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**The Challenges for New International Graduate Students from East Asia Studying
at a Canadian University: The Different Understanding of Academic Plagiarism**

By

Shengyu Zhong

A Thesis

Submitted to the Faculty of Graduate Studies
through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education
at the University of Windsor

Windsor, Ontario, Canada

2023

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**The Challenges for New International Graduate Students from East Asia Studying
at a Canadian University: The Different Understanding of Academic Plagiarism**

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ABSTRACT

Graduates, including both masters and PhD students, from East Asia have become an increasingly significant body within the student population at Canadian universities. Coming from different cultural backgrounds and education systems, such students should be better engaged in the context of studying in Canada is extremely important. Several studies have explored the differences between international graduate students from East Asia and domestic students on Canadian campuses, with topics spanning from comparative education to English as a foreign language (EFL). However, few have investigated the challenges international graduate students face in maintaining academic integrity, a major issue affecting international students' academic performances. This study will scrutinize the nuances in academic plagiarism understanding through one-on-one interviews with five new international graduate students at a Canadian university, with the aim to offer an audit for the resources provided by Canadian universities and help international students meet academic standards appropriately.

Keywords: academic plagiarism, graduate education, international students, East Asia, Canadian universities, education policy

DEDICATION

To myself

To my parents

To my supervisor Dr. Smith

To all my family and friends

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When I was a kid, I dreamed of pursuing my career in higher education, and I am still working hard to make it come true. I am lucky to have a group of loving ones who are there with me throughout the highs and lows of this process, especially for Yanjun Zhang, Li Ji, Xiaofei Xu, Ruijun Liu, Lu Shen, Yuting Chen, Haoying Wang, Qiuhan Li and Pengwei Chen. In a way, a special thanks to Wellen Jiawei Gao. Looking back, I also treasure the people and every experience I met along the way. They made me who I am today. My life changed since that day in 2022. This memory still feels very special to this day, and I will cherish it forever. We will definitely meet again. Till we meet again, cheers! Thank you.

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LIST OF ABBREVIATIONS/SYMBOLS

APA	American Psychological Association
CNKI	China National Knowledge Infrastructure
EAIGSs	East Asian International Graduate students
EFL	English as a Foreign Language
ELIP	English Language Improvement Program
ERIC	Educational Resources Information Centre
GMAT	The Graduate Management
GRE	Graduate Record Examination
HKBU	Hong Kong Baptist University
IELTS	International English Language Testing System
IGSs	International Graduate Students
ISC	International Student Centre
OAI	Office of Academic Integrity
PTE	Pearson Test of English
REB	Research Ethics Board
TOFEL	Test of English as a Foreign Language
WSD	Writing Support Desk

CHAPTER 1

INTRODUCTION

There is an increasing number of new international students who come to Canada for their graduate studies every year (Statistics Canada, 2020a), and academic performance issues have correspondingly been more significant due to challenges within education systems across different countries and cultures. Compared to local Canadian students, new international graduate students (IGSs), especially those coming from non-English-speaking countries, are more likely to face academic challenges, such as those related to language, academic integrity, and plagiarism (Fox et al., 2014).

Most non-native English speakers from East Asia, including China, Mongolia, North Korea, South Korea, and Japan, learn English only as a foreign language (Marginson, 2011; Honna, 2012). As a result, when new IGSs from East Asia enrol in Canadian graduate programs to study in an immersive English-speaking environment, they may face particular challenges. For instance, individuals must adjust to new academic standards in addition to overcoming comparatively daunting language barriers and cultural differences (Devlin & Gray, 2007). Specifically, due to limited language abilities, IGSs in Canada who completed their bachelor's degrees in East Asia may experience different understanding of academic plagiarism and miss some nuances in the interpretations. To address this knowledge gap, it is vital to analyze the problems with academic plagiarism comprehension for such students and offer potential remedies to close this knowledge gap.

Background of the Problem

The number of international students in universities shows an upward trend all over the world, including Canada. In 2019, there were over 2.1 million students enrolled in Canadian post-secondary institutions, which was attributable to a 16.2% increase in international student enrolments (Statistics Canada, 2020b). Within the international student body, many IGSs are from East Asia. For instance, the total number of new full-time graduate students who enrolled at the University of Windsor between 2015 and 2019 was 17,215. This number included 2,964 East Asian students, accounting for 17.22% of full-time graduate students (University of Windsor, n.d.).

Simultaneously, the increasing number of international students presents faculty and administration with an issue: international students were found to be involved in more frequent plagiarism cases than local students in overseas universities, including Canada, Australia, the United States, and the United Kingdom. A report from the Academic Integrity Office at the University of Windsor (University of Windsor, 2008) shows that the number of overseas students who were accused of plagiarism was three times higher than that for domestic students (Bradshaw, 2011; University of Windsor, 2011). As stated by Fatemi and Saito (2020), plagiarism also affects international students in Australian universities, which were over twice as numerous as domestic students. The percentage of plagiarism at graduate school increased significantly, from 27% in year to 42.6% in year and 81% in year (Gilmore et al., 2010; McCullough & Holmberg, 2005; Marsden et al., 2005, as cited in Fatemi & Saito, 2020). In the USA, a study from the University of Minnesota stated that 85% of academic plagiarism cases on campus were related to international students, especially from those who were non-native English speakers

(Mundava & Chaudhuri, 2007). Similar results were found in a study of international students at the London Metropolitan University in the UK, where 18 of the 35 respondents acknowledged having plagiarized in the past (Bamford & Sergiou, 2005). These figures make it obvious that universities must focus on the issue of frequent plagiarism among international students. The research also emphasizes the obvious gap between international students and domestic students in this issue.

Definition of Terms

Since academic plagiarism and academic integrity are the two main themes discussed in this study, the definitions are essential for readers to better understand the research problems explored. Additionally, clarification of other crucial terms is provided.

Academic Integrity

Even though this term is widely used in academia, there is still no specific definition recognized and generally accepted (Jamieson & Howard, 2019). As a result, many items under this term, such as academic plagiarism, are also subject to controversy. Universities establish different academic integrity policies to manage students' acceptable and unacceptable practices in academic work (Stoesz et al., 2019). It seeks to aid in student learning and have an impact on how curriculum content is accepted (Bretag et al., 2011; Bretag & Mahmud, 2016). For instance, in Chinese, academic integrity is a combination of "Xue shu cheng xin" and "Xue shu bu duan", implying both positive and negative meanings, respectively. From the literal meanings, the former indicates appropriate and honest behavior, and the latter means academic delinquency and academic fraud (Chen & Macfarlane, 2016). For universities, academic integrity refers to a code of conduct that proves the value of academic degrees and scholarships. Therefore, many universities

established offices of academic integrity or formal mechanisms to handle academic dishonesty and uphold a positive academic environment. For example, the University of Windsor set up the Office of Academic Integrity (OAI) to assist students in understanding the guiding principles and completing their degrees successfully and honestly (University of Windsor, n.d.-c). The OAI at the University of Waterloo is a promotional unit that collaborates with several faculties to guarantee that students have access to the knowledge and tools required to make decisions that are consistent with their academic integrity (University of Waterloo, n.d.).

Academic Plagiarism

Even though academic plagiarism does not have a clear definition in higher education (Vardi, 2012), this term has been used as a criterion to evaluate students' academic performance, such as copying and cheating (Stuhmcke et al., 2016), and is defined differently in different countries. Academic plagiarism can be divided into two dimensions: intentional plagiarism and unintentional plagiarism (Ponniah, 2012). According to Perkins et al. (2018), intentional plagiarism refers to a deliberate and clear attempt to copy others' work; unintentional plagiarism is an accidental incident that occurs due to a lack of knowledge of academic writing rules or is caused by insufficient capacity. Because of the research purpose, this study distinguishes these two types of plagiarism and mainly focuses on unintentional plagiarism. It has been questioned whether both intentional and unintentional plagiarism need to be treated equally as academic misconduct. However, educators' attitudes towards this term have remained changing in the last decades. Angelil-Carter (2000) regarded plagiarism as a disputed concept, because some students were lacking academic literacy rather than intentionally

engaging in dishonesty, theft, or immorality. In this paper, plagiarism refers to the act of copying or interpreting important parts of others' material without proper recognition and expressing it as new or written by themselves (University of Windsor, 2021).

Policies Regarding Academic Plagiarism in East Asia

The majority of foreign students from East Asia who come to Canada to further their studies are non-native English speakers and even use dialects in primary and secondary education. Correspondingly, academic integrity policies in East-Asian countries differ by region. For example, in China, each undergraduate is given two chances to cross-reference their final thesis with an online database offered by universities to check how much of each paper's content is copied from existing publications. This online database named China National Knowledge Infrastructure (CNKI) is free and the checks are offered before the papers are formally submitted. After that, a thesis will automatically fail if more than a relevant percentage of its content is deemed duplicated by adopted text-matching programs to deter and detect plagiarism in students' dissertations (Hu & Lei, 2015). In Taiwan, faculty members check student papers using the online database known as iThenticate (National Taiwan University, n.d.). In Japan, the situation is comparable. The Kyoto University has removed the 20-paper limit per user and is using iThenticate as an online tool for instructors to detect plagiarism (Kyoto University, n.d.). In Korea, the online database Turnitin is widely used among Korean universities (Kyung Hee University, n.d.; Korea University Library, n.d.). Therefore, as IGSs from East Asia, they are not familiar with the academic criteria and referencing styles in Canada, such as the American Psychological Association (APA) style.

English Proficiency in Graduate School

Young et al. (2013) found a connection between language proficiency and academic performance. For applicants who come from a university in East Asia where English is not the primary language of instruction, students must provide English language proficiency examination results as part of their application to Canadian universities. The International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOFEL) are the two most popular English language proficiency tests. Some programs require additional test scores, such as the Graduate Record Examination (GRE) or the Graduate Management Test (GMAT). When students submit their applications, they must have taken the tests within the previous two years.

It should be noted that the IELTS or TOEFL exam centers in some regions were closed as a result of the COVID-19 outbreak. As a result, some Canadian universities temporarily accepted the results of online tests like the Pearson Test of English (PTE) and Duolingo (Queen's University, n.d.; University of Toronto Scarborough, n.d.) as proof of efficiency.

Regardless of the exam taken, many East Asian international graduate students (EAIGSs) still view English proficiency as their greatest academic hurdle, even though they come to Canada for their graduate school with proof of language proficiency (Ge et al., 2019). In addition, Canadian classes demand that students have strong and quick-response academic writing skills. Compared to the standard language proficiency format, which is a challenging requirement for overseas students to meet.

Statement of the Problem

To enhance new international students' academic performance, it is essential to identify the reasons behind the specific challenges they face. As an international student,

I am also familiar with the subtle differences in how academic plagiarism is perceived throughout various educational systems. Since I completed my undergraduate studies in Mainland China, where Mandarin is the official language, I wrote all my papers and my thesis in Chinese. As a result, I did not encounter requests for content similarity detection until I was meeting my graduation requirements.

Then, I gained my first master's degree from Hong Kong Baptist University (HKBU). Hong Kong, an old colony of the UK, made its learning models similar to those in English-speaking countries (Chan, 2020). Like western universities, the language of instruction at HKBU is English. The university offers students text-matching software detection to check their papers and prevent plagiarism. A handbook is available from the Academic Registry of HKBU to guide students stay academically honest and steer clear of frequent plagiarism traps (Hong Kong Baptist University, n.d.). To assist students in avoiding academic plagiarism, the university also provides workshops on APA.

After that, I moved to Canada for further studies, strengthening my thinking on academic criteria. I realized how the theories from the program function in real class settings in Canada with a diversified educational environment, which is drastically different from my experience.

The most important benefit I perceived from my multiple experiences was my understanding of the different criteria of academic integrity and plagiarism. These experiences allowed me to gain a deep understanding of the underlying factors and principles of overcoming various academic plagiarism standards. For international students, it is an important task to learn new academic plagiarism standards in foreign countries. For Canadian universities, international students can bring in diversity and

initiative opinions to discussions and academic projects. For IGSs themselves, it is essential to establish whether they are more prone to academic plagiarism issues in higher education. For instance, language limitations, cultural differences, and gender are all potential causes for evaluation (Devlin & Gray, 2007; Bokosmaty et al., 2019).

Purpose of the Study

The investigation of EAIGSs' experiences in Canadian graduate programs is the purpose of the study. This study mainly focuses on the challenges of different academic plagiarism standards that international students are confronting with. To achieve this goal, this study scrutinizes the understanding through one-on-one interviews with EAIGSs at a Canadian university and seeks to provide feasible solutions.

Research Questions

This research study is guided by four main research questions:

1. How do EAIGSs formulate their adherence to standards regarding academic plagiarism in their undergraduate studies?
2. How do EAIGSs conform to academic plagiarism expectations in Canadian graduate schools?
3. What kind of difficulties do EAIGSs have in avoiding academic plagiarism at Canadian graduate schools?
4. How can universities help new EAIGSs limit academic plagiarism?

Theoretical Framework

The theoretical frameworks for the literature review are the socio-cultural historical theory and the theory of challenge and support, which were developed by Vygotsky (1978) and Sanford (1966), respectively. The former provides a framework for defining

cultural impact as participation and integration among students' development, while the latter places a great emphasis on the impact of postsecondary institutions' environments on students' performance and development.

Socio-Cultural Historical Theory. One of the main theoretical frameworks for this literature review is the socio-cultural historical theory, which was first developed by Vygotsky (1978). Vygotsky believed that social factors exerted a great influence on people's development. He stressed how a person's cultural environment influences how they develop. People are impacted by the environment as they grow older, in addition to being impacted by these elements when they are young (Podolskiy, 2012). When children are young, their cultural surroundings would have a significant impact on how they begin to learn culture. Each culture provides a unique tool of adaptation, which allows children to use their abilities to adapt to the culture in which they live. For instance, children who live in a culture tied to older educational customs that emphasize memory strategies tend to rely on reminders or rote memorization. On the contrary, those who live in a productive, task-oriented environment would be better at notetaking (Göncü & Gauvain, 2012).

This theory was then elaborated by Rogoff (2003), who stated that the social environment interacts with people's behaviors. People from different backgrounds can have shared endeavors to create common perspectives, which is beneficial for creating cultural diversity (Frick, 2015). The mutual influence between the socio-cultural environment and students' performance needs to be balanced in Canadian universities.

Moreover, avoiding academic plagiarism is necessary for the sustainability of a civil and democratic society (Okoro, 2011). Correspondingly, academic plagiarism can be reduced sustainably in a Canadian university setting that is culturally diverse.

Theory of Challenge and Support. The theory of Challenge and support provided additional perspective on how the academic environment affects EAIGSs. Sanford (1966) pointed out that college students need to experience different situations to achieve significant personal growth and development. Different situations influence these developments in postsecondary institutions. The basic idea of the theory is that to achieve growth, one needs a balanced challenge and support to adapt to the task. If school administrators, faculty and peers offer too much support, students will never be able to truly learn what they need for growth and development. However, if there are too many challenges, students will become frustrated and reluctant to work hard. As a result, challenges and support that are either too little or too much can have a negative effect on students' mental and social well-being. Maintaining a balanced relationship between challenges and support for new international students in graduate school is vital.

An Assumption for International Student Development. IGSs face two distinct challenges upon their arrival in Canada, both of which are addressed by these theoretical frameworks: (1) they are struggling in acclimatizing to a socio-cultural historical framework that is foreign to their upbringing, and (2) they engage with both the significant challenge of graduate education and those challenges imposed by systems and bureaucracies that are foreign to them. For instance, new IGSs from East Asia must get through the cultural differences between the West and the East. These students also seek to get the help they need to handle a variety of circumstances. To be more specific, new

IGSs from East Asia find it easy to commit academic plagiarism unintentionally, regardless of gaining enough support to prevent further accidents. To properly assist international students, Canadian universities must discover workable solutions to these issues. The foundations offered by Stanford and Vygotsky are vital to addressing and understanding these specific issues.

Consequently, the following questions are addressed at the heart of this literature review based on the two aforementioned theories:

1. How has academic plagiarism been experienced from international students' perspectives?
2. What are the fundamental reasons leading to the consequences of academic plagiarism?
3. Does the literature offer some possible solutions to reduce academic plagiarism?

Significance of the Study

This study is driven by three motivations, spanning a better understanding of the causes for academic plagiarism, clarifying how plagiarism is perceived in East Asia and Canada, and providing an audit of the resources and support services offered by Canadian universities specifically for international students with proper conformance to the academic standards.

Firstly, this study can improve the understanding of the reasons behind academic plagiarism for international students. Prior research on plagiarism indicates that there has been an increasing rate of plagiarism in academic institutions, especially among international students (Bokosmaty et al., 2019). However, previous studies have shown poor evidence related to the impact of educational policy differences on IGSs' academic

performance. The majority of studies, according to a search of earlier research utilizing the Educational Resources Information Centre (ERIC), concentrate on the effects of gender, cultural differences, and language barriers. Hence, it is necessary to address IGSs' understanding of academic plagiarism.

Secondly, this study aims to clarify the differences in the understanding of academic plagiarism between East Asia and Canada, with a focus on the Ontario education system. Studying this problem can help educators understand the challenges that EAIGSs are confronted with while conducting research and better help them thrive in their studies. This study may also assist new IGSs who study in Canada in more effectively completing their degrees.

Thirdly, this study can offer an audit of the resources and support in place at Canadian universities tailoring towards international students with proper conformance to the academic standards. There is not yet a well-recognized accreditation system that could elevate the quality of Canadian universities. (Jones & Oleksiyenko, 2011).

Therefore, this study would serve as a helpful guide not only to international students, but also to policymakers at universities as well. A greater amount of attention needs to be given to the performance of international students because of the growing number of them who come to Canada each year. They have become an important aspect of school administration and policy. The performance of international students has a profound impact on universities, both academically and economically (Lewington, 2019). For one thing, international students' performance will affect universities' reputations and future recruitment. For another, international students are a considerable revenue source for Canadian universities. According to Statistics Canada (2020b), international students

account for about 40% of the annual income of Canadian universities for the academic year 2018 to 2019. Moreover, not only do Canadian universities rely on international students' tuition fees as primary revenue, but Canada's service exports also depend on international students' spending, which made up 15.0% in 2017 and 17.4% in 2018 of all exports, respectively (International Education Canada, 2020). For school administrators, they should strive to collect international students' voices and address potential concerns. After that, education reformation in universities could better incorporate appropriate policies to support the development of international students. Universities in Canada may offer potential alternatives to assist foreign students in avoiding academic sanctions and taking pleasure in their studies.

CHAPTER 2

LITERATURE REVIEW

EAIGSs face different challenges in adapting to Canadian universities, especially with academic plagiarism. On this topic, the author input the keywords "East Asia", "Canadian universities", "higher education", "international students", and "academic plagiarism". Due to the professionalism and scholarly content of these two databases, the researcher used Google Scholar and ERIC as databases. ERIC focuses on education-related literature while Google Scholar is one of the largest academic databases and focuses on academic literature that is related to education. Particularly, Google Scholar can give users access to pertinent materials.

These two databases, respectively, contain a sizable number of papers and journals on the subject. However, many of them are outdated, dating back to the 1900s. The search for recent papers was limited to sources published after 2000. Most references used in this paper focus on academic publications in Canada, the United Kingdom, the USA, and Australia, as these articles are related to comparative education and EFL, with a focus on higher education and education policies.

The author has identified both similarities and differences in the discussion of those papers when socio-cultural historical theory and challenge and support are used as the main theories.

Challenges for International Students in Avoiding Plagiarism

Language Proficiency

Prior to enrolling in a Canadian university, students must meet language requirements. The most widely acknowledged language competence exams in Ontario

postsecondary insinuations are the IELTS and TOEFL, which include four sections on reading, writing, listening, and speaking. Writing is the portion that is most important for preventing academic plagiarism. Therefore, it is necessary to pay attention to students' writing scores.

Taking IELTS academic writing as an example, the test is composed of two tasks and should be finished within an hour. Task 1 requires candidates to use over 150 words to describe diagrams or maps, while Task 2 is a short argument for students to share their opinions or tackle problems with over 250 words (IELTS, 2021). However, it is possible to prepare well for the language proficiency test before the examination. For instance, candidates can take IELTS classes and prepare bullet points before taking tests. Since the test is standardized, students can find tricks to meet the test requirement in a relatively short time (Moore & Morton, 2005). In other words, a high score cannot always represent high language proficiency.

Moreover, for students in East Asia, academic writing is the most challenging task of the four sections. According to the IELTS (2020), which offers average band scores of test-takers performances in 2019 with a full score of 9, the average writing band scores for East Asia were 5.5 (China and Japan), Taiwan (5.6), and South Korea (5.8), which remained the lowest of the four sections. Therefore, it indicates that even language proficiency tests are not a fair measure to prove students' language abilities.

Writing is also a major marker for assessing students' performance in universities, which even accounted for '90% of the total mark' (Patel et al., 2011). For those students who are not proficient with academic writing and criteria, it has an adverse impact on

their grades. Even students who have already earned qualified language scores do not equally meet the language requirements for Canadian classes.

Furthermore, according to Abasi and Graves (2008), the intervention factors for students' plagiarism are affected by task or text difficulty and topic familiarity. For new IGSs, successful completion of graduate school courses is more complicated than their undergraduate studies, especially for EFL learners. International students need to clarify problematic texts as well as translate them into English, which becomes multi-tasking learning. The gap between the writing tasks of the language proficiency test and students' actual academic writing in Canadian classes affects students' academic performance and may result in plagiarism.

Cultural Differences

Traditional scholarship on plagiarism indicates that cultural differences are related to academic plagiarism, especially among various teaching methods (Adhikari, 2018; Traxler, 1996). Western and Eastern cultures have different attitudes towards originality. John Dewey is one of the most prominent philosophers in the West with influential ideas in education and social reform (Dewey, 2021). Dewey (1930) asserted that individualism positively affects a changing environment. Both individuality and originality are highly valued by Western culture. Accordingly, Western culture places a strong emphasis on the value of the personal belonging of intellectual property. Western education endeavors to promote a student-centered class model that highlights the importance of self-direction and individual differences (Hayhoe & Li, 2017). Teachers encourage students to be creative and respect diversity, and students who have been receiving education in these countries have become accustomed to the concepts of originality and plagiarism since

their secondary education. When students enter universities, they have developed relevant knowledge in the recognition of plagiarism and potential penalties (Chien, 2017).

East Asia is often referred to as a collection of “Confucian heritage societies” (Hayhoe & Li, 2017). The old customs, like Confucian principles, emphasize the importance of collectivist culture (Campbell, 2017). Knowledge is seen as common property instead of a personal belonging (Amsberry, 2009), which makes Eastern cultures not think highly of originality. East Asians prioritize information sharing over the importance of intellectual property. The teacher-centered class model is popular in East Asia. Teachers serve as role models for students and regard the classroom as a critical instrument for delivering knowledge. This cultural tradition influences East Asian learners to prefer to memorize masters’ pieces of work rather than create new ideas by themselves.

In China, copying and pasting another author's text, especially those of famous authors, may also be seen as a sign of respect in specific context. Students in China’s middle schools are encouraged to copy famous poets’ poetry when they are writing their compositions. Students usually only mention an author’s name in context instead of a correct and comprehensive citation. For instance, Darwin, one of the best-known biologists in the world, founded the theory of evolution. In China, the famous quote of evolution will be cited as “According to Darwin, ‘Evolution is a gradual process.’” Chinese students mention Darwin’s name before the quoted text, but without citations by the end of the references. In Canada, the quote has a strict format in APA 7th, which is “Evolution is a gradual process (Darwin, 1859, p. 510)” (McCombes, 2021) and has a clear reference:

Darwin, C. (1859). *On the Origin of Species by Means of Natural Selection Or the Preservation of Favoured Races in the Struggle for Life*. International Book Company.

In addition, for those so-called common-sense claims, such as the sun rises in the east and sets in the west, students regard it as common knowledge. Since APA, The Modern Language Association (MLA) and the Chicago Manual style do not require references for common knowledge, there is no reference requirement for originality in both East and West. Moreover, what counts as common knowledge can depend greatly upon culture. As a result, the differences and similarities between citations increase international students' bewilderment, which brings them significant challenges. Accordingly, students from East Asia may find it difficult to draw a fine line between individual and public property (Bloch, 2012). The plagiarism of international students may be attributed to different notions of originality and plagiarism taught by their culture (Adhikari, 2018).

The cultural issue, according to some academics (Wheeler, 2009; Phan, 2006; Kumaravadivelu, 2003), is not the primary cause of plagiarism. According to Kumaravadivelu (2003), it is a stereotype by scholars that overseas students always have academic problems based on their cultural background. For instance, it is unreliable to claim that committing plagiarism is acceptable in Eastern cultures, since East Asian countries have severe rules against plagiarism (Liu & Sowden, 2005).

According to Wheeler (2009), the lack of understanding of the act rather than cultural value is the factor of plagiarism. He stated that Japanese secondary education does not give students enough formal writing education, which causes students not to

become experts at integrating and citing sources appropriately in higher education (Wheeler, 2009). Even though East Asian students have entered overseas universities, they still commit plagiarism due to a lack of sufficient resources and guidance for them to learn how to cite properly (Phan, 2006).

Therefore, insufficient educational resources and incorrect direction are crucial variables that raise the risk of plagiarism among international students, in addition to the cultural differences that scholars should be aware of.

Gender

Some researchers are concerned about the issue of gender differences in this situation, as well as men are thought to have a stronger propensity to plagiarize than women (Bokosmaty et al., 2019; Sowden, 2005; Martin et al., 2009). Based on traditional stereotypes, women should oversee more domestic and family care. Even with the development of contemporary societies, women still confront higher pressure to study abroad than their counterparts. In East Asia, female students are more likely to suffer from family pressure when studying abroad, especially with traditional ideas believing that there is no advantage for women to compete with men in academic careers (Ge et al., 2019). According to the American Psychological Association (2011), men were more confident about managing stress than women and satisfied with their own academic performance. Within this study, 83% of men feel they are doing well when it comes to managing stress, while around 25% of women have the same feeling. The higher pressure is what makes female students cherish the opportunities of studying abroad, resulting in females being more cautious about their academic performance and less likely to break school rules, such as those related to academic dishonesty. On the contrary, male students

are thought to be less cautious than female students, which sometimes causes them to violate the rules unintentionally.

Sowden (2005) found that women were significantly more likely than men to use a few sentences of other people's writing as inspiration for their own, which may become habit-forming and increase their potential for plagiarist behavior. Therefore, academic plagiarism is associated with international male students' unintentional behavior and the potential risk of female students' habits.

However, Goldin (2014) argued that the increasing integration of men and women without reference to gender makes these issues a minor effect. In addition, the percentage of international female students in 2016/2017 was 56.2%, which continues to surpass males in most research fields (Statistics Canada, 2020a). Arguably, the pressure associated with gender differences may have diminished in the current overseas study, it nonetheless merits consideration because of their association with various forms of plagiarism.

Major

Ledesma (2011) asserts students' major is an individual variable that affects their performance. In different majors, there exist different requirements and detection systems against academic cheating (Jereb et al., 2018). For instance, it is typical in engineering education to force students to develop systems and simulate them using personal code, preventing students from plagiarizing the work of others (Halak & El-Hajjar, 2019).

As a result, various requirements in different majors cause challenges for students to overcome.

Strategies to Avoid Plagiarism

Research has outlined different methods that can help international students avoid plagiarism. Appropriate support from institutions regarding proper attribution is a perceived benefit for EAIGSs' development and can help them avoid plagiarism (McCulloch & Indrarathne, 2023). This can come in three different forms: upgraded plagiarism detection systems, educational administration, and instructor guidance.

Upgraded Plagiarism Detection Systems

Universities can help students avoid plagiarism by upgrading plagiarism detection systems. Though many universities have plagiarism checkers, such as Turnitin, Safe Assign, iThenticate and Urkund, these systems have drawbacks. A core issue is that different detection systems contain various publications, meaning that there is no single standard criterion for assessing students' work. For example, Turnitin, which compares a student's submission with an archive of internet documents, different publications, journals, and students' papers (Australian National University, 2016, para. 8). However, these databases do not have access to all published materials and thus cannot guarantee that a piece of work is original (Foltýnek et al., 2020).

In addition, the algorithm may also identify three or four words that are commonly used together as an instance of plagiarism when they are simply instances of common phrasing. Because of this, plagiarism detection systems should be used as a guide. In other words, teachers still need to evaluate students' performance hands-on. Given these issues, Patel et al. (2011) argue that universities should upgrade their plagiarism detection systems to help students prevent plagiarism before they submit their manuscripts for evaluation. The upgraded plagiarism detection systems can detect the plagiarized

sections, which will benefit students' modifications. Instructors, librarians, and other academic staff should advertise these systems and increase students and scholars' awareness of academic integrity. In addition, most students used detection systems primarily to lower the rate of plagiarism, which is not beneficial for fostering awareness of proper citation (Butcha & Khampusaen, 2018). Consequently, plagiarism detection systems should be in conjunction with other techniques to aid students in avoiding academic plagiarism and fostering citation skills.

Educational Administration

IGSs from the East find it challenging to adapt to the Western-oriented education context (Rodrigues et al., 2023). Academic institutions must take ownership of the situation's improvement. Improper paraphrasing and quoting in assignments are common factors attributed to plagiarism, so it is necessary to provide students with training to develop their academic writing skills (Bronshteyn & Baladad, 2006).

Universities and curriculum designers have responsibility for ensuring the provision of appropriate training courses and accompanying workshops to students (Ryan, 2000; Alimorad, 2020). The guidance handbook can also provide a valuable resource for instructing students' behaviors. For instance, the University of Windsor's Writing Support Desk provides online tutorial videos as well as in-class workshops on academic integrity and the expectations and standards of various citing and referencing guides, such as APA, MLA, and Chicago (University of Windsor, 2021).

Faculty Guidance

Academic integrity education and promotion for international students are major responsibilities of faculty (Peters & Cadieux, 2019). They formulate an explicit criterion

in class that can help students raise awareness of anti-plagiarism. For instructors, it is necessary to engage themselves in students' insights and offer them practical assistance. For instance, faculty interact directly with students in class, which can help spot students' weaknesses quickly. Accordingly, it is crucial to encourage faculty to give constructive feedback to students (Singh, 2017). Hence, they can give suggestions or guide them directly to overcome this challenge. In addition, faculty also incorporate supporting academic programs into their classes to develop appropriate strategies that provide students with more effective assistance in preventing plagiarism.

Deficiencies in Current Literature

The current literature mainly focuses on the wide range of academic plagiarism behaviors among international students but lacks a specific target of either undergraduates or graduate students. Language abilities have an influence on students' academic performances as well. The disparity in language proficiency between EFL learners and those international students who are native speakers affects the intention of their academic dishonesty. Moreover, there are also differences in language abilities between graduate students who have completed their bachelors' degrees in Western countries and their counterparts who have not.

Most literature states that academic plagiarism is attributed to unintentional reasons, such as language barriers, cultural differences, and gender (Devlin & Gray, 2007; Bokosmaty et al., 2019). However, some international students purposefully plagiarized academic work while pretending to the lecturers that it was not intentional. Due to this excuse, teachers and universities will forgive them easily. This kind of plagiarism is considered misconduct and needs to be severely penalized to leave a lasting impression

(Stuhmcke et al., 2016). Therefore, it is necessary to perceive the actual reason for the misconduct, either unintentional or intentional (Alimorad, 2020).

Additionally, scholars give little thought to how families are involved in the process. The literature highlights that to assist students in avoiding plagiarism, cooperation from universities is required. However, there is a lack of recognition that family pressure is one of the fundamental reasons for plagiarism. International students' parents pay high tuition to send their children for studying abroad, they often have high standards for their children's conduct and academic performance. The deliberate dishonesty of certain kids needs to be brought to the public's attention to live up to parents' expectations. To meet parents' expectations, the intentional deceitfulness of some students should be raised to public attention. Thus, parental involvement and support are vital to lowering academic dishonesty.

As a result, the limitations of current literature include lacking a specific target, ideas regarding egregious academic misconduct, and the role of family support. These shortcomings in the literature make it difficult for researchers to glean a complete picture of the causes of academic misconduct in the international student community. Therefore, this research will focus on these deficiencies and attempt to address them in the literature.

CHAPTER 3

METHODOLOGY

Since there is a dearth of research exploring how international students interact with different cultural expectations of academic integrity, the top priority is to understand how individuals engage with and perceive this phenomenon. Thus, a qualitative research approach was employed. The data was collected via one-on-one interviews featuring open-and closed-ended questions. To ensure the efficiency of the study, it was critical to determine the specific research design, the selection of participants and site, how data should be collected and analyzed, and its reliability and validity. Moreover, it was also necessary to address ethical considerations.

Research Design

The purpose of the data gathering process was to learn about the individual challenges that EAIGSs encounter when engaging different cultural expectations relating to academic integrity and their related personal experiences. According to Creswell (2015), a qualitative research method is ideal when seeking to develop a comprehensive understanding of participants' perspectives. This approach not only enables participants to express their thoughts openly, but it also aids researchers in a thorough analysis of the intricacy found in various viewpoints. In addition, according to Drever (1995) and Schensul et al. (1999), semi-structured interviews combine unstructured, open-ended questions with the flexibility of freedom for participants to talk about their ideas.

Since this study is necessary to understand students' perceptions of academic plagiarism, qualitative data is needed. The semi-structured interview is ideal for the current study so that a qualitative research approach can be employed.

This study is guided by four main research questions:

1. How do EAIGSs formulate their adherence to standards regarding academic plagiarism in their undergraduate studies?

Since the participants' experiences are different based on their various educational backgrounds, it is vital to study their experiences individually. This leads to several sub-questions.

2. How do EAIGSs' conform to academic plagiarism expectations in Canadian graduate schools?

A comprehensive understanding of past and current experiences can be used to assess the similarities and differences.

3. What kind of difficulties do EAIGSs have in avoiding academic plagiarism at Canadian graduate schools?

The study explores the various difficulties that EAIGSs encounter when navigating the expectations of academic integrity and trying to avoid academic plagiarism. It is also essential to pay attention to the challenges that EAIGSs encounter.

4. How can universities help new IGSs limit academic plagiarism?

Exploring the answers to these research questions can clarify the present situation in universities and foster the development of further steps that can be taken to address the challenges EAIGSs encounter in Canada's tertiary schools regarding understanding academic integrity and plagiarism.

To guide respondents to specific interview questions, I organized the interview questions into different themes (Table 1).

Table 1

Themes of Interview Questions

Step	Theme	Questions
Step 1	General questions	4
Step 2	Participants' perception of challenges on avoiding academic plagiarism	5
Step 3	Difference between East Asia and Canadian universities	5
Step 4	Comments and suggestions	4

Participants Recruitment

In this study, the target population is the IGSs from East Asia studying in Canada. Participants were be drawn from a mid-sized Canadian public university that is located in southwestern Ontario. The participants must meet these recruitment criteria:

1. They had to be graduate students from the university.
2. They had to finish their 4-year bachelors' degrees in East Asia.
3. They had to be willing to participate in a 45-minute, one-to-one audio-recorded interview.

According to the information provided by the university, the total number of new East Asian full-time graduate students who enrolled at the university between 2015 and 2019 was 2,964, accounting for 17.22% of the population of full-time graduate students (University of Windsor, n.d.). However, due to the COVID-19 pandemic, it was not easy to get in touch with the potential participants directly. According to Yin (2009) and Small

(2009), in-depth small case designs are beneficial for qualitative interview research. General guidelines specify that the ideal number for a qualitative study that features one-on-one interviews will be between a range of one to ten, although this study will be limited to a minimum of three and a maximum of seven members. Since the university contains different faculties and majors, the researcher was concerned about interview participants' majors and their gender balances when selecting participants. The different majors could be divided into three streams: art streams, science streams, and commerce streams. Because different faculties use different citing and referencing manuals that respectively have different expectations regarding academic integrity and plagiarism, the study tried to recruit participants from various disciplines on campus to ensure that the data was both rich and varied. As a result, the researcher decided to recruit participants within course-based and thesis-based academic programs. Moreover, concerning the time constraints and available resources, the number of participants in this research was limited to a range between three and seven.

The researcher sought recruitment help from the International Student Centre (ISC) to post a recruitment letter on their online Blackboard page (see Appendix A). The researcher also recruited a participant through sending him a recruitment letter to gain his approval to participate in this research. The recruitment post required potential participants to read the **CONSENT TO PARTICIPATE IN RESEARCH** (see Appendix B) carefully and meet the recruitment requirements. Then they needed to click the attached link via Qualtrics to the online survey, which contained six questions about their student status, nationality, gender, major, first language, and requested their email address. After receiving the survey result, the researcher did a qualification analysis to

select the ideal participants and contacted them via email. The qualified participants were asked to sign the Consent for Audio Recording (see Appendix C) and read the interview questions (see Appendix D) before being interviewed. The participants needed to send scanned copies of their consent forms back to the researcher before the interview. For those who did not have scanners, the researcher orally confirmed with them to gain their permission before starting the discussion. A 45-minute one-on-one interview was then scheduled via Microsoft Teams.

Data Collection

The data was collected via online, one-to-one interviews with participants. The researcher employed Microsoft Teams to conduct the interviews as audio conversations. Interviews were conducted in English, and each interview lasted approximately 45 minutes. The researcher confirmed the consent of the interviewees at the beginning of the interview. Interviewees were informed that they could skip questions or stop the interview if they were unwilling or uncomfortable answering.

The researcher then started the Microsoft Teams meeting as the host. After the researcher clicked the “record to this computer” option, the recording indicator turned red in the top-left corner while the recording was active. Participants also saw the recording indicator in the top-left corner of their screens while the recording was active. Participants were asked to share their understanding of learning different academic plagiarism standards during the interview. After the meetings had ended, Microsoft Teams converted the recording so the researcher could access the files. Once the conversion process was complete, the folder containing the recording files opened. After the interview, the researcher replayed the recording for further transcription and

investigation. The researcher ensured that the recordings were saved in a secure encrypted location on a personal device.

Data Analysis

After the researcher transcribed the interview, the transcript was sent to participants by email. Participants received the email two weeks after they completed the interview (see Appendix E). Participants were given the opportunity to edit their transcripts to ensure their perspectives were accurately represented. Then participants needed to send back their edited transcript within 14 days of the date of the email.

The researcher then divided the data into multiple themes based on four main interview questions (see Appendix D). Similar and different answers to specific questions were picked up for comparison and to establish categories. From one side, the research compared the similarities and differences between East Asian and Canadian universities. On the other side, the answers were categorized based on their relation to academic plagiarism.

Reliability and Validity

The most common methods for interviews are focus groups and one-on-one interviews. Focus group interviews allow the researcher to collect much data at once (Rabiee,2004). This method allows participants to confirm whether their experiences are consistent with others and include things they might have forgotten during a one-on-one interview. Alternatively, one-on-one interviews are beneficial because they allow the researcher to protect and ensure privacy and confidentiality more effectively.

Moreover, researchers often establish a more meaningful rapport with participants in a one-on-one setting as participants may feel more relaxed and trustful than they would in

a group setting (Stofer,2019). As a result, they may be more likely to share their personal experiences regarding the phenomenon being studied. Semi-structured, open-ended questions are also used in this research. By using a semi-structured interview methodology, the researcher may come across unexpected information that they otherwise might not have by using close-ended questions (Fylan,2005). A semi-structured format allows the researcher to ask follow-up questions as needed to gain clarity, which helps to develop a deeper understanding of the participants.

Given the strengths and limitations of each, and the purpose of the current study, the researcher selected one-on-one interviews using semi-structured open-ended questions. This method was selected because it could provide direct interaction with participants and give them more autonomy to express themselves and detail their experiences. Since the researcher decided to interview a small range of EAIGSs, this method represented its diversity and reliability.

The researcher used a recruitment email (see Appendix A) and the letter of information (see Appendix B) to select potential respondents. To keep the representativeness of the respondents, the researcher highlighted the requirements and offered compensation. The researcher then sent out a request via email and offered a gift voucher for participants to heighten the response rate. To ensure the privacy of respondents, the researcher kept confidential. In the case of qualitative research based on interviews, the researcher draws up the questions by different themes, making it easy to code the replies and improve its validity.

Ethical Considerations

To ensure the research process is ethical, all the ethical issues were identified before conducting the research. As a result, this research has received a clearance letter from the University of Windsor Research Ethics Board (REB).

For participants, they were assured that this was a voluntary activity. Similarly, they are told that their performance was remain confidential. In analyzing the data, the researcher was careful about reporting results that disclosed the identity of specific individuals (Creswell, 2015). During the process, the researcher ensured that information from survey respondents was not shared outside of the research.

Summary

This study employs a qualitative research approach by using one-on-one interviews within a small range of participants, which aims to gain different personal experiences of EAIGS. This study protects the privacy of data and participants. This study scrutinizes the nuances in academic plagiarism understanding through one-on-one interviews with five EAIGS at a Canadian university.

CHAPTER 4

FINDINGS

The findings of this study provide different insights based on the participants' unique aspects and diverse experiences. The findings include participants' cultural background, major, gender, and language abilities. These findings, present a clear interpretation of EAIGSs' attitudes regarding academic plagiarism and provide a better understanding of the issues.

Participants' Background

Table 2

Participant Background

Participant	Nationality	Gender	Major	Stream	Language
1	China	Male	Master of Management, course-based	Commerce stream	Chinese
2	South Korea	Male	PhD in Civil Engineering, thesis-based	Science stream	Korean
3	China	Female	PhD in Education, thesis-based	Art stream	Chinese
4	China	Female	Master of Education, thesis-based	Art stream	Chinese
5	China	Female	Master of Medical Biotechnology, course-based	Science stream	Chinese

There were five participants in this research, who were alumni or current students at the University of Windsor. These participants come from the science, art, and commerce streams. Two of them are doctoral students who come from the Faculty of Engineering and the Faculty of Education, respectively. The remaining participants are the current

graduate students and alumni of the university, who are course-based and thesis-based. They come from the Faculty of Education, the Odette School of Business, the Department of Chemistry and Biochemistry and the Faculty of Engineering.

Participant 1

Participant 1 is an alumnus who studied logistics and supply chain management at the Odette School of Business at the University of Windsor. This is a 16-month course-based graduate program. His native language is Mandarin, and he completed his bachelor's degree in China. Before entering graduate school, he finished the English Language Improvement Program (ELIP) at the language center of the university. ELIP aims to develop students' English language and academic skills to meet the University of Windsor English proficiency requirements (ELIP-FAQS, n.d.), where participant 1 constructed a distinct APA style structure. APA style is a standard requirement in his program.

Participant 2

Participant 2 is a native Korean speaker who is a doctoral candidate at the Faculty of Engineering. Before coming to Canada, he completed his bachelor's degree in 2006 and he had seasoned work experience before he gained his master's degree in South Korea. Because of his diverse academic and work experience, he holds two positions in the school: a graduate assistant at the faculty and a research assistant at the lab. He assists professors with lectures and marks students' homework and exams in his capacity as a graduate assistant. He also responds to a variety of undergraduate and graduate students' inquiries to meet their needs. As a research assistant, he studies the relationship between

the usage of public transportation and provision of epidemic information. In his major, IEEE style is commonly used (IEEE, n.d.).

Participant 3

Participant 3 is a doctoral Chinese student at the Faculty of Education, who gained her bachelor's degree in China and speaks Chinese as her first language. She then proceeded to the University of Windsor and earned her master's degree at the Faculty of Education. Then she continued pursuing her doctoral study at the Faculty of Education. Participant 3 has unique insights towards this study because her research is related to EFL.

Participant 4

Participant 4 is an alumna at the Faculty of Education. She was a thesis-based graduate student. She finished her undergraduate study in China and her native language is Mandarin. She spent eight years working as a full-time English teacher in China prior to beginning her master's degree at the University of Windsor. Through her study at the Faculty of Education, the formal format is APA style. Participant 4 is quite knowledgeable about APA style.

Participant 5

Participant 5 is a Chinese course-based graduate student at the Department of Chemistry and Biochemistry in the Faculty of Science. Her major is the Master of Medical Biotechnology, which is a professional program that offers a solid foundation for the theoretical concepts used in the medical biotechnology industry and practical industrial application laboratory technology experience. They were obliged to do

coursework in IEEE style, and they had a lot of projects and coursework related to experimenting with the courses. Participant 5 also finished the ELIP 3 prior to beginning her master's program.

Research Questions Findings

Definition of Academic Plagiarism

S1Q1 and S1Q2 were designed for investigating participants' basic understanding of academic plagiarism. Students' answers toward intentional and unintentional plagiarism reflect their attitudes on this issue.

Table 3

Intentional and Unintentional Plagiarism

Coding	S1SQ1	S1Q2
Questions	What does intentional and unintentional plagiarism mean to you? Do you think we should treat intentionally and unintentionally plagiarizing differently?	Do you believe people are intentionally plagiarizing, rather than unintentionally?
1	Yes.	It depends. Both of them insist.
2	Yes.	No.
3	Yes.	It depends.
4	No.	I do not think so.
5	Yes.	No, I don't.

Based on the responses, participants had a similar attitude toward intentional plagiarism and unintentional plagiarism, and they believed that they should be treated differently. Participant 2 stated that because he entered a Korean university 16 years ago, he did not think about the definition of plagiarism. He conducted some research, though, and discovered that the South Korean Ministry of Education has been emphasizing it ever since 2015. He believed that individuals who want to plagiarize ought to face severe

penalties. However, instead of punishing unintentional plagiarism for those students who struggle with language or who are not familiar with the norms, teachers should offer support. Participant 5 believed that:

Intentional plagiarism means someone knows what he is doing is plagiarism, but he still chooses to do it. For example, when it comes to due day, there isn't enough time for him to finish the paper. He decided to gamble his grades and reputation since professor maybe didn't find out that he plagiarized and would give him a high grade.

Sometimes, students forget to add a citation when they cite data or conclusions from other paper. In my opinion, this is unintentional plagiarism. I think we should treat them differently. The former one is kind [of] like deliberately breaking the law. It is more unacceptable than latter one.

Participant 4 is the only one that showed a different attitude toward this question. She stated that it was difficult to define intentional plagiarism and unintentional plagiarism. Therefore, it is a student's responsibility to learn the definition of academic plagiarism before they enter the program. Students should have been clear about any potential hurdles or difficulties even while applying for graduate school. After entering their programs, students must do a lot of reading and use quotations from different sources. Students must declare the originality of their own ideas.

Integrating the results, all five participants agreed that students intend to follow academic integrity rules. Participant 1 and Participant 4 believed that as students know the consequences of plagiarism, they prefer to follow the requirements rather

than intentionally break the rules. Participant 3 thought the cultural differences would be one of the factors that affect students' recognition of plagiarism. For instance, she was encouraged to use famous poems without citation during her Chinese class when she was in high school. Participant 4 gave an example of her undergraduate study in China. There were open book tests, which meant students were allowed to paste and paraphrase the text from the textbook as the answer without citation. It would be treated as the correct answer instead of plagiarism.

Participants' Understanding of Academic Plagiarism

S1Q3 and S1Q4 aimed to study the two main research questions of the study:
How do EAIGSs formulate their adherence to standards regarding academic plagiarism in their undergraduate studies? How do EAIGSs conform to academic plagiarism expectations in Canadian graduate schools?

Table 4

Participants' Understanding of Academic Plagiarism

Coding	S1Q3	S1Q4
Questions	How did you understand academic plagiarism in your undergraduate experience in East Asia? What were the academic integrity methods for avoiding plagiarism at that time?	How do you understand academic plagiarism in your current study? What are the academic integrity methods for avoiding plagiarism currently?
1	I did not have a clear understanding.	I had a great understanding. Professors emphasize the quality of coursework.
2	I did not consider the importance of academic integrity at that time.	Paraphrasing the whole sentences in our own words instead of just copying and pasting them into papers if we want to quote anything from the material.

3	It was taught by an American professor. I also learnt from Google recourse.	I had a better understanding. Grammarly; WSD.
4	A basic understanding. CNKI.	Using others' work; We must give a clear citation. Otherwise, students got punishment. Blackboard
5	No cheating behavior during exams, no copying papers from others, and no misappropriation of other people's scientific research. Teachers invigilating and surveillance cameras during the exam; CNKI.	We need to paraphrase the whole sentences in our own words instead of just copying and pasting them into papers if we want to quote anything from the material. We need to follow the professor's requests. Blackboard, Writing Support Desk, and Grammarly

As outlined in Table 4, there were different opinions toward this question about the differences in studying in East Asia and in Canada. Similarly, all the participants believed that there were academic plagiarism rules in East Asia. For instance, participants define academic plagiarism as no cheating behaviour during exams, no copying papers from others, and no misappropriation of other people's scientific research.

It is noted that during exams, teachers invigilate, and surveillance cameras are commonly used. Participant 1, 3, and 5 demonstrated the importance of teachers' instruction in the class. Participant 1 stated that he had improved his understanding of academic plagiarism and would be more rigorous in format if he studied in Canada. Professors emphasized citations in class to prevent academic misconduct. For most people, this promotion strengthened their understanding of plagiarism. He also mentioned that even though some students intentionally plagiarized, they were caught by professors easily because they directly pasted the material from websites that the professors had seen many times.

Participant 3 discussed their experience with academic plagiarism:

When I was a freshman in 2006, we had an American professor who taught the writing class. He emphasized academic integrity and avoided plagiarism. Through his class, we need to hand in weekly writing samples to him and follow APA style. I was glad to learn basic citation requirement like for APA formatting. By contrast, my friend those who came from different departments, they did not have the chance to learn this format at that time. This experience offered me a solid foundation about academic integrity throughout my academic career. When I came to Canada in 2017, there was a guest speaker in the orientation and introduce the definition of academic plagiarism. The guest speaker mentioned the definition of self-plagiarism, which was an interesting topic. Even though the text belongs to me, and it's not allowed to use in Canada. And in later course, I was interested in a topic regarding international students' Language learning. At that semester, there was another weekly assignment related to this topic. I wanted to do similar research, but I still remembered it was self-plagiarism. As a result, I changed the topic. Therefore, during my master study, I always pay attention to combine the reference with my creative and strict than ever.

Likewise, participants shared similar experiences relating to academic plagiarism in the current study. Participant 3, 4 and 5 stated that Blackboard and the WSD have set important roles at the University of Windsor. Participant 5 said, "The school has WSD to help us edit the citations and to solve any difficulty we meet in writing. That's meaningful to me."

At the same time, Participant 3 and 5 mentioned Grammarly, which has become an important tool for students for double-checking their thesis or reflective papers.

Overall, participants have developed their understanding of the differences in academic plagiarism in East Asia and current studies.

Participants' Attitude Towards' Academic Plagiarism

All participants showed positive attitudes towards the academic plagiarism rules which had promoted their study. Participant 1 stated that academic plagiarism is taken seriously in Canada, especially for international students who were afraid of being regarded as academic misconduct and expelled from Canadian universities. Participant 2 mentioned that it has been time-consuming for him to be concerned about this issue. For domestic students, advanced language proficiency saves them time on paraphrasing and grammar checking.

Participant 3 outlined part of her experience in this regard: when she was an undergraduate student and enrolled in a writing course instructed by an American professor, she started avoiding academic plagiarism. At that time, if they did not follow the format requirements and make clear citations, they would fail this course. She said, "There was around one third of my classmates failed this class. Luckily, I followed the instruction, and I passed this course."

Participant 5 indicated that she frequently uses Google to collect information about a topic. She said, "Academic plagiarism rules encourage me to paraphrase all the sentences that we get from books, papers, and websites." Her decision to take academic plagiarism seriously has been motivated by the negative repercussions of being repatriated.

Table 5

Participants Attitude Towards' Academic Plagiarism

S2Q3: Do challenges like academic plagiarism encourage or discourage the way you are doing your classwork or the way you study? Would you say that you take academic plagiarism seriously?	
1	Yes, I do. The importance of plagiarism makes me more careful when writing here. For those who love critical thinking, format is a problem. Whatever matters, everyone is afraid of being expelled.
2	Academic plagiarism is demanding for me. Even though I cited some ideas, I left the sources on my paper and it's time consuming for me. It is difficult for me, and I am always confused avoiding academic plagiarism. Sure.
3	Definitely. I had worked with foreign teachers from Germany and America used APA style for teaching high school students. Even during my work, I kept polish my writing.
4	Yes, I did. As a thesis-based student, you need to respect others' work. Therefore, I learned to respect others' work. I also did a lot of reading and give citations in order to avoid plagiarism. Unlike Science streams, we do not have much experience to create originality.
5	I am quite concerned about academic plagiarism. I am afraid to be involved in such things as it may be accompanied by serious consequences, even being repatriated. Thus, I always double check my paper before submitting it.

The participants are all concerned about academic plagiarism during their studies.

Language proficiency, the format requirement, and subject differences have been the key factors that affect their performance.

Participants' Experience of Difficulties in East Asia and Canada

Aside from clarifying students' attitudes toward academic plagiarism, combining their knowledge with their practical experience in East Asia and Canada is necessary. For S2Q1, participants shared their experience of avoiding academic plagiarism in East Asian Universities. Participants in S2Q2 discussed the difficulties they had to face while attending graduate programs in Canada. Table 6 provides a thorough explanation.

Table 1

Participants 'Experience of Difficulties and Challenges in Academic Plagiarism

S2Q1: 1. Did you experience any difficulties in avoiding academic plagiarism in your undergraduate study? Please explain. S2Q2: Did you experience any challenges in avoiding academic plagiarism at Canadian graduate school? Please explain.		
Participant	East Asia	Canada
1	CNKI	APA Style
2	No, I didn't. I did not understand its meaning at that time.	Yes, sometimes. I was confused about paraphrasing and how to avoid plagiarism.
3	Yes. Paraphrasing related to academic writing. My writing is not good enough to polish paraphrasing.	Since I have learnt how to cite with support from WSD, it was not a big issue for me right now.
4	No idea. I don't remember.	Paraphrase any sentence.
5	Nope. I just spent some time thinking about the negative influence, I prefer to spending time on solving my coursework, rather than explaining to the professor why I copied others' homework.	The first time came into contact with the different styles of citation, I was a little bit confused. Fortunately, it's convenient to use a citation checker to check the specific citation.

Most of the participants reported having trouble avoiding academic plagiarism in their school life. Firstly, both Participant 1 and 3 mentioned difficulties that they had experienced in China. Participant 1 indicated that the efficiency and accuracy of the plagiarism checker, CNKI, was the big issue during his undergraduate study in China:

“Some topics are out of date and no related information can be found. Everyone uses same reference content. Some terms and sentences were difficult and unnecessary to paraphrase. If we use it directly, the software will define it as plagiarism and high similarity.”

Participant 3 stated that her language skills presented the biggest barrier for her in her undergraduate study. At that time, she was majoring in English Education, which included several English writing assignments that she found challenging to complete as a non-native speaker. It was challenging for her to properly paraphrase and cite newspaper or peer-reviewed articles, despite her best efforts.

Participant 2 and 4 had graduated from universities many years ago and had no idea relating to this question. Participant 2 stressed that the concept of academic plagiarism did not exist when he graduated from a Korean university in 2004.

In contrast, participants discussed their struggles in Canada in great detail. The format of papers and paraphrasing were the two biggest struggles for the five participants. Participant 4 gave an example based on her experience. As a thesis-based student, she found there were some general sentences that had been used frequently by researchers. Anti-plagiarism software would flag her usage of these general sentences in her thesis as plagiarism if she didn't modify or rewrite them. She had to paraphrase these basic sentences constantly even though they didn't include any relevant information.

However, participants also found useful support to limit these issues. Participant 3 said that the assistance from WSD cleared up her citation-related uncertainty. Participant 5 mentioned that there was a citation checker software that could give her guidance.

Overall, participants found it more difficult to avoid academic plagiarism in Canada than in East Asia, which was related to paraphrasing and formatting. They also gained help from various aspects, such as the WSD on campus and plagiarism checkers online.

Participants' Experience of Similarities and Differences

To study participants' experience of academic plagiarism in the East Asian and Canadian context, and to obtain detailed responses in the S2Q4, findings from S2Q5 were vital. Table 7 illustrates participants' experience of similarities and differences in different regions.

Table 7

Participants' Experience of Similarities and Differences

S2Q4. Do you see any similarities or differences between academic plagiarism in your previous experience and now at graduate school? Please explain.			S2Q5. What do you think are the contributing factors of the differences, if any?
Participant	Similarities	Differences	Contributing factors of the differences
1	Citation requirement	1. The format requirements for quoting are different. In Canada, we use APA. 2. Now it is necessary to cite where it is quoted from.	Different cultures value plagiarism differently. Different levels of encouragement for critical thinking.
2	Believe students have abilities to avoid plagiarism.	1. In East Asia, teachers invigilating and surveillance cameras during the exams. 2. In Canada, professors are mainly concerned about undergraduate students' performance.	Canada has a diverse background and cares about privacy. Surveillance cameras during exams do not respect students.
3	Plagiarism is not allowed in any high institutions all over the world.	Definition of self-plagiarize	Culture differences regarding originality.
4	/	Art stream students' work	The awareness of Copyright in different cultures.
5	/	There were more exams in previous experience, rather than paperwork.	Due to different stages of academia.

All participants believed that there were academic plagiarism rules in two regions. Specifically, Participant 3 shared a representative idea that tertiary education is taken seriously worldwide. Although there may be different rules and regulations, people in universities pay attention to this issue.

However, participants shared different opinions regarding the contributing factors of the difference. Participant 1 believed that Western culture encourages creative thinking much more than East Asia. Participant 1 regarded the cultural differences as the main reason. He shared his experience in an ELIP class. At that time, teachers encouraged them to use their own ideas instead of conventional ones, which made them feel the difference between current and past experiences.

Participant 2 believed that privacy was the reason for the difference. Working as a teaching assistant on campus, he mentioned that most professors in Canadian universities were not harsh to students. Only some courses would require undergraduate students to switch off and hand in their cellphones to professors during the exam. The surveillance cameras used during exam times were seen as disrespectful of the privacy of the students. Thus, it was only applied to a few crucial tests. In contrast, professors in South Korea were strict during the exam and commonly used surveillance cameras. Students in Korean universities were required to scrupulously adhere to the rules, otherwise they might violate academic integrity rules.

Participant 3 brought up how academic plagiarism is defined differently within two regions. Reusing one's own content was considered self-plagiarism in Canadian universities where students did it. However, it was not obvious in Chinese universities because people themselves created the content.

Participant 4 shared her experience in Chinese undergraduate study and Canadian graduate school. Chinese Basic and Secondary education did not cultivate students' copyright awareness systematically, until they went to universities. She did, however, copy and paste articles without appropriate citations as an undergrad in the art stream. If she had gone through the process of writing a thesis during graduate school in Canada, she had a clear understanding of plagiarism. She learnt that there was a difference between paraphrasing and copying. Nevertheless, she also emphasized that Chinese society has been strictly strengthening copyright and is against plagiarizing nowadays, which is a transformation process.

Finally, Participant 5 stated that the difference was attributed to the different stages of academia rather than regional differences. Undergraduate students have traditionally been expected by their professors to learn rather than be creative. Graduate students must be independent and able to articulate their thoughts because graduate schools have different requirements and expectations for them.

From the above, participants found out that there were similarities and differences between the two regions, while cultural differences were taken as the main factor.

The Received Support for Participants on Limiting Academic Plagiarism

With the aim of finding a feasible solution for limiting academic plagiarism, it was vital to study current methods based on participants' experience. The researcher utilized S3Q1 as a tool to investigate the support that students had experienced. A detailed description can be found in Table 8.

Table 2

The Received Support for Participants

S3Q1: What is the support for limiting academic plagiarism that you received from the past and current universities?		
Participant	Past (East Asia)	Current (Canada)
1	CNKI	ELIP; APA
2	Nothing	Nothing
3	A seasoned Professor	WSD
4	CNKI	WSD Through more reading and citation detection system.
5	A plagiarism checker	A plagiarism checker

Four out of the five participants talked about their experiences receiving assistance in East Asia. Participants 1, 4, and 5 shared similar experiences of databases, such as CNKI, which included journals and articles that could be used for reviewing. CNKI also worked as a plagiarism checker and could offer students' guidance before submitting their paper. Participant 3 mentioned that her experience with a professor who gave excellent training in APA style served as a positive example for other academics.

In addition, four participants mentioned the support they are currently receiving during their study. The ELIP course, according to participant 1, helped them better comprehend APA style. As a graduate student in business school, his major followed APA format style. While he had mastered the format, he did well in their graduate study. Participants 3 and 4 stated that the WSD helped them regarding various aspects of writing. For instance, building strong arguments, solving grammar issues, and examining citation and reference are some of the issues addressed. They were able to write academically and limit plagiarizing after receiving help from WSD.

By contrast, Participant 2 did not get any assistance with his present study or prior experience. Participant 2 mentioned that as a doctoral student at the university, he stated that he was unaware of any seminars or workshops that would help them prevent academic plagiarism. This was a novel idea to him before participating in this interview.

For EAIGSs, the received support came from plagiarism checkers, faculty, universities' language improvement courses, and staff.

Participants' Attitude Towards the Contributing Factors

Language proficiency, gender, cultural differences, and students' majors were the factors that related to academic plagiarism. To determine participants' opinions of these contributing factors, the researcher utilized S3Q2, S3Q3 and S3Q4 and S3Q5 as assessment tools. A detailed description can be found in Table 9.

Table 3

Participants' Attitude Towards the Contributing Factors

Questions	1	2	3	4	5
S3Q2: What do you think about language proficiency affecting students' plagiarism?	Quite a lot	The important factor	Quite a lot	Essential	It has a great influence.
S3Q3: How do you think gender would affect students' plagiarism?	No	No difference between gender.	I don't think so.	No	No
S3Q4: How do you feel about cultural differences in causing students' plagiarism?	Influential	Culture differences is not a main issue for plagiarism.	Has a great influence.	Influential	Yes, there is.

S3Q5: Do you think there is a difference between subjects/ majors that cause plagiarism?	Yes, there is.	No, I do not think so.	Sure	Yes, I do.	Yes, I do.
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Language Proficiency

According to S3Q2, all the participants believed that language abilities affect students' performance. Due to their limited ability to paraphrase, participants 1, 2, and 4 said that for international students, citation was the most difficult element of the assignment. Participants 2 and 4 each provided an example. Students with poor paraphrase abilities risk receiving a low grade due to the context's high similarity rate. As well as students who struggle with language competency may paraphrase to engage in academic plagiarism, such as expressing the same academic knowledge in different words.

Participant 3 talked about her ELIP class experience. The English proficiency level of her classmates was low to intermediate. These students' academic performance was hampered by their inability to communicate ideas clearly in English. Although the university had offered help, they still could not properly comprehend the definition of academic plagiarism and use it in practice.

In summary, participants all agreed that language proficiency profoundly affects EAIGSs' performance.

Gender

Five participants all believed that gender did not affect academic plagiarism.

Participant 3 thought the statistics about the gender differences were related to the overall enrollment in each subject. For instance, the art stream had more female students than male students, indicating that there was a larger chance of academic plagiarism among female students. Therefore, gender was not the main issue and plagiarism depends on students' personality.

Participant 5 shared her idea on this question. They were inclined to the idea that instructors' preference of gender was more essential than students' gender. She said that instructor was the person who grades students' performance. She thought that teachers had preferences for particular genders. It might be subjective for them to define students' performance of intentional plagiarism or unintentional plagiarism. For instance, an instructor thought that female students were more conscientious and diligent in their studies than male students. The instructor will prefer to define plagiarism by female students as unintentional rather than purposeful.

In contrast to S3Q2, participants all opposed the view that gender influences academic plagiarism.

Cultural Differences

Participants discussed this question from various angles. S3Q4 led to a sub-question: is there any similarity or difference between East Asia and Western culture that would account for acts of plagiarism? Four participants agreed that there was a relationship with cultural differences and academic plagiarism. Participant 2 was the only one that disagreed with the notion that students' individual circumstances influenced academic

plagiarism. International students may copy and plagiarize other people's work if they run out of time to complete their tasks.

Participant 1 believed that both Western and East Asian cultures frown upon plagiarism, albeit the severity of the rejection varied. Canada paid more attention to originality than East Asia. He said if a country did not value originality, this country was not resistant to plagiarism. If there was a country that encouraged creative writing, it would be stricter to anti-plagiarism. The country's level of innovation and ability will affect students' attitudes towards plagiarism.

Participant 3 agreed that international students' cultural background affected their understanding of academic plagiarism. There were both similarities and differences between the two cultures. Firstly, she mentioned that they had a regulation handbook for first-year students when she entered the university in China, which included the detailed regulation of academic plagiarism. They employed the CNKI plagiarism detector while pursuing their undergraduate studies in China.

After she entered graduate school in Canada, she learned the concept of academic plagiarism in the orientation. The plagiarism checker SafeAssign was used during her master thesis and current doctoral study. Second, Participant 3 brought up the fact that different cultures impose punishment in different ways. In Chinese universities, the common methods for punishment were warnings and expulsion. If a student plagiarizes other works in course paper and thesis respectively, students would be given a warning and would be expelled. Students who were determined to have engaged in academic misconduct at the Canadian university were compelled to drop the course or quit from the program.

Participant 4 believed that the cultural differences of Capitalism and Communism affected the diverse acts of plagiarism. Western society was affected by the culture of Capitalism and emphasized personal interests. With the awareness of protecting private property, there was a clear definition and regulation of academic plagiarism. While the culture of Communism had a great influence on East Asian society, people had the idea of public ownership which affected their understanding of plagiarism.

Participant 5 claimed that a nation's capacity for invention and creativity will influence students' attitudes regarding plagiarism. Depending on their cultural upbringing, students will perceive academic plagiarism differently. East Asian culture is deeply influenced by the Confucian culture of Confucius, and children are trained to recite ancient poems from an early age. However, Western culture cultivates creativity from an early age, not the ability to imitate others. These variations will cause them to understand academic plagiarism differently.

By the same token, five participants held the same view that cultural differences were one of the contributing factors to academic plagiarism.

Major

Based on the answers to S3Q5, there was a deep question which aroused participants' concern: Do you believe there are different levels of plagiarism risks among science streams, art streams, and commerce streams? Most participants believed that the levels of risk among majors were different.

Participant 1 held the view that there was a higher risk of plagiarism in the science stream than other streams. He stated that there were the highest personal abilities requirements in science. A student's outstanding high school grades enabled them to

select the scientific track when they enrolled in college. However, some students' study abilities did not meet the requirements of the program as long as they went further studies. To meet the standard of graduation, some students plagiarized and copied others' data or projects. Plagiarism has different motives and forms in the art stream. Because of the similar content in liberal arts, it is easy to create the illusion of plagiarism. Many liberal arts subjects do not require data analysis, which leads to a reduction in the difficulty of plagiarism.

Participant 3 said that:

“Because I am major in Education, I think in social science, sometimes it is hard to identify the plagiarism. Like in art and commerce streams, which is not related to statistic or data. Therefore, it is difficult for you to define plagiarize. In social science, it sounds like a debate because you need to prove someone who did plagiarize.”

Participant 4 held the view that art stream had higher risks of plagiarizing than the other streams. Because of the high similarity among publications, students focused on the development of past knowledge and did not have a chance to create new ideas.

Participant 5 believed the art stream had a lower risk of plagiarism than the science stream. She said that engineering and science students stood on the shoulders of their predecessors and used the phenomena and theories their predecessors had discovered to continue their exploration and practice. In the process, students in the science stream need to use or learn from the work of others. In the arts, where students were given free rein, plagiarism would be less likely to take place.

On the contrary, Participant 2 had the opposite attitude towards this question. He believed that there was no difference in each stream. he said that:

“In my major, even though we could use similar analysis method, the main idea and propose of study must be different. Therefore, it is impossible for us to copy other’s work. A person’s personality decides whether he will be honest or dishonest. I don’t think subjects influence students’ behavior.”

Overall, most participants hold the view that majors and streams affect students’ performance.

Participants' Expectations and Suggestions

Table 4

Participants' Expectations and Suggestions

Participants	S4Q2: Do you think Canadian universities can overcome the challenges arising culturally regarding plagiarism?	S4Q3: As a student, what services and supports would be preferred to help students’ development of plagiarism avoidance skills, in your opinion? Do you believe family support is a factor?
1	Yes, I do.	Workshop. No idea.
2	Many Canadian universities can overcome this issue.	Offering online programs. No idea.
3	Yes, they can.	Workshop and students’ assessment to online resource. Professors should be trained. There is a not direct relationship.
4	Sure.	Enhancing thesis-based students’ academic writing skills No, I don’t.
5	Maybe, I hope so.	Reading a lot of references, have a clearer understanding of their own research field, and then add their own ideas and views. Family support is very important.

The findings were associated with the research question: “How can universities help new EAIGSs limit academic plagiarism?” Table 10 includes participants’ expectations for future development and their suggestions based on their student experience.

The findings from S4Q2, as illustrated in Table 10, highlight the fact that all participants had a positive attitude and believed Canadian universities could limit academic plagiarism. Participants 1 and 3 believed that holding seminars or workshops was beneficial because it piqued students' curiosity and disseminated knowledge on how to refrain from copying other people's work. Specifically, Participant 3 stated that WSD took charge of educating students to avoid this issue. She mentioned that the staff of WSD had offered a workshop and worked as guest speakers in their classes to prompt APA style, which left a deep impression. In addition, she stated that universities should train professors to be professional in limiting academic plagiarism. She said that:

“Every year, there are more and more international students coming to Canada. It is necessary for Canadian universities to solve this issue. It would be helpful if professors could be concerned about academic plagiarism and give students instructions during the class. If a student plagiarizes, it is necessary for professors to be patient and do not make judgments quickly. We can’t assume everyone knows about the higher institutions’ regulation because students may do it unintentionally. We need to spend more time on educating them rather than giving punishment.”

Participant 2 believed that language proficiency was the most important factor. He indicated that universities could offer online classes to help students to learn how to avoid

plagiarism. Participant 4 focused her attention on thesis-based students. She believed that universities need to develop thesis-based students' academic writing abilities.

Overall, participants agreed that the Canadian universities were able to limit academic plagiarism, even though students might experience difficulties that related to different factors.

However, participants have different opinions toward family support. According to S4Q3, Participant 3 and 5 admitted that family support provides students with motivation, which encouraged students to gain academic achievement. By contrast, Participant 4 showed a negative attitude toward this question. Participant 4 mentioned that Chinese parents concerned about students' grade scores rather than their progress, which would be the pressure for international students instead of being motivated.

Participants' Conclusion

Coming to the last question of the interview, S4Q4 Is there anything about academic plagiarism you want to add?

Participant 1 added his opinion of age as the contributing factor that affected international students' performance. He said that there were many international graduate students who came back to universities after several years of work. At first, they had work experience in practice, which did bring benefits to their study. Whereas they had been older age and the decline in learning abilities, which were not as good as young classmates. Besides, they might not get used to school life. Participant 1 also talked about the deeper understanding of cultural differences. He said that the different cultural dimension between China and the West, and that this made them not encounter the same problem at academic plagiarism. In addition, he said because of the legal awareness of

private property in China, students in China had weak awareness of rights and obligations among this question.

Participant 2 stated that Canadian universities should give instructions to doctoral students. Firstly, students should learn about academic integrity rules at universities and raise their awareness about avoiding plagiarism. Postsecondary institutions must offer online computer programs and workshops for students' development.

Similarly, Participant 3 mentioned that it was necessary for international students to learn the definition of academic plagiarism in advance. She illustrated that:

“There were two directions. For educators, professors must not make quick judgments among students' misconduct. They should take some time to find whether students do it intentionally or unintentionally. As international students, they need to make preparation and concerned about different education system in Canada before you apply the school. You need to do some research at least. Your identity is not an excuse for you to have bad performances on academic plagiarism.”

Participant 4 said the definitions of academic plagiarism and academic cheating were different in China and Canada. In China, academic plagiarism was a part of academic cheating. For instance, students who plagiarized other students' answers in an exam could be defined as having committed academic cheating. In Canada, academic plagiarism was different from cheating.

Therefore, four out of five participants gave out their opinions. The age of EAIGSs, assistance for doctoral students in particular, students' obligation to clarify academic

plagiarism, and the distinction between academic plagiarism and cheating in East Asia need to be considered.

Theory Development

Based on the research findings, EAIGSs' understanding of academic plagiarism was different in East Asia and Canada, which is consistent with Vygotsky's socio-cultural historical theory in Chapter 1. According to Vygotsky (1978), social factors affected students' understanding of academic plagiarism. The Confusion of public ownership and Capitalism of private property made diverse definitions of academic plagiarism in East Asia and Canadian postsecondary environments. Likely, five participants all agreed that cultural differences have a significant influence on academic plagiarism. As participants found their understanding of academic plagiarism varied if they enrol the graduate school in Canada. As a result, university environment plays an important role on academic plagiarism.

Meanwhile, the findings were also supported by the theory of Challenge and Support. The Challenge and Support theory emphasized that the support and challenge gained from the environment interact with students' development (Ward et al., 2005). Since participants shared their experiences at a Canadian university, it was clear that the challenges of avoiding academic plagiarism and the insufficient support from Canadian universities made it an issue for EAIGSs. In this way, the findings exemplify the importance of a balanced relationship between challenges and support for EAIGSs and IGSs.

Summary

Chapter 4 illustrates participants' understanding of academic plagiarism based on their academic experience in China, Korea, and Canada. They perceived that the definitions of academic plagiarism were different in two regions, which brought challenges for EAIGSs if they came to Canada. Participants discussed the contributing factors of cultural differences, language abilities, gender, and major differences. All the participants showed positive attitudes on solving this issue and were concerned about the future development of avoiding academic plagiarism in Canadian graduate school. Therefore, participants offered feasible advice based on their own experiences to address academic plagiarism.

In conclusion, five participants admitted that there were differences and difficulties for EAIGSs to avoid academic plagiarism in Canadian graduate school. The findings also supported the theories of the Socio-Cultural Historical and Challenge and Support theory were associated with EAIGS' performance in Canadian universities.

CHAPTER 5

DISCUSSION

Based on the findings of this research, it is obvious that there were differences and difficulties for EAIGSs to avoid academic plagiarism in Canadian graduate schools. The study's findings clarify that the EAIGSs' different understanding of academic plagiarism are associated with various factors. However, the findings provide several important insights that deserve further discussion. For instance, the findings address the different learning experiences, self-plagiarism, cross-language plagiarism, and the different format requirements among each university in various countries. Furthermore, the findings also convey factors regarding the impact of cultural differences, language barriers, the different gender, and majors, as well as the suggestions on the support of avoiding academic plagiarism that justify further investigation. It is crucial to understand how recognizing these factors can promote the future of EAIGSs to avoid academic plagiarism despite how broad these factors are. It is also vital to point out that the questions arose from the findings, which would serve as a guide for future research. Nevertheless, the findings also deserve further discussion.

The Challenges and Support of Avoiding Academic Plagiarism

The challenges are related to three dimensions. The different understanding of academic plagiarism, self-plagiarism and cross-language plagiarism greatly influence EAIGSs performance. Based on the theory of challenges and support from Chapter 2, which believed that university students needed to experience challenges and gain support in their school life, it could help students' overall development. Therefore, it is necessary

to clarify what kind of challenges and support students have in Canadian graduate schools.

The Challenges

Different Learning Experience. The study reports how different learning experience in East Asian and Canadian post-secondary institutions affect the participants' conceptions of academic plagiarism. Different conceptions of academic plagiarism in five participants' learning experiences raise their risk of unintentional plagiarism. According to the study, participants earned different awareness of academic plagiarism in East Asia and Canada. East Asia and Canada have different education systems and academic criteria for higher education (Chen, 2007).

In East Asia, participants' understanding of academic plagiarism mainly focused on students' cheating behaviors on exams. According to Participant 5 specifically, Chinese universities often used exams rather than paper writing to elevate students' performance. During the exams, there were few formats and citation requirements for elevation. As a result, Chinese students paid great attention to avoiding plagiarism in tests rather than academic writing, which caused them a lack of academic writing experience and a shortage of standard citation skills (Velliaris et al., 2015).

In Canada, professors commonly use essay writing rather than exams as assessment methods. Academic plagiarism refers to incorrect quotations or inappropriate paraphrasing in the context (McGowan, 2005). This finding supports previous studies about international students' unfamiliarity with Western universities writing style as an issue for their academic misconduct in their writing essays and coursework (Fatemi & Saito, 2020). In East Asia, students commonly use the word directly from model essays

or famous ideas. According to Phan (2006), it is acceptable for students to cite famous people's ideas without an explicit file name, publication year, and author, because it is regarded as common sense in Vietnam. Vietnam students regarded it as showing respect for authority or politeness in academic writing. The different understanding of 'common knowledge' in different discourse communities and the differences in how these communities treat common knowledge sometimes led to the misunderstanding of international students' writing as plagiarism. For Participant 5, she mentioned that many scholars in the West have a misconception that international students were more likely to have academic problems and numerous studies have documented this tendency clearly (Kumaravadivelu, 2003; Phan, 2001). It could be defined as stereotypes about Asian students, among which obedience to authority and lack of critical thinking are the two most common (Kumaravadivelu, 2003). Moreover, East Asian students also emphasized by Western scholars to cite resources in their academic writing, though there was not a clear format which led their resources.

Commonly, participants felt the need for clarification regarding citation format. Even though there were dozens of formatting samples online and in the library, all the participants still felt confused about their major's exact requirements. Similarly, the universities offered onsite or in-person support, such as related workshops and WSD for help. Most participants admitted that they needed help to understand the APA style in practice thoroughly. Participant 2 suggested that Canadian universities could give more direct samples for students. For instance, if there were ten words similar in a sentence, it could be counted as plagiarism. Correspondingly, EAIGSs and IGSs will pay attention to paraphrasing the context and decrease the rate of committing plagiarism.

Regarding the misconception that EAIGSs were more intended to plagiarize than Western students, the reason could be attributed to the different definitions of academic plagiarism and learning experience in diverse education systems.

Self-Plagiarism. The definition of self-plagiarism made EAIGSs confused. Plagiarism occurs when an author knowingly uses the work of others without acknowledging or giving credit to the original author; This can manifest as the direct reproduction or paraphrase of previously published words, ideas, phrases, and data without attributing the original source (Elsevier, 2017; Burdine et al., 2019). As a form of perceived transgression and unethical behavior, self-plagiarism is regarded as copying or rehashing ideas and data of the writers' past work without correct citation (Andreescu, 2012). Self-plagiarism is framed in four categories: duplicate publication, 'salami slicing,' redundant publication, and textual recycling (Andreescu, 2012; Callahan, 2018).

Firstly, the duplicate publication indicates that authors reused their work for different publications. It is the most common activity for authors who plagiarize their own work without citing for productivity. At the same time, it is related to the diplomatic recognition of editors and the moral awareness of authors.

Secondly, the transgression of 'salami slicing' is made up of two types of self-plagiarizing. According to Andreescu (2012), one type is taking one large data set and dividing it into multiple projects to maximize the number of publications that can emerge from a single study; the other type of salami slicing is to use a different portion of an existing data set for another paper. For instance, students gain their own data which was collected from past courses for their current coursework and projects. The contributing

factor of this issue could be attributed to the high demand for productivity, which increases authors' academic dishonesty to fulfill the requirement.

Thirdly, duplicate publications indicate that authors reanalyze the same data using different theoretical perspectives for new publications (Roulston, 2001). This type of publication is found popular in social science literature due to the nature of qualitative research which encourages multiple subjectivities and thus multiple interpretations of the same phenomenon. For graduate school, it is those EAIGSs who duplicate the same data with different theories for literature review and data analysis.

Finally, text recycling means that authors reuse parts of their own published work without formal citation. According to Chrousos et al. (2012), because of the “words are of the essence of novelty” in humanities, it is believed that humanities have a more severe text cycle than natural sciences. For this reason, the humanities can be expected to have stricter text recycling conventions and, thus to a lesser extent than other scientific fields. Similarly, recycling research protocols in the natural sciences is generally considered less problematic, partly because the language of these parts is highly standardized. This suggests that recoveries may be less high in the natural sciences. (Horbach & Halffman, 2019). In a way, text recycling is similar to duplicate publications since it is more popular in social science than natural sciences. On the one hand, the major with qualitative research is more severe in this issue than in quantitative research. On the other hand, the standardization of language in different majors influences the possibility of academic plagiarism.

Participant 3 shared her experience at graduate school. At the graduate student orientation, they learnt that self-plagiarism was regarded as illegal behavior in Canadian

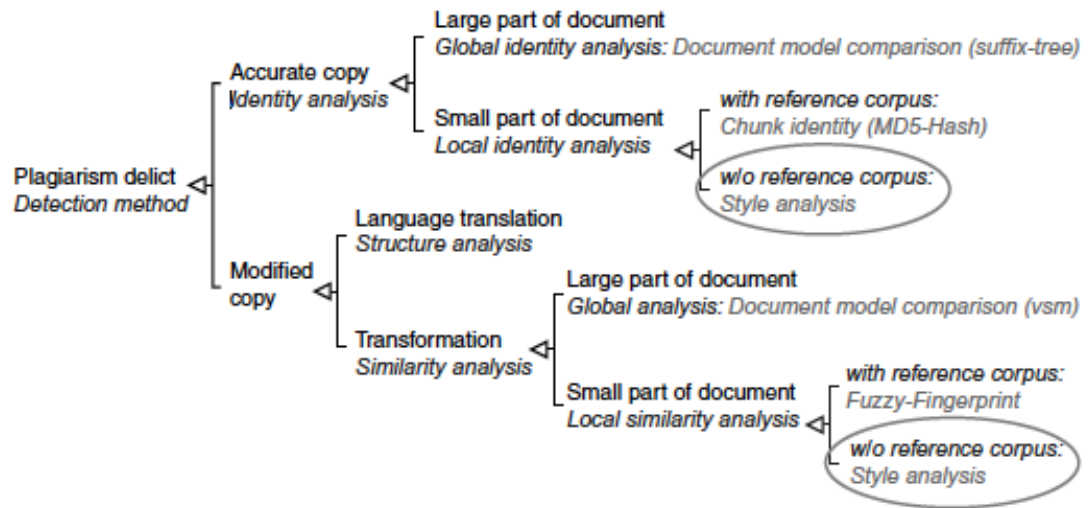
academic plagiarism rules, and the detection checker was the primary resource for detecting dishonest behavior. The behavior of self-plagiarism adversely impacts students' social and mental development, it also discourages creativity and is unfair to other students. For one thing, students should concern about the similarity of their latest work with their past work before they submit their papers; nevertheless, she emphasized that there needs to be an explicit requirement of how to define originality and self-plagiarism.

The reason for emphasizing self-plagiarism is not only to be against plagiarism, but also it would discourage the development of creativity and originality (Harley et al., 2014). For students, self-plagiarism would help them easily pass the request of courses and get high scores. However, whether international students do it intentionally or unintentionally should also be clarified. For those who do not know the requirements and demands of self-plagiarism and are against the rules unintentionally, whether they should be treated equally like those who are against self-plagiarism intentionally and how universities could decrease the risk of this issue still deserve future discussion.

Cross-Language Plagiarism. Alzahrani et al., (2011) stated that plagiarism could be divided into literal and intelligent plagiarism. Literal plagiarism is the repetition of a phrase or part of another's work, which contains three types. They are exact copy, approximate copy, and modified copy, respectively. Intelligent plagiarism changes the content of the original text by modifying the sentence structure, such as paraphrasing or translating the text into another language, which is called cross-language plagiarism. Figure 1 points out that cross-language plagiarism is a part of modified copy when regarding plagiarism detection (Potthast et al., 2011; Meyer zu Eissen et al., 2007).

Figure 1

Language translation is a part of modified copy in plagiarism detection



Note. Reprinted from “plagiarism detection without reference collections”, pp. 360, Meyer zu Eissen et al., 2006, March 8–10. Retrieved from https://doi.org/10.1007/978-3-540-70981-7_40

According to Potthast et al. (2011), it is reasonable to assume that the language barrier would not stop cross-language plagiarism. Many EFL scholars often write theses, and dissertations in their native language, while the current scientific discourse of reference is usually published in English. Even though there are no studies directly assessing the amount of cross-lingual plagiarism, a study of over 9,250 graduate students and 9,000 faculty in American and Canadian universities showed that 25% of students admitted that they paraphrase or copy sentences from written resources and 24% of them admitted to plagiarizing from the internet without citation, which also included cross-lingual cases (McCabe, 2005). Surprisingly, faculty reported they had observed more than 79% of students plagiarize from written resources. Similarly, faculty state that many

students (69%) plagiarize resources from the internet. (Potthast et al.,2011; McCabe,2005).

Due to the deficiency of plagiarism checkers, it is difficult to detect and translate the similarity and differences between two languages. Therefore, some students might modify and paraphrase the publications in their native language into English and hand-in to get high scores. The development of the internet and information technology has increased the availability of digital libraries and automatic machine translation tools, and the ease with which texts can be translated from one language to another has increased the instances of plagiarism. It deserves attention that if IGSs had written papers in their native language, students then might self-plagiarize it in another language. After international students come to Canada, they use the same context which they had written in their native language before and translate it into English.

The analysis of translation plagiarism is more challenging than other types of plagiarism because each language has its own structure. Many detection checkers available today can catch both exact copy and simple revision plagiarism. However, these systems cannot effectively detect a wider range of cases of disguised plagiarism, including paraphrasing and cross-lingual plagiarism (Bramer & Ellis, 2020). Eisa et al. (2015) pointed out that current detection still struggles with the serious problem of recognizing language changes, such as replacing words with synonyms. Several studies have been conducted on cross-lingual plagiarism detection. For example, the cross-lingual alignment-based similarity model (CL-ASA) proposed uses parallel corpora to create bilingual statistical dictionaries and a Cross-Language Explicit Semantic Analysis (CL-ESA) model which can be applied to corpora containing text on similar topics

written in various languages (Bramer, & Ellis, 2020; Gabrilovich, & Markovitch, 2007; Barrón-Cedeno et al., 2008).

Currently, the detection of cross-language plagiarism remains little researched. Since the detection was difficult to find the similarity of different languages, it was becoming common for its popularity. Some IGSs commit cross-language plagiarism intentionally, they believe it will be challenging for cross-language plagiarism detection system to recognize and faculty to find out. It will be easy for them to avoid the detection system and they can exploit it to boost their grade. As long as it was a new trend, academia still needed to pay more attention. Moreover, the research method of how we could require the faculty to prevent this issue has been a popular issue in post-secondary institutions.

The Support

To help future EAIGSs avoid academic plagiarism, the interviewed participants suggested two ways to improve the awareness of academic plagiarism: taking language preparatory courses and getting support from WSD and faculty.

Taking Language Preparatory Courses. Two participants in the study have taken ELIP classes at the university. According to the responses from Participant 1 and 3, the ELIP class had made a great foundation of APA style for their study. However, some majors do not use the APA style, and it would be better for ELIP classes to teach and promote different format requirements, such as MLA and IEEE. The majority of the employees at ELIP have backgrounds in social science and while they are well-versed in APA style, but they are not conversant with MLA or IEEE. In particular, the language center should hire more staff from diverse educational backgrounds, such as those in

humanities or engineering majors. Because of the subject difference, the staff in humanities and engineering majors master MLA and IEEE style, respectively. As a result, if language center recruit professionals from a variety of specialties, it can better service and assist IGSs in meeting their needs in preparation courses. Educators must give explicit paraphrasing and citation instructions compared to the general introduction. Educators should give students enough tasks for practice, which could set a solid foundation for their future studies.

The language preparatory courses are beneficial for IGSs when they are entering graduate school. For international students, the language preparatory courses could be a great advantage for them to improve their language proficiency.

Getting Support from WSD. Participants believe that WSD acted as a vital role in avoiding academic plagiarism for two reasons. Firstly, WSD helped students correct their grammar and syntax errors. As EFL, this support could directly help students to make their essays and paper to be clearer and more understandable for instructors. Secondly, students were given structure and format support by the WSD before they submitted their work, which helped them to overcome academic plagiarism.

However, many Canadian universities do not offer similar comparable support services. The staff in WSD also work as guest speakers in some lectures to promote academic integrity, especially in the Faculty of Education at the University of Windsor. Participant 2 and Participant 3 acknowledged that they did not receive enough help from WSD as PhD students. They stressed that no workshops or expert advice had yet been provided to them. Undergraduate and graduate students receive most of the support from

WSD as long as they make up the majority of the student body. The WSD has to focus on improving its assistance to PhD students.

Getting Support from the Faculty. Faculty engagement is a vital element in academic plagiarism. According to participants' answers, teachers were the main characters who evaluated students' performance. Participant 3 shared her experience with a foreign professor when she was an undergraduate student in China. She learned standard citation skills from this experienced faculty, compared to her friends those who did not gain much knowledge about standard citation skills in class. It was common for students to follow the faculty's guidance. In a way, the help and support from the faculty member could be a positive support for improving international students' academic performance.

According to Bocala (2015), teachers' learning through the interaction with students and peers, which is a result of a socio-cultural process. Paying attention to students' performance could not only be helpful with their improved performance, but it could also be beneficial for teachers' development.

When asked what kind of support they received in avoiding academic plagiarism, most participants mentioned support from online resources, plagiarism checkers and universities. Participant 1, 4 and 5 stated that they received support from plagiarism checkers, online resources and WSD. Participant 2 stated that he did not receive any support from the past and current universities. Only Participant 3 mentioned she received support from an instructor who contributed to their academic honesty during their undergraduate study. Support from instructors played a less significant role in these participants' academic life. The lack of support experienced by most students in this

small-scale study clearly indicates a need for lecturers to reflect on lecturers' pedagogical practices if authentic inclusion is to be realized. However, this is not limited to this specific university since similar findings were reported by Couzens et al. (2015) in which student support services were not indicated as a resource that contributed to students' success.

Furthermore, the findings correlate with other findings from the literature (Kendall, 2016; Ryan, 2000) on student experiences of support from lecturers. According to this study, students valued the support of family and friends more than that of lecturers. As a result, faculty participation in avoiding academic plagiarism still needs to be improved.

The Impact of Cultural Differences and Language Barriers

Social-Cultural Theory

Based on the social-cultural theory by Vygotsky (1978), individual learning and development are attached to social events and happen because of people's interactions with other people and events in their community. Vygotsky (1978) argued that knowledge construction includes social and cognitive processes. In his view, community plays a central role in the social process of individual knowledge development. Thus, how people develop their knowledge and how they derive meaning from their knowledge is created within the social context.

The relationship between people and their community is mediated through mental symbols such as language, culture, art, and technological tools such as books and calculators. In this context, social-cultural theories appear effective in explaining EAIGSs' development caused by their interaction while they spend time in Canadian universities. It is believed that there are cultural differences and social differences, which

would affect each other. Thus, EAIGSs' learning in the study is culture-orientated and language-orientated (Purwanti, & Hatmanto, 2020).

Cultural Differences

According to the participants, three of them mentioned that Confucian culture had affected their understanding of academic plagiarism. It was believed that cultural background had an interaction with the political system. The Confucian culture affects East Asian students to have a culture-sharing idea rather than private property. Even though EAIGSs have the idea of academic plagiarism, the different understanding of the definition made participants feel confused if they came to Canadian universities. Therefore, it had an adverse influence on their academic performance.

Many instructors had been biased and stereotyped towards EAIGSs cultural experience, arousing their academic misconduct. All the participants stated that EAIGSs were more likely to commit unintentional plagiarism due to the misunderstanding of cultural differences. As a result, they believe it should be dealt with differently.

Language Barriers

This finding supports previous studies on the language barrier affects academic plagiarism. For participants in this study, their first language was Korean and Mandarin. All of them had completed their bachelor's or master's degree in East Asia, they did not use English as the official language before they came to Canada. As a result, they even did not have much experience in English academic writing before they took part in the English language test.

Moreover, even though these IGSs had met the language requirement of the language test. According to Phan (2006), When preparing for the IELTS test, students did not learn

to cite and refer to them at all. So, it is unfair to expect students to understand all the knowledge they cited directly.

When they came to Canada, these IGSs still did not take related pre-course about academic writing. Due to the Covid restriction, students took online courses, giving them less chance to immerse themselves in a completely English learning environment. Participant 4 mentioned that she found a decrease in language abilities during the interview by using English. It had been a long time not to have a long conversation in English. Also, for Asian students, they had passed the language test and fulfilled the language requirement of enrolment, but they still found it challenging to use in practice. Some students may recycle using articles from previous work because they are unaware that repurposing their material is considered self-plagiarism, or because of the notion that citing previous work in new publications reduces the originality of new research and appears conceited (American Psychological Association [APA], 2010).

In conclusion, according to the theory and the findings, cultural differences and language barriers contributed to academic plagiarism.

The Impact of Gender Differences and Major Differences

Concerning gender and major differences as the potential factors related to academic plagiarism, which makes it necessary to study participants' ideas. In this study, participants were chosen from different genders and majors.

Gender Differences

The findings of this study indicated that all participants believed gender does not affect students' performance in academic plagiarism. However, the findings from Jereb et al. (2018) reveal significant differences in students' plagiarism awareness based on

gender, which states that female students were more cautious than male students; male students were more likely to commit academic plagiarism. According to S3Q3, the participants' responses show that female and male students were equally cautious about academic plagiarism. It should be noted that students believe the calculation method of different subjects would affect gender differences in this issue. For example, Participant 3 stated that the proportion of gender differences in various majors would affect the portion of risk. Participant 5 mentioned that the mindset of faculty had been the main reason for elevating gender differences. She believed that faculty tend to believe female students have less risk of plagiarizing.

EAIGSs have positive attitudes and prefer to believe that both female and male students always try to be academic integrity. Therefore, different personalities and unintentional plagiarism affect students' performance which could become a reason for different gender issues.

Major Differences

In this study, two students were doctoral students, and one of them was a thesis-based graduate student who had high academic writing requirements and experience. The other three were course-based master students who were required to take many projects and tests throughout their studies.

Regarding the answer to S3Q5, 4 of 5 participants agreed that there were different levels of plagiarism risks among science streams, art streams, and commerce streams. Participant 2, who showed the opposite attitude towards this issue, believed there were equal levels of plagiarism risks among different streams. He also stated that universities were less likely to find plagiarism in their science major. Participant 4, who came from

the art streams, tended to believe that the art stream had higher risks of plagiarizing than the other streams, including science streams. Participant 4 was consistent with previous findings that social sciences like art stream have a higher potential rate than natural sciences like science stream.

Participant 1,3 and 5 shared the idea that the science stream has a higher plagiarism rate than other streams. Participant 1 believed students in science streams plagiarize data for analysis to meet high graduation requirements. According to Participant 3, science majors were related to data and statistics, which made them have a high similarity rate. Participant 5 stated that science majors need to base their studies on research that is strictly from past research and then continue their exploration. As a result, students in the science stream need to use or learn from the work of others that cause the high similarity of data.

The findings indicate that the participants believe there were course differences among different streams, especially they believed that universities were more likely to find plagiarism in science majors that conflicted with previous findings. In contrast, previous findings support the idea that in art streams there is high possibility of academic plagiarism. Even though different requirements and requests in subjects did affect EAIGSs performance.

In conclusion, different learning experiences in East Asia and Canada, unintentional self-plagiarism and the detection of cross-language plagiarism are the challenges for EAIGSs. The factor of cultural differences, language barriers, major and subject differences were the leading factors of this issue.

The support for this issue includes language proficiency classes for EAIGSs to make preparation before their enrollment in graduate school, WSD from universities help students correct their grammar mistakes and decrease plagiarism risk, and the engagement and support of faculty encourage students to pay attention to their performance. However, more actions need to be taken to resolve this issue.

CHAPTER 6

IMPLICATION AND CONCLUSION

The findings carry implications regarding the actions of both students and post-secondary institutions that justify further exploration. Based on the existing findings and literature review, the researcher has recognized four factors to support avoiding academic plagiarism: EAIGSs, educators, universities, and families. Although the study's ramifications are wide-ranging, it is important to comprehend how they can help future students perform well against plagiarism. It is likewise essential to note that questions arose from the findings, and these provide a guide for the direction of future research.

Implication

EAIGSs

The findings of this study indicated that EAIGSs counter challenges against academic plagiarism when they enter graduate school. Even though EAIGSs did meet more challenges in avoiding academic plagiarism than local students, it is not an excuse for EAIGSs to perform poorly in Canadian graduate school. For EAIGSs, it is a student's responsibility to make better preparation and overcome this issue.

Students should prepare well and be concerned about the problematic factors that can affect their academic performance and overcome academic plagiarism.

Engagement in Workshops and Online programs. Many international students come to Canada with the purpose of improving their language proficiency. However, they choose to stay in their comfort zone and spend little time writing and speaking English despite coming to Canada to improve their English. During COVID-19, most international students took online classes. They had less opportunity to practice English

due to the little chance of speaking and using English, which prevented them from improving their language skills.

According to the socio-cultural historical theory by Vygotsky in Chapter 1, language is one of the social interaction medications that can help understand complex and abstract thought (Purwanti & Hatmanto, 2020). Therefore, Vygotsky regarded language as the most important tool for accessing social knowledge. EAIGSs must actively engage in the social environment and develop their language abilities if they are to avoid academic plagiarism. To solve this issue, EAIGSs and IGSs could engage in different workshops and writing programs which could help them improve their language skills and academic writing abilities.

Post-Secondary Institutions

Educational Administration. To help EAIGSs, post-secondary institutions can improve in two aspects. First, it is at the institutional level to develop policy and disseminate information about the support available to EAIGSs. The second is at the classroom level, and instructors should implement appropriate pedagogy.

According to Tasker (2014), school administrator involvement is necessary to affect school transformation. For school leadership, University administrators should provide guidance and implement pertinent school policies for school leadership to support EAIGSs.

Faculty. According to Bocala (2015), teachers' learning is a result of a socio-cultural process. Given that pedagogy refers to the complex interrelationships between teaching and learning (Loughran, 2013), faculty need to be aware of the factors that affect students' academic performance. While this research focuses on the overall college

experience, research on the actual teaching practices of lecturers and students' experiences should not be overlooked. This will enhance understanding of students' classroom experience (Dreyer, 2021). The findings of this study suggest that instructors need to be cognitive and reflective practitioners in pursuit of academic integrity.

As noted by the participants, teachers might exemplify how pupils should develop in class. Students will develop a sense of academic integrity in the classroom if professors strongly prohibit academic plagiarism. Based on the theory of Challenge and Support by Sanford in Chapter 1 (Sandford, 1966), universities can employ outside experts to play an active and longer-term role in helping faculty adopt critical perspectives. The professionalization of faculty should include participation in professional development activities. For example, curriculum learning is a viable method that provides teachers with effective conceptual tools to mediate their learning and bring about widespread transformation (Tasker, 2014).

Teachers must be impartial when evaluating their students' work. For Faculty, it is difficult to detect students' academic plagiarism intentionally or unintentionally. For instance, EAIGSs who commit academic plagiarism intentionally might use language barriers or culture differences as excuses to pretend they did it unintentionally. The punishment may be lessened if the teacher accepts these justifications. In order to prevent academic plagiarism, faculty must ascertain the real cause of students' errors. Students will feel pressure and take more care with their academic handwriting and behaviours, if teachers place an emphasis on format and provide clear directions in the classroom.

Canadian Universities. According to the responses from Participants 2 and 3, the university did not offer enough anti-plagiarism information for doctoral students. Even

though doctorate students were once thought to possess seasoned experience to overcome academic plagiarism, they still struggle with it. Universities could prompt the academic performance of doctorate students if they received specialized training, such as arranging specific academic writing support and workshops for doctorate students (Zhang, 2011).

According to participants' responses, writing support from university staff could be valuable in improving their writing. To provide students with long-term service, More Canadian universities can set up writing support and academic integrity support center. Universities can also set up prerequisite courses for international students before they enter graduate school.

East Asian Universities. Communication between Canadian universities and East Asian universities has increased because of the rising number of East Asian students who come to Canada each year. Each year, many scholars from East Asia visited Canadian universities. Positive input had been exchanged between Canada and East Asia. After graduation, some EAIGS return to work in academia in East Asia, where their diverse academic learning experience between Canada and East Asia aroused their attention to declining academic plagiarism in their teaching and writing for a long term; academic plagiarism will then be less influenced by cultural differences and language barriers.

Family

At the same time, family encouragement and accompaniment can prompt international students to overcome difficult challenges when studying in a country with a different culture. For many EAIGSs who gain financial support from their families to pay the high tuitions in Canada, some parents might have high expectation for these EAIGSs'

academic performance. Some IGSs who feel pressure to live up to their parents' expectations might commit academic plagiarism.

On the contrary, if parents are able to comprehend the difficulties that their children face, this issue will be lessened. Parents and families should have more communication with their children and give them encouragement. As a result, it will reduce the mental burden of IGSs, they will be motivated and concentrate on their studies.

In addition, students, faculty, universities, and families should collaborate to combat this problem. Students should positively attend academic activities such as workshops and online programs to improve their academic writing. Universities in Canada should be required to provide students with clear instructions on how to avoid plagiarism in class as well as follow-up assistance. Universities must also give faculty members specialized training and pay attention to the requirements of EAIGSs. This study could offer guidance for further studies to investigate attention to the continually increasing member of EAIGSs and other IGSs in Canada. EAIGSs, post-secondary institutions in East Asia and Canada, and families should take the collection and collaborative actions to avoid academic plagiarism.

As outlined in the literature review, many studies have found that EAIGSs in Canadian post-secondary institutions struggle to integrate socially for a variety of reasons, including language barriers, cultural differences, gender, and major differences.

The difficulty of avoiding academic plagiarism requires more research, which EAIGSs cannot answer on their own. Mutual involvement of institutions, faculty, and EAIGSs should promote a harmonious academic environment. For individual students, avoiding academic plagiarism can enhance their academic development, increase their

cultural awareness, and prompt their creativity and originality. As a result, mutual engagement while contributing to EAIGSs makes studying abroad more meaningful and increases the value of this learning opportunity. At the same time, it helps Canadian universities' standing internationally.

Conclusion

Before the end of this study, it is necessary to review the research questions.

1. How do EAIGSs formulate their adherence to standards regarding academic plagiarism in their undergraduate studies?
2. How do EAIGSs' conform to academic plagiarism expectations in Canadian graduate schools?
3. What kind of difficulties do EAIGSs have in avoiding academic plagiarism at Canadian graduate schools?
4. How can universities help new EAIGSs limit academic plagiarism?

Concerning the first research question, EAIGSs learned the concept of academic plagiarism in East Asia with the knowledge and information from class. Universities in East Asia commonly employ tests to assess students' performance rather than written assignments. Finding out that teachers in East Asia do not give syllabuses at the start of the semester is interesting. It is common for teachers to emphasize the academic integrity rules as common sense during the class in East Asia. Despite their hazy knowledge, EAIGSs elevated awareness of the need to avoid academic plagiarism throughout their school life.

Regarding the second research question, EAIGSs have learned the regulation of academic plagiarism at the beginning of orientation before starting their program. They

have already had the conception of academic integrity in their undergraduate studies. Even though there may be variations among various cultures and educational systems, EAIGS students nevertheless learn the standards through classes or on-campus assistance before coming to Canada.

Regarding the third research question, the challenges could be attributed to cultural differences, language barriers and major differences. First, EAIGSs have cultural differences between Canada and their country; so, behaving against the rule is not uncommon and is mostly unintentional. Lack of language proficiency is another factor that has affected the academic achievement of some EAIGSs. In East Asia, English is not the official language of EAIGSs. As EFL, it was common for international students to encounter language barriers. When compared to their counterparts who are native English speakers, EAIGSs found it challenging to use English in an academic setting.

Moreover, even though EAIGSs have fulfilled the language requirement before they enroll in the master's program, their academic performance will still be impacted by the disparity between standard testing and practical application. Therefore, the language barrier is one of the most important issues in this context. In addition, it is necessary to pay attention to major differences (Tasker, 2014). Since students in the science stream are found to be less likely to commit academic plagiarism which are different from participants' awareness. Therefore, specific approaches should be adopted based on different majors.

Regarding the fourth research question, 2 out of 5 participants believed that workshops and online programs may be effective ways to enhance students' awareness of avoiding academic plagiarism, particularly if they were tailored to educate students in

various majors. The session could provide students with specific assistance and be professionally run. Also, faculty engagement is essential for arousing students' attention against academic plagiarism. Faculty who evaluate EAIGS performance could guide and emphasize students' performance throughout their class and quiz result.

In summary, there were many difficulties for EAIGSs in Canada and East Asia when it came to the problem of academic plagiarism.

Limitations of the Study

The study has potential limitations, including small-scale recruitment, and single data collection method. Since this study primarily focuses on EAIGSs from a certain Canadian university, the participant demographics may be restricted.

Consequently, the results of this study cannot represent the circumstances of all Canadian universities due to the diversified population and various sizes in different post-secondary institutions.

Recruitment of Participants. Though this study sought to record the experiences of EAIGSs, the researcher was unable to recruit any from Japan, North Korea, and Mongolia. According to the participants' diverse backgrounds, they shared information based on their personal experiences and perspectives. The results can only fairly be said to be reflective of Chinese IGSs and Korean IGSs, though their experiences may likely be similar to many of those of East Asian IGSs. The findings of the study may be subjective and biased. Moreover, there may be a gender imbalance due to the small range of interviewees for this study.

In addition, the participants in this study were non-native English speakers, and their English abilities varied. Those who were not sufficiently fluent in English may have

some loss of information when they conveyed the original expression of their minds into English, yielding potentially preliminary study results.

It is recommended that future research look at a broader range of universities so that future sample populations might include all East Asian IGSs or that future research focus specifically on international students to determine how their experiences parallel and differ from Chinese IGSs and Korean IGSs.

Data Collection Method. The research was based on one-on-one interviews with the EAIGSs, which compared participants' responses with those of the other participants to find out the similarities and differences. However, it would be fair to have multiple modes to ensure accurate data. Therefore, future research should expand the potential participants, including instructors and a larger range of international students.

Additionally, future research should set up both one-on-one interviews and group discussions to better interview potential participants, so that data from the two can be compared. This will allow for a richer range of data that can be used to improve data accuracy.

Recommendations For Future Research

Future studies should accomplish five key tasks:

- Understanding the experience of EAIGSs
- Studying the experience of faculty members
- Adapting related regulations on campus
- Identifying barriers to self-plagiarism and cross-language plagiarism
- Improving the plagiarism detection systems

Students' Experience. This study has limited generalizability. First, this study did not recruit any North Korean, Mongolian, and Japanese students. The researcher strongly recommends that future studies should explore more EAIGSs' experiences. Although EAIGSs shared their experience in this study, they only represent the experience in one Canadian graduate school.

Secondly, due to the COVID-19 pandemic, the selected university suspended in-person research from March 2020 to August 2022. At that time, for safety purposes, conducting face-to-face interviews with participants was difficult. Online interviews replaced the original research method; accordingly, participants' engagements were related to the research results. However, due to the limitations of the virtual platform, there could be low interactions with participants, which may not be able to offer an accurate picture of EAIGSs' perceptions. As a result, future research can adopt face-to-face interviews for investigation.

Thirdly, it is vital to broaden the scope of research to determine the obstacles in EAIGSs' minds that hinder their performance at different Canadian and East Asian universities. In addition, because only qualitative data were used in this study, the theoretical importance of how EAIGSs develop could only be partially understood. In future research, the combination of quantitative data and qualitative data would improve the reliability and validity of this issue.

Faculty Experience. To determine whether instructor participation can affect students' plagiarizing, further research can use quantitative methods from a broader sample of IGS groups and investigate their extensive academic plagiarism in Canada. Understanding their participation and the barriers they encounter can provide important

insights into their performance. As a result, faculty can then facilitate their future motivation.

To comprehend professors' viewpoints on academic plagiarism, both quantitative and qualitative methodologies could be applied. As a result, Canadian institutions may do a better job of implementing related measures to assist professors in creating a conducive learning environment for aiding IGSs, particularly EAIGSs, in adapting to the various educational systems in Canada. Overall, instructors could support universities against academic plagiarism.

Canadian Universities and East Asian Universities. For Canadian universities, it is necessary to be concerned about international students' academic performance. In the first place, universities should set up appropriate support for EAIGSs to gain valuable information on this matter. At the same time, Canadian universities should collaborate with universities all over the world.

For East Asian universities, it is vital to cooperate with universities from other nations. School administrators should establish guidelines that encourage academic integrity and cultivate students' awareness of avoiding academic plagiarism.

Self-Plagiarism and Cross-Language Plagiarism. The researchers should try to prevent self-plagiarism and cross-language plagiarism among EAIGSs. Research should further explore language ability, cultural diversity, and cross-language translation. In addition, investigations into other variables should also be conducted, including the performance of instructors and post-secondary institutions.

To determine whether instructor participation can affect students' plagiarizing, further research can use quantitative methods from a broader sample of IGS groups and

investigate their extensive academic plagiarism in Canada. Understanding their advantages from prior learning experiences, their viewpoint on the distinctions between universities in Canada and East Asia, and the difficulties they face can help them gain crucial understanding of academic plagiarism that will help their future academic and social engagement on campus. In addition, such research should also focus on improving plagiarism detection.

Plagiarism Detection Systems. The usage of plagiarism detection checkers has become widespread and effective in elevating and preventing students' plagiarism. However, the concerns that require more research are the deficiency in detecting self-plagiarism and cross-language plagiarism detection.

Canadian universities use different plagiarism detection checkers that help investigate students' performance. It should be noted that different systems have different criteria and storage to define students' performance. Currently, there is no compromise detection system in Canadian universities to regulate students' performance (Eaton,2017). Plagiarism detection checkers should increase their storage and incorporate with each other, which provides significant benefits to academia and promotes equity.

For future development, it highlights the necessity of collaboration between Canadian colleges and plagiarism checking companies. Technology advancements have made it possible for EAIGSs and IGSs to participate more fully in their studies in Canada. The results of this study point to the necessity of future academic research.

In conclusion, despite the Canadian universities' implementation of measures to prevent academic plagiarism, EAIGSs and IGSs continue to face challenges that call for future support and attention. A combination of quantitative and qualitative research

methods is suggested for future research, which will contribute to helping international students against academic plagiarism and improve the reputation of Canadian universities.

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APPENDICES

Appendix A: Recruitment Letter

Recruitment Letter

Dear graduate students,

This is Shengyu Zhong, a graduate student from the Faculty of Education. I am doing my master thesis entitled *The Challenges for New International Graduate Students from East Asia Studying at a Canadian University: The Different Understanding of Academic Plagiarism*.

I am looking for research participants who **are (were) East Asian international graduate students** at the University of Windsor. If you are/were **international graduates** from East Asia (**including China, Mongolia, South Korea, and Japan**) and you **completed your bachelor's degree in East Asia**, you are very welcome to be a participant in this research. I would love to talk with you about your experience in understanding academic plagiarism.

This research has been cleared by the University of Windsor Research Ethics Board.

You will be invited to answer a short online survey to clarify your identity. After that, I will arrange **an approximately 45-minute online one-on-one interview** with you to discuss your academic experiences. As an incentive, you will receive a \$20 Amazon gift card (CND) for completion of the interview. More details can be reviewed in the attached *CONSENT TO PARTICIPATE IN RESEARCH*.

If you have any questions, please feel free to contact me at [**zhong11q@uwindsor.ca**](mailto:zhong11q@uwindsor.ca) or my supervisor, Dr. Smith, at [**clayton.smith@uwindsor.ca**](mailto:clayton.smith@uwindsor.ca).

Thank you for any help in advance.

Sincerely,
Shengyu Zhong

Appendix B: Consent to Participate in Research



CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: *The Challenges for New International Graduate students from East Asia Studying at a Canadian University: The Different Understanding of Academic Plagiarism*

You are asked to participate in a research study conducted by **Shengyu Zhong, a master Candidate, from the Faculty of Education** at the University of Windsor. This research is conducted as part of her master's thesis. Dr. Clayton Smith, from the faculty of Education, is her supervisor. This research could help Canadian universities to limit academic plagiarism and improve students' anti-plagiarism skills.

If you have any questions or concerns about the research, please feel to contact Shengyu Zhong at zhongl1q@uwindsor.ca or Dr. Clayton Smith at clayton.smith@uwindsor.ca

PURPOSE OF THE STUDY

The purpose of the study is to explore the experiences of East Asian international graduate students in a Canadian graduate school. This study mainly focuses on the challenges of different academic plagiarism standards that international students are confronting with. This study scrutinizes the understanding through one-on-one interviews with international graduate students and tries to provide feasible solutions.

PROCEDURES

Research data will be collected through one-on-one online interviews. If you are interested in participating in this study, please follow the instructions:

Firstly, you need to read the consent form carefully and meet the recruitment requirements. Secondly, please click the attached link to the online survey https://qfreeaccountssjcl.az1.qualtrics.com/jfe/form/SV_9SLyNVAtHit5ltk, which contains six questions about student status, nationality, gender, major, first language, and your email address. After receiving the survey result, the researcher will contact you via email. After that, the qualified participants will be asked to sign this consent form before being interviewed. A 45-minute one-on-one interview will then be scheduled via Microsoft Team.

During the interview, you will be asked to share your understanding of learning different academic plagiarism standards. For instance, the researcher will first ask some general questions to broadly understand your acknowledgement of academic plagiarism.

1. What does intentional and unintentional plagiarism mean to you? Do you think we should treat them differently?
2. Do you believe people are intentionally plagiarizing, rather than unintentionally?
3. How did you understand academic plagiarism in your undergraduate experience in East Asia? What were the academic integrity methods for avoiding plagiarism at that time?

After the researcher transcribes the interview, the transcript will be sent to you by email. You will receive this email within 14 days after you complete the interview. You will have the opportunity to edit your transcripts to ensure your perspectives are accurately represented. Then you need to send back your edited transcript within 14 days of the date of the email. The researcher will be careful about reporting results and will not disclose your identity. The researcher will ensure that information from you will not be shared outside of the research.

POTENTIAL RISKS AND DISCOMFORTS

There may be potential psychological risks associated with the research. Participants may feel uncomfortable to share their past experiences, which may recall their unpleasant experience or make them feel a little nervous. The participants are free to stop the interview or skip any questions that they dislike or have discomfort with.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

There are no direct benefits expected for participants.

However, there may have some indirect benefits. Firstly, this study can improve the understanding of the reasons behind academic plagiarism for international students. Secondly, this study aims to clarify the differences in understanding academic plagiarism between East Asia and Canada, with a focus on the Ontario education system. Thirdly, this study can offer supports in place at Canadian universities to aid international students with proper conformance to the academic standards.

COMPENSATION FOR PARTICIPATION

A \$20 Amazon gift card (CND) will be given to each of the participants as an incentive after the completion of the survey. The participants will receive compensation as soon as one day after the interview. If the participants withdraw or interrupt from the interview, they will receive an \$10 Amazon gift card as compensation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

PARTICIPATION AND WITHDRAWAL

You are free not to answer any questions, and you have the right to stop the interview. As long as you feel uncomfortable during the interview, you can require the researcher to withdraw the interview. There is no fine or penalty for withdrawing from the study. However, you cannot withdraw from the study or the data after you have received the compensation.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The study report will be published on the REB website.

Web address: www.uwindsor.ca/reb

Date when results are available: 2021/10/28

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: The Office of Research Ethics, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study *The Challenges for New International Graduate students from East Asia Studying at a Canadian University: The Different Understanding of Academic Plagiarism* as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Appendix C: Consent for Audio Recording

Consent for Audio Recording

Research Participant Name:

Title of the Project: The Challenges for New International Graduate students from East Asia Studying at a Canadian University: The Different Understanding of Academic Plagiarism

I consent to the audio-recording of interviews.

I understand these are voluntary procedures and that I am free to withdraw at any time by requesting that the recording be stopped. I also understand that my name will not be revealed to anyone, and the data will be kept confidential.

The recording is saved in a secure encrypted location on the researcher's device.

The destruction of the audio records will be completed after transcription and verification.

I understand that confidentiality will be respected and that the audio recording will be for professional use only.

This research has been cleared by the University of Windsor Research Ethics Board.

(Research Participant)

(Date)

Appendix D: Interview Questions

Interview Questions

The Challenges for New International Graduates from East Asia Studying at a Canadian University: The Different Understanding of Academic Plagiarism

Basic information

1. What does intentional and unintentional plagiarism mean to you? Do you think we should treat them differently?
2. Do you believe people are intentionally plagiarizing, rather than unintentionally?
3. How did you understand academic plagiarism in your undergraduate experience in East Asia? What were the academic integrity methods for avoiding plagiarism at that time?
4. How do you understand academic plagiarism in your current study? What are the academic integrity methods for avoiding plagiarism currently?

Assessment of Challenges

1. Did you experience any difficulties in avoiding academic plagiarism in your undergraduate study? Please explain.
2. Did you experience any challenges in avoiding academic plagiarism at Canadian graduate school? Please explain.
3. Do challenges like academic plagiarism encourage or discourage the way you are doing your classwork or the way you study? Would you say that you take academic plagiarism seriously?
4. Do you see any similarities or differences between academic plagiarism in your previous experience and now at graduate school? Please explain.
5. What do you think are the contributing factors of the differences, if any?

Difference

1. What is the support for limiting academic plagiarism that you received from the past and current universities?
2. What do you think about language proficiency affecting students' plagiarism?
3. How do you think gender would affect students' plagiarism?
4. How do you feel about cultural differences in causing students' plagiarism? Is there any similarity or difference between East Asia and Western Culture that would account for acts of plagiarism?
5. Do you think there is a difference between subjects/majors that causes plagiarism? Do you believe there are different levels of plagiarism risks among science streams, art streams, and commerce streams?

Development about avoiding Academic Plagiarism

1. Do you think that learning how to avoid academic plagiarism will help you perform better academically?
2. Do you think Canadian universities can overcome the challenges arising culturally regarding plagiarism? In what ways?

3. As a student, what services and supports would be preferred to help students' development of plagiarism avoidance skills, in your opinion? Do you believe family support is a factor?
4. Is there anything about academic plagiarism you want to add?

Appendix E: Email of Transcription Confirmation

Email of Transcription Confirmation

Dear XXX,

Hope everything is going well. Thank you for your participation in my research. I have translated our interview data and please find the attached file in this email. Please know that you will have the opportunity to edit your transcripts to ensure your perspectives are accurately represented. If you want to edit or change anything, please send back your edited transcript within 14 days of the date of receiving this email.

If you do not respond to this email, your interview transcription will be regarded as confirmed automatically. You cannot edit or change anything since the fifteenth day of receiving this email.

If you have any suggestions or questions, please feel free to contact me.
Thank you very much!

Kind regards,
Shengyu Zhong

VITA AUCTORIS

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PLACE OF BIRTH: Shenzhen, China

EDUCATION: Guangdong University of Education,
Guangzhou, China,2013

Hong Kong Baptist University,
Kowloon Tong, Hong Kong,2017

University of Windsor,
Windsor, Canada,2019