# Use of technologies for the production of texts with academic originality

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**Abstract.** This innovation entitled use of technologies for production of texts with academic originality, aims to develop in student's the ability to produce texts respecting sources consulting to create their own texts and use technology as a support in regulating it's the originality academic. The methodology used was request the student to present the academic works through an anti-plagiarism software with free access delivery. The results showed a change of attitude in the students when making use of the platform, they began to use citations for parts of the copied texts and they reconstructed their own words to which no reference was make before.

**Keywords**: Production of texts, Turnitin, academic originality, communication skills.

## 1 Introduction

Following existing reality in our students have poor quality in production of texts, we have identified that one of main problems is lack of originality of their work. This result is because during his school the demand and development of this discourse competence has been low and no feedback. In absence of a comprehensive review and relevant to produce own texts, students acquire practice of copying and pasting. As mention Carlos Arias, professor at Masters in Political Communication at University [1], [2]"The plagiarism is due to lack of education in ethics, values is bound to a cultural behavior in which prevails brainer, i.e., everything that requires a greater effort is avoided ". This problematic scenario and has spread to several parts of to say to everyone. Therefore, the academic area reflected on what measures or strategies could be apply to achieve originality in production of texts, without neglecting revision of coherence and cohesion in their texts avoiding plagiarism in building them. It is it was decide to review works of students through Turnitin program to observe percentage of originality.

## 2  Development

### 2.1 Theoretical framework

Educational model in an educational organization is a conceptualization that guides educators to development of curricula and systematization of processes of teaching and learning, incorporating a system to ensure  quality of process in order to achieve competent graduates for business.

In this sense the teacher are in constant search for new strategies to achieve development of skills students need to function successfully in this context. So it another of factors that influence academic success is student have level high of motivation to get involved in their teaching-learning process [3],[4]. These objectives describe skills and knowledge of our graduates and are testable after early years of professional performance, which respond to needs of constituents (students, graduates, teachers and companies) and are compatible with mission of University and department responsible for program [5],[6].

So that our graduates demonstrate these skills, each program has raised knowledge, skills, abilities and attitudes that students must be achieved during their studies, "and approach developed by University is competency-based training.

Result that concerns us ensure, as area is that all programs offered reach next contest:

A.    They communicate effectively in oral, written and graphic.

This result aims to develop following capabilities:

A. Oral expression

B. Reading Comprehension

C. Text production

Each of these areas must be developed in students to become proficient we have determined; Therefore, we must consider concepts that will help us understand this innovation.

First, the importance of the skills to be achieve by every student to function in their workplace is talk. Then speaking, as mentioned Castillo [7],[8] it is of vital importance to educational context development and consolidation of appropriate use of oral expression in students from early age and not leave her in upper grades. Teacher must not forget that all learners attending need your support and guidance to improve their way of communication. Because in not too distant future, this will be means of the greater frequency of use that will allow them to achieve their consolidation as people and professionals. In addition, they always called attention to what is right and what not from point of view linguistic and communicative. Therefore, educator has to take this opportunity to develop interaction activities and listening and, of course, reflection concerning efficient use of their mother language. [9].

Second, understanding of texts we must try to make students competent in this matter, since reading comprehension is one of major bases for acquisition of increasingly complex learning. We should not only see students if they can read properly but if you understand what you are reading. This will help you to refer to use of language as a tool for oral and written communication, representation, interpretation and comprehension of reality, to build and organize knowledge and

self-regulate thoughts, emotions and also behavior for a relevant development in their environment [10],[11].

Finally, production of texts conceived communicatively competent subject in same way use their mother language as intentions and situational or cultural contexts [12]. That is activity of writing understood as manifestation of student's ability to solve task to express in writing their ideas, exploiting linguistic resources dominating and respecting possibilities, restrictions and requirements of a particular type of text [13].

Write any text student supposed to solve various problems: ¿What I mean in this text? What is purpose? Who will read it? How formal (or informal) should be? What conventions should be followed?; also, it establishes that student explains connections between information or principles that determine classifications, factors or arrangements in a certain topic and interpret facts, translates knowledge to new contexts [14]. In process of solving these problems, the students are face with task of creating, organizing and deepen those ideas that wish to communicate. For this, students must choose between different discursive modalities that can be integrate into a single text: an essay may include narrative passages, a poem can incorporate dialogic sequences, a report may contain argumentative passages, and a story could include any form of organization discursive well of those narrative natures Lerner (2009).

Not only that, but also this is original text production; i.e. construction of thoughtful ideas, text and processed by student, as catch time we ask our students to submit written work, we find troubling details [15], [16].

It is from here that we enter into definition of lack of originality in written work of students. For example, they, showing little originality in their texts, have produced only 30% of its work. That is, rest of these works are copies of other works, since another point that certain and complements this lack, is omission of citations in academic tasks [17],[18].

We mean by plagiarism as Barrón [19], [20] that when it comes to text (do not forget that there is plagiarism images, videos and sound, among many other things), "(...) plagiarize means include in a document fragments of written texts by someone else without giving proper credit. This lack has shown in recent years an explosion in number of cases. Reason is simple: today we have access to a huge repository of information among specialized pages, digital libraries and digital encyclopedias (...) "(p. 3) [21], this reason is shared by us, as our students have unlimited access to web for information on any subject.

In addition, in Global Index Plagiarism report in Secondary and Higher Education Paz y Mercado, one of most widespread explanations for increase in cases of plagiarism is relate to change of an analog society to a digital that began more than 60 years ago and it accelerated with birth of World Wide Web (WWW) in mid-nineties. With just a few clicks, students have at their disposal a source of information that would be unimaginable to past generations of students. Search engines; for example, Google allow students to obtain information on very specific issues in past, students would have to investigate, criticize, synthesize and develop very quickly manually [22], [23], [24].

Following this, levels of unoriginal content in student papers are very consistent in secondary and higher education globally. It also shows that rates of plagiarism globally should be a cause for concern among educators, as tens of millions of

plagiarized papers were deliver without was identify as non-genuine. This has been a long time [25], [26].

Ways detect plagiarism

Regarding plagiarism detection systems, [27], [28] suggest two types: a) based on teacher experience and analysis b) through technological tools

In mention of this fact, it is that we say use Turnitin software to part judgment of teacher.

This software is apply to review work of students and detect if there are omissions or misuse of quotations or possibilities of plagiarism .In addition, it serves to improve skills of using sources and writing of student work. They only have to register in courses and work up. Once student ups work, and by default (that is modifiable) student receives a report from your document, and allows you to correct (citing, deleting, etc.) failures (copy, unreferenced) that program discover. This teacher is discharge from repetitive work and improve quality of student work [26], [29], [30], [31].
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## 2.2 Description of innovation

This strategy was implement in students 2018-1 semester I cycle activity in expository text.

### Activity description: expository text
Objective: Student is able to write accurately, logical order and clarity formal communications concerning vocational training.

Development activity with students Communication Course One, following steps was take into account:

First, structure and characteristics of writing an expository text through proposed models explained. Therefore, for writing of this document, student uses acquired knowledge of writing, which applied in preparation of this document. Finally, student presents document respecting structure and organization of expository text. They sent via Turnitin platform. Accepted copy ratio to 20%.

### Activity description: expository text
Objective: Student is able to write accurately, logical order and clarity formal communications concerning their training.

Development of activity with students of course of Communication 1, following steps was take into account:

Students will read based on a theme designated by teacher at beginning of semester in which a paper that will be explain and detailed in subsequent weeks according to plan course topics will be present.

In week that determines teacher will give indications on structure, format and presentation of work to students. They will write a text based on given topic. They sent via Turnitin platform. Accepted copy ratio to 30%.

For this, first let us review following information:

**Table 1.** Average 2018-1- notes presentation text.

| *Notes 2018-1 simple average - without Turnitin* | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10 | 10 | 12 | 12 | 12 | N<br>P | 08 | 14 |
| 10 | 14 | 13 | 11 | 12 | 12 | 08 | |
| *05* | 11 | N<br>P | N<br>P | 13 | 13 | 10 | |
| *08* | N<br>P | 13 | 10 | 12 | 10 | 14 | |
| *08* | N<br>P | 11 | N<br>P | 13 | 08 | 14 | |

Average rating: 11.3

**Source:** Compiled by Elisa Montoya Cantoral**.** Note: Population 36 students.

These notes are sections writer had in office at semester 2018-1 According to data shown in Table 1 are average note in reported activity expository text, students scored an average of 11.3 in period 2018-1. Worth noting that in this period Turnitin program for receiving work was use. Evaluation was carry out by a revision of teaching with support of a rubric.

In this section related directly to use of quotations and references, is ultimate criterion of this instrument, as observed in Table 2.

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It is from application of this instrument (section) we obtained results shown in Table 1 in period 2018-1.

According to results obtained 11.3 average observed in Table 1, we can deduce that students did not apply mostly correct use of citations and references in their texts that did not meet other criteria set out in section which is why average so low. On other hand, we could not check whether content presented academic text, which was not mention, it was for original construction of students, because as mentioned was not used in this release our resource.

Continuing with description of information, we must not let stress that average yields obtained a level of achievement in Regular students.

Therefore, in period 2019-1 our institution takes initiative to use Turnitin program and apply communication courses by Professor Elisa Montoya Cantoral in order to achieve level Excellent in our students in developing their work academics.

The pilot had the following objectives:

- Raise awareness of existence of this tool in evaluation process
- Using textual quote or reference in all academic papers
- Draft documents comprehensively

### 2.3 Implementation Process Innovation

Turnitin program was used during academic semester 2019-I for students of I cycle activities Expository Text and Monograph to assess their academic work. This software is appliy to review work of students and detect if there are omissions or misuse of quotations or possibilities of plagiarism .In addition, it serves to improve skills of using sources and writing of student work. They only have to register in courses and work up. Once student ups work, and by default (that is modifiable) student receives a report from your document, and allows you to correct (citing, deleting, etc.) failures (copy, unreferenced) that program discover.

For this, it was first created personal accounts Gmail all students to creates Turnitin accounts. For review of their work, they were accept a percentage of similarity is not great than or equal to 20%. Then asked feedback received work in drafting and using references.

We understand similarity degree as copy ratio yielding software for every job; Can give 0% copy or as 100% similarity with web.

### 2.4 Evaluation of results

Result of average grades obtained in classroom to my office in activity of production of expository text is as follows:

Results in Table 3 show an average of 10.8 note. Recall that Turnitin program was use to accommodate their work with these groups.

By accepting, its work program showed following percentage of similarity in activity expositive text:

According to percentages in Figure 1 note that six papers showed between 50% to 74% similarity degree; 5 groups, between 25% to 49% and two papers, to 75% to 100%. That is, of 20 papers delivered 13 had a high percentage of copy their work. That is to say, it was observe in construction of its paragraphs that there was no originality, as Turnitin threw large percentage of copy. In addition, construction of its texts did not comply with coherence and cohesion must submit all academic text. Most of work content was backed web pages. Obviously, this is evidence by note obtained in each group, reflecting weighted average as low obtained.

**Table 2.  Heading expository text**

| Criteria | Unacceptable (0) | Deficient (1) | Regular (2) | Good (3) | Excellent (4) |
|---|---|---|---|---|---|
| **Written production planning** | | | | | |
| **Definition of theme and development of numerical scheme Expository Text** | It does not propose subject or numerical scheme elaborates draft text. | Proposed issue does not reflect content of proposed texts. In addition, numerical scheme are deficient in relation to hierarchy and coherence between theme and subthemes. | Proposed theme reflects fairly clearly the content of proposed texts. In addition, numerical scheme has certain shortcomings in relation to hierarchy and coherence between theme and subthemes. | Theme reflects more clearly content of proposed texts. In addition, numerical scheme presents a more appropriate relationship of hierarchy and coherence between theme and subthemes. | Issue clearly refle content of the propos texts. In additi numerical sche presents an adequ relationship hierarchy and coherer between theme a subthemes. |
| **Drafting of written production** | | | | | |
| **Introduction** | Text no introduction. | Introduction presents framework enunciation of topic or subtopics advance; but with poor writing without cohesion or coherence. | Introduction presents framework enunciation of theme and subthemes advance; same show several errors cohesion (grammatical agreement) and coherence between ideas of each party. | Introduction presents framework enunciation of theme and subthemes advance; same that show cohesion few errors (grammatical agreement) and coherence between ideas of each party. | Introduction presents framewo enunciation of the and subthemes advan same that show pro cohesion (grammati agreement) a coherence betwe ideas of each party. |
| **Developing** | Text no development. | Each subtopic, no topic sentence. It also records information inaccurately with poor writing without cohesion or coherence. | Each subtopic, presents topic sentence, same as is explained with inaccurate information throughout paragraph; demonstrating cohesion errors (grammatical agreement) and coherence. | Each subtopic, presents the topic sentence, the same as is explained in more accurate information throughout paragraph; Cohesion showing few errors (grammatical agreement) and coherence. | Each subtop presents topic senten same as is explain with accur information alo paragraph; demonstrating a cor cohesion (grammati agreement) a consistency. |
| **Conclusion** | Text no conclusion. | Presents synthesis, same does not collect relevant information on topic sentences. Also poorly drafted evidence without cohesion or coherence. | It presents synthesis, same that collects some of relevant information of topic sentences. Also writes reflection, which has little coherence with synthesis. Ideas of both parties show cohesion errors (grammatical agreement). | It presents synthesis, same that collects relevant information of topic sentences. Also writes reflection, which is consistent with synthesis. Ideas of both parties show little cohesion errors (grammatical agreement). | It presents synthe same that colle relevant information topic sentences. A writes reflection, wh is linked consisten with synthesis. Ideas of both sic show a correct cohesi (grammatical agreement). |
| **Orthography** | Text written evidence of excess misspellings (spelling, use of letters, capitalization and punctuation). (O ex 16 errors) | Text written evidence many spelling errors (spelling, use of letters, capitalization and punctuation). (Between 11 to 15 errors) | Text written evidence several spelling errors (spelling, use of letters, capitalization and punctuation). (Between 6 to 10 errors) | Text written evidence few spelling errors (spelling, use of letters, capitalization and punctuation). (Less than 5 errors) | Text writ evidence corr spelling (spelling, use letters, capitalizati and punctuation). |

**Source:** University Continental

It mentioned that students were inform that degree of similarity accepted in their work should not exceed 20%, since for this evaluation first would use Turnitin program and then going revision of teaching by applying rubric presented in Table 2.

Students were very incredulous about existence of this program, only when they were show in a session entire process sent Turnitin of his works previously given to teachers, they understood delivery process and review why it was spend your texts.

**Table 3. Average 2019-1- notes presentation Text**

| Notes 2019-1- simple average - using Turnitin | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N P | 1 0 | 9 | 1 4 | 9 | 9 | 9 | 9 | N P | 1 4 | 1 1 | 1 0 |
| 1 | 1 | N | 9 | 1 | 9 | 1 | 0 | N | N | N | |

| 5 | 0 | P | | 0 | | 2 | | P | P | P |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 9 | 9 | N | 1 | 1 | 1 | 1 | N | 1 |
| 5 | 0 | | | P | 0 | 0 | 1 | 4 | P | 4 |
| 8 | 1 | 1 | 8 | 9 | 9 | 1 | 1 | 1 | N | 1 |
| | 0 | 4 | | | | 4 | 4 | 1 | P | 0 |
| 1 | 1 | 1 | 9 | 1 | 9 | 9 | 1 | 1 | 1 | N |
| 0 | 2 | 1 | | 2 | | | 1 | 4 | 1 | P |

Average rating: 10.82

**Source**: Compiled by Elisa Montoya Cantoral. Note: Population 58 students
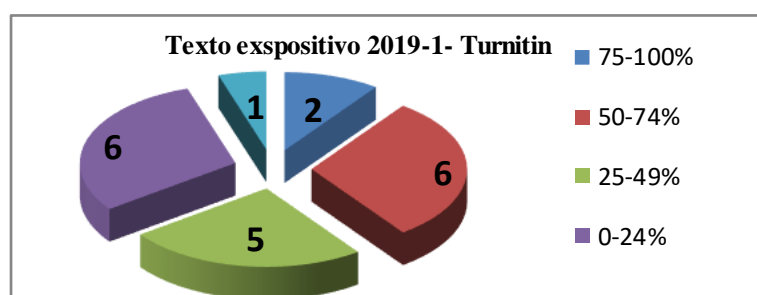


**Fig. 1.** Percentage of similarity in expository text 2019-1 Source: Compiled by Elisa Montoya Cantoral Note: Percentage shows degree of similarity presented in works of students. We should mention that this work was did as a group of three to four students. A total of 20-group work.

At that meeting, they were also explained use, purpose and applications of this program for benefit of their academic activities. They were also mentioned that starting this semester would be received all work this way.

Therefore, we can confirm that students were not make aware that all academic work should be more carefully constructed ideas and concepts. That is, construction of texts must be product of understanding and paraphrasing texts because it is one of skills should bring in students.

This first experience contributed greatly to awareness of students in formulation and development of their work.

This can be evidence in results of this work delivered by their own means, i.e. using Turnitin platform directly.

Results obtained are according to results in Figure 2. We note that of the 47 students, 38 had only from 0% to 24% degree similarity in their papers presented. This shows that our students are awareness process of existence of this tool in evaluation process and use of quotations or referenced in all academic work. In addition, in construction of your texts it evidenced an improvement in construction of his ideas presented greater coherence and cohesion in his writings. This is evident, that percentage obtained does not exceed established for this evaluation.
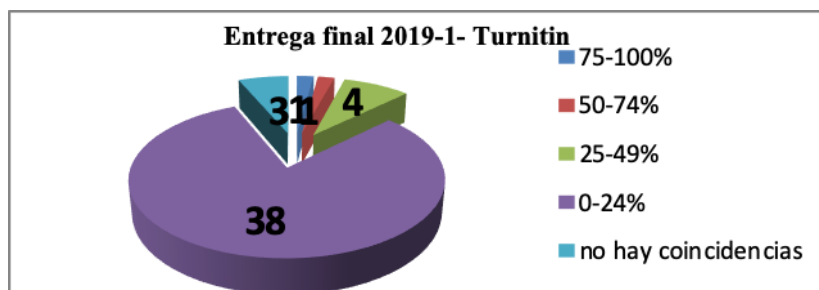
**Fig. 2.**Percentage of similarity Summary 2019-1 Source: Compiled by Elisa Montoya Cantoral. Note: Percentage shows degree of similarity presented in works of students. We should mention    that this work was did individually. Altogether 47 students.

Notes obtained in this work further corroborate this.

**Table 4. Average Monograph notes 2019-1**

Notes 2019-1- simple average - with Turnitin- Monograph

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 14 | 14 | 15 | 15 | 15 | 14 | 12 | 12 | 15 | 13 |
| 15 | 13 | 14 | 14 | 16 | 10 | 12 | 12 | 15 | |
| 16 | 14 | 15 | 16 | 15 | 15 | 14 | 15 | 13 | |
| 16 | 15 | 16 | 15 | 16 | 11 | 14 | 13 | 12 | |
| 14 | 16 | 15 | 14 | 17 | 11 | 15 | 15 | 10 | |

Average 14.08

**Source:** Compiled by Elisa Montoya Cantoral. Note: Population of 47 students

Results in Table 4 show average note 14.08. This shows significant progress in achieving communicative competence in area, since this activity evaluated following criteria:

Respects structure of academic text

Build your paragraphs with coherence and cohesion

Paragraph main idea secondary and tertiary

Respect rules of language

# 3  Conclusions

At the beginning, this process of awareness will be difficult for us to achieve our students. The importance of  assimilate  it must take time to as well as the student build own ideas, because it is a completely digitized generation and looking in paper say least; However, as educators we have to make decision to implement various strategies and resources to support us in achieving our goals. We know that is

progressive and we must begin if we want our students actually begin process of text production to achieve development in their environment.

Therefore, we can conclude that impact of use of this program has been positive and we have seen how students have become aware of existence of this resource in evaluation process, which has led to an improvement in skills of reading comprehension, textual reference in their work and production. They have also allowed diminishing suspicions about authenticity of work, valuing actual effort of students.

This can show, as in work have started using corresponding quotations lowering percentage of similarity in their work.

Finally, we must mention that teacher evaluation, clinical eye, using a rubric is substantial to complete quality work, that is, they have managed to compose understandable texts for reading, which is also evidence in second work delivered, because average student rose, as shown in Figure 3.

In addition, it is a support for academic culture and respect for copyright.

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