

Teaching Academic Writing Skills: A Narrative Literature Review of Unifying Academic Values through Academic Integrity

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Abstract

Academic integrity continues to concern educators worldwide. Furthermore, general guidelines for ensuring academic integrity do not seem to encompass all the angles that are required to be taken into consideration when exploring the factors that contribute to multicultural students' decision to adhere to the norms and values of academic integrity. This literature review focuses on how academic values can be unified through academic integrity, and specifically explores factors and perspectives of utilising academic integrity to unify academic values when teaching academic writing. The dimensions of academic values explored in this paper are: a) beliefs and attitudes of multicultural undergraduate students and the theory of planned behaviour (TPB), b) the value of academic performance in academic writing classes, c) exploring the development of multicultural students' authorial voice while maintaining academic integrity, and d) using technology to encourage academic integrity in academic writing classes. Over 56 identified sources were chosen carefully to ensure unbiased approaches to the issues of academic integrity and development of academic writing skills. The authors explored the issues from a variety of perspectives. The gap noticed in the review of literature is the disconnection between academic values and academic integrity. The authors make recommendations for future research.

Introduction of the Study

Development and application of academic writing skills necessitate critical and analytical thinking during academic reading and academic writing processes. According to Bloom's taxonomy (1956) the process of shaping our thinking behaviour is separated into two main categories: a) lower and b) higher-order thinking skills. These categories are conceptualised in a hierarchical style and the purposes they are utilised for differ. A similar model of classification was developed by Newcomb and Trefz (1987) who classified the four levels of learning as the ones involved in remembering, processing, creating, and evaluating. As Klimova (2013) noted, the levels of evaluating and creating are an indispensable part in the development and application of critical and analytical thinking in academic writing classes. Critical thinking skills have been researched extensively for the last three decades with authors like Paul and Binker (1990), Pithers and Soden (2000), and McPeck (2016) analysing the uses of critical thinking in social or academic settings. This study is a literature review aimed at understanding ways of unifying values of academic writing through academic integrity in multicultural classrooms. The

gap that this narrative review aims to fill is to consider academic integrity as the focal point of academic values in academic writing in higher education. Furthermore, this paper provides a narrative review of studies that explore academic writing in the light of academic integrity and not as a separate notion related to multicultural students' academic performance in higher education.

Through decades the empirical data on cheating has become more alarming, with studies by Scanlon and Neumann (2002), Blankenship and Whitley (2000), Khalmetski and Sliwka (2019), Fendler, Yates and Godbey (2018), Roberts (2018), Lancaster and Cotarlan (2021), and Xu and Li (2023) that highlight the need to understand the effects of technology use in higher education, especially in the production of written work. As students are partners in teaching and learning, there is a growing need to adopt a holistic approach to also address the issue of the use of technology and its correlation with development of academic writing skills and implications on instances of academic dishonesty among multicultural students in universities in both English speaking countries and non-English speaking countries (Gallant, 2008; Eaton et. al, 2020; Foltýnek et al., 2023). Furthermore, it is essential that educators explore ways of helping multicultural students master their academic writing skills without compromising on quality, integrity, or institutional culture (Glendinning, 2013; Çelik & Razi, 2023). The role of educators in the process of teaching and learning should have a pro-active nature and be driven by notions of academic integrity and academic values. Lack of understanding of the utilisation of technology and the tendency to consider technology more suitable as a cheating tool that offers quick fixes to matters of research, referencing and most importantly academic writing tasks, is damaging for students, educators, and higher education institutions (Cavaliere, 2020; Abbasi et. al, 2021). Understanding the uses of technology to aid plagiarism is crucial for educators worldwide who are aiming to curb plagiarism in higher education institutions (Akbari, 2021; Çelik & Razi, 2023). For instance, technology may be utilised by students to copy and paste material from online sources without acknowledging the sources, and in doing so, hijacking the thought and taking unjustifiable ownership of it (Al-Thwaib et al., 2020). Other unlawful use of technology includes the cut-and-paste phenomenon of literal paraphrasing (Irigaray, 2020), when students change a few words of the original and combine it with other pieces of writing, tending to confuse the reader (Ramalho & Silva, 2020). Another common use of technology by students is fake external sources, when students use different sources, such as newspapers, Google sources and Wikipedia and attribute this work to reliable academic sources found in Google scholar or university libraries (Cagé et al., 2019). This practice not only damages the image of reliability and validity, but it also demolishes students' purpose and desire to learn to write academic papers and improve academic writing skills (Phippen et al., 2021).

There is an array of ways to exploit the factors that impact student plagiarism (Nwosu & Chukwuere, 2020). According to David and Grosu-Rădulescu (2018), Tauginienė et al. (2019), Razi and Şahan (2021) and Çolak and Glendinning (2021), one way is by understanding the difficulties that students have in completing and submitting academic writing tasks. Another approach is through the exploration of individual, cultural and gender-based challenges experienced by multicultural undergraduate students (Catalena, 2020). Undergraduate students as people and as students are a blend of experiences, beliefs, and thoughts. For instance, if prior to joining university students have been accustomed to utilising technology to copy and paste material, giving or not giving credit to the authors and without utilising paraphrasing and summarising techniques, then their thought needs to evolve and they should include paraphrasing and summarising in their academic writing craft (Lancaster et al., 2019; Razi and Şahan, 2021; Çelik and Razi, 2023). The process of incorporating researchers' work into academic writing must be internally understood by the students, so the thought of applying it in academic writing tasks, aiming for the creation of an appropriate sense of fair ownership, is developed progressively (Olivia-Dumitrina et al., 2019; Çelik and Lancaster, 2021; Perkins et al., 2020). Furthermore, although the development of such tendencies is naturally connected with schooling systems and a certain appropriate behaviour in each society (Bašić et. al, 2019), it can become an integral part of students' behaviour (Sun & Hu, 2020) and it requires adequate consideration to be amended for the better, in higher education. Another challenge that higher education faces is the adaptation of societal- or gender-based preconceived ideas with regards to the purpose and value of improving academic writing skills. For instance, while students may

be of the opinion that academic writing as a cumulative and complex form of writing takes time to develop, they may at the same time consider it unnecessary for male students or for students who study natural or exact sciences such as engineering, computer sciences or even nursing to develop good academic writing skills (Patak et al., 2021). While there is nothing further than the truth in such statements, they may be a reason for confusion amongst students that add to a lack of desire to improve their academic writing skills (Zhao and Sbaffi, 2022; Tran et al., 2022).

Strategies for empowering the education system with academic integrity need to include all the parties involved in the process of teaching and learning from a bottom-up or a top-down approach (Bretag et al., 2011). For instance, academic integrity should be promoted and upheld by faculty and students. Multicultural undergraduates and staff are required to be well-informed about institutional expectations regarding academic integrity (Robinson & Glanzer, 2017). Furthermore, clear definitions of accepted and unaccepted behaviour related to academic practices need to be drafted (Bretag et al., 2011). The institutional policies that are employed when a breach of academic integrity occurs should strategically be embedded in the material that is generally used during the university years, and especially in materials for first-year students. The distribution of information about academic integrity and putting institutional policies in place aiming to ensure the adherence of all parties to academic integrity should be considered part of a well-aligned curriculum which incorporates the reinforcement of academic integrity throughout all classroom activities and assessment tasks (Bretag et al., 2011; Williams et al., 2012; Robinson & Glanzer, 2017). Nevertheless, this literature review aimed to address the issue of academic integrity from the perspectives of multicultural undergraduate students and it is worth noting that despite the good intentions of educators around the world, involving all the parties present in the process of teaching and learning and coordinating all their actions seems to be not only a very challenging task but also a task that requires a great deal of management and the one which is often restrained by logistics or financial constraints. Moreover, this study focused on exploration of studies related to the perspectives and attitudes of undergraduate students towards academic integrity and on their tendency to comply to the rules and values of it. The objectives of this review of literature were as follows:

- a) To explore and analyse concepts of academic writing in multicultural classrooms,
- b) To explore and analyse concepts of academic integrity in academic writing classrooms,
- c) To explore and analyse the role of academic integrity in unifying academic values of multicultural undergraduate students.

Methodology of the Study

For this narrative review of literature, the authors focused on a variety of concepts that are integral to academic writing e.g., critical thinking, analytical thinking, authorial voice; academic integrity e.g., linguistic and socio-cultural factors; and multicultural undergraduates' attitudes and beliefs e.g., Theory of Planned Behaviour (TPB), and previous schooling systems. After designing the framework for the literature review, the authors explored a considerable number of academic sources that explained in-depth notions present in academic writing, academic integrity and multicultural undergraduates' beliefs and attitudes. Furthermore, the authors used a variety of key words to explore the relationships between academic writing, academic integrity and multicultural undergraduates' beliefs and attitudes. The key words were amended as the line of thinking of the review of literature developed and concepts were analysed in separation and together with other concepts. The databases used were mainly Springer and SCOPUS indexed and the authors aimed at using more journal articles, and papers from reputable conferences; also mainly indexed by Springer and SCOPUS. Prior to this review of literature, the authors of this paper conducted extensive research on aspects of academic writing, academic integrity and undergraduates' beliefs and attitudes, aiming to explore the multifaceted relationship that exists between academic writing, academic integrity and academic performance. Hence, while the majority of studies analysed academic values through the lens of academic performance or student plagiarism, the authors of this study aimed to fill the gap of unifying academic values through academic integrity. Therefore, the reviewing of the

literature was done in two main stages as below. Stage 1 is broken down into four steps, and Stage 2 consists of three steps.

Table 1. The Process of the Review of Literature

Stage 1	<p>Narrative Review of Literature</p> <p>- Definitions of academic integrity, academic writing and academic values</p>	<ol style="list-style-type: none"> 1. Definitions of key terms were explored and analysed 2. Academic integrity and academic values were explored and analysed 3. Factors influencing the development of academic writing were explored and analysed 4. Finally, the gap of unifying academic values through academic integrity was explored and analysed.
Stage 2	<p>Narrative Review of Literature</p> <p>- Relationships between academic integrity, academic writing and academic values</p>	<ol style="list-style-type: none"> 1. Beliefs and Attitudes of Undergraduate Students (TPB) 2. Academic Performance in Academic Writing <ol style="list-style-type: none"> a) Critical and analytical aspects of academic writing b) Authorial voice of Undergraduate' Students 3. Academic Integrity in Academic Writing classes

Findings from the Review

The main findings from this literature review are divided into four themes. These themes are part of the framework of this review and are aimed at exploring the definitions of academic integrity, academic writing and academic values as well as the relationships between them based on the Theory of Planned Behaviour (TPB). These themes are as follows: 1) beliefs and attitudes of multicultural students and TPB, 2) the value of academic performance in academic writing classes, 3) exploring students' authorial voice while maintaining academic integrity, and 4) academic integrity in academic writing classes.

1. Beliefs and Attitudes of Multicultural Students and the Theory of Planned Behaviour (TPB)

In the process of understanding the appropriateness of teaching and learning methods, it is valuable to investigate the set of beliefs and attitudes present in undergraduate students. This exploration helps make clear how these beliefs and attitudes impact the decisions that students take regarding academic writing and academic integrity (Brown et al., 2013; Hysaj & Elkhoully, 2020; Eaton, 2021; Hysaj & Suleymanova, 2021). Furthermore, exploration of these beliefs and attitudes may affect the curriculum design of academic writing skills courses and support the progression and transference of students' knowledge from the more generic subjects like

academic writing skills to the more discipline related subjects. Understandably, it is important to understand if the beliefs and attitudes that influence students the most are of internal or external nature (Hysaj & Hamam, 2020; Eaton, 2021; Hysaj et al., 2023). Understanding the nature of beliefs and attitudes and the degree that they influence the decision making of undergraduates can support the course of action that educators can take in teaching academic writing through academic integrity. According to the Theory of Planned Behaviour (TPB), our actions are guided by intentions, attitudes, subjective norms, and social desirability bias (Ajzen, 1987; Conner & Armitage, 1998). Although in many instances all the factors may influence the decision of students to plagiarise, it is not unusual that students may opt to get involved in plagiarism because of their individual perceptions which may be similar or different from the ones present in their surroundings (Hysaj et al., 2023). Students' perceptions may be influenced mainly by their individual shortcomings and hence may serve as catalysts for a continuous problematic behaviour. Therefore, understanding these perceptions may help to eradicate issues related to plagiarism in higher education.

Although the beliefs of students can be categorised in a variety of formats, for this paper, the researchers aimed at looking into the perspectives that are related to personal and academic beliefs and attitudes of undergraduates (Bosnjak et al., 2020). Personal beliefs and attitudes as well as academic ones depend on factors that relate to the short-term and long-term benefits of undergraduates (Curtis et al., 2018; Uzun & Kilis, 2020; Khathayut et al., 2022). For instance, it is not an unknown phenomenon that some of the personal reasons that contribute to the increase of instances of plagiarism amongst undergraduates are lack of time management and inability to complete tasks on time (Uzun & Kilis, 2020; Khathayut et al., 2022). Although these two aspects are known to have a detrimental effect on students' academic performance, they are not necessarily directly connected with the academic aspects of university experience (Brown et al., 2013; Eaton, 2021). In other words, these personal beliefs and attitudes are interconnected with the academic beliefs and attitudes, not necessarily through a straightforward relationship but rather through a consequential one (Bosnjak et al., 2020). If students habitually lack time management skills, then this inability most probably will hinder their academic performance, in the same way that procrastination in completing assessments may result in rushing to submit them and employing plagiarism strategies along the way, mainly because of time constraints and less because of desire to do so (Conner & Armitage, 1998; Hysaj & Hamam, 2020; Hysaj & Elkhoully, 2020). The ways and circumstances that personal beliefs and attitudes are interconnected with academic ones are commonly neglected, and when the outcomes of such shortcomings are seen to result in increased plagiarism instances then the issues become more serious and penalties may apply (Curtis et al., 2018; Uzun & Kilis, 2020; Khathayut et al., 2022). Therefore, it is worth understanding the viewpoints of undergraduates especially considering that they may get involved in plagiarism instances and subsequently be penalised as a result (Eaton, 2021).

2. The Value of Academic Performance in Academic Writing Classes

The degree of difficulty that learners of the English language must endure when learning to write academically is neither recent nor unexpected. The difficulties are of a large spectrum, and they are commonly recognised when students start attending higher education institutions (Eaton, 2021). Although these difficulties are present throughout schooling years, they may go unnoticed prior to higher education mainly because academic writing is not part of the curriculum design in many educational systems around the world (Çelik & Razi, 2023). Therefore, when undergraduates reach a university level of education, they are suddenly faced with the struggles of academic writing. The plethora of hardships placed in front of undergraduates because of academic writing is related to poor vocabulary and grammar skills, inability to think and write critically and analytically, lack of experience in referencing and citing and the inability to conduct research and find appropriate sources (Razi, 2015a; Hysaj & Hamam, 2020; Hysaj & Suleymanova, 2021). It is in such ways that students are somewhat underprepared to write in higher education, hence, require to be supported to do so successfully (Hysaj & Elkhoully, 2020; Eaton, 2021).

The abilities of undergraduates who are learning academic writing skills are very diverse and much of this diversification is related to their linguistic skills in English and the schooling system

they have attended prior to their university studies (Hysaj et al., 2018). Another valuable, yet commonly neglected factor is undergraduates' first language or first languages and the interference that they may have with the structure and format of the English language (Popov et al., 2012; Eaton, 2021). A way that this can be noticeable is the progression of the terms used to describe students of different linguistic and cultural backgrounds, with terminology varying from multicultural, intercultural, culturally, and linguistically diverse (CALD) and more recently English as an Additional Language or Dialect (EAL/D). The plethora of terms used to describe the diversification of the students enrolled in English medium universities emphasises the extent of this variation and it adds to the fact that these differences need to be taken into consideration when addressing the writing development of undergraduates.

Academic writing classes are focused on development of students' research and writing skills (Hysaj & Hamam, 2020; Hysaj & Elkhoully, 2020; Hysaj & Suleymanova, 2021). Broadly speaking, many students are introduced to some form of research in high school; however, they may not be taught to have an awareness of conventions of academic writing and well-structured research. For instance, students may be aware of how to find information about any topic, especially with the widespread usage of mobile phones, nevertheless, what they are not accustomed to doing is researching for scientific or scholarly written articles or writing about theoretical or scientific research (Popov et al., 2012). From an educator perspective the journey that students must take in academic writing classes to develop the skills required to complete written assessments from short essays to extended ones and from individual reports to group reports and subsequently to dissertation and thesis, is complicated and it requires continuous skill development (Çelik & Razi, 2023). Understandably, it is beneficial for undergraduates to be introduced to academic writing using a progressive format e.g., from simpler tasks to the more complicated ones, from using key words to writing literature reviews, from researching for journal articles as sources to understanding them and including the information appropriately in reports. The progression of skills in a cumulative format allows students to understand what is being taught, reflect upon it and then produce it. Improved understanding of the material helps them to connect it with their inner thoughts, internalise it and then produce it accordingly (Popov et al., 2012). Understandably, it is important that the curriculum of academic writing classes is aligned while bearing in mind the needs of students to develop the skills required to complete assignments and develop their skill set (Brown et.al., 2013; Hysaj & Hamam, 2020).

3. Exploring the Development of Students' Authorial Voice while Maintaining Academic Integrity

In an era of constant awareness of individual identity, it seems reasonable that multicultural undergraduates would try to develop their individual voice when writing academically just as they may do in other areas of their lives. In other words, while aiming to display a sense of uniqueness in all aspects of their human existence, they will also try to do the same in their academic settings. However, that is not always the case and multicultural students in some cases opt to plagiarise rather than use their individual voice to write academically (Hysaj & Elkhoully, 2020; Hysaj et al., 2023). The lack of uniqueness in students' personal expressive academic language may be underpinned by a lack of uniqueness in social identity and displayed through poor expressive linguistic vocabulary in personal or academic environments (Nelson & Castelló, 2012; Bosnjak et al., 2020). Although in some instances the authorial voice of students is genuinely not present and it requires continuous development, it is also true that in other instances it is prevalent but not utilised efficiently due to individual personal choices. Undue utilisation of students' authorial voice tends to create a sense of sameness, which in the academic setting resembles the language randomly produced by automated or AI tools (Hysaj & Hamam, 2021; Hamam & Hysaj, 2021; Mhilli, 2023). In the world outside academia the presence of the individual voice creates a sense of diversity, and such is the opposite of boredom and mediocrity. In an academic setting the creation of the personal voice adds value to the opinions expressed and has the strength to convey clearer and concise thoughts (Hysaj & Hamam, 2020). Clarity in expressing thoughts supports the development of cohesion and coherence in paragraph writing and it allows the reader to differentiate between writers and be able to compare similar and opposing voices (Hysaj & Hamam, 2020; Mhilli, 2023). Not only is the possibility of differentiating voices interesting but it is also very important in the process of academic writing production because it allows the writer and the reader to communicate

efficiently with one another and it makes it possible for the reader to categorise writers' work and discuss the authenticity of their voices.

According to Nelson and Castelló (2012) the development of authorial voice of multicultural students relates to the way the readers interpret the voice and benefit from it. For instance, the way multicultural students interpret the voices of academic writers relates to the need they may have for a certain type of reading and the type of assessment that the specific reading can be utilised for (Hysaj and Hamam, 2021). In other words, the rationale behind finding an article or other source is correlated with the purpose of using it, and in the process of researching and utilising the source students utilise their critical and analytical thinking skills (Mhilli, 2023). The authorial voice and the ability of expressing it appropriately is interconnected with the development of adequate vocabulary and grammatical skills (Hysaj & Hamam, 2021). It is worth pointing out that the development of appropriate vocabulary and grammatical skills is a lifelong process; therefore, looking into the progression of its mechanics, while aiming to understand it, seems to be the only logical way forward (Hamam & Hysaj, 2021). Furthermore, the individual and the social identities of the multicultural academic writers are their communicative tools that ensure the message is conveyed appropriately (Mhilli, 2023). The mechanics of academic writing support the thought creation process of writers and serve as genuine instruments in writing academically. In other words, the mechanics of academic writing and the individual and societal identities of writers are interconnected and facilitate the gradual improvement of writing in general (Hysaj & Hamam, 2021). The increase in individual awareness of the perception of writers about the topic that is being analysed allows them to not only employ an in-depth exploration of the topic, but it also equips them with a better understanding of their own individual perceptions about the topic. Such perceptions could be influenced by the overall understanding of the topic and be the result of internalising the knowledge gathered through the analysis of journal articles and results of data analysis (Nelson & Castelló, 2012).

Generally, readers identify the voices of writers by looking into the similarity of the topics that they analyse and at the style of academic writing that they possess. Nevertheless, this cannot be generalised for undergraduate students because they may not be allowed to choose the topics that they write about in essays, pair reports or group reports. Nevertheless, one of the ways that academic writers could be recognised as unique is through the shared discourse conventions that they employ while writing academically (Razi, 2015a; Razi, 2015c; Foltýnek et al., 2020). The individual aspects of the writer's voice become part of their identity in an individual and social aspect. The uniqueness of a writer's voice is a testimony of authenticity, and it is recognised by a community of readers (Nelson & Castelló, 2012). In the case of students, such authenticity is recognised mainly by the educators grading their academic assessments; therefore, it is valuable for educators to be empowered with the understanding of discourse conventions of their students to ensure a fair grading of students' work (Razi, 2015b; Razi, 2015c). Recognising multicultural individual students' voices comes with challenges that relate to the first languages that students speak as well as the given exposure that they may have had to the English language in an academic setting. Therefore, educators are required to educate themselves with the degree of vocabulary and grammatical knowledge that their students have and support their learning accordingly aiming to improve their overall academic performance (Hysaj & Hamam, 2021). This will enable students to create their authentic voice which can contribute to creating inferences between their work using similar vocabulary and grammatical cues specific to their unique style of academic writing (Nelson & Castelló, 2012).

4. Academic Integrity in Academic Writing Classes

The extensive use of technology worldwide has created the necessity to explore and adapt it for the benefit of the education system and all the parties involved in it. Educators of all disciplines and multicultural students of all majors are constantly using technology to learn, write, research, and explore. The extensive use of technology is due to the endless variety of uses and functions that it possesses (Hamam and Hysaj, 2021). Although understanding and exploring the functionalities and uses of technology seems a never-ending journey, it is valuable to investigate the uses of technology in relation to academic integrity and academic writing.

According to the findings of a study by Yoon (2008), the use of technology in English as additional language/ dialect (EAL/D) provides a suitable platform able to support the development of students' vocabulary and grammatical skills (Strand et al., 2015). Significant implications of this could be noticed in the integration of corpus use in the language of instruction used in class. For instance, when instructors include conventional class preparation in instruction; this supports students' understanding of the discourse aspects of writing, and it encourages the development of their linguistic abilities in a proactive and purposeful way (Yoon, 2008; Strand et al., 2015). Improvement in linguistic abilities of EAL/D writers contributes to increased confidence levels and subsequently has a positive impact in the development of their academic writing quality, which may result in improved academic performance in academic writing skills.

In many universities in English speaking countries and non-English speaking countries, academic writing skills classes are general education subjects taken to improve academic writing and potentially have an impact on students' academic studies at tertiary level (Dafouz, 2020). Teaching of academic writing in English has spread throughout the world and has supported the mobility of students and academic staff (Burgess & Pallant, 2013; Glendinning, 2014). While in these classes, it is pedagogically valuable to focus on the utilisation of technology to account for a long-term language learning process and empower students with vocabulary corpus like collocations, contextualisation of language and patterns of grammatical usage of passive voice (Razi, 2015a; Razi & Şahan, 2021). Focusing on linguistic chunks one at a time can facilitate students' contextualisation of the target vocabulary and increase the possibility of recalling it later when needed (Ahmadi, 2018; Williams & Beam, 2019). Since technology can be used on an individual basis it is beneficial to utilise linguistic chunks to achieve fluency of the target language. For instance, when language chunks are used by educators when giving instructions in discussion boards there is a high chance that such traits will be followed by students, and the continuous use and recycle of the same vocabulary may result in deep learning of the meaning and the use of the words and the structure used to connect those words (Gacs et al., 2020). Therefore, students will be acquiring vocabulary and structural grammatical uses simultaneously while negotiating their thought development.

Academic writing is a creative and sophisticated type of writing which requires an integration of a variety of lexical and grammatical features. Both of these components are necessary to increase multicultural students' repertoire of academic language and enable them with the tools to write academically (Strand et al., 2015). Nevertheless, in the process of acquiring the linguistic expressions needed to write academically, it is worth considering the significance of the linguistic structures which not only add value to writing but also create the base that serves to scaffold academic writing (Strand et al., 2015). In the process of acquiring linguistic and structural abilities while using technology, it is valuable to point out that the personal experience of students with the language in general is a great contributor to the impact that technology plays in facilitating learning (Ahmadi, 2018; Williams & Beam, 2019). For instance, it is important for students to take responsibility for their own learning and utilise efficiently the corpora of linguistic and grammatical tools. Finally, in an era of extensive use of artificial intelligence (AI), Virtual reality (VR) and generative AI, it is important that educators aim to explore the utilisation of these tools to facilitate learning while adhering to academic integrity. To achieve this, it is important to recognise that the struggle to protect academic integrity has been faced with new frontiers that are different from the ones used before; however, they are still created by people and would require human intervention to be explored and utilised appropriately (Wang et al., 2018; Hyland & Hyland, 2019; Khan et al., 2021).

Discussion of Findings

This literature review has aimed to explore the unification of academic values through academic integrity. The authors of this study teach academic writing skills to multicultural undergraduates and have published numerous papers on the topics of academic writing, academic integrity and on students' attitudes and beliefs (Hysaj & Hamam, 2020; Hysaj & Elkhoully, 2020; Hamam & Hysaj, 2021; Hysaj & Hamam, 2021; Hysaj & Suleymanova, 2021; Hysaj et al., 2023). Their interest on the topic of unification of academic values is related to the need to unify students'

beliefs and attitudes with their academic performance and academic integrity. The methodology used was that of narrative literature review and the researchers investigated the development of academic writing while upholding academic integrity in multicultural classrooms. This paper has addressed issues of multicultural students in the context of academic writing and academic integrity in higher education; hence, it did not focus on a specific nation or continent. This review of literature offers an explanatory content analysis of the variety of concepts that derive from academic writing, e.g., authorial voice, critical and analytical thinking, to academic integrity, e.g., notions of beliefs and attitudes of multicultural undergraduate students based on TPB, and finally their relationship with academic performance when writing academically. Furthermore, this article has aimed to present a roadmap for planning and evaluating pedagogical approaches that encourage the development of academic writing skills, in a variety of contexts, while adhering to academic integrity values.

Concluding Remarks and Limitations of the Study

Including academic integrity in the exploration of methods of teaching and producing academic writing is not only necessary, but also the best way of ensuring that we impart values to our students while trying to educate them academically. Future research needs to investigate ways of utilising AI, VR, and future emerging higher education paradigms to encourage the development of academic writing while adhering to the academic and moral values of academic integrity. As students are individual writers, further studies are needed to explore the creative component of academic writing and the integration of authorial voice in the process of curriculum development and students' engagement in the composing process. Moreover, continued exploration is required to ensure the adequate utilisation of online academic writing development tools and the ethical utilisation of AI tools like ChatGPT, and many other tools known or unknown. Further work may include qualitative and quantitative approaches that can explore the ways that students produce a multitude of digital texts while presenting their linguistic abilities and adhering to academic integrity. As technology advances at a rapid pace, it is valuable for further studies to explore the utilisation of technology mediated writing components aiming to support the development of students' literacy skills. Finally, the findings of this study show that it is important to consider academic integrity while teaching and learning in academic writing classes. Since the process of teaching and learning involves students' participation, their sets of beliefs and attitudes are equally valuable and need to be included in relation to academic integrity, academic writing and academic values.

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