

Unit 5. According to Pecorari (2013), plagiarism in second language research may sometimes stem from "patchwriting" by non-native English scholars who struggle with disciplinary conventions, but intentional plagiarism--copying published materials, reusing dissertations, or manipulating translation-based research--remains a serious offense. Preventing plagiarism thus requires explicit ethics instruction and institutional monitoring systems, such as plagiarism detection tools (e.g., Turnitin), but also a culture of honesty nurtured through research mentoring and modeling integrity in academic writing (Hyland, 2016).

Data fabrication and falsification are equally damaging forms of misconduct. Fabrication refers to inventing data that were never collected, while falsification involves manipulating existing data to achieve desired results. Bryman (2016) emphasizes that falsified research not only deceives readers but also invalidates future studies that build upon such results. In FLT, this could mean altering test scores, fabricating classroom observations, or selectively reporting qualitative interview data to confirm hypotheses about language learning strategies or communicative competence. Richards and Farrell (2011) warn that such practices mislead both researchers and teachers who apply findings in real classrooms, thereby distorting pedagogical practice. The ethical researcher must therefore document all procedures transparently, preserve raw data for verification, and openly acknowledge any anomalies encountered during analysis. Another subtle but pervasive form of misconduct is self-plagiarism--the reuse of one's own previously published work without proper citation. According to Roig (2010), while it may seem harmless, self-plagiarism undermines the novelty of research and violates publication ethics, as each article or thesis must contribute new insights. In FLT research, where replication and adaptation of earlier studies are common, scholars must clearly state when content is reused and explain its relevance in the new context. Ghost authorship and honorary authorship also compromise the integrity of the field. The American Psychological Association (APA, 2020) states that only those who have made "substantial intellectual contributions" to a study should be listed as authors; attributing authorship for prestige or omitting contributors constitutes deception. As Macfarlane, Zhang, and Pun (2014) note, misconduct in higher education often arises from "pressures to publish, lack of ethical awareness, and institutional negligence." In FLT, these challenges are compounded by the interdisciplinary nature of the field and by researchers' heavy reliance on textual sources, making the temptation to reproduce or adapt others' work without acknowledgment particularly acute. Plagiarism, the most recognized form of academic misconduct, is defined by Bretag (2018) as "the use of another's words, ideas, or data without appropriate attribution, in a way that misleads the reader about the author's contribution." In the context of FLT, preventing academic misconduct also means developing disciplinary literacy, teaching students and young researchers how to engage critically and ethically with linguistic data, theoretical frameworks, and cross-cultural materials. The Committee on Publication Ethics (COPE) and UNESCO's Recommendation on Science and Scientific Researchers (2017) stress that universities must ensure accountability, promote awareness, and impose sanctions for ethical violations. Academic misconduct encompasses a range of unethical behaviors, including plagiarism, data fabrication or falsification, ghost authorship, improper citation, and self-plagiarism, all of which distort the research record and undermine trust within the academic community. Academic Misconduct in Foreign Language Teaching (FLT) Research While academic integrity represents the ideal ethical standard in scholarly inquiry, academic misconduct

constitutes its violation and poses serious threats to the credibility and moral foundation of Foreign Language Teaching (FLT) research. In the context of FLT, plagiarism not only violates ethical norms but also betrays the very essence of language education, which is based on communication, authenticity, and respect for authorship. Universities such as Cambridge (2020) and Oxford have developed research integrity policies requiring declaration of conflicts of interest, transparent peer review, and training in responsible conduct of research. However, as Bretag (2018) argues, prevention is more effective than punishment: fostering integrity requires education, mentorship, and the integration of ethics courses into graduate research curricula. Institutional guidelines and international frameworks have attempted to combat these practices through explicit codes of ethics