community.

Chapter 3

Methodology

3. Dialectic action research spiral methodology

This didactic proposal is developed through action research premises. This methodology follows the dialectic action research spiral model. That is a four-step model that according to Mills (2011), it should be used by teachers to study their own practices. The steps are the following:

1. Identify an area of focus
2. Collect data
3. Analyze and interpret data
4. Develop an action plan

He defined this model "spiral" because within its four steps. It allows going back and forth between data collections and focusing on the problem and data collection and analysis and interpretation.

3.1 Identify an area of focus

This didactic proposal focuses on finding the relationship between plagiarism and academic writing. In other words, undergraduates practice plagiarism because of their lack of academic writing skills. The target population that according to Mills (2011), is the list of the people from the population that can be reached, in this case, the target population will be the students of the Department of Sciences of Language from the School of Philosophy and Arts. That number of participants is wide and the information collected might be very general. Therefore, a sample from the target population will be taken. This proposal follows the convenience sample method. Creswell

(2014), defined this sampling method as the one in which participants are selected according to the convenience and availability of the study. The total population in this proposal is students from generation 2012-2017 who was in the tenth semester of Sciences of Language program at Universidad Autónoma de Nuevo León in the morning shift. The students were asked to participate voluntarily and 38 out of 52 responded to the tasks required for the didactic proposal.

This sample was selected because these students share similar characteristics since all of them are EFL students of the tenth semester who are pursuing a bachelor degree where the academic program is in English with three minors: English teaching, Bilingual Education, and Translation and interpretation. All the students were asked to do the same task (an essay) (See Appendix A), which was part of one of the subjects they took in the semester aforementioned.

In order to invite them to participate in the study, I filled a consent letter (See Appendix B) addressed to the Coordinator of the Department, asking him to allow me to apply the methodology to the sample of the study. The Coordinator authorized me to continue with the development of my proposal. 38 students accepted to participate in this study by responding to the directions addressed by the professor of the subject English Literature, who was my participating teacher. In the end, 38 students accepted to participate in the task.

3.2 Collect Data

A correlational design allows the researcher to predict the scores and explores the relationship among variables. To meet that goal, it is necessary to design a data-gathering instrument to relate these two variables and to use the correlation statistic to get the data analysis.

In order to get the relationship between plagiarism and academic writing, it is necessary to know if the students understand what plagiarism is and if they have practiced it. Therefore, the students answered a 5-point scale Likert-like questionnaire (See Appendix C). The questionnaire

has eight items on a 5-point scale, (1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree and 5 – strongly agree) measuring the level of plagiarism awareness and their attitude toward it. This instrument was adapted from the paper entitled: *Attitudes toward plagiarism among pharmacy and medical biochemistry students-cross sectional survey study* published in 2010. The reliability of the instrument was analyzed through the Cronbach Alpha and it was .594 that means it is a sign of internal consistency.

To verify their actual level of plagiarism, the participants were asked to make an essay as part of their academic program. That assignment demanded critical thinking and academic writing skills, the directions of the assignment could be found in Appendix A. In addition, their level of academic writing skills was also measured by the elaboration of the essay.

This essay was a task required in the subject English Literature as part of the Sciences of language academic program whose professor's assignment direction met the specific requirements to fulfill academic writing standards and identify plagiarism. As Bailey (2015) specified not to copy, not to patchwrite, complete phrases, ideas, paragraphs, (without citing the author), and not to copy an assignment of this type which was already done. The professor asked the students to deliver it within seven days by e-mail. I submitted the responses of the students to the Turnitin system. The data were collected through submitting their papers into a detection-plagiarism web-based (Turnitin) that is a tool that checks the submitted tasks against different electronic assets for coordinating content. It highlights the regions of the task where a match has been found. The cases of assets that are checked are the following: electronic books, electronic papers, websites, and understudy assignments that have been submitted through Turnitin within the same academic institution or at different ones around the world. Every single percentage of plagiarism of each student was detected with their percentage of academic writing mistakes.

3.3 Analyze and interpret data

In order to know the percentage of plagiarism, academic writing level, and plagiarism awareness, the data were collected in an Excel document and these variables were analyzed individually.

3.3.1 Variable 1: Plagiarism level

The level of plagiarism was analyzed through a detection plagiarism tool "Turnitin". The results are displayed in the following figure 1 (part = participant).

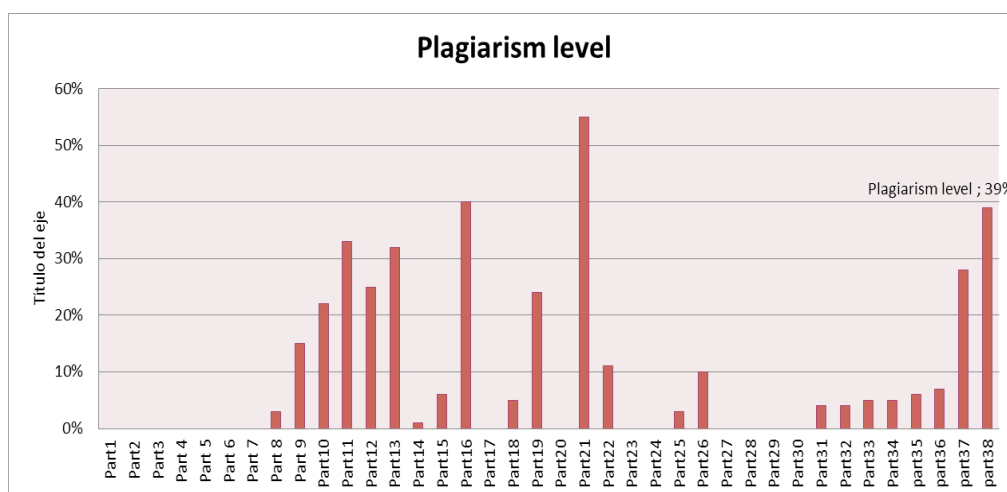


Figure 1: Plagiarism level of the participants

Interpretation of the variable 1 the data of Figure 1 consist of the number of participants in the proposal, their level of plagiarism detected throughout the writing of the essay aforementioned. All these data collection results are based on the variable *level of plagiarism*, which comes from the title of this didactic proposal *Plagiarism in academic writing: The case of EFL undergraduates*. The entire population of the tenth semester in the morning shift is 52. Since the sampling method is convenience sample, only students from the morning shift were selected. Students were asked to participate voluntarily in this proposal and 38 were the ones who responded.

Once students sent their essay to me, I submitted them to Turnitin to check the level of plagiarism. According to the analysis reported by Turnitin, it was found that 13 students did not do any type of plagiarism that is 34.21 %, 11 students were found to do less than 10% of any type of plagiarism. 4 students were found to do between 20% or 30% of plagiarism. 4 students were found to do 30% or 40% of plagiarism and 1 student did over 50% of plagiarism (See Appendix D).

Turnitin demonstrated that most of the students did the following types of plagiarism:

- Copying pieces (sentences, key phrases) of the source text without citation.
- Paraphrasing without citation
- Reproducing information that is not common knowledge or self-evident without citation.

With these results, I noticed that there is a high percentage (34%) of students who did not do plagiarism, it means that students are aware of the bad practices of plagiarism, and they seem to have good paraphrasing skills. I consider that it would be relevant to check if their level of academic writing skills matches with their plagiarism level. In this respect, all the plagiarism cases detected were intentional (Mundava and Garret, 2005). Considering that most of the information plagiarized was taken from unreliable sources such as Yahoo answers and anti-essays; Large pieces of information were placed on the essay without citing.

3.3.2 Variable 2: Academic writing level

The same assignment used to identify the level of plagiarism was used to analyze the academic writing level of the students at making that assignment.

E-rater engine within Turnitin that was created by Educational Testing System (ETS), it checks entries to a task for sentence structure, use, mechanics, style and spelling mistakes; giving top to bottom input on paper stamps.

E-rater evaluates the following features of academic writing: grammar, mechanics, style, usage, and spelling. In the following Figure 2, it is observed the number of mistakes analyzed for each participant (part = participant).

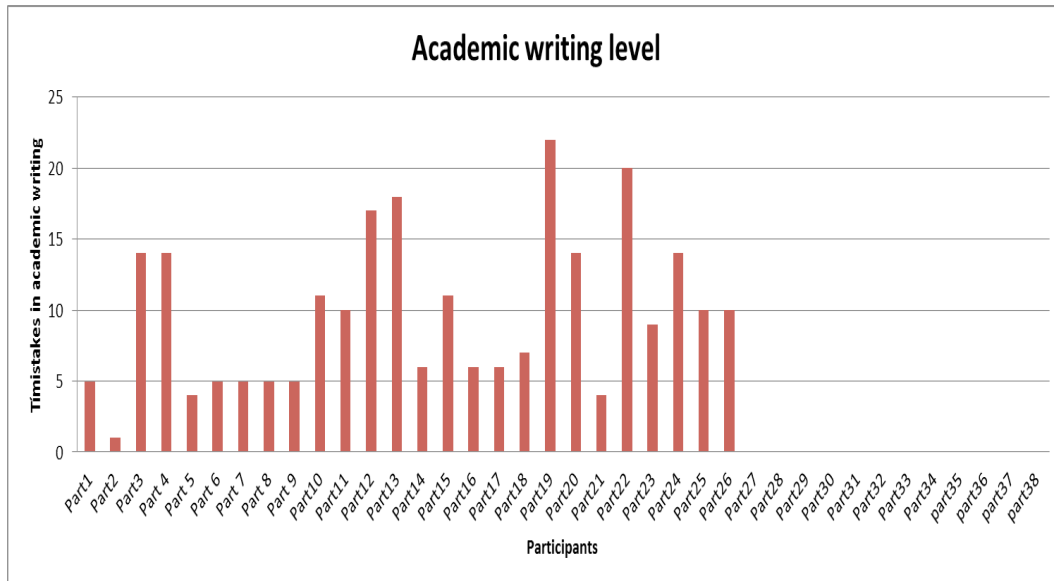


Figure 2 Academic Writing Mistakes of the Participants

Interpretation of variable 2 E-rater allowed identifying the number of academic writing mistakes of each participant. 12 participants out of 38 had zero mistakes that represent 31% of the population. 7.89% had fewer than 5 mistakes. 23.68% had between 5 and 7 mistakes. 15.78% had more than 10 mistakes. 7.89% had more than 15 mistakes. 1 student that is 2.63% had more than 20 mistakes. As a general conclusion and based on Grademark report on language, the most common mistake students made go in this order from most common to least common: usage (107, of which the use of articles was the most frequent), grammar (58), mechanics (42), style (30), and spelling (28) (See Appendix E). In the further section, Interpretation and correlational study will demonstrate if there is a relationship between plagiarism level and academic writing mistakes.

3.3.3 Variable 3: Plagiarism Awareness

To know how much students know about plagiarism, the participants answered a Likert-scale questionnaire where they needed to read the items, then check the option that they agree the most among the following scale: Strongly disagree, disagree, neither agree or disagree, agree, and strongly agree. The instrument was validated by Cronbach scale: .594 and it was adapted from *Attitudes toward plagiarism among pharmacy and medical biochemistry students-cross sectional survey study* published in 2010. The items that measured the plagiarism awareness are in Appendix C. In Appendix F, there is detailed information about the response of each participant based on the scale aforementioned. The criteria of agreement of the survey go from strongly disagree (1) to strongly agree (5).

Interpretation of variable three the answers of each participant was represented by the numbers from 1 to 5. The lowest number that is 1 represents *strongly disagree* which is a high level of plagiarism awareness, while 5 represents lack of plagiarism awareness. The answers from this analysis demonstrated that the participants are aware of plagiarism. Any participant obtained 28 that is the highest number that represents lack of plagiarism awareness. Only 2 participants had over 14 that represents a medium level of awareness. The rest of the participants showed a low number (lower than 14), which indicates a high level of plagiarism awareness.

3.4 Interpretation: Correlation study

Once the data of each variable were collected and analyzed individually, it is necessary to compare the results of the three variables to see its relationship. In fact, in order not to reveal the real name of each participant, a number, that represents his or her name, was assigned to each participant. Appendix G indicates the relationship of the three variables of each participant.

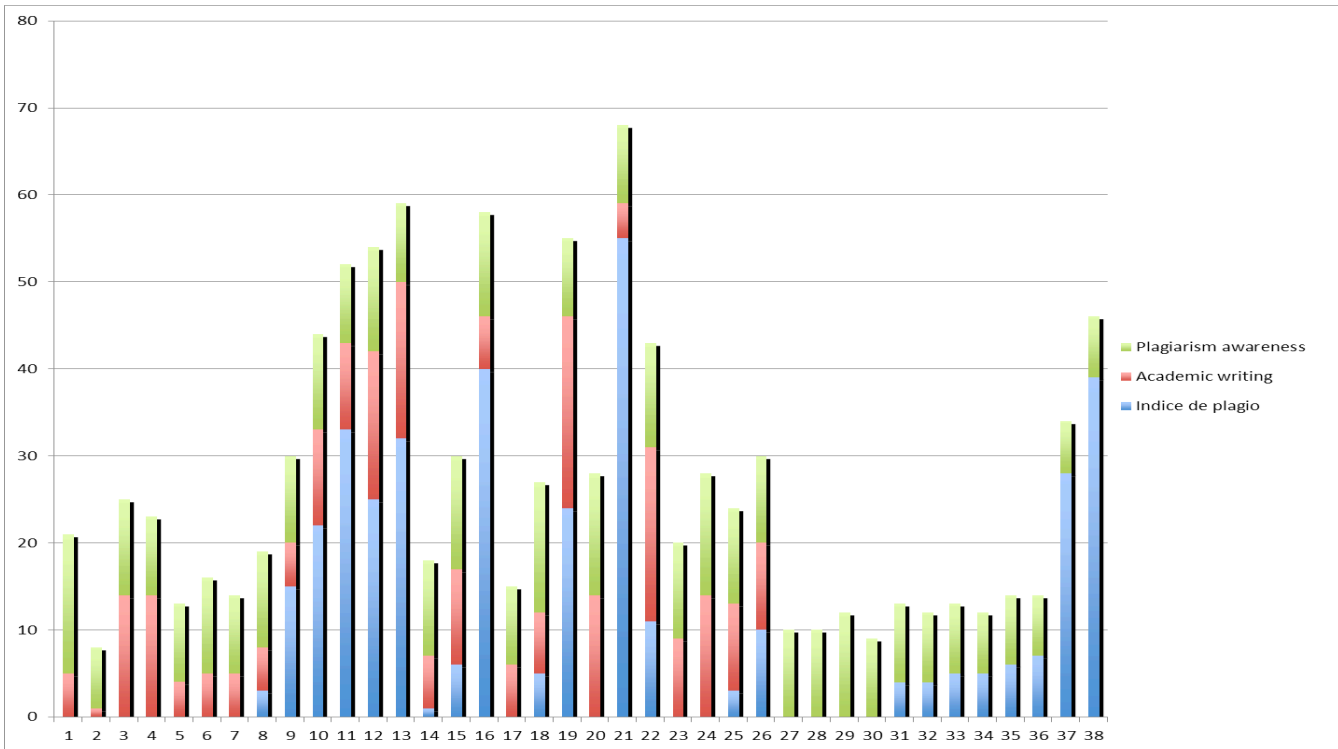


Figure 3: Graphic of the Relationship of the Three Variables

The data obtained from Figure 3 shows the relationship of the three variables: plagiarism awareness, academic writing, and plagiarism level. The numbers from 1 to 38 (horizontally) represent the participants, the numbers from 0 to 80 represent the percentage of plagiarism awareness (green), academic writing (red), and plagiarism level (blue) of each participant. Based on the results from the graphic, it is clear that all the participants are aware of plagiarism. Nevertheless, 29 out of 38 did any type of plagiarism on their essays. It shows that all of them did intentional plagiarism given the answers of the data-gathering instrument on *plagiarism awareness*. Furthermore, most of the participants with a higher percentage of plagiarism showed fewer academic writing mistakes; meanwhile, the participants with a lower percentage of plagiarism displayed more academic writing mistakes.

However, to get a more precise analysis of the relationship of these variables, the data were coded and it was transferred to Statistical Package for the Social Sciences (SPSS), then, I selected

the appropriate statistic to use. In this case, the statistics to be used will be “Pearson's correlation coefficient” that is represented this symbol: “R” because it tests the relationship among these three variables.

According to Pearson correlation, as in Figure 4. There is a relationship between academic writing and plagiarism of .164 since it is different from 1. It means there is a relationship between those variables. Nevertheless, the relationship between plagiarism and awareness is not as strong as in the first because it is -.22.

Correlations

		Plagiarism	Writing	Awareness
Plagiarism	Correlación de Pearson	1	,164	-,220
	Sig. (bilateral)		,326	,184
	N	38	38	38
Writing	Correlación de Pearson	,164	1	,429**
	Sig. (bilateral)	,326		,007
	N	38	38	38
Awareness	Correlación de Pearson	-,220	,429**	1
	Sig. (bilateral)	,184	,007	
	N	38	38	38

** . The correlation is significant at the 0.01 (bilateral) level.

Figure 4 Pearson Correlation of the three variables

Based on Pearson correlation data, it is observed that there is not a significant relationship between plagiarism and plagiarism awareness (See Figure 4). In other words, students have knowledge of plagiarism, they are aware of plagiarism politics. However, there is plagiarism practice. On the other hand, the relationship between plagiarism and academic writing is little but significant (See Figure 5). Despite there are other reasons that might lead plagiarism, it is proven that there is a significant relationship between these two variables.

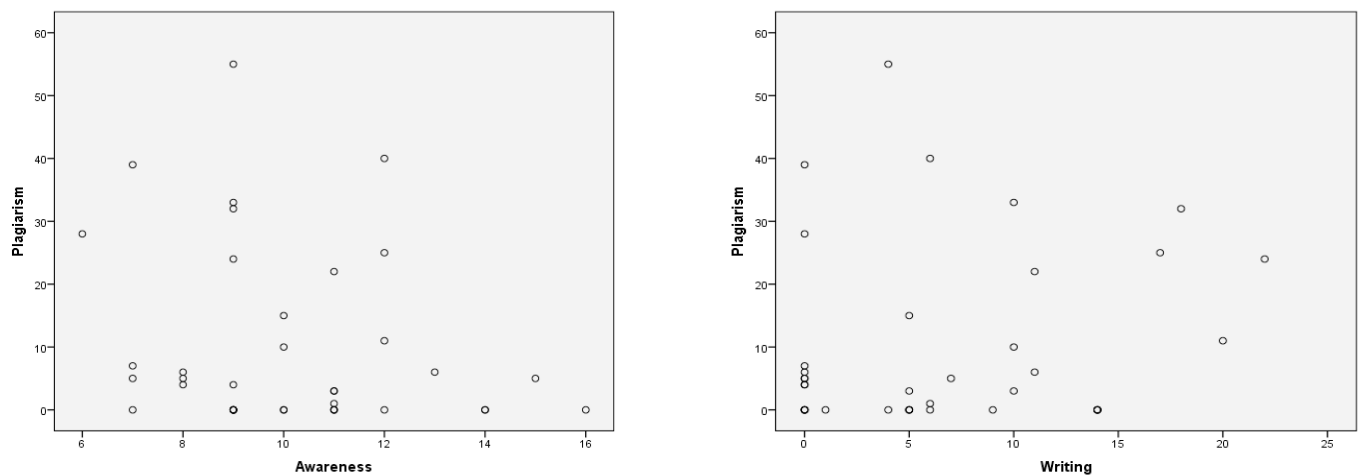


Figure 5 Scatter Plot of Pearson Correlation of the Three Variables

3.5. Develop action plan

It is clear that there is a little but significant relationship between plagiarism and academic writing. This information might be useful for professors to determine if their students' plagiarism was intentional or unintentional. Taking into account that there is a relationship between academic writing and plagiarism, it might be unintentional and professor might implement some strategies to help them to overcome their writing deficiencies. On the other hand, if there is no relationship between them, students might have plagiarized intentionally. If that is the case, the problem is even more serious and some strategies to promote academic integrity might be implemented.

However, firstly, it is necessary to determine if the students have plagiarized and what type of plagiarism this is. Therefore, college professors might use Turnitin as a detecting tool of plagiarism. Throughout this tool, professors might detect the similarities of the analyzed paper against millions of papers around the world. In addition, it helps students to improve their academic honesty and enhance their academic writing skills since Turnitin allows students to see their range of plagiarism and academic writing mistakes. As a consequence, students will evaluate their own papers before delivering, it will promote independence and autonomy among undergraduates; important goals to reach in the 21st-century education.

Chapter 4

Didactic Proposal

The literature explained by the researchers before and the results drawn with this didactic proposal demonstrate that in order to help students to avoid doing dishonest practices such as plagiarism, the institutions play an important role to promote academic integrity. According to the International Center for Academic Integrity, the academic integrity culture starts within the institutions. ICAI states that an academic integrity culture in the University is an ongoing process of four stages: primitive, radar screen, mature, and honor code.

The first stage that is primitive describes an institution where there is no culture of academic integrity. There is no codes either clear procedure to follow in a dishonest situation. The second stage that is radar screen occurs when the institution is aware of dishonest practices and there have been early efforts to diminish but there are no clear procedures to follow and faculty hesitates to take action. In stage three, the institution already has policies and codes to handle dishonest practices but other institutions do not recognize those policies yet. In stage four, honor code, the institutions implement its policy strictly, it is recognized, and its implementation has shown to diminish academic dishonest practices.

The school where the didactic proposal took place is in the "primitive" stage since there is not an established honor code to follow and there are no even standardized procedures to follow when facing dishonest situations. Therefore, to start spreading the academic integrity culture among faculty members, an Academic Integrity Workshop should be taken.

An academic integrity workshop might help professors and policymakers to be aware of the students' needs as EFL students, academic integrity importance, and elaboration of an honor-code to help students prevent cases of dishonesty and help professors to handle those cases with integrity.

In the following section, there is the academic program of the Academic Integrity Workshop to be implemented in any institution of higher education or even high schools that are in the "primitive" stage from the institutional development program. The program is written in Spanish to be used for professors of any institution.

4.1 Programa Sintético del taller de integridad académica para docentes de nivel superior

Universidad Autónoma de Nuevo León

Facultad de Filosofía y Letras

Programa Sintético

1. Datos de identificación

Area Curricular	Formación docente
Campo disciplinar	Ética y Desarrollo Humano
Unidad de aprendizaje	Integridad académica en el nivel superior
Periodo académico	julio-agosto
Frecuencia semanal:	2 horas por sesión (4 sesiones)
Modalidad	No escolarizada
Fecha de elaboración	9 de junio de 2017
Fecha de actualización	
Responsables del programa:	Lic. Sofía Fernández López / Dra. Ma. Guadalupe Rodríguez Bulnes

2. Presentación:

Hoy en día, los estudiantes tienen acceso a la información más rápido y más fácil debido al Internet. Ese fenómeno ha facilitado las prácticas de deshonestidad entre los estudiantes, por mencionar una: plagio académico. Existen dos tipos de plagio académico: no intencional e intencional. El primero está relacionado con la falta de conocimiento de las normas de escritura académica. Y el segundo es

una falta de integridad académica.

La integridad académica nos define como profesionistas íntegros y la falta de ella, desemboca en problemas serios como la falta de preparación académica para desarrollar las funciones de cada profesión y el desprestigio de la institución educativa precedente.

Promover la integridad académica entre los estudiantes universitarios es una tarea que le corresponde a toda la comunidad universitaria ya que la Universidad Autónoma de Nuevo León, dentro del marco de la Reforma Integral de Educación Media Superior, promueve la formación integral de estudiantes que permita el egreso de estudiantes responsables y competentes a nivel nacional e internacional.

Practicar la integridad académica tendrá como resultado egresados capaces de actuar con integridad en su vida y estar conscientes que cada acto tiene una responsabilidad y repercusión en la sociedad. Además de poner en el alto el prestigio de la institución.

En el taller de Integridad académica en el nivel superior los docentes participantes conocerán los valores de integridad académica y su aplicación dentro su labor docente, se identificarán los diferentes tipos de deshonestidad académica que existen, se discutirá el origen de éstas así como la penalización adecuada de acuerdo con la gravedad del acto deshonesto, de igual modo se mostraran herramientas de detección de actos académicos deshonestos, asimismo se discutirán las ventajas y desventajas de utilizar dichas herramientas tecnológicas como Turnitin en la evaluación.

Este taller tiene como propósito principal informar a los docentes acerca de la importancia de la integridad académica así como el papel que juegan en la construcción de la integridad y valores de los estudiantes. Docentes informados que vivan la cultura de la integridad académica a través de la aplicación de los valores fundamentales de la ética en sus prácticas docentes, permitirán promover la importancia de la integridad a sus estudiantes practicando los valores en su labor docente, identificando casos de deshonestidad académica y aplicando estrategias para evitar casos de deshonestidad.

3. Perfil de los participantes:

Docentes de nivel superior interesados en promover y practicar la integridad académica entre sus estudiantes.

4. Perfil del instructor:

Docente de nivel superior con especialidad y/o experiencia en ética y desarrollo humano. Interesado en promover la integridad académica y ética en la comunidad universitaria.

5. Competencias generales a que se vincula la Unidad de Aprendizaje:

Declaración de la competencia general vinculada a la unidad de aprendizaje	Evidencia
C: Mantiene una actitud de compromiso y respeto hacia la diversidad de prácticas sociales y culturales que reafirman el principio de integración en el contexto local, nacional e internacional con la finalidad de promover ambientes de convivencia pacífica (9).	Cada docente trabaja con un acto en específico y discutirá las causas que dieron origen a ese comportamiento tanto por parte del docente como del alumno respetando las opiniones de los integrantes del grupo.
C: Practica los valores promovidos por la UANL: verdad, equidad, honestidad, libertad, solidaridad, respeto a la vida y a los demás, respeto a la naturaleza, integridad, ética profesional, justicia y responsabilidad, en su ámbito personal y profesional para contribuir a construir una sociedad sostenible (11).	Relaciona los valores fundamentales: honestidad, respeto, responsabilidad, justicia, confianza y coraje con su definición en una dinámica grupal
C: Logra la adaptabilidad que requieren los ambientes sociales y profesionales de incertidumbre de nuestra época para crear mejores condiciones de vida (14).	De forma grupal se escribirán las prácticas y comportamiento docente que se debe seguir para actuar con integridad a partir de la academia.

6. Competencias específicas y nivel de dominio a que se vincula la unidad de aprendizaje:

Competencia Específica	Nivel I Inicia I	Evidencia	Nivel II Básico	Evidencia	Nivel III Autónomo	Evidencia	Nivel IV Estratégico	Evidencia
Conoce la importancia de la integridad académica como docente.	Reconoce la necesidad de aprender acerca de la	De manera individual, contesta el cuadro SQA (Lo que el estudiante ya Sabe, Lo que el estudiante Quiere Saber, lo	Conoce los valores fundamentales de la integridad académica	En equipo, relaciona los valores fundamentales: honestidad, respeto, responsabilidad, justicia, confianza y coraje con su	Relaciona los valores de integridad académica con su labor docente	En equipo, el participante, contesta un cuadro donde el docente escribe el nombre del valor que le fue	Elabora políticas de prácticas docentes éticas con	De forma grupal se escribirán las prácticas y comportamiento docente que se debe seguir para actuar

	integridad académica.	que el estudiante a Aprendido (la última columna se llenará al final del taller como actividad de reflexión)	mica .	definición en una dinámica grupal		asignado, escribe su definición y la relación con la práctica docente.	base en los valores fundamentales de integridad académica	con integridad a partir de la academia.
Reconoce los tipos de deshonestidad académica	Distingue diferentes tipos de deshonestidad académica	En equipo, a través de situaciones hipotéticas, el docente identifica los tipos de casos de deshonestidad académica.	Analiza las razones de los alumnos por cometer actos de deshonestidad académica.	En equipo, cada docente trabaja con un acto en específico y discutirá las causas que dieron origen a ese comportamiento tanto por parte del docente como del alumno de respetando las opiniones de los integrantes del grupo. .	Conoce el código de ética y las penalizaciones que se otorgarán por actos académicos deshonestos.	A través de un juego de memoria une los siguientes conceptos: tipo de deshonestidad académica, penalización .	En equipo, aplica el código de ética de acuerdo a diferentes escenarios de deshonestidad académica.	En equipo selecciona la penalización adecuada de acuerdo al acto de deshonestidad académica cometido.
Aplica herramientas tecnológicas para identificar y/o prevenir casos de deshonestidad académica.	Conoce los siguientes sitios de internet: https://owl.english.purdue.edu/ y	En equipo, identifica las secciones de la escritura académica, plagio académico y guías de estilo tanto en MLA como APA de dichos sitios en	Planea estrategias de aprendizaje para el uso adecuado de los sitios de	En el programa analítico de su unidad de aprendizaje, de manera individual, el docente agrega actividades donde el alumno haga uso de	Explora el uso del Turnitin http://www.turnitin.com/ como herramienta de detección de plagio para docente y	A través de una presentación oral en equipo, el docente explica los diferentes usos del turnitin para la prevención del plagio y la mejora en	Reflexiona acerca de las ventajas y retos del uso de Turnitin como	En equipo, debate las ventajas y retos del Turnitin y determina políticas para su aplicación en clase.

	http://sitios.ruv.itesm.mx/portales/crea/	equipos.	internet.	https://owl.english.purdue.edu/ y http://sitios.ruv.itesm.mx/portales/crea/	alumnos.	la escritura académica.	herramienta de evaluación.	
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7. Contenido del taller:

1. La integridad académica empieza con el docente.
2. Tipos de deshonestidad académica en el nivel superior.
3. El uso de herramientas tecnológicas para la prevención del plagio académico y la mejora en la escritura académica.

8. Producto Integrador de Aprendizaje (PIA):

En equipo, los docentes elaboran de un código de ética en una presentación power point donde se especifiquen los siguientes aspectos:

1. Tipos de deshonestidad académica
2. Lineamientos a seguir (por parte del docente) en caso de sospechar casos de deshonestidad académica.
3. Penalizaciones de acuerdo a la gravedad del acto deshonesto.
4. La función del consejo de integridad académica y sus miembros.

Cada equipo presenta su código de ética de forma oral en una sesión plenaria.

9. Rúbrica de evaluación de PIA

Evidencia de aprendizaje		Elaboración de un código de ética (PIA)				T O T A L
Tipos de conocimiento	CRITERIO	Niveles de desempeño				
		Evidencia completa	Evidencia aceptable	Evidencia parcial	No evidencia	
S a b e r	C o n c e p t u a l Contenido del código de ética	<p>El participante incluye totalmente los siguientes aspectos:</p> <ol style="list-style-type: none"> 1. Tipos de deshonestidad académica 2. Lineamientos a seguir (por parte del docente) en caso de sospechar casos de deshonestidad académica. 3. Penalizaciones de acuerdo a la gravedad del acto deshonesto. 4. La función del consejo de integridad académica y sus miembros. <p>(40 puntos)</p>	<p>El participante incluye parcialmente los siguientes aspectos :</p> <ol style="list-style-type: none"> 1. Tipos de deshonestidad académica 2. Lineamientos a seguir (por parte del docente) en caso de sospechar casos de deshonestidad académica. 3. Penalizaciones de acuerdo a la gravedad del acto deshonesto. 4. La función del consejo de integridad académica y sus miembros. <p>(30 puntos)</p>	<p>El participante sólo incluye un aspecto de la siguiente lista:</p> <ol style="list-style-type: none"> 1. Tipos de deshonestidad académica 2. Lineamientos a seguir (por parte del docente) en caso de sospechar casos de deshonestidad académica. 3. Penalizaciones de acuerdo a la gravedad del acto deshonesto. 4. La función del consejo de integridad académica y sus miembros. <p>(15 puntos)</p>	<p>No se entregó</p> <p>(0 puntos)</p>	
		H a c e r	P r o c e d i m e Exposición oral del código de ética	<p>El participante entiende claramente el código de ética y presenta la información de manera contundente y convincente.</p> <p>(30 puntos)</p>	<p>El participante parece entender su código de ética, pero no lo presenta con facilidad.</p>	<p>El participante no muestra un adecuado entendimiento del código de ética</p>

	n t a l			(20 puntos)	(15 puntos)	(0 puntos)	
S e r	A c t i v i d a d	Respeto	Los participantes colaboran en la elaboración del código de ética respetuosa valorando la opinión de todos los integrantes del equipo.	Los participantes colaboran en la elaboración del código de ética respetuosa sin embargo, no todas las opiniones de los integrantes del equipo son tomadas en cuenta.	Los participantes no colaboran de manera respetuosa. Existen comentarios sarcásticos y/o algunos miembros decidieron trabajar por su cuenta.	No se entregó	
			(30 points)	(20 points)	(0 points)	(0 points)	
						Total:	

10. Fuentes de apoyo y consulta:

Escamilla, J. (2012). Centro de Recursos de para la Escritura Académica . Retrieved June 10, 2017, from <http://sitios.ruv.itesm.mx/portales/crea/creditos.htm>

ICAI - academicintegrity.org. (n.d.). from <http://www.bing.com/cr?IG=63690268E1434C248F4ED82E0EE90438&CID=095E984909396B99219692E0083F6AA0&rd=1&h=fuSirX3ZgpGSZDGsXwIVhvzYkOXZyYk1IoyehrZ2EiE&v=1&r=http%3a%2f%2fwww.academicintegrity.org%2fcai%2fhome.php&p=DevEx,5062.1>

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Escamilla, J. (2012). Centro de Recursos de para la Escritura Académica . Retrieved June 10, 2017, from <http://sitios.ruv.itesm.mx/portales/crea/creditos.htm>

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<http://www.bing.com/cr?IG=8EDA38038C4F467C986C1BFA0D4BE7E5&CID=2620CA5815D06E790C6AC0F114D66F1A&rd=1&h=1uFjofhReUPfAcoyQFyQKW9gxXHAI-S0quNVhBkTVU0&v=1&r=http%3a%2f%2fturnitin.com%2f&p=DevEx,5063.1>

11. Materiales

Para tener acceso al siguiente material, necesita ingresar a la liga que aparece a lado

1. Manual para el uso de la herramienta Turnitin

(<https://drive.google.com/file/d/0B2Xu2GhrORtpNDhOZnR3ajhuSFk/view>)

2. Folleto de casos de deshonestidad académica

(<https://drive.google.com/file/d/0B2Xu2GhrORtpNHZQb1FIZXBzOTA/view>)

3. Presentación en power point como apoyo al taller

(<https://drive.google.com/file/d/0B2Xu2GhrORtpWUt3ZU5qNE5wSWs/view>)

4. Encuesta de satisfacción del taller

(<https://drive.google.com/file/d/0B2Xu2GhrORtpSkluMkZPYjLcVk/view>)

12. Programación de actividades

Tiempo	Actividad	Tipo de evaluación
Sesión 1 (dos horas)	Cuadro SQA (Lo que el estudiante ya Sabe, Lo que el estudiante Quiere Saber, lo que el estudiante a Aprendido) acerca de integridad académica	Diagnostica
	Relación de los valores fundamentales: honestidad, respeto, responsabilidad, justicia, confianza y coraje con su definición en una dinámica grupal.	Formativa
	Cuadro comparativo: Valor y relación docente.	Formativa
	Establecimiento de prácticas y comportamiento docente	Formativa
Sesión 2	Identificación de los tipos de casos de deshonestidad académica.	Diagnostica

(dos horas)	Discusión acerca de las causas de actos deshonestos en equipos .	Formativa
	En equipo selecciona la penalización adecuada de acuerdo al acto de deshonestidad académica cometido.	Formativa
Sesión 3 (dos horas)	Identificación de las secciones de la escritura académica, plagio académico y guías de estilo tanto en MLA como APA de CREA ITESM y PURDUE On Line Writing Lab.	Diagnostica
	Inclusión de actividades donde se utilicen los recursos tecnológicos para la prevención del plagio y mejora de la escritura.	Formativa
	Presentación oral por equipos, acerca de los diferentes usos del turnitin para la prevención del plagio y la mejora en la escritura académica.	Formativa
	Debate las ventajas y retos del Turnitin y determina políticas para su aplicación en clase.	Formativa
Sesión 4 (dos horas)	Exposición oral del PIA en equipos.	Sumativa

13. Criterios de evaluación

1. El docente debe participar activamente durante las cuatro sesiones y realizar adecuadamente las evidencias que corresponden a cada sesión. La evaluación de las evidencias de las sesiones uno, dos y tres es formativa y diagnóstica por lo que el participante recibirá retroalimentación constante por parte del facilitador y compañeros del taller.

2. La sesión cuatro corresponde a la presentación oral del PIA. El PIA se evalúa a través de un instrumento formal (rúbrica). La evaluación del PIA es sumativa. Valor 100 puntos.

CHAPTER 5

5.1 Conclusions and further research

This didactic proposal aimed at discovering if there is a relationship between academic plagiarism and lack of academic writing skills in EFL undergraduates. That relationship was significant because of different factors: Firstly, the literature review stated above showed that International university students struggle at avoiding plagiarism because they were not aware of it and there is a lack of understanding of standard academic writing rules, secondly, I conducted a previous study about plagiarism in EFL undergraduates and the results showed that most of the students are not lazy but concern of their writing skills in a foreign language, and finally, I have experienced struggling at academic writing and being tempted to do plagiarism.

The analysis done in this proposal allowed me to discover that there is a little relationship between plagiarism and academic writing. In other words, some of the students who do plagiarism might do it because of the lack of development of academic writing skills.

Nevertheless, the results showed that there “little” relationship, that means that there other factors that might lead students do plagiarism. This proposal allowed me also to understand that academic plagiarism (intentional and unintentional) is an academic integrity issue. It implies that if the school does not want to have dishonest students, the faculty members need to establish and live an academic integrity culture.

As it was mentioned in one of the ICAI conferences: "Academic Integrity: it starts with us". Before pointing out the students' mistakes, I consider it is important to reflect about how the university educate and promote academic integrity. I think it would be unfair to judge a students' work if the university does not establish what plagiarism is, its consequences (academically and personally), there is no honor code, and more importantly, faculty members who do not follow

academic integrity values such as "respect" at the moment of planning activities and assignments appropriately for the students characteristics and strategically designed for avoiding plagiarism and "fairness" at the moment of not setting clear and fair evaluation policies.

For those reasons, before planning what kind of sanction dishonest students deserve, in my opinion, it is more important to first ask, what I am doing as a university to help students avoid plagiarism. The academic integrity workshop included in this proposal aims at helping professors and faculty members to start being aware of the importance of academic integrity culture and it is just the beginning.

Once faculty members are aware of it, on one hand, the university needs to establish a standardized honor code where students know their expected behavior toward assignments and classwork, as well as, their consequences; consequences that should be increased gradually according to the number of dishonest practices and its severity. On the other hand, faculty members need to take into account that EFL undergraduates might not have developed even BICS when they need to develop CALP to do their academic assignments. It is proved that undergraduates have already acquired higher order thinking skills, but at the moment to express themselves academically (especially writing) in another language, they might struggle. As result, their reasoning level might not match with their written competence. Faculty members need to support these students who enter into a bilingual or English program with academic writing courses at the beginning of the major and throughout it as well as professors need to create fair assignments to help them build their academic confidence in a second language and appropriate tasks for their level, needs, and characteristics.

For further research, I consider it would be important to analyze if the level of dishonesty practices decrease with the application of an honor code and promoting an academic integrity culture among university students as it has happened in many universities around the world where an academic integrity department helped to reduce those issues. In addition, I think it would be

beneficial to research about "ghost writers" or paper mills that are hired by students to do academic assignments for them and find ways to detect if students have used these services and how they work.

To summarize the aforementioned information, academic plagiarism is an academic integrity problem that needs to be analyzed and studied carefully. Faculty members, students, and society need to be involved in promoting an academic integrity culture. This is an important issue that if it is not taken into account, its consequences for society might be dangerous such as graduates who are not prepared to perform professionally, graduates who have no values or ethics for its profession, graduates who aim at the easy way to solve problems (bribes, fraud, cheating), graduates who might help to decrease the school reputation. For all those reasons stated above, academic plagiarism is a serious issue that cannot be ignored and should be further researched.

Further research

Taking into account the importance of promoting honest practices among university students, the next stage of the academic integrity model will be to establish an academic integrity department that aims at helping students to identify the dishonest practices and to be educated about the importance of academic integrity. This the pilot structure of an Academic Integrity Department, it is written in Spanish in order to be useful for Spanish programs.

Departamento de Integridad Académica en la UANL

Tomando en cuenta la importancia de promover prácticas académicas honestas entre los estudiantes universitarios, es necesario crear un departamento de Integridad Académica donde se promuevan los valores de la Universidad a través del cumplimiento de un código de ética donde se describan los tipos de actos académicos deshonestos y de la misma manera se establezca el procedimiento a seguir cuando se detectan dichos casos. Esta propuesta del Departamento de

Integridad Académica en la UANL se está aplicando en este momento como proyecto piloto en la Preparatoria No.2 de la UANL durante el semestre agosto-diciembre de 2017.

Actos académicos deshonestos

En el siguiente apartado se muestran los tipos de actos académicos deshonestos practicados en los estudiantes.

1. Usar materiales o recursos no autorizados durante el examen.
2. Colaborar en la elaboración de un trabajo académico de otros compañeros cuando la instrucción fue trabajar de manera individual.
3. Entregar un trabajo que fue previamente realizado por el mismo estudiante para la misma unidad de aprendizaje o para otra.
4. Falsificar la asistencia a las videoconferencias.
5. Plagio académico: Entregar un trabajo con información (total o parcial) de cualquier fuente como si fuera propia (copiar-pegar).
6. Plagio académico: Entregar un trabajo con información (total o parcial) de otro estudiante (vigente o no) como si fuera propia.
7. Comprar o vender información acerca de trabajos o exámenes de la unidad de aprendizaje.
8. Reemplazar algún compañero en un examen
9. Alterar calificaciones o información en documentos oficiales (por ejemplo: kardex).
10. Falsificar la firma de cualquier autoridad institucional.
11. Ofrecer sobornos de cualquier naturaleza a alumnos, docente y/o directivos con la finalidad de obtener ventajas o privilegios para sí mismo o para otras personas.
12. Reusarse a asumir las consecuencias de cualquier falta académica.
13. Compartir usuarios y/o contraseñas con otros alumnos para acceder a una cuenta ajena por cualquier razón.
14. Hacer mal uso de las tecnologías de información para la realización de trabajos (Por ejemplo: hacer uso del “google translator” para realizar las evidencias de la materia de inglés)

Procedimiento de detección de actos académicos deshonestos

Cuando un docente sospecha que un estudiante realizó un acto académico deshonesto, se deben realizar las siguientes acciones.

1. Sospecha de caso de deshonestidad académica por el facilitador.
2. Facilitador llena el “Reporte de casos de deshonestidad académica”
3. Facilitador envía el “reporte de casos de deshonestidad académica” con las evidencias del reporte al área de integridad académica.
4. El área de Integridad académica se comunica con el facilitador de la unidad de aprendizaje en 48 horas con el resultado del análisis y la sanción correspondiente.
5. Facilitador de la materia informa al estudiante del resultado de su caso y aplica la sanción correspondiente.
6. El departamento de Integridad Académica capacita a los estudiantes que realizaron actos académicos deshonestos a través de un curso/taller donde se describa la importancia de actuar con honestidad académica.

Herramientas para la detección de plagio

Para el análisis de evidencias se necesita contar la herramienta de detección de plagio: Turnitin, “reporte de casos de deshonestidad académica” y las evidencias originales.

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Appendix A

Guidelines for the written assignment (essay) to detect plagiarism and check academic writing

Elaborate an argumentative essay based on the following components:

Topic: The Wife of Bath's Tale by Geoffrey Chaucer

Theme: Position of women in Medieval England, a Reflection on the theme regarding Medieval England women from the background, and the Wife of Bath from the tale.

References: At least two; Background (history) and Tale (story)

Types of references: Books or scholarly articles for background and The Canterbury Tales Book

Length: one page, double-spaced, and 1-inch margin

Structure of essay:

Student's name (Individual task) March 21 st , 2017 <i>Comparison/Contrast Essay</i> English Literature (t01)
Title of the Essay
Overall topic sentence Paragraph Topic sentence Development of ideas through references from background, text and your opinion.

<p>Paragraph Topic sentence</p> <p>Development of ideas through references from background, text and your opinion.</p>
<p>Paragraph Topic sentence</p> <p>Development of ideas through references from background, text and your opinion.</p>
<p>Conclusion</p>
<p>References (APA 6th ed style)</p>

Appendix B

Consent Letter

Mtro. Andrés Sepúlveda Rodríguez.

Coordinador del Colegio de Ciencias del Lenguaje, FFYL, U.A.N. L.

Presente.-

Por medio de este conducto, le envío un cordial saludo y a su vez solicito su autorización para la aplicación de cuestionarios y/o observaciones para los alumnos de la materia **PANORAMA DE LA LITERATURA INGLESA** de decimo semestre de los estudiantes del Colegio de Ciencias del Lenguaje.

El objetivo de la obtención de datos es verificar el conocimiento de los estudiantes acerca del plagio académico, verificar su nivel de escritura académica y verificar si incurrieron a prácticas deshonestas a través de la elaboración de un ensayo argumentativo en inglés. Se guardará estricta confidencialidad sobre la información obtenida con un número de clave que ocultará la identidad de los participantes (maestros o alumnos). Sin más por el momento, me despido de usted, quedando a su disposición para cualquier aclaración al respecto.

Atentamente

“Alere Flammam Veritatis”

Ciudad Universitaria, 20 de enero de 2017

Lic. Sofía Fernández López

Estudiante de cuarto semestre de maestría del Posgrado de la Facultad de Filosofía y Letras

Appendix C

Likert-like scale survey

<p>Instructions: The following survey has a number of statements where people agree and others disagree. Please rate (x) how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally.</p>					
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. When I do not know what to write, I translate a part of a paper from a foreign language.					
2. Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).					
3. Short deadlines give me the right to plagiarize a bit.					
4. It is justified to use one's own previously published work without providing a citation in order to complete the current work.					
5. If one cannot write well in a foreign language (e.g., English), it is justified to copy parts of a similar paper already published in that language.					
6. If a colleague of mine allows me to copy from her/his paper, I am NOT doing anything bad because I have his/her permission.					
7. Plagiarized parts of a paper may be ignored if the paper is of great scientific value					

Appendix D

Participants' plagiarism report by Turnitin (part 1)

AUTOR: Participants' personal information is restricted or confidentiality purposes

SIMILITUD: plagiarism percentage per paper

AUTOR	TÍTULO	SIMILITUD	NOTA	RESPUESTA	ARCHIVO	Nº DEL TRABAJO	FECHA
	essay	0%				801829768	19-abr-2017
	essay	0%				801830296	19-abr-2017
	essay elida	0%				801832285	19-abr-2017
	Geraldo essay	0%				801834437	19-abr-2017
	Essay 2	0%				801848629	19-abr-2017
	Essay 2	0%				801848587	19-abr-2017
	Essay 2	0%				801848638	19-abr-2017
	Essay 2	0%				801848634	19-abr-2017
	Essay 2	0%				801848614	19-abr-2017
	Essay 2	0%				801848577	19-abr-2017
	Essay 2	0%				801848600	19-abr-2017
	Essay 2	0%				801848604	19-abr-2017
	Essay 2	0%				801848554	19-abr-2017
	Essay 2	0%				801848611	19-abr-2017
	essay ada	1%				801836315	19-abr-2017
	Jara essay 2	3%				801829143	19-abr-2017

Appendix D

Participants' plagiarism report by Turnitin (part 2)

AUTOR: Participants' personal information is restricted or confidentiality purposes

SIMILITUD: plagiarism percentage per paper

The screenshot shows a web browser window displaying a Turnitin plagiarism report. The browser's address bar shows the URL: https://www.turnitin.com/t_inbox.asp?r=14.849381807468&svr=336&lang=es&aid=58606163&fo=0&ro=&pg=1. The report table contains the following data:

Document Name	Similarity Percentage	Submission Date
Essay 2	0%	19-abr-2017
Essay 2	0%	19-abr-2017
Essay 2	0%	19-abr-2017
Essay 2	0%	19-abr-2017
Essay 2	0%	19-abr-2017
! essay ada	1%	19-abr-2017
ara essay 2	3%	19-abr-2017
e Essay 2	3%	19-abr-2017
Essay 2	4%	19-abr-2017
ak Essay 2	4%	19-abr-2017
! essay gael	5%	19-abr-2017
Essay 2	5%	19-abr-2017
Essay 2	5%	19-abr-2017
Essay 2	5%	19-abr-2017
essay gwyneth	6%	19-abr-2017
Essay 2	6%	19-abr-2017

The interface includes a sidebar on the left with a search bar and a list of document thumbnails. The bottom of the browser window shows a taskbar with various application icons and a system tray with the date and time (sáb 5 ago 01:18).

Appendix D

Participants' plagiarism report by Turnitin (part 3)

AUTOR: Participants' personal information is restricted or confidentiality purposes

SIMILITUD: plagiarism percentage per paper

Informe de GradeMark | Editar la configuración del ejercicio | Correo electrónico sin remitentes

TÍTULO	SIMILITUD	NOTA	RESPUESTA	ARCHIVO	Nº DEL TRABAJO	FECHA
Essay 2	7%	■	✎	•	801848639	19-abr-2017
Essay 2	10%	■	✎	•	801828631	19-abr-2017
Essay cinthia	11%	■	✎	•	801831152	19-abr-2017
Essay 2	15%	■	✎	•	801848556	19-abr-2017
Essay 2	22%	■	✎	•	801848549	19-abr-2017
essay estephy	24%	■	✎	•	801833352	19-abr-2017
Essay 2	25%	■	✎	•	801848544	19-abr-2017
Essay 2	28%	■	✎	•	801848541	19-abr-2017
Essay 2	32%	■	✎	•	801848523	19-abr-2017
Essay 2	33%	■	✎	•	801848547	19-abr-2017
Essay 2	39%	■	✎	•	801848534	19-abr-2017
! essay grecia	40%	■	✎	•	801835076	19-abr-2017
Essay denisse	55%	■	✎	•	801831607	19-abr-2017
-- no hay entregas --	--	✎		--	--	Tardío

PÁGINA: 1 2

Appendix E

Participants' academic writing mistakes by Turnitin (part 1)

ESTÁS VIENDO: INICIO > REVISIÓN DE TRABAJOS > ESSAY 1 > INFORME DE GRADEMARK

AUTOR: Participants' names

Number of mistakes on grammar, mechanics, use, and spelling per paper.

Autor	Título	GradeMark	Gramática	Mecánica	Uso	Ortografía
	Essay_Alejandra.doc	gm	0	0	0	0
	Essay_Carlos.doc	gm	4	4	8	1
	Essay_Helen.doc	gm	0	0	0	0
	Essay_Jose.doc	gm	0	0	0	0
	Essay_Kenya_Curiel.doc	gm	2	4	3	2
	Essay_Maria.doc	gm	1	3	4	5
	Essay_Melissa.doc	gm	0	0	0	0
	Essay_Yael_c.doc	gm	0	0	0	0
	Esssay_Cinthia.doc	gm	0	0	0	0
	Essay	gm	0	0	0	0
	Essay	gm	0	0	0	0
	Essay	gm	0	0	0	0
	Essay	gm	0	1	2	1

Appendix E

Participants' academic writing mistakes in an Excel document (part 2)

Participants	Number of mistakes of each category					Total
	Grammar	Mechanics	Style	Use	Spelling	
1	2	0	0	3	0	5
2	0	0	1	0	0	1
3	3	2	0	9	0	14
4	6	4	1	3	0	14
5	0	3	0	1	0	4
6	1	2	0	1	1	5
7	1	0	2	1	1	5
8	2	1	0	2	0	5
9	3	0	0	2	0	5
10	1	1	2	6	1	11
11	1	0	5	4	0	10
12	4	1	2	4	6	17
13	2	3	6	7	0	18
14	1	2	0	2	1	6
15	3	1	2	4	1	11
16	0	3	0	2	1	6
17	1	0	3	2	0	6
18	0	2	0	5	0	7
19	5	2	0	5	10	22
20	3	5	0	5	1	14

21	0	0	0	3	1	4
22	8	3	1	8	0	20
23	3	2	0	3	1	9
24	3	5	0	5	1	14
25	3	2	0	4	1	10
26	1	0	4	3	2	10
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0
31	0	0	0	0	0	0
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	0	0	0	0
35	0	0	0	0	0	0
36	0	0	0	0	0	0
37	0	0	0	0	0	0
38	0	0	0	0	0	0

Appendix F

Likert-like scale survey answered report

Participants	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Total
1	1	3	4	3	1	2	2	16
2	1	1	1	1	1	1	1	7
3	1	1	3	1	1	1	3	11
4	1	2	1	1	1	1	2	9
5	1	2	1	1	1	1	2	9
6	1	1	1	2	3	2	1	11
7	1	2	1	2	1	1	1	9
8	1	2	2	1	1	1	3	11
9	1	2	3	1	1	1	1	10
10	3	2	1	1	1	1	2	11
11	1	2	1	1	1	1	2	9
12	3	2	1	1	1	1	3	12
13	1	2	1	1	1	1	2	9
14	1	3	2	1	1	1	2	11
15	3	2	1	1	1	3	2	13
16	1	2	1	1	3	1	3	12
17	1	2	1	1	1	1	2	9
18	3	2	1	3	3	1	2	15
19	1	1	1	1	2	1	2	9
20	3	2	1	1	3	1	3	14
21	1	1	1	1	2	1	2	9
22	1	2	2	1	3	1	2	12
23	1	2	1	1	3	1	2	11

24	3	1	1	3	2	1	3	14
25	1	2	1	1	3	1	2	11
26	1	2	1	1	2	1	2	10
27	1	1	1	1	2	1	3	10
28	1	2	1	1	2	1	2	10
29	3	1	1	1	1	3	2	12
30	1	2	1	1	1	1	2	9
31	1	2	1	2	1	1	1	9
32	1	1	1	1	1	1	2	8
33	1	1	1	1	1	1	2	8
34	1	1	1	1	1	1	1	7
35	1	1	1	2	1	1	2	8
36	1	1	1	1	1	1	2	7
37	3	1	1	1	1	1	1	6
38	1	1	1	1	1	1	2	7

:

CLAVE
Strongly disagree: 1
Disagree: 2
Neither agree nor disagree: 3
Partially agree: 4
Agree: 5

Appendix G

Correlation among plagiarism awareness, plagiarism practices, and academic writing per participant

Participants	Plagiarism rate	Academic writing mistakes	Plagiarism awareness
1	0	5	16
2	0	1	7
3	0	14	11
4	0	14	9
5	0	4	9
6	0	5	11
7	0	5	9
8	3	5	11
9	15	5	10
10	22	11	11
11	33	10	9
12	25	17	12
13	32	18	9
14	1	6	11
15	6	11	13
16	40	6	12
17	0	6	9
18	5	7	15
19	24	22	9
20	0	14	14
21	55	4	9
22	11	20	12

23	0	9	11
24	0	14	14
25	3	10	11
26	10	10	10
27	0	0	10
28	0	0	10
29	0	0	12
30	0	0	9
31	4	0	9
32	4	0	8
33	5	0	8
34	5	0	7
35	6	0	8
36	7	0	7
37	28	0	6
38	39	0	7

