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Investigating the Issue of plagiarism: Between theory and practice
Case study: Master Two students of English in Ibn Khaldoun University

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Requirements of Master Degree in Didactics

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Dedication

I dedicate this work:

To my dear parents who have always
been the major source of inspiration

behind all my effort and
achievements.

To my beloved brothers and uncles
and all my family.

To all my friends and colleagues, who
support and encourage me.

Berrim Nadjat

A decorative border in shades of blue, featuring intricate floral and scrollwork patterns that frame the central text.

Dedication

I dedicate my dissertation work:

To those who loved me since my birth,

To my lovely and dear parents.

To my precious friends and all who

Support me financially and

morally.

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Abstract

Plagiarism is a major concern in the educational and academic field since long. It is not always possible to understand the word plagiarism because is a complex issue that dominate our universities, specially, with the flourish of internet nowadays. It has become easier and more accessible for learners to steal ideas or work of someone without source and submit it for grading as their original work. The effect of plagiarism on students has resulted negative consequences and effect in the academic field, and university teachers are now facing problems that are more challenging. Algerian universities now facing this phenomenon and are also suffering from this complicated issue which threats their reputation among international universities. This research study aims to investigate the effect of plagiarism on higher education and the increase of this phenomenon in an Algerian context, more precisely at IbnKhalidoun University- Tiaret. This proceeded in parallel with the rational of examining the students 'awareness about plagiarism and the reasons that push students to plagiarize .The data collection was achieved through the use of two research tools: a questionnaire addressed to students and an interview held with teachers. The findings show that the students see plagiarism as a key of success without making any effort, although they know that they steal words or ideas of other authors without giving proper credit.

Key words: Plagiarism, phenomenon, affect, student's awareness, universities.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a Foreign Language.

Ph .D: Doctor of Philosophy.

MA: Master

APA: American psychological association

MLA: The Modern Language Association

HE: Higher Education

Hr: Hour

GENERAL INTRODUCTION

General Introduction

Plagiarism has always been a concern in higher education, but, with increasing use of the Internet and 'cut-and-paste' techniques, it has become a more complex issue, and possibly more difficult to detect. However, Plagiarism occurs when a student intentionally or unintentionally uses another person's information or words without attributing it its original source, the problematic that most university officials consider to be a serious breach of appropriate academic conduct

The objectives behind this study is to examine students 'awareness about plagiarism and how they handle with issue that spread among Master students' and attempts to check the student's attitudes towards plagiarism in the Algerian context in general, taking Ibn-Khaldun University as a representative case also to survey the motive of plagiarism that attack learners to fall into it

The main purpose of the study is to explore the common reasons and consequences that push EFL learners to plagiarize in writing assignments.

Research Questions:

1. What factors motivate students to plagiarize when writing their theses?
2. What are the procedures taken against students who commit plagiarism?

Research Hypotheses:

1. Students' lack of the sufficient knowledge and internet are the major factors that may increase plagiarism among students.
2. The university authorities do not afford strict penalties to fight plagiarism among Master students.

This study is based on two main research tools that are: the students' questionnaire and

the teachers' interview. The target population is Master two students; while a semi-structured interview is controlled teachers at Ibn Khaldoun University. The sample is about 40 students who are randomly chosen, and four teachers.

The research work includes a general introduction, which is devoted to the aim of the study and a brief discussion of the subject. The first chapter is a theoretical over view about the key term plagiarism. The second chapter talks about general information of the research subject in the Algerian context. The last chapter is the fieldwork; it analyses the data that is gathered via the different questions asked to both students and teachers. The study ends with a general conclusion in which the results of the empirical part either confirm or refute the hypotheses.

CHAPTER ONE:

PLAGIARISM IN EFL CONTEXT

I.1.Introduction:

In higher education, plagiarism is a sensitive issue that involves students which has long been considered as a challenging problem that hinders students' creativity and threatens the values of research in higher education. Plagiarism plays an important role in academic integrity that students should show their originality and individuality in writing assignment or any works in order to go through a prosperous learning experience. Plagiarism is a complex phenomenon and hard to detect. It has long been considered as a challenging problem that threatens the values of research in higher education.

This chapter, which is devoted to the previous studies and tries to give an overview about plagiarism, It starts with clarifying the origin and birth of the term plagiarism through the definition in general Including: the different definitions provided by researcher to this concept, its reasons, consequences, forms, factors types, and impact of plagiarism on students. In the next part of this chapter, the researchers will try to relate the topic to their educational environment. Finally, It tries to set a description of the ways of detecting and preventing treating plagiarism.

I.2. Origin of plagiarism:

Jude Carroll and Carl – Mikael Zetterling in their book «*the word plagiarism*» have come to mean '*claiming someone else's work as your own work*', which means taking someone ideas or thought without giving the original source.

The origin of the plagiarism came from the Latin word, According to Barnhart (1988) stated that the traces etymology of the word plagiarism ('literary theft'), is taken from the English word to a long time ago, derived from the Latin *plagarius* ('kidnapper, seducer, plunderer, literary thief'), from *plagium* (kidnapping) from *plaga* (snare, net) (p. 801). Wendy Sutherland-Smith (2008), in his book the concept of plagiarism could be kidnapped or

misappropriated by someone with legal recrimination. The beginning of the idea that a person could “own” words and exercise proprietorship or authorial rights over their production was unleashed in several copyright laws around the world (p.37). Plagiarism is attentively aligned with legal rights of copyright and pursued in courts today. Which, means that the term plagiarism is usually used to apply to the theft of words or thought, or works besides what would normally be consider as general knowledge?

In addition, the Collins Dictionary of the English Language Hanks (1979) highlights that plagiarism is ‘the act of plagiarizing’, which means ‘to appropriate ideas, conversions, or a word from another work’. Moreover, plagiarism means literary theft, stealing by copying the words or ideas of someone else and passing them off as one’s own without crediting the source, as a result plagiarism is considered as unethical issue to take someone works without giving a source is theft.

Therefore, we can say that Plagiarism is not a new phenomenon. Taking from other. According to Mallon (1989), the Elizabethan playwright Ben Johnson was the first person to use the word plagiary to mean literary theft, at the beginning of the 17th century. Then, it was not uncommon for a writer to borrow work from other writers.

I.2.1. Definition of Plagiarism:

According to the Cambridge Dictionary (2015) the denotation of plagiarism is “*to use other person’s idea or a piece of that person’s work and pretend it is your own*” (p.15). that is to say, words, work, or ideas used without proper credit, which means that someone take works of others and pretend that they are self work. In addition, there are theft cases a deliberate and other unintended. There are some cases when a person does not seek to deceive, such occurrences are hard to distinguish or examine the type of plagiarism because it can come unintentionally. Fishman states that:

Plagiarism occurs when someone uses words, ideas, or work product attributable to another identifiable person or source, without attributing the work to the source from which it was obtained, [and] in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit, or gain, which need not be monetary.(2001:28)

Plagiarism is taking or copying works or thought of another person by claiming that it is one's own without giving a proper credit. The definition of the word Plagiarism is differed from person to others, Potthast(2011) claims that plagiarism does not only take place within the same language. As a matter of fact, plagiarism occurs depending on the languages. Although Potthast (2011) stated that plagiarism takes place when they are translating texts in other languages, those text are translated by a particular author, it is integrated into the author's own writing even he said that such common cases occurs particularly when non-native speakers of particular languages have to subject or publish their works in languages they are not eloquent tongue.

Lise Buranen and Alice M.Roy (1999) in their book claimed that essence of the modern understanding of plagiarism is a failure of writer in the creativity through the author's failure either to transform the original citation or to identify its source. So, person make plagiarism or taking ideas of any one is as intentionally, plagiarism (presenting another's work as one's own) is the inverse of forgery (presenting someone's own material as another).

However Lise Buranen and Alice M.Roy (1999) stated that plagiarism is not necessary copyright infringement nor is copyright infringement necessary plagiarism. The two concepts diverge with respect to three main aspects of the offence :copying, attribution, and intent .In other hand, the concept of plagiarism is broader than infringement ,in that it can include the coping of ideas ,or expression not protected by copyright that would not constitute

infringement ,and it can include the copying of small amounts of material that would be disregarded under copyright law and they argued that the divergence between plagiarism ‘popular definition and copyright’s statutory framework suggests an essential contradiction between what is at stake in plagiarism –the creative process-and what is at stake in copyright infringement –the creative result.

The divergent views of intent reflected in plagiarism and in infringement reflect different interpretation of harm .plagiarism is a is a diffuse offense against community, harming frequent participants in the creative transaction ,including the plagiarist themselves ,the authors of copied work, other writers and scholars, and the public as a whole.

Furthermore, plagiarism take a vast place in the world and interest of scholars and authors, Barret and Malcolm (2007) stated that plagiarism is more rampant among students who are academically weaker, that is to say, plagiarism spread between the students who do not have the capacity and lack of knowledge because they don’t have inability to understand the term plagiarism in their literature result.

According to Fishman (1970), plagiarism is defined as: Plagiarism occurs when someone: Uses words, ideas, or work products. He suggested some steps of plagiarism:

- ✓ Attributable to another identifiable person or source.
- ✓ Without writing the works to the source from which it was obtained.
- ✓ In a situation in which there is a legitimate expectation of original authorship (Awasthi, 2019)
- ✓ To obtain some benefit, credit, or gain which, need not be monetary.

However, it is not always possible to understand the word plagiarism because is an issue that dominate our universities. Angell (2006); Rettinger & Kramer (2009); Williams, Nathanson, &Paulhus (2010) highlight, that plagiarism is a complex issue which has been

studied using from variety of framework. Some research has focused on student characteristics that predict a greater likelihood of committing plagiarism, including levels of moral reasoning and self-esteem as well ²²as achievement and motivation orientations as a result this perspective attributes the decision to plagiarize to characteristics of the students, discounting outside factors that might contribute to the choice to plagiarize. Different scholar has regarded incident of plagiarism among student because the weakness of teaching Brown (2012) indicate the cause of plagiarism originates outside the student. From these perspectives, instructors are seen as contributing to students' beliefs that there are no strict rules strict or lessons through their March school in their classrooms or by not checking student work for plagiarism.

I.3.2.The Development of the Concept Plagiarism:

The concept plagiarism has expansion in many years and known as a complex issue in case Wendy Sutherland-Smith (2008), in his book In Pope's case, the English Court of the King's Bench decided that the concept of originality was a key element in their decision as to whether Pope could sue Curll successfully or not. The court had to consider what the term "originality" meant. The court searched for the first appearance of the requirement for originality, which it found recorded in the English Printing Register in 1584. According to the Register, printing a work was conditional upon the work being "original.

Although Wendy Sutherland-Smith adds in his book that Plagiarism as a concept is complex and fraught with difficulties as teachers try to grapple to decide whether plagiarism is deliberate or not. Although, plagiarism is seen as an academic offense in all around the world, the link between the concept of plagiarism as an offense and the punishments imposed arguably places plagiarism in the realm of academic criminal behaviour—the stealing of the words or kidnapping ideas of another which means that the issue of plagiarism is complex phenomenon and hard to explain it as a concept.

Lise Buranen and Alice M. Roy (1999) argued that plagiarism is a broad concept that includes the copying of words and thoughts in a variety of form. So, plagiarism may take the form of repeating another's sentences as your own, adopting a particularly phrase as your own, paraphrasing someone else' argument as your own or even presenting someone else' line of thinking in the development of a thesis [as] though it were your own. In short, plagiarize is that gives impression that you take it or something you borrowed from another person.

Both ideas and words the way in which those ideas are stated can be plagiarized. Even facts or quotation can be plagiarized, as through the trick of citing to a quotation from the original source instead of a secondary source in which the plagiarist found it in order to conceal reliance on the secondary source.

Many students think that plagiarism is only copying an entire essay and handing it in as one's own, when in fact the term refers taking any material —thought , words, images, or theses—and claiming to be the original creator. The word itself is very important; its descended from the roots Latin word *plagiarius*, which means “kidnapper,” but this concept in turn comes from the older Latin word *plagus*, “net.” whenever, they that think that students copying from others without giving proper credit

The well known author Sutherland-Smith (2002) stated that plagiarism is a complex concept; he isolates six elements of plagiarism which are:

- ✓ language
- ✓ source
- ✓ borrowed or stolen
- ✓ by whom
- ✓ without acknowledgement
- ✓ with or without intent to deceive

These six elements provide an excellent framework on which to build detailed policies on plagiarism. The rules to prevent plagiarism also include the dialogue between students and teachers. In an age in which education makes such extensive use of the Internet, intentional and unintentional plagiarism, now is easier through cut and paste developed techniques than in the paste print-based era.

I.4.2.Types of Plagiarism:

Carroll (2002) claims that: *“plagiarism is passing off someone else’s work whether intentionally or unintentionally, as your own for your own benefits* «which mean many teachers support the view that plagiarism can be both intentional and unintentional and agree that intention is the key element in their decisions about plagiarism.

I.4.2.1.Intentional Plagiarism:

This type of plagiarism make directly or accidently in Literary theorists such as Annette Patterson (1995) argues that intention is decided by the reader, but the point at which that occurs is upon the release of the writing into the public arena(p.17). These claims rest on the ideas, drawn from the law, that once a text is written and released from the writer (or author) it exists “independently of the author and of his declared intention”. In this decant student-writers must clearly state their intentions and presumably this applies to plagiarism as well. In the context of university and college student, many teachers require students taking their subjects to include some statement or declaration about the authenticity of their work, stating that the work submitted is their own and not acquired or unacknowledged from other sources.

However, Diane Percorari (2013) in his book stated that intention is the most difficult of the criteria to establish; in part because there are two distinct sorts of the deliberate behaviour related to plagiarism .The first is whether the re-use of language from a source was intentional. One means by which unintentional plagiarism can arise is through a phenomenon

which has been described in the psychology research literature. While teachers trying to understand what a student's intentions were often try to infer theme from the textual evidence available.

In addition, Diane Percorari(2013) claimed that the divergent in outcomes for the students was considerable and unsupported assessment of the highly subjective evidence for and against intentional deception. So, the importance of intention and subjectivity involved in evaluating it place a heavy burden on staff and create an unstable situation for students.

I.4.2.2.Unintentional plagiarism:

Unintentional plagiarism is happen indirectly. According to Wendy Sutherland-Smith (2008) stated that students do not have any intention to deceive the teacher. In such circumstances teachers consider that students merely use incorrect citation or referencing practices, such as lack of quotation marks indicating direct speech, poor or non-existent bibliographies and incorrect or no reference lists (p.25). Moreover, Christopher Hawley (1984) claims that many students present “unacceptable documentation” to teachers from “sloppy paraphrasing to verbatim transcription with no crediting of sources” (p.35). Others describe it as a “slip in scholarship” (Leatherman, 1999, p.22) or a “lapse rather than a crime” (Gray, 2002, p.102). Some teachers faced with cases of unintentional plagiarism are reluctant to allege academic misconduct when it may be more appropriate to focus on citation strategies. Paul Richardson (2001) argues that plagiarism is not necessarily easily classier as “cheating” and that staff, at times, find it difficult to assess the situation and act equitably. He describes plagiarism as a “spectre” for students and staff because “writing in the academy in the students is infused inculcation, creativity, authorship ,originality, intellectual inquiry and western writing practices(p.5). For students, the complexity of avoiding plagiarism is very hard problem than academic staff acknowledge” (p.3).

According to Belter (2009), unintentional plagiarism has also been used as a framework for research. This point of view often gives rise to the question of whether students should be punished when they are unaware they have plagiarized. While proof of intent to plagiarize is typically not believed to be obligatory to support an accused of learners who plagiarize, whether students who are still learning to write academic papers must be expected to fully understand how to prevent plagiarism has been addressed in these studies.

I.5. Factors of Plagiarism

According to Auer and Krupar (2001), Ignorance has been identified as one factor that contributes to students' excessive plagiarism. We can know the difference between text paraphrased ideas from plagiarized ideas; this means that ignorance of learners pushes them to plagiarize and they didn't know the effect of plagiarism on their studies. Furthermore, Gu and Brooks (2008) argue that Culture has also been identified as the reason for plagiarising, for example, found that text remembrance has been the aim of learning experience among Chinese students whereas among Asian and Greek students, teachers (or texts) are viewed as the authority and therefore, they (the professors or texts) are the only ones who are entitled "allowed to have an interpretation" (p. 225). These have been recognized as the reasons why in some higher learning institutions, students from this side decide that students appear to be cheating more frequently than the other parts of the world.

Hence, the students could plagiarize accidentally either because they were not aware or lacked the requisite skills. They could also plagiarise intentionally because they want to achieve certain objectives. Park (2003) identified some reasons why students plagiarise:

- Thinking the lecturer will not care;
- Running out of time;
- Not having any moral or ethical reason not to plagiarise;

- Not wanting to learn anything but to just pass the assignment
- Not seeing the difference between group work and collusion;
- Getting themselves to believe there is nothing wrong with it;
- Believing it is easy to cut and paste from the internet;
- sense external and internal pressure to succeed in their studies ;
- Having the impression about their lecturers as not being thorough
- Finding it tempting to have so much available information,(pp. 479-480;)

According to Gullifer and Tyson (2010), students plagiarise because: inadequate time to study; the fear of lack of success perceived between actual grade and student's personal capacities; learners studying so many courses that results to a lot of work per semester; the belief that student will not be caught because they don't have time to read extensively the lectures because of work pressure; Motif of doing well of obtaining a high grade; student feeling of loneliness or alienation by friends; and students personal reasons such as gender, age, good grade and others factors (p. 465). From here, students plagiarize for many reasons such they feel that their capacities it's not enough to work or make thesis, the lack of time and management it's also a factor that push students to plagiarize. So, Treviño and Butterfield, (2002) claim that personal or individual factors are major reasons for academic dishonesty among university students, contextual factors such peer cheating behaviour, peer disapproval of cheating behaviour, and perceived severity of penalties for cheating are reported to be more influential than any other factors.

Jude Carroll and Carl mentioned other factors to recognize some association of students more easily as plagiarists involve:

- Some students who have relatively weak language skills when writing in English. It

possibly appears much safer for students who care about their English to copy someone else's ideas.

- Assuming that teacher is more affected in complete text, then, in the student understanding of what the text assert.

- Not possess the bravery to try out new ways of representing their knowledge, especially, if there is a high cost of failure.

Dennis (2005) also found some of reasons given by learners for why others plagiarize (p31). The reasons given by 80 students were ranked as follows, with the most frequently cited at the top:

- ✓ They begin too late and ran out of time.
- ✓ They completely can't do the coursework otherwise.
- ✓ They did not think it was mistaken.
- ✓ They have to succeed.
- ✓ In this way they have better grades.
- ✓ They did not need to educate, just success in the module.
- ✓ The inability to keep up with the work.
- ✓ They wanted to see if they do not punish.
- ✓ They feel the instructor did not worry, so why should they.

According Walker (2009), students plagiarise because: Time pressure to study and learn ;the fear of lack of success perceived between actual grade and student's personal competence; learners teaching so many classes that consequence to a lot of work per semester; a believe that student will not caught perceived because faculty do not have enough time to read extensively the assignments because of work pressure; encouragement of doing well of acquiring good mark, student feeling of disaffection by friends ; and student personal

factors such as age, average subject, grade ,gender and others (p. 465).Likewise, Betts (2012) also reported parallel factors for student plagiarism but combined other reasons that are appropriate to attract student to act plagiarism behaviour. If students are not well associated in the academic community culture in circumstance lack of orientation on ethics of academia; second, student with few time of which affects student study time; third, parental pressure that demand students to perform well; fourth, lack study skills; and finally good student-lesson connection where lecturers are unlikely to punish them for academic integrity. Despite the support from the scholarship that personal or individual factors are major reasons for academic dishonest among university students, related factors such peer disapproval behaviour, peer cheating behaviour, and caught severity of pen, Peterson (2001) states that:

Students lack a basic reference point for ethical academic behaviour. Too often, learning and the evaluation of learning - namely grading - are considered one rather than two distinct processes. For some students, getting the grade becomes the goal, and they might see any behaviour as appropriate which results in good grades. Thus, lacking clear guidance from faculty and confused about the goal of education, students do not know what constitutes academic dishonesty (as cited in Lathrop & Foss: 2001, 115).

Furthermore, most of scholars have point of view behind the factors of plagiarism and the thinking that plagiarize directly without afraid of the consequences of taking some one ideas or material without mentioning the source and they plagiarize for many reasons, such as, some students believe that everybody doing it lack of reference, lack of management skills, lack of time, laziness ,lack of book in library, lack of capacities and effort, they don't have sufficient knowledge to do assignment, and the main reason the access of internet because it is reduce time and easy and very quickly and to have a better grade.

I.6.The consequences of the plagiarizing:

Very often students do not know the actual notion of plagiarism and this is due to failures in their training. Macdonald and Carroll (2006) stated that student must know the effects or consequences of plagiarism not only learn how to avoid plagiarism, but also why should avoid it. Therefore, it is also necessary for the educator, as a professor, a researcher, and even members of institutional technical support, be prepared, informed and convinced of the risks we are subjected when plagiarism is used

Although, plagiarism is viewed as an extremely negative attitude, even when performed in a very slight extent, it is considered as unacceptable work. It is interesting to note that the media and society in general rarely discuss and deny plagiarism committed with books published by different publishers.

In the case of teachers and researchers, plagiarism in scientific studies can ensure in many various penalty: warning, public excuse, interruption of its activities for a specified period and even dismissal. Pennycook (1996) considers that Western modernity has established that the words' borrowing from creative and innovative authors is a crime against individual property rights. Although, the notion of individualism is very well established, such an appropriation should not confirm the moral abuse and the exacerbated manner that plagiarists are oppressed. But, association sees the plagiarist as an illicit, often brutally, even if the plagiarist has committed plagiarism in a very short extension, possibly unintentional, and for the first time. The word plagiarism entails a strong dislike, perhaps disgust, making a plagiarist an unworthy individual. Although this view can easily be considered as being exaggerated, it is so strongly entrenched that it would require a process of reduction of society as a whole to show that there are different forms of plagiarism, and that almost all people have plagiarized one day.

The researcher in their studies argue that plagiarism effect on plagiarism behaviour and losing it is reputation in university, because stealing the work of other person without making any effort is not good and people will feel that he don't have a knowledge and capacities to

write an assignment also it's affect on it is personality .

I.7. Forms of plagiarism

I.7.1. Source:

Magnus(2015) argued that repeating another author's thinking and argumentation style while print one's quotation , even if structure or paragraphs are not duplicate to the original source it ' signify that someone copy source and make it as it is own. That is to say, person steals idea without mention the primary source.

I.7.2. Plagiarism of Ideas:

Using anyone's though, opinion, theory without properly crediting the original thinker is called plagiarism of ideas. When you write an article and take a theory of person and don't giving him the credibility of original ideas is plagiarism this not a good behaviour.

Magnus (2015) claims that using another creative idea or proposed solution to an obstacle is used in the operation. The author of the words or issue resolution must be obviously acknowledged. Sometimes, it is difficult to differentiate between the author's idea or solution to a problem and common knowledge. For instance, all final dissertation printed at VMU have the same sentence (introduction, theoretical part, methodology, results, conclusions, and etc.); however, it is by no way explicated as idea plagiarism, as such a sentences of investigation is part of common knowledge.

It seems that one can talk about plagiarizing ideas just as well as one can speak about plagiarizing study product or text, since ideas are clear examples of results of intellectual work. If an individual uses alternative or extra idea and implicit that it is an idea of their own, that someone is plagiarizing. It must be accepted that it may be much more opposed to verify that an idea has been plagiarized compared to research results or text. Thought or words are

not always attested, but might be introduced at consultations or in personal conference.

I.7.4. Self plagiarism:

Plagiarism being part of the standard definition of research misconduct, and therefore often controlled, accusation of plagiarism is more hopeful to be investigated than many other virtual examples of difference from good research practice. If it can be revealed that other ambiguous performance can be covered by the definition of plagiarism, this will help make them eligible for investigation.

Definitely copying or republishing one's own material is called self plagiarism. In simple words, self-plagiarism is to reuse a significant amount of author's own published work without properly mentioning the oldness of the work. According to Roig (2015) (as cited) (217) those authors' attempt to reuse their previous work in a "new creation without authorize the book reviewer acknowledge that this words has appeared previously" results in self-plagiarism. Self-plagiarism breaches both right issues and copyright law as the work has already been printed. The authors must ensure measure scholarly agreement while reusing their previous work as a part of their new study. Which means that you have a previous article and use some of information even it's yours should write your source if you publishing without mention a reference considered as plagiarism this type call self-plagiarism.

Self-plagiarism is an behave of republish your past work without telling or attempt allowance from the publisher of the journal where work has been published earlier. Almost of the event students, duplicate their own previous material for a recent assignment.

According to the author Scanlon (2007), (as cited in Nayeem Showkat Ali self-plagiarism is a form of "*academic fraud.*" Self-plagiarism is growingly a cross act of scholarly misbehaviour. Authors must abstain from spoil in the play of self-plagiarism at any damage. According to American Psychological Association (2010) admitted that Self-

plagiarism is divergent from plagiarism in a feel that it is a "practice of presenting one's own previously published work as though it were new."

I.7.5.Mosaic/Patch writing:

Patch writing is form of plagiarism and called mosaic. Howard (1999) introduced the well-known term PATCHWRITING, defined as 'copying from a origin text and then remove some words, adjust semantic structures, or advertising in one alternative for another' to indicate accidental plagiarism, assert that it should not be advised part of the plagiarism classification. Although, patch writing has confirmed to be a advantageous and authoritative concept (see next division), distinguishing between intentional and unintentional textual behaviour is fraught with difficulty.

This classification allows for discussions of source use textual analysis without reference to the author s purpose to betray or the need to organize it, while at the same time break up the probability of stealing intent into attention if it can be established. There is an awareness arising out of this body of research that while patch writing is not an effective use of sources, it is a useful transitional stage that helps learners elaborate as writers both in concept of raising their rhetorical perception and in terms of their writing practices.

I.8.Plagiarism Detection:

According to Lori A.Milo, PhD (2013), argued that detection of plagiarism can be difficult for instructors but there are tools available to assist with detection that has improved in recent years (p.40). While Brehtag and Mahmud (2009) stated that there are several electronic aids for use to instructors or institution for a free. Turnitin is one of the most effective and of the most commonly used electronic detection software programs available in the detection of plagiarism, whereas software programs such as Turnitin are helpful in identifying incidents of plagiarism, they cannot be thought of as the ultimate resolution of the

issue. Carroll(2003) highlight that human judgement and academic experience are also needed to accurately navigate the findings of electronic reports of plagiarism which means that the experience of persons help him to find solution or test plagiarism in order to fight plagiarism .At our universities , a college wide decision was made by our administration in implement the use of Turniting in all courses with written assignment .It was decided that all instructors are required to use Turnitin on at least three written assignments and one discussion post ,(p40).

According to Talab, (2004) (as cited in Kirsten Loutzenhiser et al, 2006) One of the simplest and surprisingly effective detection techniques doesn't use a specialized tool at all. Educators have found varying levels of success using familiar and free search engines commonly utilized to find most anything on the Internet. Searching for plagiarized text involves typing suspicious phrases into one or more Internet search engines, such as Google, because most search engines automatically rank the results according to the number of times each word sought was found, some additional measures should be taken to produce a more manageable list of resulting potential matches. The focus of these searches can be greatly sharpened by entering longer phrases or complete sentences, and surrounding the specific excerpts with quotes. Rather than listing sources that contain any number of the words from the string provided, these techniques will greatly limit the results by only returning exact matches. The proprietary document source analysis technology was developed by a team of researchers and computer scientists.

Furthermore, while copying is acquiring more sweeping, detection contraption also gaining ground in academic institutions. Yet, acting detective or operative may be priced, energy-burning, time-absorbing and from the part of academic institutions, professor, editor and reviewers. Universal research appliances, as well as plagiarism detection invention are used to screen papers for academic dishonesty. McCullough and Holmberg (2005)(as cited in

Katalin Doro)(2014) analyzed 210 MA theses using Google and ended internationally that this globally available search engine is an effectual and quick replacement to plagiarism detection devices. Nevertheless, many universities subscribe for some kind of detection software (such as Turnitin), and there is endless investigations by researchers and computer specialists to construct newer, fast and more dependable tools.

Detection tools help more the institution to check plagiarism among students and their thesis and it is use don't take time because is very develop in which all the administrators in universities use Turnitin to detect and combat this phenomenon specially with the progress of technology and the adventure of this material software or plagiarism checker.

I.9.preventing Plagiarism:

Colin Neville in his book declare that Plagiarism prevention, rather than prosecution, tends to be the approach adopted by most British universities, although some have been driven to take action to discipline, and even expel students, for worst-case plagiarism, which are usually cases involving repeated incidences of copying wholesale from texts without any attempt at acknowledgement of the original source. Attention has also turned to schools and colleges in an attempt to discourage pupils (and parents) from plagiarism, so that by the time students enter higher education they would have learned effective referencing and techniques of summary and paraphrasing (p.34).

According to Carroll and Appleton (2001) claim that it is impossible to reduce the extent of plagiarism in higher educational institutions, applying separate or isolated measures. Also, it was stated considerable subjective changes in this area could be possible only by changing institutional culture and applying overall measures of prevention. Means, preventing students to be aware from plagiarism is not an easy.

As one of the most important principles of holistic approach concerning plagiarism

prevention was creation of intolerant culture to plagiarism Carroll and Appleton (2001) to prevent plagiarism should follow this steps:

✓ Culture of involving and engaging students should be constructed: lecturers should have to afford absorbing tasks and be accessible to students' opinions and ideas and to explain the tasks. The total of cunning should be fewer if students admire their lesson are important in their studies;

✓ Scholar culture establishment must be an illustration of good background to students.

✓ Protected demonstration, come back and manner of evaluation of printed works have be used so, that students could not take work of other student, works could not be missed, every student could achieve observation from the instructor and could be knowledgeable about advantages and disadvantages of his or her work.

Furthermore ,the student teacher should be more cultured and built a good culture between students and express their ideas and share with them their opinions because that make students safe and don't afraid to express their filling or works or ideas.

According to Carroll and Appleton (2001) mentioned that documents and obligations prepared officially makes only a section of comprehensive pattern of plagiarism prevention, but distinct uncomplicated official procedures may have greater significance on reducing plagiarism. One of the examples of such procedures is when students at the end of every work have to sign a declaration, that the work was done by the student himself without any help from outside, that the work contains references to all the sources, quoted or paraphrased in the work, quotation marks were used in the work if more than three ideas were recorded one after another from the other author's work, that written material was specially prepared for this study subject.

Atkinson and Yeoh (2008) maintained three important components in the technique of plagiarism prevention: studying and preventing, involve measures for plagiarism detection and applying policies for plagiarism. Barrett (2006) proposed to include more elements of this system: procedures at universities have be obvious and free, students have be informed how to use knowledge sources and cite them, plagiarism-friendly conditions have be removed of and provided checking of plagiarism cases. Gibson (2006) expected more practical measures for plagiarism prevention in institutions:

- ✓ Combat ignorance (faculty members should help students to select proper sources);
- ✓ Sharing responsibility (the procedure should be provided at the faculty so, that students could introduce their product in parts and lecturers could to control them and to give observation);
- ✓ Prevention of bought works (all lecturers have to know how many possibilities students have to acquire works and to provide students authentic topics and ask to appear the sources analysed);
- ✓ Changes in academic environment and culture (requirements have be determined, accepted and followed, students have be informed about academic integrity);
- ✓ Production of barriers for plagiarism (for instance, utilize assess for plagiarism detection).

Obviously, the prevention strategies listed and discussed above are best practice for specific populations. Indeed, it is the instructor who best knows what would be applicable to the specific population. Whatever preventive methods are adopted, these methodologies are necessary at all levels of academia. Recently, there was news of a doctoral student removing an entire thesis from a library of an academic institution with the reported intention of using

excerpts of the thesis as his own.

I.11. Conclusion:

This chapter stated with the origin and the concept of plagiarism from different book explanations and scholars' reflections. Then, it has described the reasons, factors, forms, consequences, types that are included within this phenomenon. It shed t high on the effects of cheating of students who plagiarise as far as some outcomes are concerned in higher education. It has added the reasons that stimulate students to use plagiarism as an issue in their researches and assignments. Finally, this chapter gave some instructions to the learners and explain the way of detecting and preventing plagiarism.

CHAPTER

TWO

PLAGIARISM IN

UNIVERSITIES

II.1.Introduction:

Plagiarism is seen as the most important problems that threaten the higher education and academic integrity because considered as a crime sometimes the misunderstanding of the term and it's happen with many cases intentionally or unintentionally , Accordingly, the chapter is initiated attempted to explore the extent of plagiarism amongst a cohort of international foundation students with a distinction between the plagiarism in Arab world and Algerians Universities .Then, we steps forward to talk about Internet and Increasing Issues of Plagiarism on students .The scholarship also sheds light on the detection and perception of plagiarism and its consequences that eradicate the reputation of learner and finally ,the role of Universities to make some strategies to combat this issue with the institutional policies.

II.1. Plagiarism in the Arab World

With the development of the notion plagiarism around the world in recent year and it has become a normal problem in the global academic community and our education as for as the concept plagiarism * السرقة العلمية * الانتحال * in Arabic word is “Sarigah” *السرقة الأدبية* [aserikə] means plagiarism. The word “Sarigah” taken the source of the act * sariqa*. “Ysarag” “يسرق” is known in Arabic as taking something that the taker does not own without prior permission. Also, the literal translation of the verb “Ysrag” in English Language is “to steal” which means theft. Before the Islam era, poets used to care about the quality of their verses so that they were free of “plagiarism”. According to Tarafahbal- Abd the pre-Islamic poet wrote a small verse and he argues that all his verses it is own not and free of plagiarism and he even though accused some poet who stole from others poets’ verses.Tarafahbal- Abd said that “*I do not round verses and steal them. I do not need to do it*”(Al-Matouq, 1987, p.23).

The lack of studies and research that reveal the notion of plagiarism in Arabic world, it is not easy to give a clear image and a full description of this problematic. However, the

researchers found this type of plagiarism is not new in Arabic countries one of the oldest plagiarizer was Al-motanabi who was accused of copying other's material and works and modifying them with his own style of poetry writing.

The well known author Al-Jundy (2013) in his studied when he asked 18 Egyptian magister students to write three essays (two in Arabic and one in English) on topics associated to library sciences the conclusion revealed that all the essays contained plagiarized texts. The percentage of the plagiarized text in the written assignments in Arabic ranges from 45% to 76% and reaches 81% in essays written in English. He noted that learners have plagiarized although they have been advised about plagiarism and the consequences but they did not know that the plagiarism detector software will be used on their assignments (ibid) to know if it's own effort or stealing it . Within the same vein, a Saudi Arabian student, when interviewed by DiMaria (2009) stated that: *"we develop up in a association that tells us to split things and wish the best for your colleagues"*; He added: *"your accomplishments are not registered by your name, but by your tribe or family"*, which means, that most students plagiarize in writing assignment to reduce time and they lack of knowledge and skills push them to steal.

II.1. Plagiarism in the Algerian Universities

The phenomenon of plagiarism is spread very quickly in Arabic world and threat our Algerian universities in this case few studies investigated this issue .According to Bensalem, Rosso and Chikhi, (2013), research project concerning "Arabic intrinsic plagiarism detection" was conducted in 2013 as a cooperative work between the "Universitat Politècnica de València" in Spain and "Constantine 2 University" in Algeria. A total of 2833 cases of plagiarism were reported (p. 57). Recently, Makhloufi and Mehdaoui explored teachers' perceptions of plagiarism in the University of Saida and other Algerian universities. A questionnaire was administered to collect information about the causes that may lead to

plagiarism. The study indicated that the major reason behind the phenomenon is students' "bad command of the language and easiness of plagiarism" (2016, p. 111).

According to all the causes of plagiarism among students in Arabic universities some researcher that the teachers supervise many students that are what makes it impossible for teachers to guide students and check plagiarism in their assignment .Raissi (2004) said that:

"I, thereafter, started rejecting supervising because I am, terrified by the idea of «graduate» plagiarists although I know that 99% of the students have plagiarized. The number is not a joke or an invention that came over this «narration», it is the strict truth since out of 13 dissertations and theses that I recently reviewed, and all students have plagiarized"
(p.5)

According to Zaghلامي (2016) stated that anti-plagiarism code number "933" was written in July, 28th, 2016 to combat cheating in Algerian Universities (Ministry of Higher Education and Scientific Research), many cases of plagiarism were reported in frequent departments. It was observed that some students at the Department of English in the University of Guelma do not know about the code even if it is available on the Website of the Ministry and on many Algerian Universities' Websites including the University of 8 Mai 1945 in Guelma. Zaghلامي explained that the new anti-plagiarism code is a: [S]serious professional breach. To curb further cases of plagiarism, the department of higher education has instructed all academics to settle databases on their online sites in which all works and dissertation formed by students, lecturers and researchers are reported.

Furthermore, with the progress of technology has facilitated copying from hundreds of online sources and media to do their homework and writing assignments all the most of time. Hence, integrity is often lost in the Internet age. Another cause of plagiarism is the "lack of

suitable training” (Zhang, 2016, p. 5). Training students to conduct research could help them understand the necessary research skills and techniques on one hand, and elaborate their academic writing through practice of writing styles (APA/MLA). However, it does not have to make students the main reason because the real reason to this problem is the administration and teachers play a great role in this phenomenon. They should share with learners the consequences of plagiarism and its effect on students' behaviour and the reputation of universities. They must make a strict role (oral, writing) against plagiarism and to guide students to be aware and use a development software Turnitin to test thesis and homework to detect plagiarism and punish them because stealing ideas or work of someone without mentioning the source of author is an unethical issue; whether learners had a good education or not, plagiarism exists in our institutions and with a ground.

II.4. Plagiarism among Non-Native English Speaking Students

Colin Neville (2007) stated that last point about ‘disrespectful’ paraphrasing is likely to be made by some international students. Sherman (1992) mentioned that there are many different interpretations from one country to another on the practice of referencing in academic writing. What is unacceptable practice in Britain is quite legitimate, and even encouraged, elsewhere. What is regarded in Britain as plagiarism, for example, quoting from sources extensively without referencing them, can be regarded as perfectly normal in other countries, even within Europe. There may also be differences in experience among students from the same country.

Lake (2004) finds out differences among Chinese students studying in Britain. With more than half having no previous experience of referencing in academic writing, but with a third having had some previous experience of referencing in essays written in their own language.

Although many researchers respond to suggestions that Asian culture contributes to acts of plagiarism, points out that in Vietnam completely copying other people's work is not acceptable and that it is usual practice for Vietnamese students to present a full bibliography at the end of essays, but not to cite individual authors in the main body of the assignment. Vietnamese universities do not regard this as plagiarism, as all the sources featured in the assignment are mentioned in the bibliography.

In 2003 the frequency of the students in Asia it's spread very fast at over 50,000 in each country {Education New Zealand, 2005}. Even though, the number of plagiarized students have spread in recent year more and more they are still the dominant source country in New Zealand universities. The number of international student amounts is a growing very quickly in recent year. These learners are producing some individual challenges to supervisor and academics. All of this protest in centre around these teaching students does not plagiarize.

The percentage of plagiarism amongst international students is very high even though rumours about this issue is spread and the empirical evidence that explore that the rate of plagiarism is higher amongst international students, especially those from parts of Asia, than amongst domestic students. It is easy not enough to say this problem relate with the discipline of student. If this is the case it may happen with main factors. In a New Zealand, Lambert (2000) said in his study that did not see any evidence for the overall level of cheating being greater or smaller amongst .The researcher make studies to know the rate of international students they compared Asian students with New Zealand students Even though they differ in Of interest were that the frequencies of taking information without citation and paraphrasing without mentioning the source were marginally lower for Asian than for New Zealand students. However, as this result relied on subjectivity it may not reflect the reality situation but simply different attitude towards referencing.

II.5. Plagiarism and Higher Education

Plagiarism has always been a concern in higher education(HE), but, with increasing use of the websites and ‘cut-and-paste’ systems , it has become a more complicated issue, and possibly more hard to detect. Of all the opposing student behaviours that instructors in higher education find challenging to manage, student plagiarism ranks highly among them. Plagiarism occurs when a student intentionally or unintentionally uses another person’s words or ideas without attributing it is original reference, the problematic that most university officials consider to be a serious breach of appropriate academic conduct. According to McCabe and Treviño (2002) declare that Plagiarism is considered a serious offense not only because students compromise their integrity.

Student’s plagiarism is a common phenomenon that tackles our education and threat the reputation of universities around the world. According to Gullifer and Tyson (2010) “*Plagiarism is perceived to be a growing problem and universities are being required to devote increasing time and resources to combating it*” (p. 463). Copying works of others without credit has been rapidly flourish in recent year with the development of technologies where students are using technology opportunities to acquire someone work and submitting as their own work.

Despite the fact that modern progress of technology for removed plagiarism in many universities of advanced world, countries in sub-Saharan Africa are yet not using software for detecting plagiarism. The issue of copyright in developing countries is vast in such a way that most appointment in particular, take-home assignments, and thesis/dissertation contain the elements of plagiarism. Our experience (researchers of this study) of marking students’ assignments and dissertation/thesis proposal motivated literature of these work to explore the root-cause of plagiarism in higher education because the practice of student’s submitting plagiarized assignments or part dissertations proposals has been growing. Eret and Ok (2014)

argued that:

“Plagiarism has been rapidly growing in this era of technologies where students are using technology opportunities to acquire someone work and submitting as their own work. This fraud behaviour of students in tertiary higher learning institutions and universities is great concern today in the era of the internet” (p.40)

Plagiarism is a big problem in higher education that tackles our universities students see plagiarism as they key of paradise. Students are under enormous pressure from family, peers, and instructors to compete for scholarships, admissions, and of course, place in the job market. They mostly see that education is the key of success, and not an active process valuable in itself. Because of this, students tend to focus on the end results of their research, rather than the skills they learn in doing it (Turnitin.com and Research Resources It is clear that a lot of students plagiarize intentionally.

Along these lines, the purpose of our study was to investigate the reasons for plagiarism in higher education. Our findings might aid in preventing or reducing plagiarism among students. The examination was designed at acquiring a view against the detention and the continuation of academic integrity. We wanted to highlight how students evaluate individual sets of causes for possible plagiarism, which of this causes are dominant and what the correlations between the general and opinion parts of the survey are. Furthermore, we wanted to find out, how the wider academic community, and finally the social environment could support the student in coping with this problem. We classified the reasons for plagiarism as following: information and communication technology, control, punishment and consequences, academic skills, teacher factor, different pressures of the external public, pride, and other reasons.

II.6. Internet and Increasing Issues Plagiarism

Technology has improved and grown so quickly nowadays that information became easily accessible by everyone and around world from everywhere through the online websites which make challenges in the issue of plagiarism to the academic corpus (e.g. professor , authors, lectures etc.) in the digital era.

However, Internet now makes it easy to find thousands of relevant sources and information in seconds, and in the space of a few minutes plagiarists can find, copy, and paste together an entire term paper or essay or any material because much of the material online is performed by other learners, it is often hardly or impossible for schoolteachers to produced plagiarism ground on expectations of student-level work. Even though an adviser does suspect plagiarism, the absolute sizes of the internet appear to work in the plagiarist's favour. According to Razera (2011), the advent of Internet has encouraged in scholarship and emergence, but the easy advantage on information it has relented itself to has enhanced plagiarism at all levels. The internet has supplied facile access to a enormous number of information and accordingly facilitating the whole “copy and paste” tendency. The techniques o educations are also developing with the technology. Before the development of the internet, the instructional system was situated on the classical approach consisting of teachers and students physically in a classroom, radio, correspondence base.

According to Burdick (1998) said that technology allows students to get information, and use it without even reading it, much less understanding it. Learners can incorporate or copy the idea corporeally, without comprehending, absorb, or combining the words intellectually. This study would approve that children absence the inspiration to detect and discover information. This might be because not all people are comfortable with technology as means for information retrieval, although this access authorize students to absorb information without reading it correctly, less understanding it.

Plagiarism facilitate by Internet will be the easiest ways of student continue to violate this copyright law,Whereas ,finding the source of suspected plagiarism was once difficult, the Internet authorize suspect student writing to be more correlated to other sources using a standard internet search engine, leaving the detection of suspicious writing as the principle challenge.

According to Ison (2014) highlight that as the use of the Internet have rapidly expanded, so has the use of online sourcing for the conduct of academic venturesfrom the expansion of online establishment and programs to the benefit of online databases and websites for references in papers, theses, and dissertations. Along with this, it has been reported in a range of literature that the Internet is influencing or even causing an increase in maligned used of online material by students: According to Ma wan and Lu (2008) claim that the Net generation has increasingly easy access to the Internet in their lives, scholarship has mentioned that, in recent years, more and more youth person at school are exercising plagiarism, and things are getting worse each year.

The growth of internet use has occurred quickly among the learners and they use for unethical issue they see as an easy way to plagiarize from the media and in a few minutes don't tack a lot of time and it's free for everybody, which mean that the reasons why students may have become more comfortable with plagiarizing online material is mixed among the literature. According to McCabe (2008), 77% of students did not believe that cutting and pasting from the Internet to be a significant academic transgression. Whilst a large volume of research has been conducted into student cheating that the percentage of plagiarism on internet is huge and they make themselves in trouble.

Learner cheating is becoming a campus norm, institutions of higher education are lacking an honour code and strict role, and there is a lack of development software to detect plagiarism. Ashworth (2003) argue that the culture of plagiarism itself may have been derived

from such implementations as the copyright law, or the cultural history of the idea of individual originality, or contemporary cultural variations. Although the takeover rule was originally purposeful to control competition among administrator, it has since advanced to protect the authority of writers. The belief of individual originality in notice to plagiarism is to investigate creative and unique ideas as authors rather than repeatedly presenting materials from the existing literary world. The progresses of technology have been a frequent consideration when learning plagiarism.

II.7.Awareness and perception:

The two currencies affect the judgment and action of any individual. Perception is the process of recognizing, organizing and interpreting sensory information, it deals with the being feeling and produce signals from the environs through the five senses: sight, touch, organs, smell and taste, hearing. (Human conception and knowledge Processing, 2015).awareness and perception

II.7. 1.Awareness Plagiarism:

Copying and plagiarism cause the aim of academic integrity inconceivable. Both exercise conduct in a disagreeable academic space. No justifications require it acceptable. Time compulsion, weak writing skills, or stress for a grade do not count as qualifying circumstances. Extenuating conditions simply aid faculty study why learners fraud. It is growth with the Internet. It see a difference of student's academic demand – all but education and responsibility. It is not only facile to it is but also widespread. Students create a place for copying and cheating in the academy, grateful or not. Since the effect are not notice and honesty and coherence change, learner's text book, verbiage on cheating or plagiarism courier short meaning. Park (2004) said that without appropriate punishment, consistency, and obvious and transparent consequences, students are less likely to be deterred.

In a study regarding students' understanding of the concepts of plagiarism, Breen and Maasen (2005) conducted focus group interviews with 13 Australian undergraduate students. Through the conference, the students were seeking questions to determine their knowledge of plagiarism. Based on the interviews, the students clearly understood plagiarism as using large sections of other people's work, either from books, journal articles, and other assignments, without acknowledging the original authors/writers. The findings indicated that students generally have fairly clear understanding of the primary concept of plagiarism which is using a large section of other people's work, but vague about other forms of plagiarism such as making small changes to the order of words in the original text and the number of words from the original text that can be copied before they need to reference.

However, the most of scholar make some investigation and studies to the awareness of plagiarism and all of them know what mean the concept plagiarism and to be aware from this problem should put the source of authors.

II.7.2. Prevalence Plagiarism:

For many reasons, learners have a different perception of what plagiarism is, According to Hage(2010) section in the literature that students' plagiarism can be either deliberate or unintentional ,which means that some students plagiarize without knowledge of the copyright and the ideas of stealing someone work is not far and they do it unintentionally and other students plagiarize intentionally even though they know the effect on doing this unethical issue. However, Gillespie (2003) stated that Learners accepting plagiarism as the "norm" are the people responsible for the future "civil society and the economy" and, unfortunately, this cavalier attitude of learners is not ending at graduation, but is enduring with continue cheating, steal notes for the CPR exam, and adjust of other students grade (ETS, 1999). In 1993, Sims printed an article on the correlation between academic dishonesty and illegal work practices. Sixty students were evaluated and 91% of the respondents accepted they had been

dishonest in academy.

The virtual charge is the probability of gaining caught and the recognized punishment. The perceived advantage is based on learner conception how much plagiarism will ameliorate his or her degree. Under this system, faculty must constitute policy, inform learners of the policy, and enforce the policy with strict consequences in order to deter plagiarism in the course. For learners to have this cavalier attitude toward dishonesty is of concern because, in almost event, institutions of higher education have a scholar convey law and in many cases this law is published right on the course syllabus. What students don't comprehend is the credibility of their graduation and that their degree is at risk due to this behaviour.

According to Rubin (2015) claimed that theory lays out an account of perception that supports a version of direct realism. His evidence was established on two properties "perception is directed attention of external reality and it head to non-inferential knowledge of that verity.

Huemer's system admired that for awareness to take position there must be correlation between the one who is assured and the aim of which he is aware. This implicit that for one to be aware of something and there is no aim present then there cannot be actual awareness as in the case of hallucination". Huemer listed three major components of perception:

- Internal mental state: this refers to the perceptual experience
- Object of perception: this is external and roughly satisfies the content of the experience –
- Relationship exist between the two – the lack element of any of these items recorded above unqualified the case from perception

Perception mistakes

A roll of rope might be erroneous for a snake. In order to avoid errors in perception,

Huemer presented the concept of primary and secondary perception. In secondary perception, the object is perceived by virtue of another perception, perceiving a coil of rope as snake involves the same primary perception in which the conception is taken to be of different objects the turn of line is taken as a snake; it is only acceptable to a reasonable resemblance as the coil of rope has few visual correspondence to a snake and not a coil of rope for a dog, a more serious error.

II.9.Strategies to avoid Plagiarism:

In order to fight plagiarism students there are many strategies to tackle this issue, According to Hewitt's (2015) stated that document, Plagiarism: Recognize and Avoid It, includes such guidelines. It will be a good advantageous model for these adviser and augmented and to include among course resources. Her plagiarism definition contains a multimedia element: *"Plagiarism is the use of someone else's opinion , thought , results, theory fittings , design, image, wording, or even phrase structure as if they were your own, whether the source is printed or electronic"* (p.1). She detailed on the consequences of avoiding plagiarism, how to do so, and informed graduate students to keep electronic notes on each resource read. Reference examples, such as cheating and summarizing, and answers to generally asked questions were also provided. Marsh (2007) gave some strategies to avoid plagiarism:

✓ The most thought and knowledge that is not your own must be correctly paraphrased and cited. According to Indiana University, scholar must write original citation if he or she "adopt information or material, statistics, or other illustrative material," unless the information is common knowledge.

✓ You don't need to cite frequently known reality or information. For example: You came to study from some textbook that Nehru was the first prime minister of India. You can use this data without citing the writer of the book.

✓ If you are adopting someone's real works, utilize double quotation marks and to the citation. The reference and quotation are both very necessary in the fact of a direct quote. The reference alone quotation marks alone is not enough in certain cases.

✓ Utilize in-text citations. For example: According to Showkat (2016)...

In-text attribution can be done in three ways:

- Direct quotes (utilize the real ideas used by another authors). Utilize quotation marks, give full name of the researcher and involve year and page no. of publishing
- Paraphrasing. Utilize dissimilar words, name the writers and include year of publication
- Summarizing. Give the essence of the author's ideas and name the author and include year of publishing

A citation List must be inserted at the end of the text of the dissertation. This schedule must be in a quotation style that is approved in your academic department. Connection researchers ordinarily use the APA style of reference.

To avoid plagiarism from writing assignment should paraphrasing and summarizing the main idea of article that you want to writing and ,mention the original source of author, quoting ,believe on your efforts and capacities that you are able to do anything but in right way and in ethical don't steal material or ideas of authors and do your best emphasis quality work ;although ,cruel punishment and provide students with a sensory programs ,fight this phenomenon through discussions and awareness, use software test to detect plagiarism among students.

II.9.1. Institutional Policies on Plagiarism:

A policy on cheating and its result can certainly affect how students comprehend its seriousness. According to Park (2004), the sidelines can be developed that explain plagiarism,

produce examples of it, define why plagiarism is undesirable , list structure to detect it, and include appropriate penalties that will be applied for each occurrence. Policy strength also asserts they are necessary “ensure substance across the university and fairness to students” (p. 296). The policy and instructions should be “widely disseminated». Hansen (2003: 788) states that some universities:

...require students and parents to sign a plagiarism policy every year that defines plagiarism and lays out the consequences for violations. First-time offenders get three options: rewrite the plagiarized paper within a week; write an entire different paper within a week; or receive a zero on the rejected paper. Subsequent offenses receive automatic zeroes. The policy also out-lines procedures in which students can challenge plagiarism allegations.

Some polices motivate students to plagiarize in their assignment without acknowledging the source.

Brown and Janssen (2017) provided that recognized that animosity of university law and instructions for restrict plagiarism, students’ virtuous and ideal perspectives influence their behaviours in relation to adhering to those (p.102). For a practicable access to preventing cheating, they prepared a 2-hr to use in a classroom environment. Learners teach form of plagiarism, and then summarize one-page paper avoiding plagiarism. The workshop includes real cases illuminate plagiarism’ collusion, conduct discussions on plagiarism software

system, experiences from panels, and practice using Turnitin. Learners draw up their own academic integrity law, “a pledge based around reasons for not plagiarizing”. To conclude the factory, learners advert with affirmation about plagiarism to conclude if each is true or false. Set then argue their answer before conversation moves to the group. Evidence show intervention has decline the amount of cases of settled plagiarism in their university program.

Penalties should be more severely examined by administration. Macdonald and Carroll (2006) stated that same institution has established the following guidelines to minimize the occurrence of plagiarism by their students:

- ✓ Check if to the students were taught ways to acquire original writing abilities, according to their needs;
- ✓ Control if rules were accurately mentioned to students
- ✓ s so that they can assure their academic integrity and assume their responsibilities;
- ✓ Notice the importance the institution engaged to academic integrity;
- ✓ Promote activities with the faculty guidance for teachers in order to avoid plagiarism, to know the procedures and regulations to be adopted,
- ✓ To make aware that it is not to the institution staff to developed punitive authorization aiming to avoid inconsistent and unfair treatment;
- ✓ construct a theory approach for gaining evidence that reveal the appearance of plagiarism;

This institutional policies is just to make learners aware of plagiarism because they don't tack it seriously and they didn't know how to big this problem that threat our education and universities and with the advanced of technology the students plagiarized easily without any difficulties from the academic integrity and universities make a strict law to combat this phenomenon because stealing someone work or ideas or material without writing the source is

not good for your reputation like an educate students you should to proud your work and your effort.

II.5. Conclusion:

This chapter try to explain the problem of plagiarism in higher education and precisely in our universities, in which they give some argumentation and studies of the different perspectives and attitudes of non-native speakers of English around the world concerning plagiarism. Moreover, the last section provides glimpses about the extent of the problem in the Arab world in general and Algeria in particular. Then, It has explained the influence of internet among students because of the access of media it's reflect make an effect in learners and they see it very is to steal .Furthermore, this chapter explain the Students' awareness and perception about plagiarism and it has added the consequences and strategies to avoid this phenomenon .

CHAPTER THREE

RESEARCH DESIGN AND DATA ANALYSIS

III.1.Introduction:

The present study deals with the phenomenon of plagiarism that has threat the academic domains, this research work will take the case of an Algerian university and will lay its investigation on Master Two students of English at Ibn Khaldoun university at Tiaret .So, the adequate tool to investigate that is through addressing a questionnaire to the students, the broad aim of this questionnaire is to investigate the issues of plagiarism in our Algerian Universities. The questionnaire of this research study was administered online to forty (40) students, in order to assess whether or not they are aware of plagiarism. On the other hand, a semi-structured interview was devoted to four teachers from the same university.

III.2.Methodology:

The present research work is based on a mixture of quantitative and qualitative methods. The investigations involves 40 Master Students, and 4 teachers at Ibn Khaldoun University, English department. The aim behind this investigation is to explore the learners 'consciousness and behaviour about plagiarism throughout a selected case, the researcher will try to examine the reasons which push students to such behaviour and will conclude with some solutions that may help to decrease this academic breach.

III.3.Participants:

In order to gather the necessary information about the issue of plagiarism among Masters students at the English department Ibn Khaldoun University of Tiaret, a group of 40 students were chosen randomly, the sample including Male and Female aged between 21 to26 years old, and four (04) teachers from the same university.

III.4. Research Instruments:

In any investigation, the research Instruments are tools designed to obtain data related to the research subjects. They have different forms such as tests, interviews, questionnaires and classroom observations. In this study, we used a questionnaire for students and an interview for teachers. Both of them were administered online because of COVID-19.

III.4.1. Students' Questionnaires:

The aim of delivering a questionnaire to EFL students was to investigate the students' awareness of plagiarism, and also to know their points of view about the subject matter. It attempted to check their consciousness about plagiarism. It sought students' vision on plagiarism to check if they had had any previous interaction with their teachers about this phenomenon. Furthermore, the questionnaire inquired about the experience of students who used plagiarism when being assessed and the way they dealt with in addition to the reasons that pushed them to choose it as an issue. Then, the remaining questions, focussed on the seriousness of treating this problem from the authorities and shed light on the constraints that prevented students from being responsible and how they can change their attitudes toward formulating original idea. The questionnaire contains 20 questions, each one has its own purpose .some of them are multiple choices where the students were invited to tick the correct response; the other questions are open ended questions where the students fill the space.

III.4.2. Teachers' Interview:

The interview is devoted to four teachers from Ibn-Khaldun University. It aims at showing the different opinions of the teachers about the issue, to investigate the effect of plagiarism on students as well as the quality of the scientific research, in addition to collecting data about the students' awareness about plagiarism.

III.5.Data Analysis:

III.5.1.The Analysis of the students' Questionnaire:

This part is devoted to the analysis and interpretation of the results gathered. The collected data were analysed quantitatively and qualitatively.

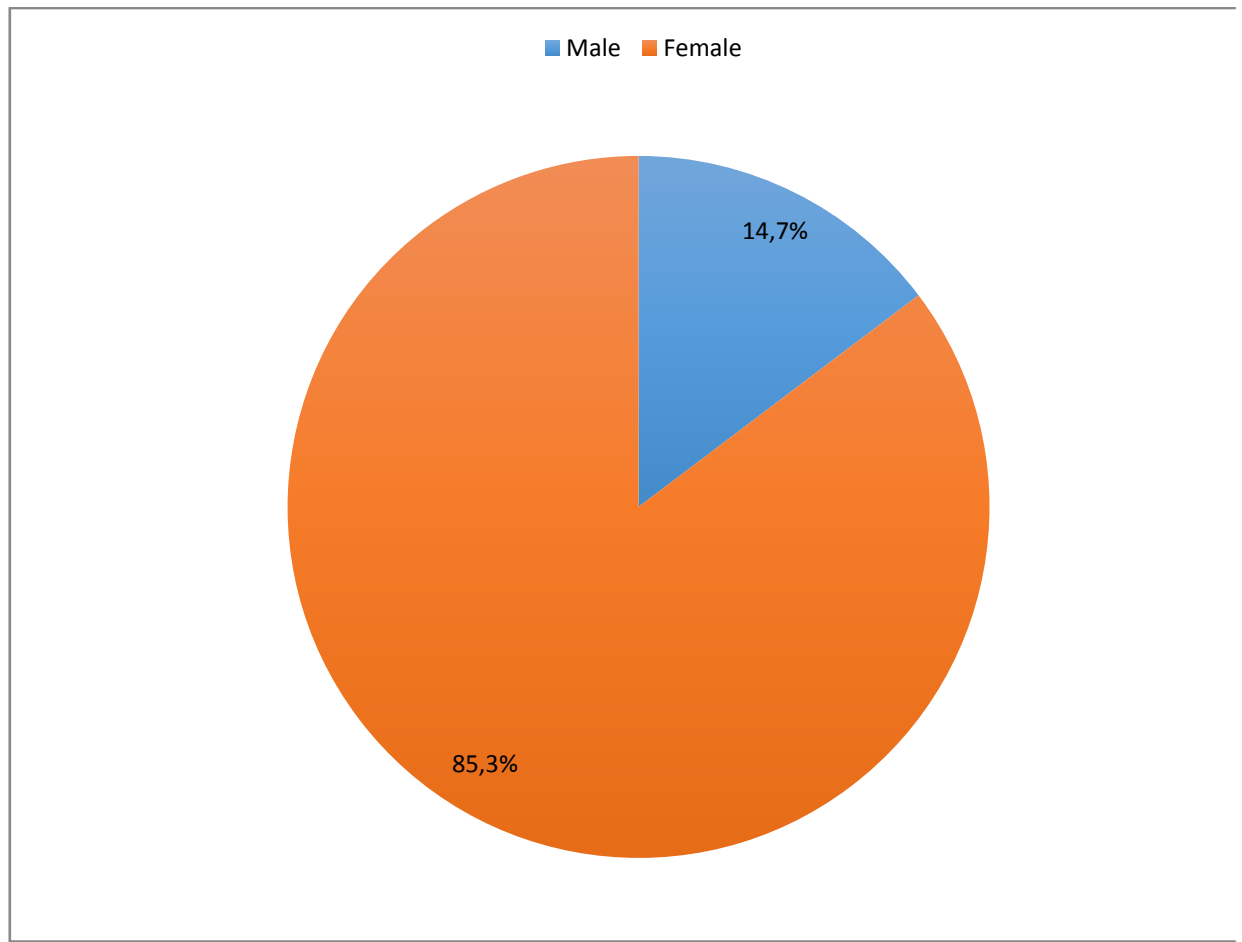
Part One: Respondent' personal information

- **Student's gender:**

Gender	Frequency	Percent (%)
Male	7	14,7%
Female	33	85,3%
Total	40	100%

Table 3.1: Students 'Gender

After receiving the answers from the questionnaire, the data above show that 85,3%(33 out of the participants are female, and only 14,7% are male (7 out of 40)).So, the population is mostly composed of females.



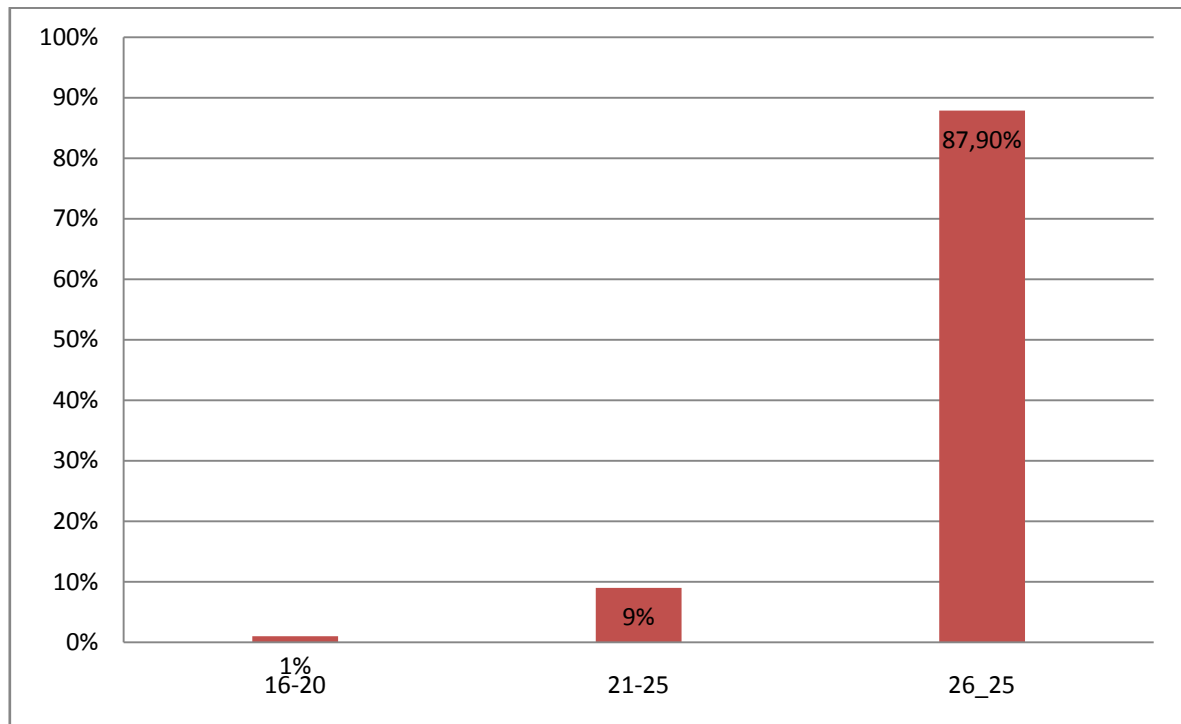
Pie chart.3.1:Students' Gender

- **Students' Age:**

Age category	Frequency	Per cent (%)
16 – 20	1	1%
21 – 25	36	87,9%
26 – 30	3	9%
Total	40	100%

Table 3.2: Student's Age

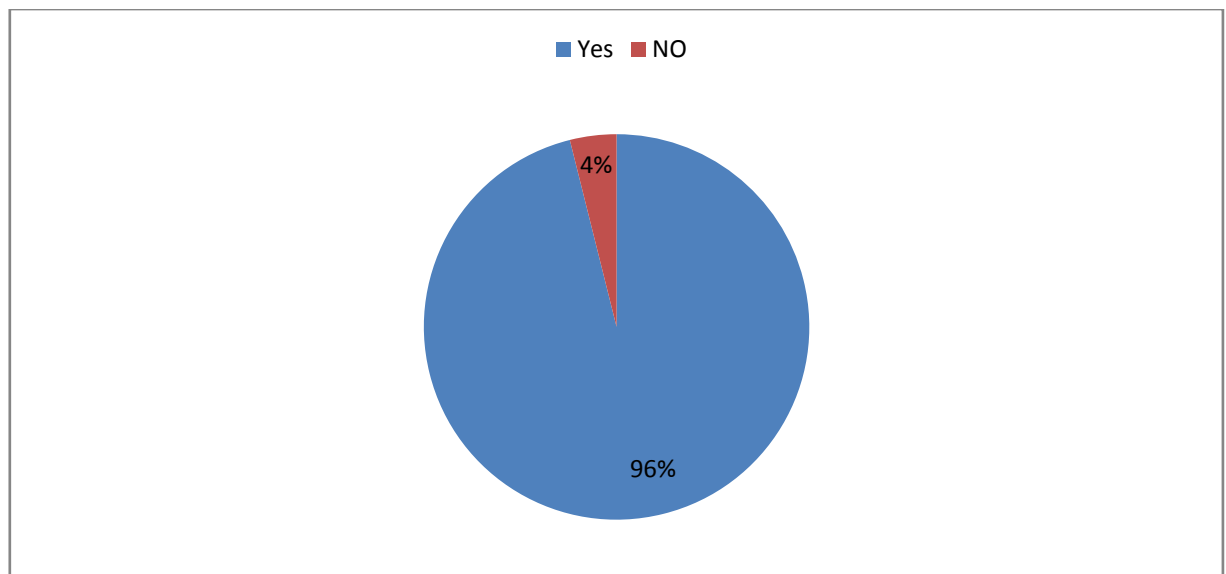
As we can see out of a total of 40 questionnaires collected, it was show that majority of the respondents (87, 9%) fell between the age ranges of 21 to 25, followed by the age range of 26 to 30 constituting 9% of the respondents, while 1% fell between 16 to 20years old.



Bar Graph 3.1: Student's Age

Part two: Student's perception of plagiarism

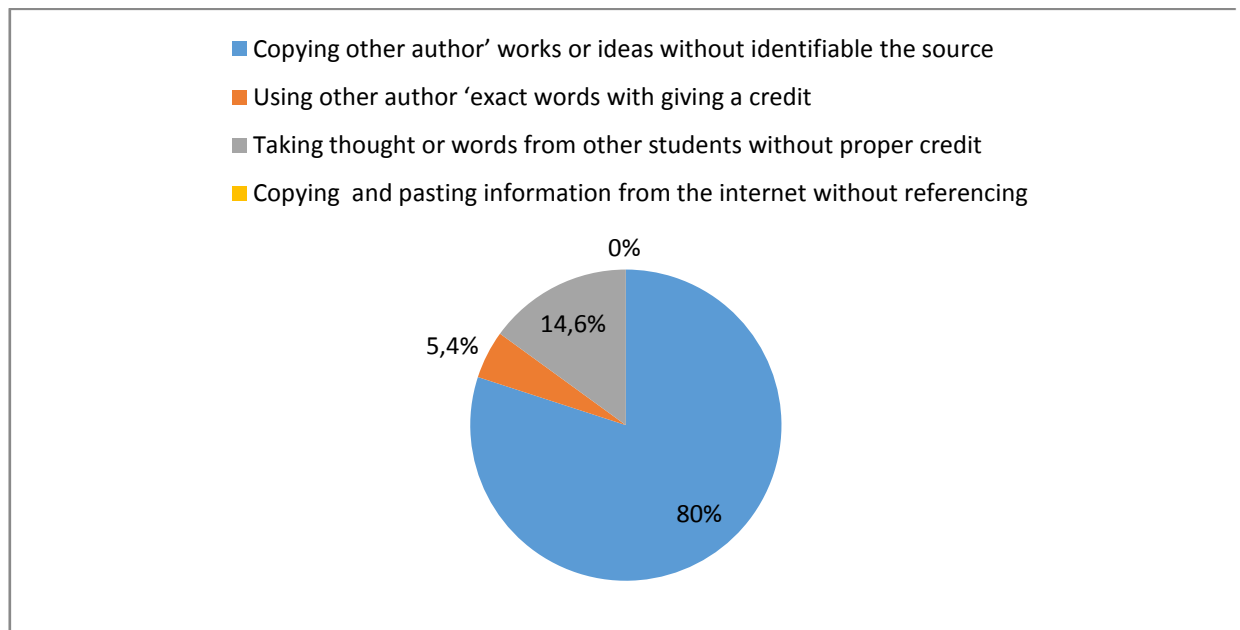
- **Do you have heard about the concept *plagiarism* before ?**



Pie chart 3.2: Students' notion plagiarism

The statistics in pie chart number one revealed that all the students have knowledge about the concept plagiarism, or are familiar with the concept of plagiarism with a percentage of 96, 10%. Only 3, 9% of the participants stated that they are not familiar with the concept.

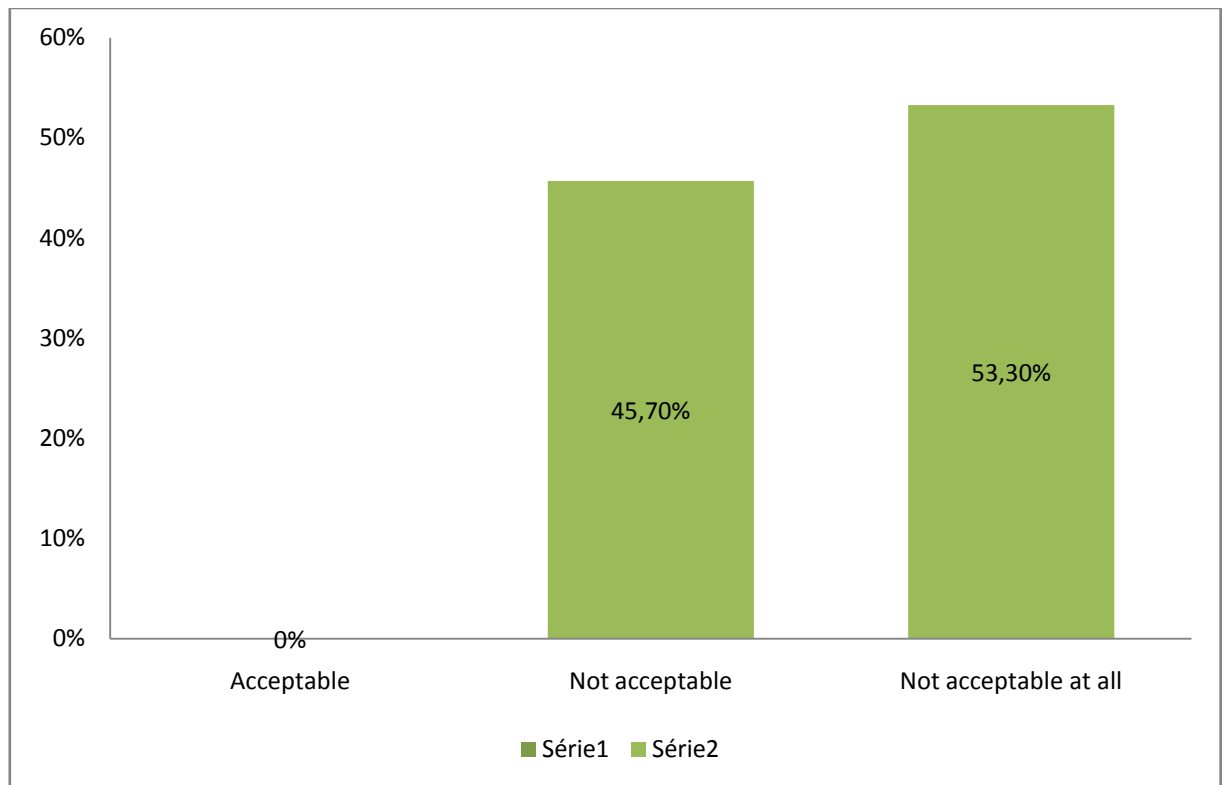
- **In your opinion, plagiarism mean:**



Pie chart 3.3: Students' definition plagiarism

The data shown in the Pie chart two indicates that most of the informants who participated in this questionnaire (80%) as the highest percentage, defined plagiarism as copying other authors ' work or ideas without identifiable source . Whereas (2,4%) showed that plagiarism copying other writers' exact words with giving a credit to the author, and concerning the Copying and pasting information from an internet without referencing answer, it was chosen by (14,7%). However, (0%) that no one have choose the taking thought or words from other students without credit this shows that the majority of the students agreed on the fact that plagiarism mean copying other author' works or ideas without identifiable source. The following bar-graph illustrates the findings:

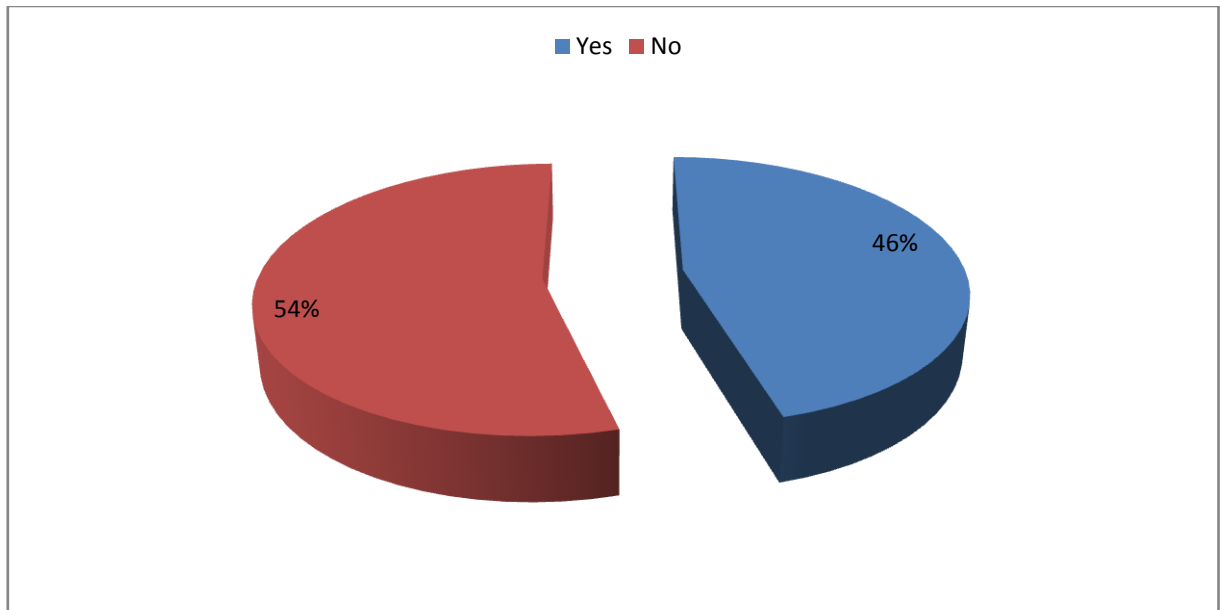
- **How do you rate plagiarism in your opinion?**



Bar Graph.3.2: .Students 'evaluation of Plagiarism

The yielded answers showed that more than half of the participants (53, 3%) rate plagiarism as not acceptable at all; while (45, %) of them see it unacceptable, and none of the informants rate it as Acceptable. These results shows that the majority of the students agreed on the fact that plagiarism is not acceptable, as demonstrated below

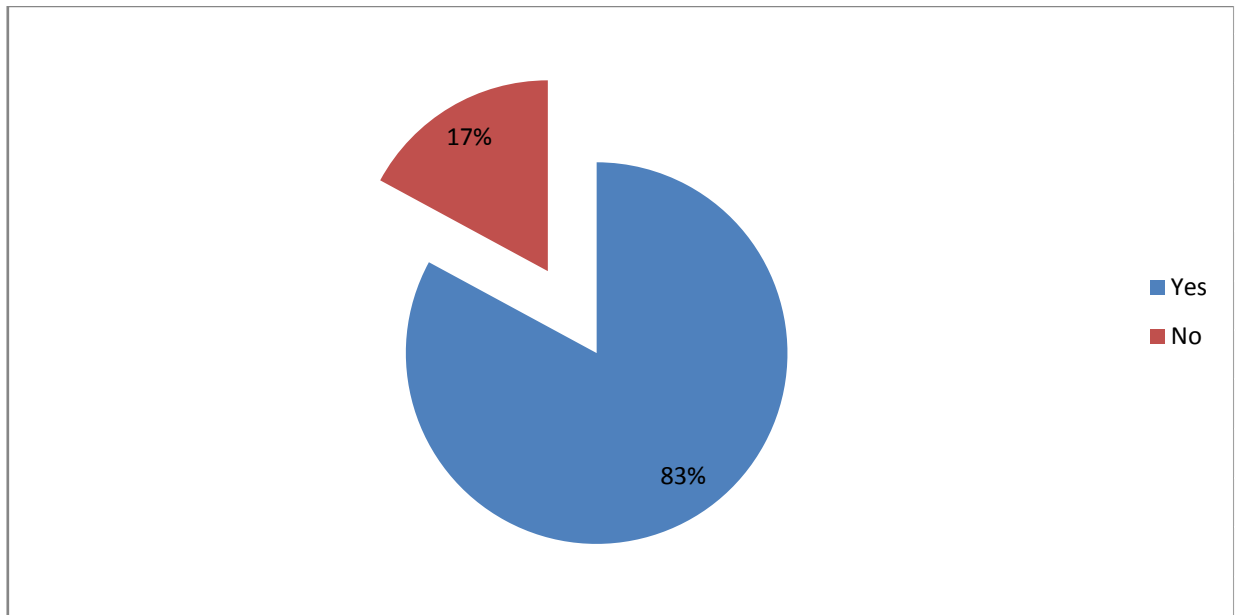
- *Have you ever plagiarized as students in writing assignments or theses?*



Pie chart 3.4 : Frequency of plagiarism in assignments

As illustrated by the pie chart four above, have discussed the frequency of participants may have plagiarized in writing assignments or theses, more than half (54) of students answered “No, never”. While (46%) of respondent claimed yes they have plagiarized in writing assignments. This possibility shows that the students do not know how to deal with the issue of plagiarism.

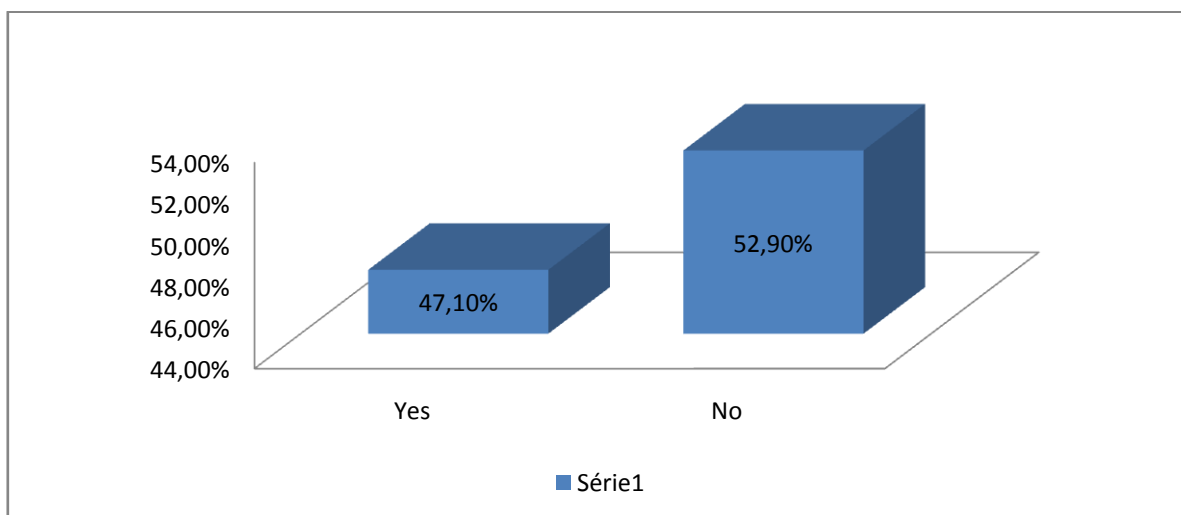
- *Was plagiarism ever explained in your previous studies at university?*



Pie chart 3.5:Students'previous knowledge about plagiarism

The data shown in the pie chart 5 indicates that intended to check if the students had any previous knowledge about plagiarism either during their studies at university As far as question three is concerned, (83%) of the participants have admitted that plagiarism was explained to them in their previous university studies, whereas, (17%) have not.

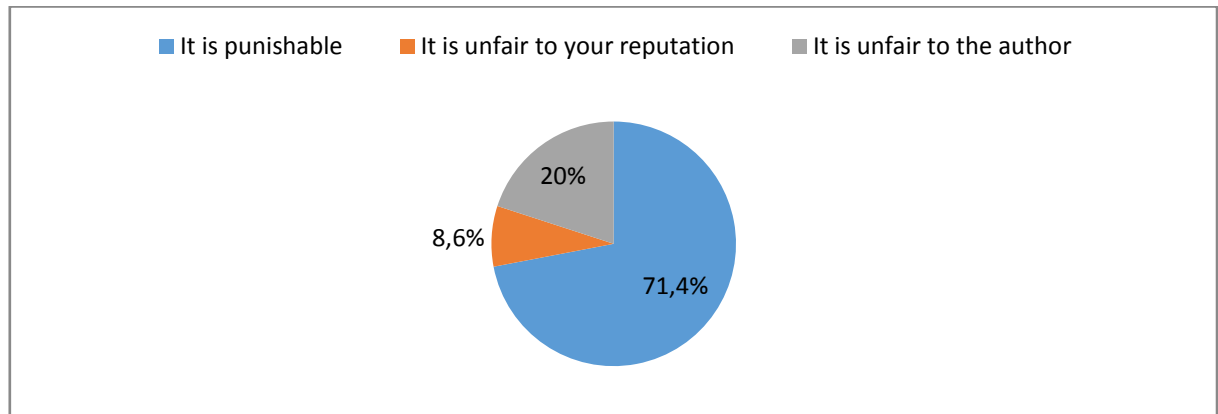
- *Does your university use an automatic detector to check all submitted source code for indication?*



Bar Graph3.3: The use of plagiarism checker in universities

As we see in the histograms 07, most half of the participants (52%) said yes there are an automatic detector check all submitted source code for indications of coping, while (47,10%) said no.

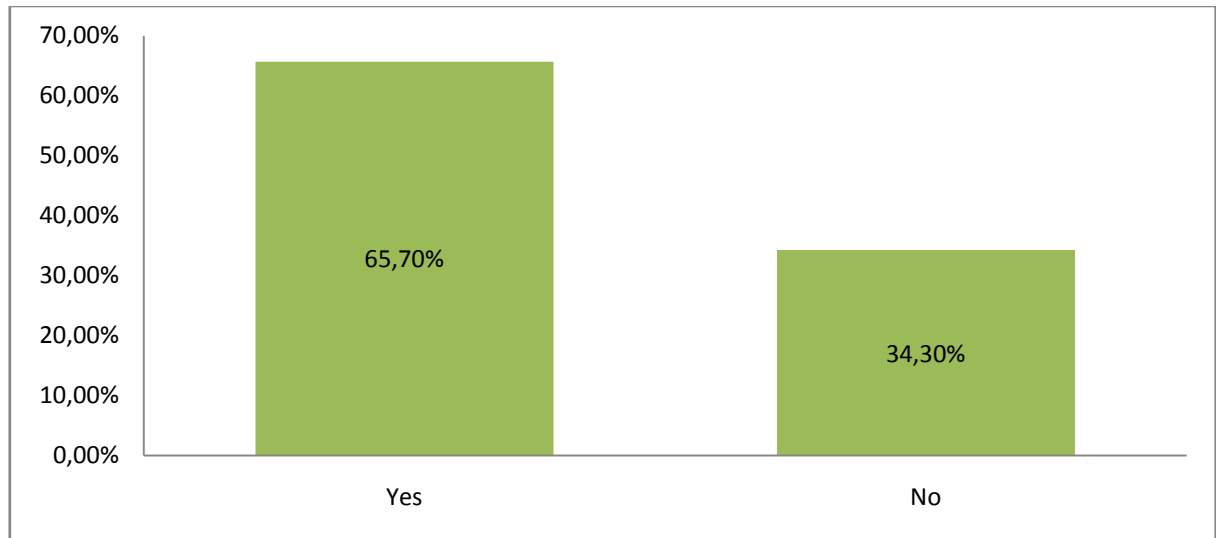
- ***Why plagiarism considered wrong because:***



Pie chart 3.6: Students' consideration of plagiarism

Concerning question four, the vast majority of respondents (71,4%) reported that the reason to make plagiarism wrong because it is unfair to the author; students (26.7%) think that it is wrong because it is unfair to their reputation . Whereas (8,6%) has answered the cause it is unfair to their peers l. Moreover, more than (20%) claimed that it is disrespectful to the writers when using his works without giving credit. The next pie chart explains more the findings.

- *Is plagiarism means for you to achieve a good mark?*



Bar Graph3.4. Plagiarism as an impact on grades promotion

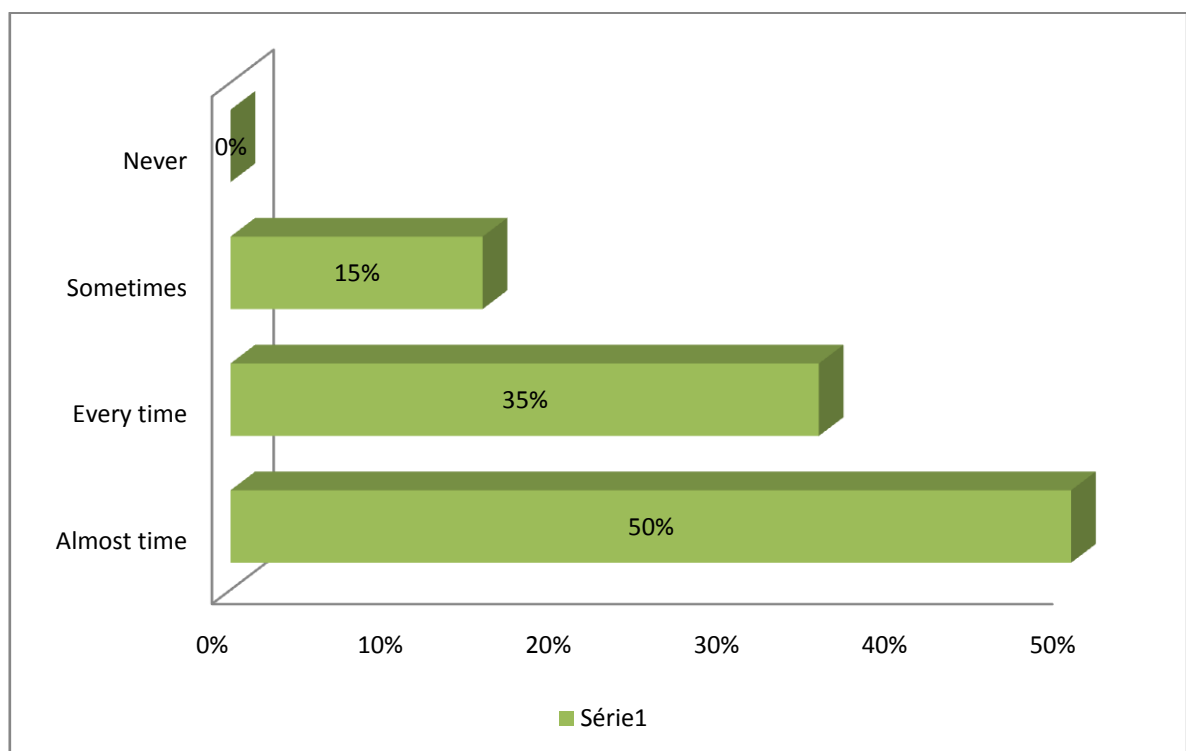
As you can observe in bar graph that the majority of students (65, 70%) stated that plagiarism provided them with good grades in there assignment. While, (34, 30%) of others students believed that there is no relationship with plagiarism and to have a high marks.

- **This Question relate with the question 08:**

The students who said *yes* positively that see plagiarism is to have a good grades because they want to success in their studies and some of them said to get the work done asap and everybody doing it ,which others student think that choose plagiarism to copying correct answers and reduce time , and they don't make any efforts , and one of the participant said *I plagiarize because the authors are more talented and educated than us as students ,they rarely make mistakes and have a good ideas *.However , the students who deny and they are not accept plagiarism to achieve they answers that one of them said “During my beginning years at college I have no I idea that copying someone’s idea was something wrong ,just recently (almost these ‘ years) I came to be highly aware of this and I always do my best to be fair this issue and I always do my best to be fair with myself and those I learn from*, while, some of

the participants they don't see it to have a good mark because it is not real mark and not academic although, other participants they answered that they never feel satisfied with a mark is not of them , and other one said that she try to be unique , she may use similar ideas but she will use it is own touch style and words and a good mark must be collected honestly ,which reflected the real level of the students , the last student response is that any way he is teacher know it s level and stealing it is not a best way.

- ***How often do you use the internet in writing your assignments?***

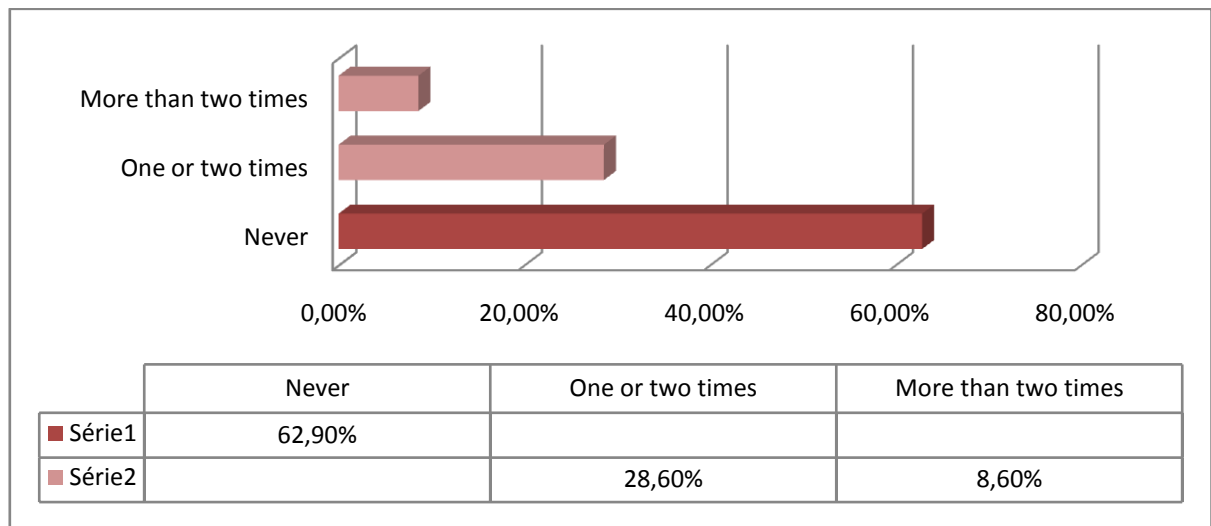


Bar Graph.3.5. Frequencies of using internet to do assessments

The aim of this question was to check the population of students preparing assignments via the internet. The participants were requested to show the number of times they used the internet on writing assignments. As for histogram show, more than the half of the participants (50%) use internet in preparing their assignments almost every time; followed by (35%) of participants who have use internet every time, and as the lowest frequency, (15%) of students

use it sometimes .and none of the informant answered never use it.This results shows that the informants ‘responses are positive concerning the use of internet and see it more helpful.

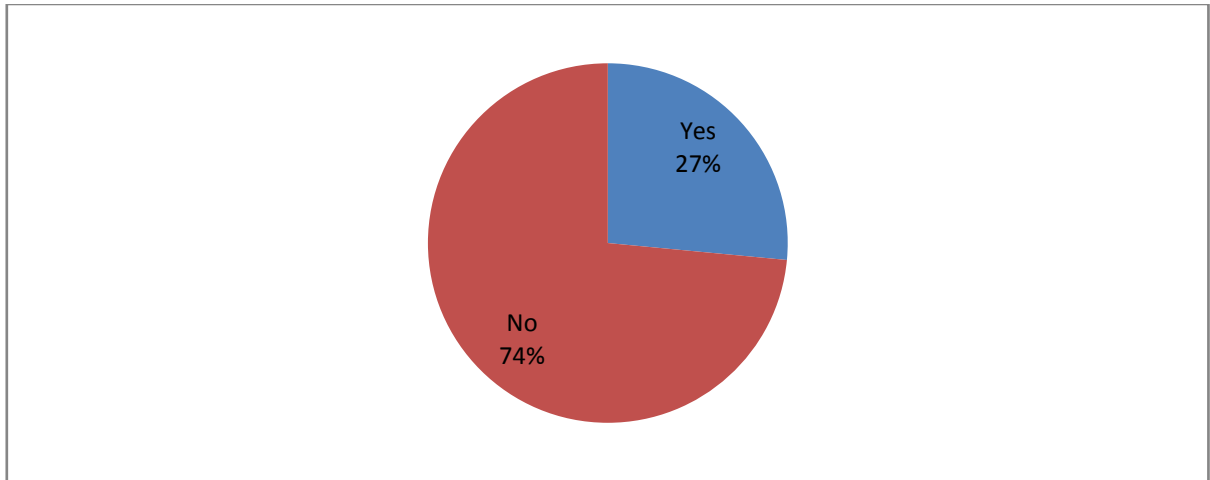
- ***Did any of your teachers tell you that you made plagiarism in your written work?***



Bar Graph3.6. Checking Assignments by the Teacher

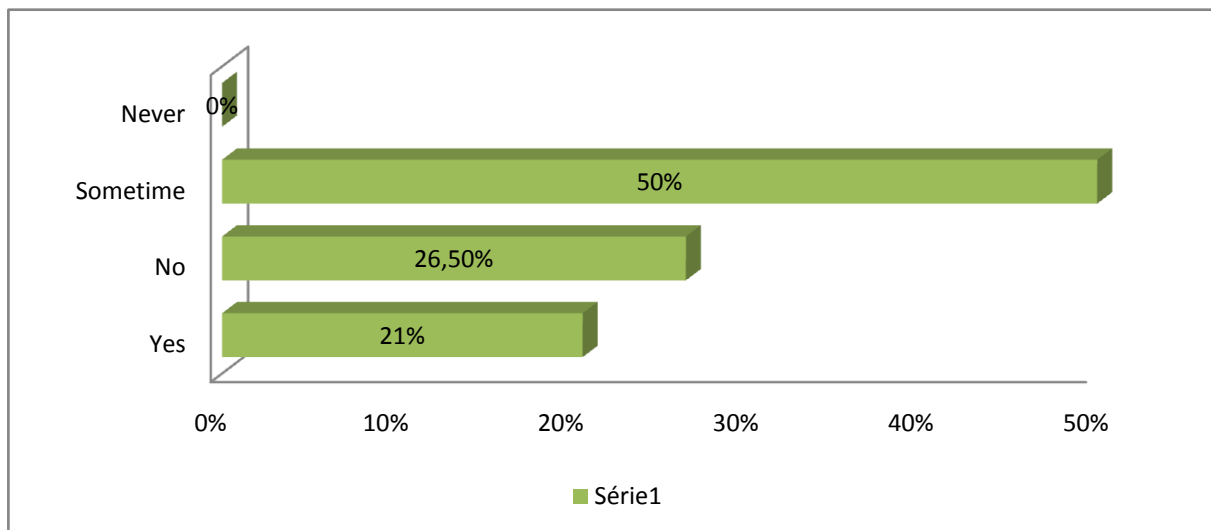
From the bar graph above, intended to collect data about the frequency of teachers ‘that they check plagiarism of their learners when they doing assignment. Thus students were requested to indicate the number of times they were informed of being involved in plagiarism. The result that was not expected is that (62, 90%) students reported that they were never warned. Contrariwise (28, 60%) reported that they had been told that they had committed plagiarism one or two times. In addition, (8, and 60%) admitted that they had been warned about being involved in the act more than two times: These results are showed in the following Pie-Chart.

- *Do you think that teachers checks plagiarism in theses?*



Pie chart 3.7.Checking Assignments by the Teacher

From the graph above, I observe that a high rate of student (74 %) think that the teacher don't checks their assignments, whereas, the rest of the respondents said yes (36.7%). These results are showed in the following Pie-Chart.

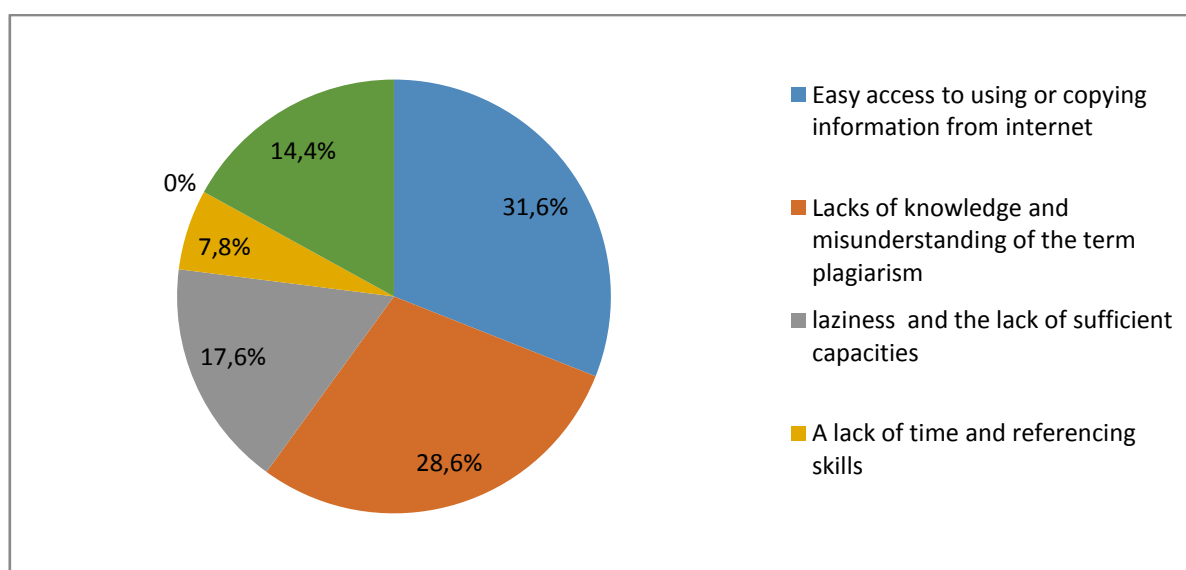


- *Have you ever used information without mention the sources?*

Bar graph3.7.The use of writers 'references

As we can see in the bar-graph, Indicated (50%) sometimes they use information of others' without giving the original sources, whereas (26, 50%) answered negatively they don't. and (21%) answered positively mentioned the references and non of them never used writer's information without mention the sources. This result shows on bar-graph 14.

- ***In your opinion, what do you think are the main reasons for someone to plagiarize?***

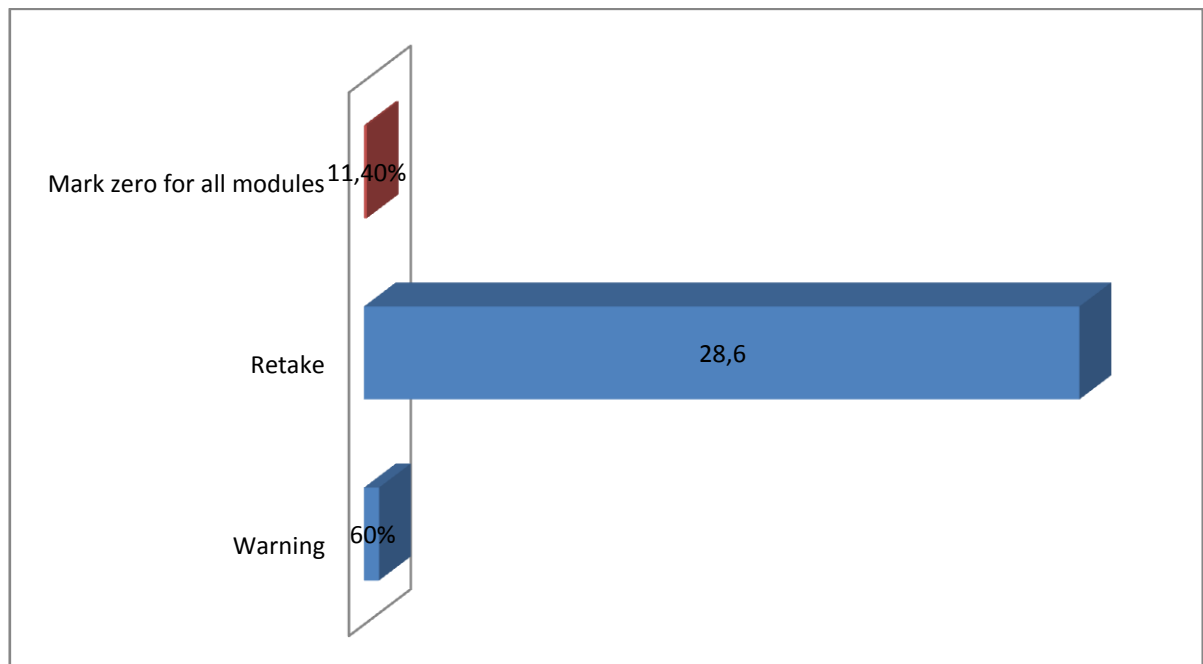


Pie chart 3.8.Students' Perception of the Causes of Plagiarism

When asked the participants about the main reasons for someone to plagiarize, As we see the most common reason was that the student stated that the easy access to using or copying information from internet was the important reason for plagiarism (31,4%) see plagiarism as an easy way out especially today, with the spread of the technology was important reason for plagiarism? concerning the others (28,6%) perceived the fact that the student is laziness as a reason for such behaviour and the lack of sufficient capacities and efforts (17,1%),which generates Another common reason for someone to plagiarize (11,4%) indicated that plagiarism it's easier, reduce time and everybody doing it than doing the work yourself and (5,8%) want to have a better grades in there assignment , although, (5,8%) of respondents see

lack of referencing and information as reason to plagiarize, according to the lack of time management of referencing none of them see it as reason.

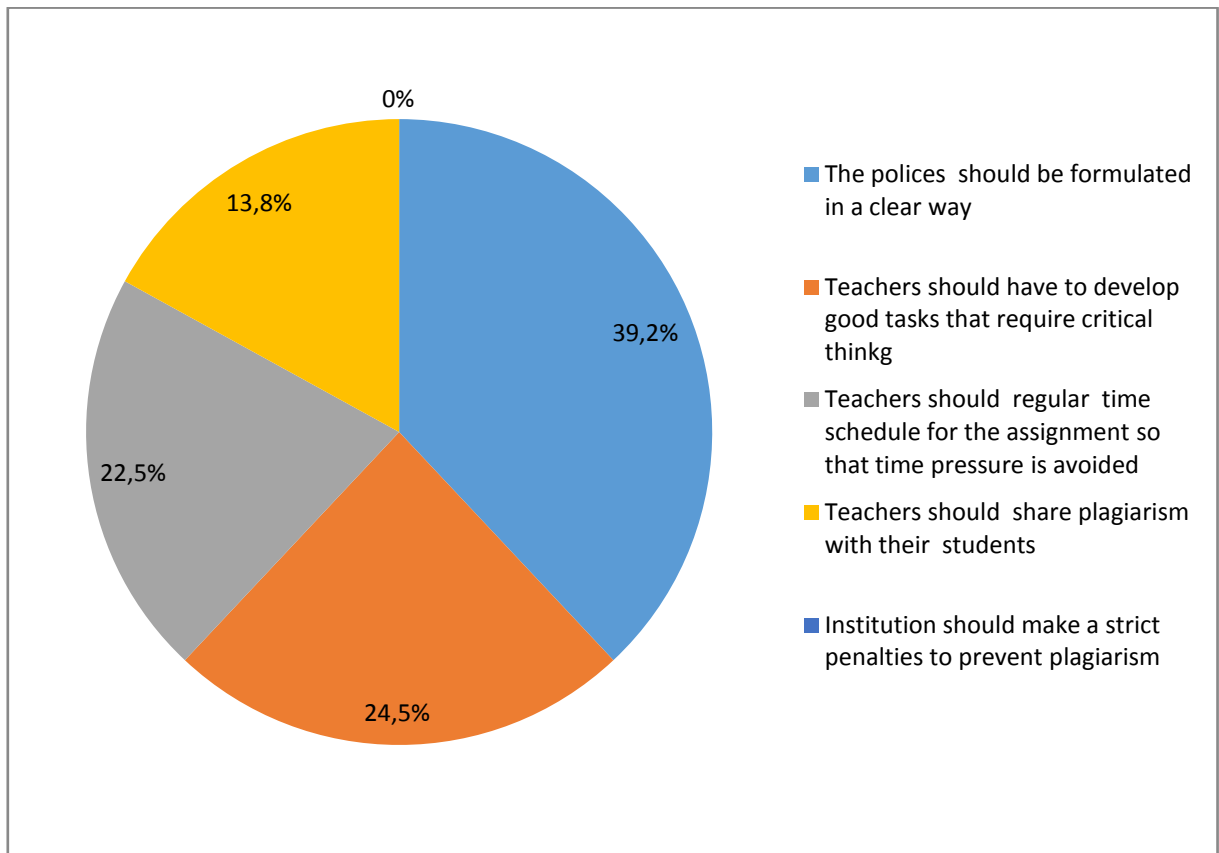
- *In your experience in previous studies what is the main consequence of plagiarism could be?*



Bar graph 3.8: Students 'Perception of the consequences of Plagiarism

The bar graph seeks to know the main consequences of plagiarism could be as we regarded the majority (60%) of students 'answered that must warning the students who plagiarized in assignments, while the others participants (28,6%) revealed that best consequences is retake and a rest of students (11,40) stated that give zero in modules .

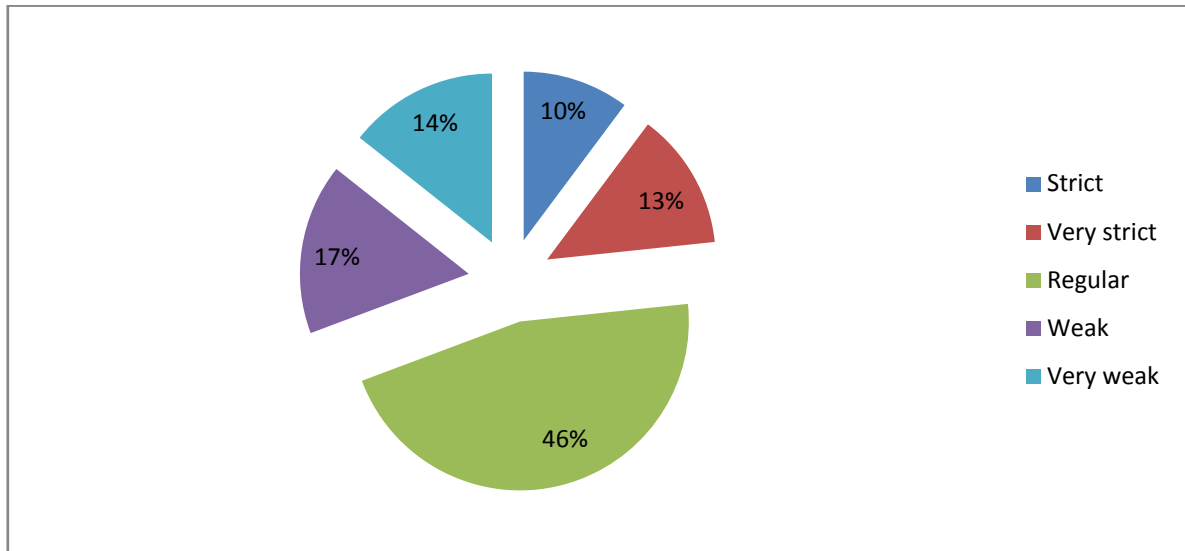
- *Which of the options below do you consider the most effective ways to prevent plagiarism?*



Pie chart 3.9.Students‘prevention of Plagiarism

We regarded in pie chart the students were questioned about what would be the most effective ways to prevent plagiarism believed that a way to prevent plagiarism was the strict policies should be formulated in regular way to avoid plagiarism with percentage (38,2%) Additional , (23,5%) see the teachers should have to develop good tasks that require critical thinking while, (20,6%) teachers should made regular time schedule for the assignment so that time pressure is avoided , while, the other see the effective way to prevent plagiarism that Student should share plagiarism with their students with(11,8%) of students ,finally, non of them respondents see the teachers should provide institution should make a strict penalties the best way to prevent plagiarism.

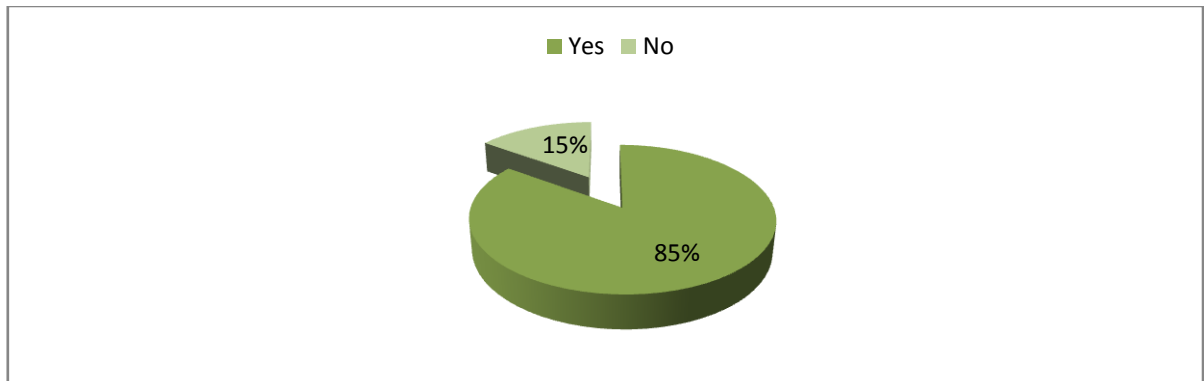
- *How do you rate the university of Ibn Khaldoun policies against plagiarism?*



Pie chart 3.10.The policy of the penalization system

As can be seen from this question attempted to collect information about the policy of the university Ibn Khaldoun, concerning the increasing of plagiarism and the role of institution against plagiarism. Therefore, in this case of investigation, the students should formulate the right policy to combat this phenomenon. The most of respondents (45, 50%) reported that the penalties are regular, (14,20%) of the informants stated that the policies process was very weak with tolerant rules. (16, 20%) students thought that the educational system are weak. while,(13%) see it very strict .However ,(10,10%) indicated that policy of the university is strict.

- *Is university of ibn Khaldoun enforcing plagiarism policy effectively?*



Pie chart 3.11.University Effectiveness in Enforcement of Plagiarism Policy

The results show that a whopping majority (85%) responded that faculty was not effective in enforcing plagiarism policy, while a little below (15%) indicated that university was effective in enforcing plagiarism policy.

- *What further support would think to help master's students avoid plagiarism?*

The last item of the questionnaire collected suggestions from the students to give some suggestions or prevention to stop the increasing issue among the students that attack our education .The suggestions were diverse. First, students highlighted that believed awareness of individuals, either teachers or learners, is the key to eliminate all these issues. There must be credibility from the teachers' side so that students can learn from them, and some of students support the idea of punishing those who plagiarize using different policies and pay more attention to it. They insisted on the teachers' motivation of their learners to help them to adopt different writing skills that contributed to the production of original writing.

Henceforth, in term of suggestions, many respondents proposed that the per on paraphrasing, summarizing and quoting would be effective in the process of putting limits to dependence and reliance on other's works and idea, and they must know that plagiarism is not

the right way to do their homework or their assignments, it's absolutely unethical issue so whenever the students know the risk and consequences of using plagiarism he would not do it again and final suggestion , make sure to insert citations while you are writing your paper, also to make strict role to combat plagiarism and encouraging

III.6. Teachers' Interview Analysis:

The data we have collected from the semi- structured interview used in this research was qualitatively analysed and administered from teachers of Ibn Khaldoun University.

III.7. Results and Interpretation:

When asked about the understanding of the term plagiarism, the first respondent answered that plagiarism is taking other and adopt theme as yours without acknowledging date ,and author's name and stated and this is illegal issue as its violated the standards and moralities of academic research ,which stresses on the originality of ideas and protect others from any kind of violation, while , described it as misunderstanding of the notion of plagiarism ,and he always warn his masters students do not plagiarize when giving them homework assignments.

Although, the participants agreed on the seriousness of plagiarism and it is unacceptable at all when asked the second question. Some of them they said that it is a serious problem in education and is as dangerous as stealing objects. In this respect, teacher 2 exemplified that "it is as unethical issue as stealing someone else's money or home and claiming it is your own They both added that situation we are facing is that most students do not see the consequences of plagiarism.

Concerning, teacher 3 answered that plagiarism differ from one person to another is the act of stealing works or ideas without mention the source. He continues that whether it is a

crime or misunderstanding act, it is the students' responsibility to know that this kind of behaviour is serious.

Teacher 4, said that he warns her students not to plagiarise when giving them homework and he always check their home work by plagiarism checker also share with them this crime .However, the responses of the informants differed from one teacher to another in the second part of this question. The results revealed that they deal differently with cases of plagiarism. Some of the subjects pointed out that they would tell the plagiarist student to redo the work but do not trust him again.

On other hand, teacher 1 and 2 see that common reason behind this issue is the access of internet because it easier in order to have a good marks, while, 3 Teacher stated that some students are lazy to make any efforts in their assignments and reduce time, the 4 indicated that the lake of management and referencing it is real reason to push students plagiarise.

The third teacher believed that if the student willingly plagiarized then he/ she should be punished but usually students do not know that plagiarizing is serious. He demonstrated that: "they think that information is private and taking it as it is, is the easiest way to write about it". While the last teacher said that they punish them or contact the supervisor of the student if he is among the board of examiners in a viva.

Concerning the 6 question most of the subjects described them as irregular, weak, and not strict. Although ,and the administration don't give any important about plagiarism .While, all the participants suggest that institution should make Law against plagiarism in theses and dissertations, and every teacher should check their learners in order to tackle this phenomenon.

III.8.Findings and discussions

III.8.1.Result of the teachers' Interview:

The result reveals many facts about the issue of plagiarism among teachers of Ibn Khaldoun University and how they deal with this complicated phenomenon.

From what has been analyzed above ,that most of students plagiarize in their assignments and stealing the work of others without mentioning the sources and the common reason behind it is the access of internet ,however, the questionnaire show that most of teacher are against this phenomenon and they always share with their learners the consequences of plagiarism and how it's effect on the behaviour of students and it is reputation in university because it's unethical issue that hit higher education.

Finally, they give some suggestion to avoid plagiarism among universities and put strict law to combat this problem because it is threat our education.

III.8.2.Result of the students 'Questionnaire

The data gathered through the questionnaire have shown many results, the current study attempt to analyze the issue of plagiarism in our universities .The questionnaire addressed to Masters two students at University Ibn Khaldoun ,Tiaret.

The result show that the gender affect on perception of plagiarism. The findings revealed 7 (14,7%) males against 33 (85,3%)females participated in this study. Although, The findings clarify that there were more females than males at the time of administering the questionnaires, also frequency indicated the age of participant are mostly between 21-26,however, when respondents were asked whether they have heard the concept plagiarism or not the majority of respondents have heard about it , and low of responded —no|| to this question, which mean that the most of students had shown their familiarity with the subject concerning the definition of plagiarism stated that majority of the informants , defined

plagiarism as —Copying other author' works or ideas without identifiable the source and they considered it as unacceptable at all this show the serious of problem in our universities and it is effect in our behaviour also they had previous information about plagiarism through their learning experience. So, most of the students had shown their familiarity with the subject, due to the warnings made by their teachers. This shows that this problem is taken into consideration by educators since the matter concerns the majority of the learners who are plagiarize in writing assignment because it's quick method and reduce time moreover they see it wrong because it is unfair to the author and should mention the source to avoid plagiarism.

Concerning the real reason behind this issue is the use of the internet, the majority of learners utilize the think the easy access to using or copying information from internet it is write way plagiarize, because they find it the easiest way to accomplish their work quickly and use the right information so this shows that the participants have low writing proficiencies so, they opt for plagiarized research paper in order to cover their weaknesses and there laziness ,from here we consider that they see better then make any effort .This concurs with findings of this study that most students agreed that pressure to succeed could motivate them to plagiarizes not to obtaining high grades in their assignment .This is consistent with the findings of the study that students agreed that plagiarism may occur as a result of weakness in the misunderstanding the term of plagiarism, lack of the sufficient knowledge in writing skills and poor academic performance ,therefore ,the frequency of student that they don't plagiarize to achieve mark a little of them don't see to achieve mark and must be give zero in modules because they steal the work of others without proper credit.

However, the data gathered from the questions 18,19 and Concerning the rate of policies and the process of penalization, the majority of the respondents find that the system are regular rules and they punishing the ones who plagiarize. Finally, some students give

Suggestions to avoid this phenomenon Some said that the teachers should always employ sophisticated software that students send their works electronically to make plagiarism detection easier, other suggestions concerned the idea of incorporating academic writing sessions within the curricula and programs; the teachers should drill their learners and make a strict law to combat the increasing plagiarism.

Conclusion Results of this study make it clear that students need more instruction and practice with paraphrasing. Students do not grasp the concept that paraphrasing involves synthesizing the original passage and writing it in their own words and should use the paraphrasing examples and use the open-ended paraphrasing quiz questions as in-class assignments.

III.9. Conclusion:

This chapter was devoted to the quantitative and qualitative analyses of data which gathered through two instruments. Student's questionnaire and teachers' interview show that the EFL Master students are really aware of plagiarism as a type of academic integrity infringement but still plagiarise; the results proved. The results proved the two research hypotheses and corresponded with information exposed in the literature review. The analyses of the results has been realized through statistical figures, graphs and one table, it were discussed jointly in relation to each research question.

GENERAL CONCLUSION

III.10. General conclusion:

Plagiarism is complex notion and unethical issue that hit our education, this phenomenon is acknowledged for many years and it has always been a claim for the tutor at universities. Especially with globalization and the easy access of internet within the reach of every student; It based on the two hypotheses that it aims at finding out how plagiarism affects their studies.

- Students' lack of the sufficient knowledge and internet are the major factors that may increase plagiarism among students.
- The university authorities do not afford strict penalties to fight plagiarism among master students.

To highlight this phenomenon, three chapters were presented within this research work. The first one was about the literature review; it included the development of concepts and general theoretical considerations concerning plagiarism. The second chapter investigates plagiarism in our universities and how to combat this phenomenon and give solutions aiming at preventing plagiarism. The third chapter gave a short explanation about the research design and methodology used in data collection, analysis and interpretation of the main results to check if they correspond to the research questions asked.

The results obtained showed that Masters Students are familiar with the notion of plagiarism, and are aware of its effects on them, the reputation of their universities and the credibility and reliability of their research works. The big rates of plagiarism were explained to be caused by the laziness of the students and in some cases their ignorance of how to correctly paraphrase, summarise, quote and reference resources used in writing their assignments. Also with the common reason that the internet contributes as the main factor that increases the rates of plagiarism. On the other hand, the teachers believe that the administration must put strict measures to combat this phenomenon and to punish the guilty students in order to preserve the academic integrity in the Algerian universities.

III.1.The limitations of the study:

Although we have reached important findings through conducting this research, there were limitation that affected the study .One of this limitation of the study was the small size of sample. There were only 40 participants, and 4 teachers .This is a small number to represent the population of the students at Ibn Khaldoun University, especially using instrument like questionnaire and interview.

The corona virus (19) pandemic was a limitation for both theoretical and practical part. For the theoretical part, the pandemic unable us to use libraries .Practicality, we could not conduct the interviews in person to collect data, and we couldn't reach a large students population as in normal terms, and we conducted a mail interview with teachers some of them did not respond Thus both methods were used on online platform.

III.2.Suggestion and Recommendation:

III.2. Recommendation for Students

1. Use paraphrasing and summarizing to avoid plagiarism
2. You have to cite the quotes and the ideas of other researchers whenever used
3. Do a lot of reading to enrich your knowledge and to acquire new things

I.2.3. Recommendation for Teachers:

1. Teachers should inform Students about the effect of plagiarism
3. Teach students how to reference their assignments.
4. Teachers have to find solutions to get students started and to track their efforts as they complete home assignments.
5. Teachers should check who did the work that is handed in.
6. Use of plagiarism detector to check plagiarism.

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APPENDICES

Students' Questionnaire

Dear students:

This research work is about the increase of plagiarism among students of Ibn Khaldoun University and their perception about this phenomenon .Would you please answer the following questions, by selecting the choices that best reflect your opinion and making comments whenever necessary .please be assured that your response will be treated with the utmost confidentiality.

Please select the best response by Ticking where appropriate:

1. How old are you?

16 _20

21_25

26_30

2 .What is your gender?

Male

Female

3. Have you know the term « plagiarism »?

Yes

No

4. In your opinion, plagiarism means:

Copying other author' works or ideas without identifiable the source.

Using other author 'exact words with giving a credit.

Taking thought or words from other students without proper credit.

Copying and pasting information from the internet without referencing.

5. How do you rate plagiarism in your opinion?

Acceptable

Unacceptable

Not acceptable at all

6. Have you ever plagiarized as student when you writing a homework?

Yes

No

7. Was plagiarism ever mentioned in your previous years of university studies?

Yes

No

8. Does your university use an automatic detector to check plagiarism in theses?

Yes

No

9. Plagiarism considered illegal because:

It is punishable

It is unfair to your reputation

It is unfair to the author

10. According to you is plagiarism means for you to have good marks?

Yes

No

Why.....

10. How often do you use the internet in writing assignments?

Never

Sometimes

Every time

11 .Have you ever teachers tell you that you made plagiarism?

Never one or two times more than two times

12. Do you consider that teachers checks plagiarism in theses?

Yes No

13. Have you ever copying other author words or someone homework without including citation?

Yes No sometimes Never

14. What do you think are the most common reasons for someone to plagiarize?

Easy access to using or copying information from internet.

Lacks of knowledge and misunderstanding of the term plagiarism.

laziness and the lack of sufficient capacities.

Alack of time and referencing skills.

To achieve a good marks in their assignments.

It is easier, simpler and everybody doing it.

15 .What do you think the main consequences of plagiarism could be?

Warning Retake Explosion Mark zero for all modules

16. Which of the suggestion below do you think the most effective ways to prevent plagiarism?

The policies should be formulated in a clear way.

Teachers should have to develop good tasks that require critical think.

Teachers should regular time schedule for the assignment so that time pressure is avoided.

Teachers should share plagiarism with their students.

Institution should make strict penalties to prevent plagiarism

17. Is university of ibn Khaldoun enforcing plagiarism policy effectively?

Yes No

18. How do you rate the university of Ibn Khaldoun penalties against plagiarism?

Strict Very strict Regular Weak

Very weak

19. What further support would you think to help master's students to avoid plagiarism?

.....

THANK YOU FOR YOUR COOPERATION

Teachers' Interview

Dear Sir and Madam

This research paper is about the increase of plagiarism among Masters two students of Ibn khaldoun University –Tiaret –and their perception about this phenomenon. The following interview will help us to understand your point of view and your expectations about this issue.

1. In your opinion, what is plagiarism?

.....

2. Why plagiarism is illegal issue?

.....

3. How would you describe plagiarism? (Crime, misunderstanding of the notion of plagiarism, cheating, stealing.....)

.....

4. Do you check plagiarism in your Masters students when you giving them homework assignments? If yes how? If you find someone plagiarized, how would you deal with such situation?

.....

....

5. What are the most common reasons\ factors that push students to plagiarize?

.....

6. Could you suggest solutions to decrease plagiarism among Masters 'students?

.....

.....

7. In your opinion, what is the role of the University of Ibn khaldoun against?

.....

.....

.....

THANK YOU FOR PARTICIPATING IN THINTERVIEW

Summary

Plagiarism is a kind of academic dishonesty .It is increasingly evident that this phenomenon in assessment has become a serious problem for universities. The Plagiarism has touched the Algerian Universities with the technological advent and the easy access to the web sources. The aim of this study is to examine student's awareness about plagiarism and the causes that push students to fall into the act of plagiarism in Ibn Khaldoun University (as a sample case) through the triangulation process, using tests, questionnaire and interview.

ملخص

السرقفة الفكرفة أو الأدبفة أو العلمفة هف صنف من أصناف عدم الأمانة الأكادفمفة .فف فف فف بفشكل ففزفد أن هذف الظاهرة أصبحت مشكل فطفر للجامعات .لقد أثرت السرقات العلمفة على الجامعات الجزائرففة مع الفطور الفكنولوفف وسهولة الوصول إلى المصادرفف الففب .الهدف من هذف الدراسة الفف جرت فف جامعة ابن فلدون (كحالة نموزففة) هو فحص وعف الطالب حول السرقة العلمفة والأسباب الفف فدفف الطلاب إلى اللجوء إلى سرقات العلمفة من خلال أدوات البفث الففالفة: الاختبارات والاستفبان والمقابلة.

Résumé

Le plagiat est une class de malhonnêteté académfque. Il est de plus en plus évfdent que ce phénomène est devenu un problème sérieuf pour les universités. Le plagiat a touché les universités algériennes avec le développement technologique et l'accès facile aux sources dans le web. Le but de cette étude, qui a eu lieu à l'Université Ibn Khaldoun (comme exemple de cas), est d'examiner la conscience de l'étudiant du plagiat scientifique et les raisons qui poussent les étudiants à recourir au plagiat, cela à travers les outils de recherche suivants: tests, questionnaires et interview