Cryptomnesia and Research Integrity: The Case of TEFL International Postgraduate Students at the Iranian Universities

Masoud Taheri-Larki*

Ph.D. Candidate in TEFL, Department of English, Shahreza Branch, Islamic Azad University, Shahreza, Iran

Abstract

The vast body of research on research integrity and research violations/dishonesties demonstrates that cryptomnesia (unwitting plagiarism) is still rising, especially among international postgraduate students from various socio-cultural backgrounds. The present research paper aimed to review the state of art highlighting elements prompting academic misconducts (in our case, plagiarism) by international postgraduate students in Teaching English as a Foreign Language (TEFL) at Iranian universities. The findings revealed that assistive initiatives such as face-to-face workshops, webinars, and tutorials were not sufficient in their quality to meet students' needs. Although various practices were conducted in academic research integrity across the globe, having a high degree of academic writing skills (academic literacy) was inadequate for students to control cryptomnesia in professional and academic contexts. Regarding the mentioned elements, this research paper proposed two substantially established programs to contribute to international postgraduate students becoming mindful of academic research principles to avoid unwitting plagiarism in their academic writings.

Keywords: academic research integrity; cryptomnesia; academic misconducts; academic writing skills

1. Introduction

Todays, the assortment of university students is swelling. This is more noteworthy in the Iranian context, where multinational learners, particularly those from Iraq, Afghanistan, Turkey, Pakistan, Egypt, and South Korea, form a constitutive module of university classes. The difference between international and national university students lies in

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* Corresponding Author's e-mail address: masoudtaheri1979@gmail.com

the fact that the former may pay some tuition fees based on each credit. In contrast, the latter (in case of daily public students [*dāneṣdjuyāne rouzāne-e-dowlǣti*]) are exempted from paying the tuition fees. According to Imai and Imai (2019),

> international students can be defined as students who study at overseas educational institutions for specific purposes while being socially and culturally involved in a host country. As this definition implies, most international students not only focus on studying in a host country but also desire to broaden their horizons through cross-cultural experiences (p. 66).

International postgraduate students in Iran refer to those from other countries; they have temporary resident permit cards/vouchers to fulfill their studies at the master's level in Iranian universities/institutions. For the time being, 40000 international postgraduate students are studying at the Iranian university, where 22000 students are completing their studies at public universities, 8000 at Islamic Azad Universities, 3000 at medical universities, and the rest at other kinds of universities such as Payam-e-Nour Universities, NGO Universities (*Qeir-e-Entefā?ie*), and Universities of Applied Science and Technology (*Elmi-Kārbordi*) (Tasnim News, 2019). As far as international postgraduate students are coming from variegated cultures, they perhaps face obstacles/confrontations when they find themselves in a different sphere compared to their own. In this vein, research integrity is considered the most vitally significant academic praxis; incompetent to countenance by the appropriate standards will impact students' future position. According to the Catholic University of Leuven (KU Leuven, 2020),

> the principles of truth and honesty are considered fundamental to community scholars. The reliability of research outcomes can be ensured by a collective dialog with colleagues and peers. Integrity principles such as proper data management, the integrity of authorship, correct citing of peers, and mentioning acknowledgments are fundamental for all researchers. Therefore, research integrity has become an integral part of the institutional research policy.

The number of students who do not understand research integrity standards in the higher education system is increasing. It is widely

believed that this trend rockets up due to the vast number of students who enroll at the universities (Josien and Broderick, 2013). Chen and van Ullen (2011, p. 209) have pointed out that

> due to cultural differences, international students have unique challenges in their new academic environment. They may encounter culture shock when facing instructional methods, assignment requirements, and writing styles that are different from what they experienced in their home countries.

In this light, the transfiguration from one educational policy and management to another and the shortage of acquaintance with research integrity principles can create some hurdles for international students. Willy-nilly, this induces international students to commit unwitting or witting forms of academic misconduct, which is referred to as plagiarism within academic writing context (Beasley, 2016). Multiple definitions of the term plagiarism are available; however, the most typical one is cited by the Publication Ethics Committee of the World Association of Medical Editors (aka WAME).

> As the use of others published and unpublished ideas or words (or other intellectual property) without attribution and permission, and presenting them as new and original rather derived from an existing source. The intent and effect of plagiarism are to mislead the reader as to the contribution of plagiarizers. This applies whether the ideas or words are taken from abstracts, research grant publications, institutional review board publications, or unpublished or published manuscripts in any publication format (WAME, 2018),

Cryptomnesia (also known as unwitting plagiarism) occurs as a consequence of inessential quoting, unsuitable patchwriting (weaker forms of paraphrasing), spinning translation ('rendering a piece of text/file which was previously translated into another language back to the source language') (Akbari, 2020, p. 4), and inappropriate writing styles (referencing rules) (Vij et al., 2009; Rogerson and McCarthy, 2017). The present research paper spotlights cryptomnesia within English teaching international students' academic writing (sight evaluation), including term papers for their classrooms and manuscript submissions to peer-reviewed journals. This research concentrates on

inspecting cryptomnesia because most English teaching international students are probably deficient in academic integrity standards (Gullifer and Tyson, 2014; Jones and Sheridan, 2015; Akbari, 2020). Due to the lack of information and awareness, this type of plagiarism can be avoidable. Besides, if a student commits cryptomnesia, a university efficiently sustains him/her through instructing research integrity standards. This comprehensive instruction enables both domicile and international students to produce works well-aligned to worldly standards. In doing so, Fatemi and Saito (2019, p. 2) have maintained that

> the issues of academic credibility and the reputations of higher education institutions are turning matters of learning into matters of morality which require greater attention, as they can influence both the credibility of academic institutions and students' academic and professional lives.

In the context above, different institutions must provide more beneficial contributions to all students, particularly those from other countries (various cultural backgrounds), to upgrade their knowledge of research integrity principles. The previously published state of the art on research integrity, academic dishonesty, and academic misconduct inclined to scrutinize this issue in general, not incontrovertibly with particular attention to international postgraduate students; therefore, there must be a more attentive state of the art to address this critical problem. The present research paper is an attempt to size up state of the art on academic dishonesty (in our case, plagiarism) and research integrity among English teaching international postgraduate students through the following research questions, (i) '*what parameters will expand the degree of cryptomnesia among English teaching international postgraduate students?*'; (ii) '*how can English teaching international postgraduate students control/resist plagiarism?*'; (iii) '*are using plagiarism detection services/platforms sufficient to help English teaching international postgraduate students not to plagiarize?*', (iv) '*what are the deficiencies of assistive initiatives such as tutorials/workshops/webinars?*' and (v) '*what sorts of substantially established programs are needed for English teaching international postgraduate students to avoid cryptomnesia in higher education?*'.

The first three research questions can be fully-fledged clarified through the existing state of the art; however, the last two research

questions will be related to elucidative parley regarding different literature reviews. In this direction, the author of this research paper inspected/searched powerful indexing and abstracting databases such as Web of Science (WoS), Scopus, BR/IBZ, Sage, Elsevier, Emerald, Wiley, ProQuest, and Springer, utilizing the amalgam of the following content terms such as plagiarism, research principles, academic research integrity, deception, privacy, informed consent, academic misconduct, sight evaluation (writing styles), paraphrasing, back-translation, plagiarism tools, research ethics, and English teaching international students. There were 158 hits and after critical checking, the authors of this research selected 108 articles elucidating the topics of plagiarism and English teaching international postgraduate students in higher education. Finally, the author tagged the significant matters in the extracted research papers to single out the formation of the subject matters chewed over in state of the art.

2. What parameters will expand the degree of cryptomnesia among English teaching international postgraduate students?

In general, plagiarism is a complicated incidence and there do not exist any exclusive elucidations for which international postgraduate students commit plagiarism (Park, 2003). With that in mind, this section is dealing with parameters responsible for cryptomnesia. McCabe et al. (2009) have pinpointed that three parameters such as '*individual factors*' (e.g., self-confidence, ability, personality, gender), '*institutional factors*' (e.g., honor codes and penalties), and '*contextual factors*' (e.g., peer-cheating etiquette) can influence cryptomnesia (unwitting plagiarism). In line with McCabe et al., Newstead et al. (1996) have recommended that the degree of plagiarism, whether witting or unwitting, is frequent among boys and younger students. Another parameter worth mentioning is that international postgraduate students do not have a vivid discernment of what forms witting or unwitting plagiarism (Power, 2009). In this vein, some students commit cryptomnesia when they are not fully cognizant of ways of 'citing', 'referencing', 'quoting', and 'paraphrasing' (Park, 2003). Moreover, today's information can be easily accessible and retrievable by new cutting-edge devices/platforms.

According to Koul et al. (2009), a belief that we have more ownership of information than we have paid for (perhaps not by the letter of the law, but through the spirit of it) may influence attitudes towards plagiarism. Close or distant relationship is likely to be a factor in what is regarded as plagiarism.

Authors such as Ramzan et al. (2012) and Jareb et al. (2018) claimed that the internet has quickly paved the way for students to plagiarize (cut and paste) as vast flows of information or enormous amount of knowledge are effortlessly available via new technologies. In this line, Jareb et al. (2018, p. 3) have maintained that

> given students' ease of access to digital information and sophisticated digital technologies, several researchers have noted that students may be more likely to ignore academic ethics and engage in plagiarism than would otherwise be the case.

The great majority of international postgraduate students plagiarize to maintain the 'correct responses' to given questions, with the purpose of getting higher marks and 'comparing their success with that of their peers' (Park, 2003; Koul et al., 2009). This mostly happens in the 'higher performance-oriented classrooms' (Anderman and Midgley, 2004). In this circumstance, students do not pay heed to gain expertise in their field of study. Pressure, whether peer or family, is considered another parameter for cryptomnesia. As noted by Fatima et al. (2020, p. 4),

> pressure that is often affiliated with time constraints and a heavy workload, along with the desire to achieve a given task, is also a critical factor in plagiarism. For students to engage in plagiarism, they usually rely on help from the internet or from their fellow students. Pressure itself has gross influences on the behavior of individual plagiarism, especially when it comes from family or peer-groups.

Huge loads of assignments are regarded as another parameter for cryptomnesia. Carrying out many assignments through a limited period leads to plagiarism. A study conducted by Šprajc et al. (2017, p. 39) found that students with a lower degree of motivation cannot deal with massive loads of assignments. Besides, those students do not know how to cite and 'draw a conclusion from the research'. Teachers' inadequate explanations of teaching materials and vast loads of assignments in a limited time lead to cryptomnesia. Poor academic skills, such as writing skills, are another parameter for cryptomnesia. To avoid unwitting plagiarism, English teaching international postgraduate students are

required to alter their research culture through conceiving the indispensability of conducting research (Ramzan et al., 2012). Another reason is universities' regulations and resolutions towards plagiarism. Universities/institutions must have vivid policies regarding research violations (e.g., plagiarism) and their consequence for both students and universities.

Simply put, research violations can be interpreted differently from culture to culture (Beasley, 2016). To reduce the degree of research violations, all institutions must inform and instruct students regarding consequences such as dismissing or suspending. According to Bowdoin College (2020),

> students who plagiarize or otherwise engage in academic dishonesty face serious consequences. Sanctions may include but are not limited to failure on an assignment, grade reduction, or course failure, suspension, and possibly dismissal. Faculty members should consult with the judicial board advisor in the office of the dean of student affairs to determine if a formal complaint should be filed. The advisor will guide the faculty members through the process of bringing a formal complaint as well as guide the student through the process of a judicial board hearing.

3. How can English teaching international postgraduate students control/resist plagiarism?

Resisting is dealing with turning out a sphere where English teaching international postgraduate students never need to commit cryptomnesia. Training international students on subject matters associated with academic integrity such as plagiarism and partaking them 'in the process of establishing codes of conduct or abiding by an institution's honor code is purported as a means of creating such an environment' (Jones and Sheridan, 2015, p. 720). Creating such an environment makes English teaching international students never tolerate plagiarism. In this line, Williams (2005) has noted that if this circumstance goes astray, wrongdoers' retribution is regarded as a hindrance to other students. In line with Williams, Akbari (2020, p. 12) has maintained that

> in order to resist plagiarism, it is hypothesized that although there are myriads of approaches and strategies which can be applied to

maintain academic research integrity, there are always novel and creative techniques and approaches to plagiarize.

Turnitin[TM] (a plagiarism detection software) (2020) declares that to resist the degree of cryptomnesia, five comprehensive strategies can be recommended:

(i)   Breaking large assignments into smaller parts with intermediate deadlines to reduce the likelihood of student procrastination leading to the temptation to plagiarize online resources;

(ii) Integrating forms of personal or current events reflection that would not be available to an online paper mill;

(iii) Having students conduct and report on their Turnitin[TM] Similarity Check prior to final submission of their paper;

(iv) Randomly selecting or having all students present an oral summary of their work to demonstrate personal mastery of the topic;

(v)   Instructing students in the skill of note-taking with source citations, outlining, placing citations in the text and bibliography, paraphrasing, and quoting.

Besides, Suskie (2020) has noted the following ways to counter plagiarism, namely (i) '*using detection judiciously*' through asking students to provide a summary of what they have learned; (ii) '*reviewing papers*' using applying abrupt modifications in terms of referencing system and terminologies; (iii) '*teaching explicitly and modeling academic rules, values, and conventions*' by providing a plethora of instructions and feedback, which contributes students to understand the principles of academic research integrity; and (iv) '*using fair assessment practice*' through giving different assignments to students such as oral or visual presentations.

4. Are Using Plagiarism Detection Services/Platforms Sufficient to Help English teaching International Postgraduate Students not to Plagiarize?

Plagiarism detection services/platforms such as iThenticate, Turnitin[TM], Eve2, etc., have been applied to help English teaching students control the degree of plagiarism in their scholarly works. In this vein, Howard (2007) has pinpointed that

> just as file transfer programs such as Napster make it easy to trade copyrighted music files, most people would never think to

steal in physical form; the internet makes plagiarism easy for students who might have thought twice about copying from a book or published article. Turnitin.com created Resource because we believe preemptive education is the most effective way to prevent plagiarism. We also know some students will plagiarize. If you are an educator and have used plagiarism education preemptively in your classroom but still suspect many of your students are plagiarizing, automated plagiarism detection can be an enormously effective deterrent.

Contrary to Howard, Bretag (2016) believes that no plagiarism detection services/platforms can identify many scholarly publications in students' academic writing since these platforms/services cannot indispensably check and cover all peer-reviewed articles and monographs. Furthermore, applying such detection services in an academic setting cannot lead to productive/active learning. As noted by Bretag (2016, p. 29),

> no software can 'detect plagiarism' (the best it can do is highlight text matches); concerns were expressed that using the software would establish an adversarial relationship between teacher and student, which would not be conducive to learning.

To confirm this issue, Howard (2001, p. 2) puts forward that

> in our stampede to fight what *The New York Times* calls a 'plague' of plagiarism, we risk becoming the enemies rather than the mentors of our students; we are replacing the student-teacher relationship with the criminal/police relationship. Further, by thinking of plagiarism as a unitary act rather than a collection of disparate activities, we risk categorizing all of our students as criminals. Worst of all, we risk not recognizing that our own pedagogy needs reform. Big reform.

In the context above, the focal point must be more directed to students' academic writing and their ways of researching through pedagogic responses.

5. What are the Deficiencies of Assistive Initiatives such as Tutorials/Workshops/Webinars?

Based on large-scale questionnaires distributed among Iranian universities, a considerable number of English teaching international postgraduate students claimed that they likely lack information regarding plagiarism and academic misconduct (Aftab News, 2016). For instance, the University of Isfahan set up a workshop regarding plagiarism and research violations in 2020. The scope of the workshop was to transfer policy and fill the gap between theory and practice. Before elucidating the ins and outs regarding the workshop's aims and scope, a survey was arranged to check to what extent domestic and international postgraduate students were familiar with academic research ethics and integrity. The survey results revealed that both domestic and international postgraduate students lacked knowledge and awareness concerning academic research integrity/research violations (e.g., plagiarism) (University of Isfahan, 2020). However, at the end of the workshop, they showed the least contentment with the information/knowledge they received from the workshop about controlling/resisting research violations and misconducts. Despite many assistive initiatives such as workshops, webinars, and tutorials for English teaching international postgraduate students regarding academic research ethics, research integrity, and research violations across Iranian universities, their quality standards are not sufficient to ward off English teaching international postgraduate students from unwitting academic misconducts, and they broke down to impart optimal training on the requisites of 'proper ways of referencing' (Pickard, 2006; Wilkinson, 2009). Approaches and strategies elucidated in these workshops and tutorials are merely concise with less impact concerning contact time and depth of understanding (no clinical practice).

Notwithstanding the many conventional academic monographs on applying academic writing styles (sight evaluations), English teaching international postgraduate students cannot control the degree of plagiarism or academic misconduct without the essential critical thinking to scrutinize and interpret readings (Fatemi and Saito, 2019). In doing so, Bretag et al. (2011) identified five core elements of research integrity policies, namely 'access', 'approach', 'responsibility', 'detail', and 'support'. Access refers to 'comprehensible language' and 'logical headings'; the approach is 'an educative process' which 'appears in the introductory materials to provide the context for the policy'; responsibility alludes to the policy, which has 'a clear outline of responsibility for all relevant stakeholders, including senior university management, academic and professional staff, and students'; details are

concerned with 'detailed description of a range of academic integrity breaches' and the explanations of those breaches 'using easy to understand classifications or levels of severity'; and support are concerned with implementing research policies such as 'procedures', 'resources', 'modules', 'training', 'seminars', and 'professional development activities' Bretag et al. (2011, pp. 4-5). Bretag and Mahmud (2016) have pointed out that boosting the mores of academic research integrity needs 'a regular review of policy and process', 'student engagement', 'academic integrity champions', 'robust decision-making system', 'academic integrity education', and 'record-keeping for evaluation'.

Finally, plagiarism as a serious offense is somehow disregarded or less regarded in academic settings among Iranian universities. Therefore, if an international postgraduate student commits academic dishonesty/misconduct (e.g., plagiarism) due to his/her lack of information, then s/he must not be considered a cheater (Selwyn, 2008). It is the sole duty of universities to instruct/train students and ensure that all domestic and international students regard plagiarism as a serious offense or a moral problem (Bista, 2011; Frost and Hamlin, 2015). Simply put, English teaching international postgraduate students are required to productively perform and likewise learn about the ins and outs of academic research integrity principles and standard writing rules in a new academic sphere to control the degree of cryptomnesia. In this vein, Iranian universities are urgently required to set up adequate initiatives (in terms of practical depth of programs and contact time) such as workshops/tutorials/webinars regularly to meet their international students' needs.

6. What Sorts of Substantially Established Programs are Needed for English teaching International Postgraduate Students to Avoid Cryptomnesia in Higher Education?

This section attempts to check substantially established programs contributing to English teaching international postgraduate students not plagiarizing in academic and classroom contexts. Two supporting programs can be mentioned: (i) *the exposition of academic literacy using principles/standards of academic writing* and (ii) *solid assists by the universities and educators*.

- *The Exposition of Academic Literacy Using Principles/Standards of Academic Writing*

Spack (1997, p. 4) has pointed out that

> if we embrace the theory that students' knowledge of disciplinary conventions and procedures is 'constantly growing and evolving', shaped not only by the actual academic setting but also by their attitudes toward writing and by their own cultural values, we need to investigate what it means for students to undergo a long and ever-changing process of acquiring-that is, internalizing and gaining ownership of-academic literacy, defined here as the ability to read and write the various texts assigned in college.

Academic literacy or tertiary literacy is more directed to reading and writing competences. Additionally, students/researchers/scholars must abide by some sets of academic regulations/standards in their activities. Students/researchers/scholars require expanding influential research approaches/policies, optimal academic writing dexterities, and adjusting themselves to the host culture (new academic sphere). To achieve academic research standards, some points must be clarified: (i) educators and postgraduate students must be aware and informed of proactive measures, practical strategies, and the consequences regarding academic dishonesties/misconducts such as plagiarism to prevent them from research violations in a real-life situation (East, 2009). Such movements contribute to students constraining themselves in the community of integrity. In this vein, it would be significant to consider the type of training/teaching, practical strategies/approaches, and proactive measures, which would be mandatory for domestic and international postgraduate students to acquire pertinent information and skills to carry out research and to write scholarly manuscripts; (ii) it is compulsory for Iranian universities to initiate principles/regulations regarding academic research integrity to their English teaching international postgraduate students. This is mainly due to the fact that Iranian universities are unable to address this critical issue adequately. Iranian universities must focus more on optimal use of sources, functional skills/strategies, and students' representative mistakes. Workshops/tutorials/webinars must establish a comprehensive database of the mentioned resources for domestic and international postgraduate students. In this direction, students who disregard academic dishonesty/misconduct in their research writings, irrespective of the reasons, encounter ostracization in

the research community. According to Cheema et al. (2011, p. 667), in case of significant plagiarism, three major penalties are available, namely 'dismissal from the service', 'blacklisted for a job', and 'blacklisting of the author'; (iii) to prevent the degree of cryptomnesia by the English teaching international postgraduate students, universities are fully required to underpin pedagogical responses during workshops/webinars/tutorials (Vieyra et al., 2013). In this light, Vieyra et al. (2013, p. 47) have noted that 'all students should receive formative (not-punitive) feedback when plagiarism is detected'.

Iranian universities can settle discussion fora (e.g., bi-monthly) highlighting challenges and difficulties in formal academic writing associating with English teaching international postgraduate students' manuscripts/final drafts. In doing so, comprehending concepts such as spinning-translation (Akbari, 2020) and paraphrasing are mandatory to soundly control or mitigate the degree of plagiarism in academic and classroom settings.

- *Solid Assists by the Universities and Educators*

To substantially assist English teaching international postgraduate students, universities must pave the way for them to get familiar with the host country's academic culture regarding research skills/standards and academic writing standards (Akbari, 2020). Initiative programs such as webinars/workshops/tutorials must be regularly settled (e.g., bi-monthly) and focus more on clinical practices. In this light, English teaching international postgraduate students/researchers novice to academic research integrity require to profoundly subject themselves to how to utilize proactive measures prudently and optimal approaches. Gunnarsson et al. (2014, p. 1) maintain that

> since the majority of the master students in the course are young people from various countries, plagiarism education has to be related to their diversity of cultures and habits. By learning how to use sources correctly, the student will avoid being suspected of plagiarism.

Mahmud and Bretag (2013) have noted that to manage and improve educational policies and research integrity, a consistent process is needed. This is because policies regarding academic research principles attempt to assist postgraduate students/researchers 'learning by

informing both staff and students about appropriate conduct in learning and assessment, assuring shared understanding of practices' (Fatemi and Saito 2019, p. 10). Furthermore, optimal attention must be paid to assist English teaching international postgraduate researchers/students who are not fully aware of English. In this situation, students are entirely prone to commit cryptomnesia since they are still learning a language. Simply put, researchers/students must learn from their errors about suitable academic writing styles (sight evaluation). According to McGowan (2008, p. 102),

> if it [a writing style] were treated as errors rather than offenses, plagiarism by students who are 'emerging researchers' could then be dealt with as being unintentional, in a similar manner to the treatment of grammatical errors in the development of communication skills.

Online workshops/webinars/ tutorials are other options that can be used to instruct English teaching international postgraduate students to get familiar with academic research integrity principles. In this light, many Iranian universities such as Tehran University, University of Isfahan, University of Tabriz, Iran University, etc., set up the Learning Management System (LMS) for their researchers/professors/students. For example, the University of Isfahan provided web-based tutorials and workshops regarding ethics in research, research violations, and research integrity principles using the LMS. Each workshop prolonged 3 hours, and coordinators elucidated the main themes concerning how to quote, paraphrase, and cite within a manuscript correctly. Besides, coordinators clarified the definition and types of plagiarism in an academic setting and informed students regarding the consequences of academic dishonesty/misconduct (e.g., dismissing or suspending). At the end of the tutorials and workshops, students were required to survey their opinions. Eighty-seven percent of all students showed their satisfaction with online workshops and tutorials (Sina Press, 2020). Students were provided a certificate of attendance at the end of workshops and tutorials. Each session was recorded and uploaded to the students' information portal. These workshops/webinars/tutorials contribute domestic and international students to become competent researchers, which leads to avoiding any academic misconduct. To control plagiarism, Iranian universities should set up research integrity workshops/tutorials twice a year (ISNA, 2020). This generally makes

students/researchers clearly understand advanced principles and approaches in the research community. It is hoped to see fewer cases of academic dishonesty in Iranian universities in the following years.

7. Conclusion

This research paper attempted to delineate the present state of the art regarding academic research integrity principles, research violations such as plagiarism, academic dishonesty, and misconduct in the setting of English teaching international postgraduate students. The findings demonstrated that universities must institutionalize the factors to persuade students/researchers to disregard cryptomnesia by reforming face-to-face/online assistive initiatives such as workshops/webinars/tutorials and filling the gap in the academic environment between students' culture and the host one. Besides, this paper recommended some substantially established programs such as the exposition of academic literacy using academic writing standards and solid assists by the universities and educators.

Furthermore, encouraging research integrity, research principles, and research ethics among Iranian universities necessitate an optimal discernment of English teaching domestic and international students/researchers, how to assist them in the research community, and how these supporting initiatives contribute to academic practices. For further study, it is fully priceless to investigate possible ways/approaches to eliminate back-translation as a form of cyber-facilitated plagiarism (Jones and Sheridan, 2015) in professional and classroom contexts. Additionally, libraries and universities (in our case, Iranian universities and institutions) must teach their domestic and international students proper ways of paraphrasing throughout their academic writings, for which inappropriate paraphrasing skills lead to plagiarism. I hope fewer cases of academic dishonesty among universities are reported in the following years.

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