ACADEMIC INTEGRITY SOCIALIZATION AND LANGUAGE COMPETENCE TRAINING FOR UNDERGRADUATES DURING THE COVID-19 PANDEMIC: A CANADIAN UNIVERSITY'S EXPERIENCE

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KEY WORDS

International students with low Academic English have been over-represented in contract cheating (e.g. (Bretag et al., 2019) and many cases of textual plagiarism. As such, these students are often vilified as likely cheaters and plagiarist although in reality they are disadvantaged due to their non-Western perspectives as they try to find their way in academia that has for centuries been dominated by Western academic writing norms and conventions. In fact much of textual plagiarism committed by a student with low Academic English may reflect the developmental stage of the student's language ability and previous learning practices. Since students with low Academic English find it linguistically challenging to paraphrase and even more challenging to quote (Pecorari, 2015), it is essential that students be supported to get sustained source-based writing practice with instructor feedback. Furthermore, students also need to be provided with opportunities to enable them to gain "academic integrity socialization experiences"(Bertram Gallant et al., 2015, p. 227).

The necessity of remote learning during the pandemic exacerbates the challenges some international students with low Academic English face in dealing with the academic demands of their courses and the writing needs. This is because these students are living in their home communities and interacting with their social groups in their home language while they have to cope with the sophistication of the written academic language in their course texts and much of their academic work. This paper presents the proactive approach taken by a Canadian university in simultaneously addressing the need to educate students about academic integrity while improving their language competence. This was done using the educative (E) approach to introduce students to academic integrity, followed by a phase of strong academic language development(LD) along with learner empowerment (E) implemented through a one-month learner-driven and instructor-supported program that directly impacts student's engagement with one or more of their credit courses. As a non-credit co-curricular program offered at the start of the semester to support students from all departments across campus, this program has attracted participation from a large number of first- and second-year students with low Academic English competence. The quantitative analysis of students' output (e.g. volume of written words in a month), responses to an anonymous survey instrument (to study student perception of the experience and support) as well as the qualitative analysis end-of-semester self-assessment reflections of extent of goal attainment will be triangulated to establish the viability of this ELDE model for supporting students with low Academic English in gaining academic integrity socialization experience as well as develop the competence and confidence to participate in the

academic community. As this program has been a long-running program that had to be pivoted to be fully online with mainly asynchronous communication coupled with a total of one-hour virtual one-on-one meeting per month with the instructor, the pedagogical framework was easily transferred to the fully-online iteration. However, in acknowledging the additional challenges that international students in countries where English is a foreign language face when dealing with the academic integrity and academic writing expectations in a Canadian university, the pedagogical practices of the writing instructors were refined to better implement a Community of Inquiry (Garrison et al., 2010) framework that could better socialize students for interrogating their source texts and developing a better authorial voice.

As this expanded educative approach has much potential for research, participants are invited to a discussion of how an increased emphasis on this approach instead relying on surveillance and detection could lead to better teaching-learning outcomes. Participants are also invited to explore the analysis of this cost-effective program for implications for supporting the academic integrity and language development training for international students with low Academic English proficiency in different contexts.

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