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THE EFFECTS OF PLAGIARISM
THE CASE OF THIRD –YEAR LMD EFL LEARNERS
TLEMCCEN UNIVERSITY

THIS EXTENDED ESSAY SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE “MASTER DEGREE” IN ENGLISH STUDIES.

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Dedication



In memory of my Grandparents

To my mother and my father

To my brother *Djamel*,

To my sisters *Khadidja* and *Sara* and larger family

To my wife *Wassila*

To my new born

Mohammed Youcef

To my friends

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Abstract

Plagiarism is the major concerns in the educational and academic field. It is considered as an act of scientific offense and cheating that has got different forms and styles. Plagiarism, in all its forms is a problem that disrupts academics domains. The technological advancement makes the access to internet easy to everyone. This research paper tries to investigate this phenomenon at Abou Bekr Belkaid University- Tlemcen. It consults students' attitudes towards plagiarism so as to see the causes and the factors which contribute in its spread in the university. Finally, the main objective behind the investigation was to provide solutions to this phenomenon. The data collection was achieved through the use of one research tool that is the questionnaire which was addressed to students. The questionnaire opted for the gathering both qualitative and quantitative data. The obtained results revealed that although students are aware about the problem of plagiarism, they use texts without any attributions to the original author. In addition to that, they showed that the causes of committing such behaviour range from unintentional to deliberate.

General Introduction

Plagiarism has always been an embarrassing point in any scientific work. This phenomenon has touched all the universities over the world with the technological advent and the easy access to the web sources, which spread the easiness of recycling others' people reflections and ideas, and therefore to obtain good learning rates.

To study this scientific issue, one has to recognise the main reasons that lead to this problem. These reasons are the main objectives of this investigation work that attempts to check the student's attitudes towards plagiarism in the Algerian context, taking the case of Abou Bekr Belkaid University ; The aim of this research work is to examine the causes that push students to fall into the act of plagiarism. So, what are the students' attitudes towards plagiarism? This question gives emergence to three research questions:

1. What makes students choose plagiarism when they have any assignments?
2. What is motivating students to plagiarize during the assignments?
3. How can be students 'plagiarism treated and prevented?

To answer these research questions we have assumed three hypotheses:

1. Students lack of the sufficient knowledge.
2. Students' easy access to web sources makes it the suitable choice of plagiarism.
3. The university authorities do not afford strict policies to fight plagiarism.

General Introduction

The present work, in fact, has used the questionnaire which was the main research instrument of the investigation which data have been analyzed qualitatively and quantitatively. The questionnaire is addressed to third year LMD students Tlemcen University.

Finally, so as to obtain the research objectives, this research work is divided into three chapters. The first chapter is devoted to literature review, providing an overview about the key terms of the research. The second focused on the description of the participants in this study including the informants profile in addition to the instrument chosen in this investigation before it tackles the analysis of the collected data. Finally the third one presents suggestions and recommendations for further research.

1.1 Introduction:

Plagiarism is an umbrella term that covers many areas. The exact definition of plagiarism remains vague in the academic domains. This chapter, which is devoted to the literature review tries to give an eagle view about plagiarism. Respectively, it attempts point out different types of this phenomenon, which depends on the situation. Another emphasis is going to be laid upon the effect of plagiarism on the learners as far as its outcomes are concerned. In addition to the causes that increase students' motivation to plagiarise.

On the other hand, the chapter underlies the ways to detect the plagiarised version of written forms using software mainly “Turnitin” that is considered as the most effective programme in detecting non-original documents. Furthermore, It tries to set a description of the ways of preventing and treating plagiarism. Finally, It gives some instructions to the learners to avoid plagiarism, and explains the students and the teachers role in preventing this act.

1.2 Plagiarism

Plagiarism is an illegal act of cheating especially in the academic domains. The online Oxford Dictionary defines it as: “the practice of taking someone else's work or ideas and passing them off as one's own.”

To plagiarize means to employ someone else’s words as if they were your own.

Plagiarism is the act of copying a word, an idea, or a sentence from an original source without mentioning the source. (Richman, 2007). The Macmillan Dictionary explains this act as: “the process of taking another person’s work, ideas, or words, and using them as if they were your own; someone who does this is called a plagiarist. “

The Collins Dictionary of the English Language defines plagiarism as “the act of plagiarising, which means to appropriate ideas or passages from another work or author. It involves literary theft or stealing by copying the words or ideas of someone else and passing them off as one’s own without crediting the source.”(Hanks, 1979)

According to Hacker and Sommers , “Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (2011: 376) Moreover, 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)

Simply put, plagiarism is stealing someone else's work and lying about it afterwards by claiming that it is one's own. The act of copying someone else's writing, involves one or various forms of plagiarism.

1.3 Forms of Plagiarism:

Four main types of plagiarism may be found: plagiarism of ideas, word-for-word plagiarism, plagiarism of sources, and plagiarism of authorship.

a) Plagiarism of ideas:

Claiming someone else's original thoughts and ideas is known as plagiarism of ideas. This may occur, for example, when adopting an idea of its inventor and using it as if it is ours (Rogers, 2014). Another example happens when reviewing a book then developing ideas but the writer does not mention the book.

b) Word-for-word plagiarism:

This type occurs when taking the precise sentence structure of another's writing. For instance, the following Sentence is quoted from Jones : “ Students often had difficulty using APA style, especially when it was their first time

citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help” (1998: 199). If this sentence is reproduced in an essay without quotation marks, this is word-for-word plagiarism. In the quotation: ”Students sometimes had difficulties in using APA style, particularly when it is their first time citing sources. This problem could be assigned to the fact that lot of students did not success to buy a style manual or to inquire their teacher for help”, some words have been changed but Jones’s basic structure is the same. This is considered as word-for-word plagiarism. (Marti, 1994 as cited in Pritchett 2010:310)

c) Plagiarism of sources:

When a writer uses a quotation without mentioning the reference, this is known as plagiarism of sources. Also, when a writer uses an argument and mentions the reference without adding the detailed sources cited in the original article, this is plagiarism of sources. Plagiarism may occur when the sources were not read at all, as they were just taken from the bibliography. There will be another sort of plagiarism that deals with authorship (MacRoberts,1989).

d) Plagiarism of authorship:

If a writer asserts that he has produced a whole work but it was written by another, this is known as plagiarism of authorship (Posner, 1988) .This may occur when a student presents a paper that has already been published by someone else. Plagiarism of authorship means word-by-word cheating like when translating a

document from an original article to another language without identifying the name of the original author (Martin, 1994).

1.4 The Impact of Plagiarism on Students:

Some students do not understand plagiarism. However, they may plagiarize when avoiding to create their personal work. Consequently, there are different effects of plagiarism on the students. First, the student prevents himself from achieving a studied work through researching and formulating an original document. Also, he may destroy his relationship with the teacher who may develop a sense of distrust.

Moreover, there are some outcomes of plagiarization like disciplinary sanctions. In many universities, different processes are set against plagiarization. The penalty of the plagiarizer depends on the assignment. For instance, on a homework assignment, one may receive a zero while a project or a research paper will be rejected. The most severe sanction that a plagiarizer may receive is the suspension or banishment from the college.

1.5 Students' Reasons for Plagiarism:

Plagiarism is caused by different factors. In fact, there are different reasons that push students to plagiarise due to some deficiencies in writing and research skills. Some students lack the ability to search for information whether in a library or from internet websites.

Moreover, paraphrasing may be confused sometimes with plagiarizing; this situation is faced by many students when they are making research. Hence,

"students will use writing strategies that result in plagiarism when they face the task of paraphrasing advanced technical text for which they may lack the proper cognitive resources with which to process it" (Roig 1999: 973-82.)

This happens due to the learner's unfamiliarity with some technical texts. Thus, they copy some terms and expressions as they are. Finally, it results in the intentional plagiarism especially when they do not cite the sources.

In addition to this, the students may not make a difference between the various terminologies and this is due to their weak cognition. So terminology is another problem that perplexes students and compounds their confusion and anxiety. Many do not understand the difference between a report and an essay, between exposition and argumentation, between a theme and a thesis...And 'analyze' and 'discuss' must surely rank at the top of the list of all-time confusing terms. (Robertson, 2001).

Therefore, explanations of assignments are not understood. Also, some students are not careful about note taking, Thus, they may plagiarize words and expressions without mentioning the sources. When they come to the stage of writing the paper, they may not be able to find the original sources of their writing. Hence, they will have an incomplete bibliography and references.

The students' motivation and their need to plagiarise is also considered as a factor. Social Pressure may contribute to plagiarism when seeking for occupation and graduation. Many students do not care about education; their purpose to obtain the grade and the certificate. There has been a shift from valuing education for the

sake of learning to valuing education for career aspirations. Thus, education can be viewed as the passport to a desired job rather than a learning experience.

Student values and attitudes are also crucial. It is important to recognize the goals of studying a given field. In the same vein of thought, 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).

The students focus on high grades and scores which makes learning efficiency impossible. This results in students' need to plagiarize. The students' motivation to cheat in their works, makes it possible to a process of locating instances of plagiarism based on software detection.

1.6 Plagiarism Detection:

Nowadays, because of the internet advent, plagiarism becomes an easy choice to students when writing their research papers. Thus, cheating is an issue that is expected in different forms. Baird states that: “Widespread student plagiarism predates the Internet but electronic sources have made the practice far easier” (1980 515-522). However, the process of detecting plagiarism involves software that captures plagiarized documents. Hence, software-detection captures students who plagiarize from internet sources.

In fact, the prevention of online plagiarism can be achieved through some online detection software among which the most operative one is Turnitin. It is an online software-service which controls the contents faked from documents that are not original. This software has received honors from various studies. Scaife (2007) presents in his study that Turnitin ranked first out of the eleven PDS that he evaluated. Starr and Graham-Matheson (2011) claim that Turnitin includes an analysis of survey statistics. Also, Martin states that Turnitin “performed flawlessly and met all expectations” (2005: 151). In reality, Turnitin is seen as the most effective software that helps teachers across disciplines requiring written work to achieve plagiarism prevention.

Generally speaking, the detection of plagiarism is partial because students sometimes copy ideas instead of sentences. This makes the discovery of cheating hard. This is due to the fact that Turnitin or any other software possesses an

automatic detection. At this level, it is claimed that” Plagiarism-detection software automates much of the process.” (Bjaaland & Lederman, 1973: 201).Moreover, Plagiarism-detection software has some weaknesses. Its database does not contain all the sources. Then, automatic detection does not catch ideas and thoughts. Accordingly, a software may not have a total efficiency and may encourage cheating in the forms that are not at the software’s scope. Thus, Students may even be stimulated to use other innovative methods of cheating”(Royce, 2003 : 26).

Unfortunately, the software can detect just word-for-word copying. It does not reveal plagiarism of ideas or expressions paraphrased by students. Yet, the software detection of plagiarism is one of the most important points toward its prevention.

1.7 Preventing Plagiarism:

Some colleges may regard the seriousness of plagiarism as a simple act of cheating . Its treatment will be characterized by deterrence rather than prevention (Ashworth et al, 1997). Deterrence is “...associated with the creation of a (perhaps, utopian) environment where students never feel motivated to plagiarise” (Williams, 2001: 8-10). If the students know that their essays might be checked, they may be deterred from this form of cheating.

On the other hand, many universities display some techniques taken against the students who may plagiarize. Professor Lou Bloomfield tested his plagiarism detection software on 1,850 physics papers at the University of Virginia. In April 2001, he found 122 suspect papers and handed over all the cases to the Honor Committee. (Schemo, 2001).

In some colleges, the cheated documents are dishonored and treated seriously by the authorities (Williams, 2001).

In addition to this, if someone has got his own idea he can be preserved through some legal processes like the copyright laws. Many Oxford dictionaries define the copyright as the exclusive and assignable legal right given to the originator for a fixed number of years to print, publish, perform, film, or record literary, artistic, or musical material. The copyright law provides the permission over the produced things such as a document, painting or poem . The process assures ownership to promote the progress of science. It gives authors and inventors the exclusive Right to their writings or discoveries.

1.8 Students and Teachers Role in Preventing Plagiarism:

Undoubtedly, the learners are the first who may cheat and copy sources without crediting them. Therefore, different instructions which enable them to deviate the way from plagiarism.

First, consulting the instructor about plagiarism makes the learners interested in clarifying some details about preparing a good research paper. Then, a

paper plan will be useful step in preventing plagiarism. Thus, writing an outline helps to formulate an idea and information about the research paper. Then, it is important to take notes effectively from all the needed sources in order to prepare a good research paper and organize the information before writing. In addition to that, one should make cited sources clear and avoid disguising the real source of any given idea that may cause plagiarism. It should always be clearly distinguished from the student's own ideas. Always making sure in distinguishing who said what, and give credit to the right person.

Another important point in preventing plagiarism is to know how to Paraphrase. A paraphrase is a restatement of someone else's ideas in one's own words. Changing a few words of the original sentences does not make a paraphrase. Thus, it is better to change the words and the sentence structure without changing the content. Also, paraphrased passages require citation because the ideas come from another source. The last point is the evaluation of the sources as not all sources on the web are worth citing. In fact, many of them are wrong. Thus, it is necessary to select and have an idea about the author and when the book was written. This information is an important step in avoiding plagiarism. Then One should determine if the source is credible and how well it supports the teacher's ideas,as well as the accuracy of the information provided.

The teachers should think about the way to deal with plagiarism and try to put a limit for a plagiarizer. They must guide the students to avoid plagiarism by giving a clear definition of plagiarism. Also they make a clear distinction between

common knowledge and plagiarism. Nevertheless, there is a difference between common knowledge and plagiarism. Sometimes, different people may share the same information and explain them in the same way. This is not plagiarism since those information are the basic knowledge that is memorized in minds of different persons. Therefore, it is argued that there is a common knowledge that refers to facts that are generally known to the public such as biographical dates, folklore, common sense observations and shared information within the field of study or group. (Guenther et al, 2004). The teacher should create assignments that encourage the students to write original sentences and discourage them from copying.

In addition to this the teachers should create writing assignments dealing with paraphrasing, note taking and quoting.

Finally, the teacher can also require his students to email a copy of their essays since it will be easier to submit the email version to a plagiarism search engine. Moreover, such a request might hinder some students from plagiarizing.

1.9 Conclusion

This chapter has introduced the concept of plagiarism from different dictionaries' explanations and scholars' reflections. Then, it has described the forms that are included within this phenomenon. It has explained also the effects of cheating on students who plagiarise as far as some outcomes are concerned. It has added the reasons that stimulate students to use plagiarism as an issue in their researches and assignments.

Furthermore, this chapter has brought an idea about the way of detecting plagiarism using the software Turnitin which is regarded as an effective programme by many teachers and authorities. Then, it has given an idea about the avoidance of this act as far as the treatment is concerned. Finally, it has involved the role of the students and the teachers which includes different instructions in preventing and avoiding plagiarism.

2.1 Introduction:

Since Plagiarism has become a universal phenomenon that has affected all the academic domains, this research work will take the case of an Algerian university and will lay its investigation on 3rd year English licence LMD at Abou Bekr Belkaid university at Tlemcen, to show the reflection of plagiarism in these classes. Therefore, this chapter is devoted to the description of the participants in this study including the informants profile in addition to the instrument chosen in this investigation before it tackles the analysis of the collected data.

2.2 The Setting of The Study

English is recognized nowadays all over the world as the global language. As far as Algeria is concerned, this country is promoting the value of this language that plays a great role in all domains. The study took place at the English department at Abou Bekr Belkaid University at Tlemcen which was established in 1988, The National Institute of Foreign Languages and Letters was officially opened as a separated department in 1995 comprising two sections; French and English. Recently, in 2010, it was moved to a new pole in Mansourah as part of the faculty of letters and languages. (Abou bekr blkaid university website)

Nowadays, the department involves 54 teachers among them 4 professors and 20 doctors. Baccalaureate holders from different provinces surrounding Tlemcen in addition to a small number of foreign students are registered in the department. Actually, the department contains 1027 enrolled students in the licence and 461 master students.

This institution provides them with an opportunity to continue their higher education following the licence degree (equivalent of the B.A in the Anglo-Saxon system of education) in three years. Throughout this period, students are exposed to knowledge about the English language (four skills) in addition to knowledge about the civilization and culture of its people.

The post graduate studies start with the master degree which is obtained after two years of study fulfilled by writing a research paper. After that, students can go through a contest if they choose to continue their studies in order to obtain a doctorate degree (Ph.D). The LMD system prepares students of English to the professional life and provides them with the necessary knowledge to be future teachers and researchers.

2.3 The Research Design

In any scientific investigation, one must follow a plan in order to reach reliable data. In other words, research must begin with the research question to arrive to the conclusions where hypotheses are proved or disapproved; this is known as the research design (Yin 2004). This research work tries to explore the phenomenon of plagiarism among students at Abou Bekr Belkaid University. It examines the case of third year LMD students. Moreover, the case study is regarded as an excellent method for obtaining a description of a social issue embedded within a cultural context (Dörnyei, 2007).

Furthermore, the case study is one of the different methods to investigate a social phenomenon. It is the most common strategy in dealing with investigations

within different fields. The case study is described as an empirical survey that copes with the situation in which there will be variables of interest and one result (Gilgun, 2009).

In fact, researchers in social sciences investigate existing phenomena; they can have authentic data about the examined case. Therefore, the rationale behind this research work is to explore the learners' consciousness about plagiarism at Abou Bekr Belkaid University. Throughout a selected case, the researcher will try to examine the reasons which push students to such behaviour and will conclude with solutions that may help to decrease this academic breach. Before going through the process of data collection, one has to describe first the methodological procedures which involve the information accumulation. In any study, the needed information requires an appropriate methodology that fits to the data collection and analysis (Mouton, 2001). Therefore, through a case study, the researcher opted for a collection of both qualitative and quantitative data.

2.4 The Sample

When dealing with a scientific investigation, the informants involved in the sample should be selected from a larger population to help the researcher to understand the phenomenon and achieve good results. Thus, *“One of the important tasks for a researcher is selecting settings and negotiating access to the participants”* (Steyn & VnaWyk, 1999:38). In this context, Dörnyei (2007:96) describes sample and population as follows: *“the sample is the group of participants whom the researcher actually examines in an empirical investigation*

and the population is the group of people whom the study is about". Therefore, analyzing the outcomes of the gathered data concerning the sample may be generalized to the population. So, in this investigation, students were chosen as, sample population.

This case study was conducted with students of the third year English LMD. As far as the selected sample was concerned, it comprised a class of twenty (20) third year EFL students that were chosen from the English Department at Tlemcen University to conduct this research work.

2.5 The Research Instruments:

In any investigation, the research Instruments are tools designed to obtain data from the research subjects. They have different forms such as tests, interviews or questionnaires. The latter instrument is selected to the obtained data to the present research work.

2.5.1 The Questionnaire:

Considered as the most common instruments used in research works, questionnaires are so significant for gathering data about peoples' attitudes and beliefs. A questionnaire is an instrument for the collection of data in a written form consisting of open and / or closed questions required in examining responses from subjects (Nunan, 1992).

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 ideas.

The questionnaire's items contained both opened and closed ended sorts of questions. The first question was about plagiarism, it tried to check the students' awareness of the phenomenon. Then, the second question sought for the frequency of the warnings of the teachers to their students when they plagiarize. The next one tried to see the students' consideration of the references when dealing with the written assessments. The fourth question intended to check the frequency of doing assignments via internet. Question five tries also to see the frequency of indicating references when providing tasks from a web. Then, the sixth question tried to see the intention of the students who plagiarize. The next question was a sort of students' consideration of the university policy taken on the treatment of plagiarism. The last one was a sort of students' suggestions to prevent the phenomenon.

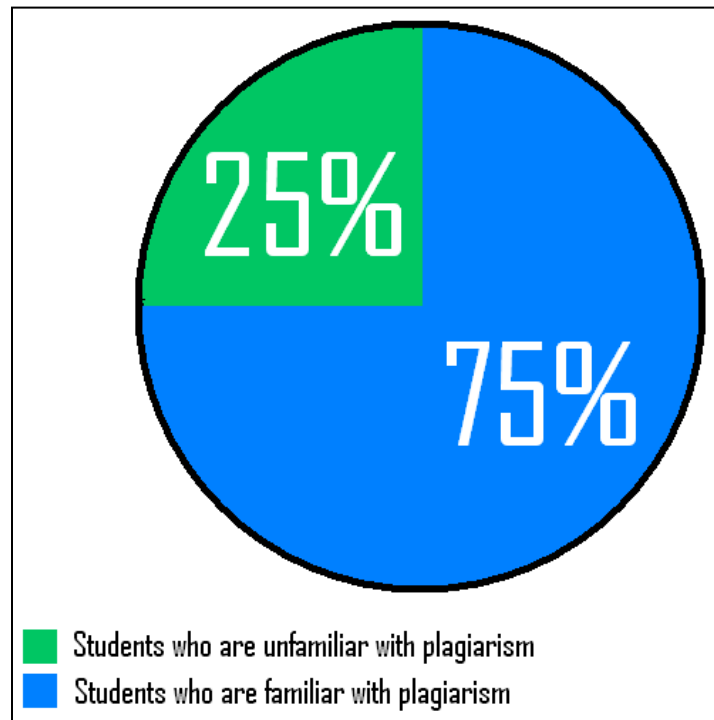
The questionnaire was given to the participants during a class period and they filled it in fifteen (15) minutes without any interference. The questions were all intended to get from students the maximum amount of data that concern awareness of plagiarism.

2.6 The Analysis of the Questionnaire:

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

Question one: Was plagiarism ever mentioned or explained to you at school or university?

The present question intended to check if the students had any previous knowledge about plagiarism either during their school time or at university. It also aimed at examining the seriousness of this phenomenon.



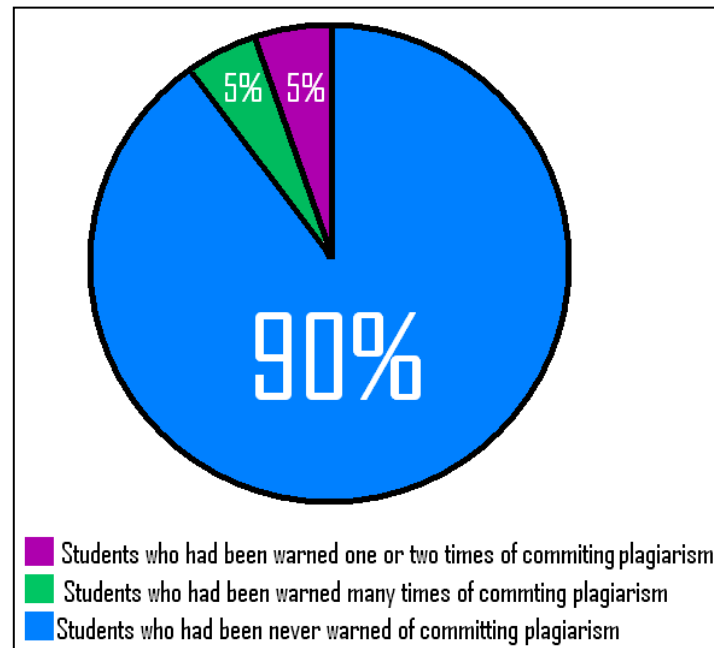
Pie chart 2.1 - Plagiarism recognition

Fifteen (15) students (75%) reported that they had previous knowledge about this phenomenon. The remaining five (5) students (25%) reported that they had no idea concerning this concept.

Question two: Did any of your teachers tell you that you made plagiarism in your written work?

- **Never** - **one or two times** - **more than two times** - **other**

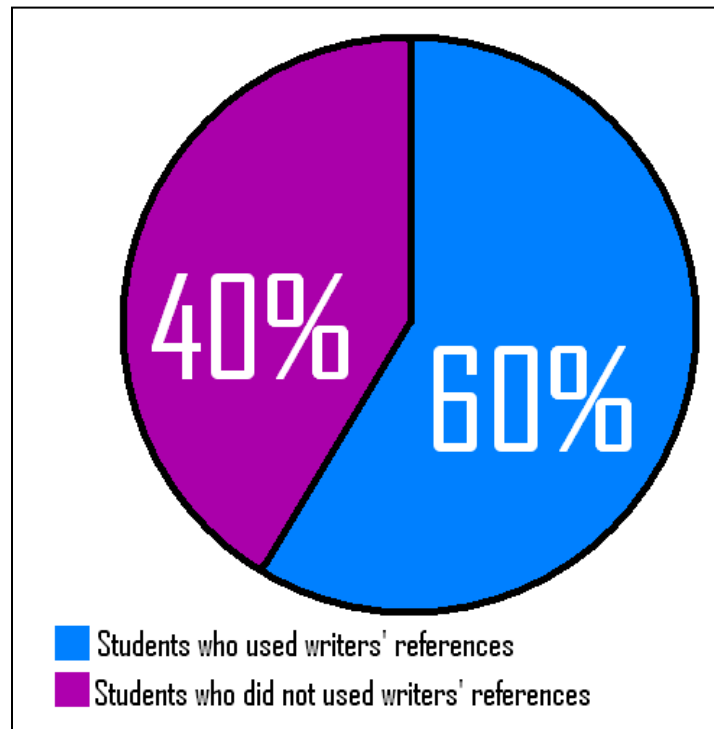
This question, intended to collect data about the frequency of teachers's warnings on students who commit plagiarism in their written work. Thus students were requested to indicate the number of times they were informed of being involved in plagiarism.



Pie chart 2.2 – Frequencies of the warnings when committing plagiarism

The result that was not expected is that sixteen (16) of students (90%) reported that they were never warned. Contrariwise two (2) students (5%) reported that they had been told that they had committed plagiarism one or two times. The remaining part two (2) students (5%) admitted that they had been warned about being involved in the act more than two times.

Question three: In your opinion, have you ever used other writers' words without mentioning the sources?



Pie chart 2.3 – The use of writers' references

Regarding the use of other writers' words without crediting the sources, twelve (12) students (60%) answered positively. The remaining part (8 out of 20) reported that they always mentioned the references. The present question reveals the fact that the majority of students employ other writers' terms without telling the original source of the work.

Question four: How often do you use the internet to write your university assignments?

- All the time
- Very often
- Fairly often
- Occasionally
- Very few times

The aim of this question was to check the frequency of doing assignments via the internet. The students were requested to show the number of times they relied on internet to do the assignments.

Frequency of using internet	All the time	Very often	Occasionally	Very few times
Number of students	9	7	2	2
Percentage	45%	30%	12,5%	12,5%

Table 2.1 – Frequencies of using internet to do assessments

The results showed that nine (9) students (45%) reported that they relied on the internet. However, six (7) students (30%) used it very often, and two (2) students (12,5%) admitted that their tasks depended occasionally on using internet. The remaining two (2) students (12,5%) said that they accomplished their work through internet only few times.

Question five: How often do you reference these sources?

-All the time - Very often -Very few times - Other

This question tried to see the frequency of indicating references when doing a task. The students should report how often they add references to their works. The results showed that nine (9) students (45%) referenced their works very often; eight (8) of them (40%) credited the sources all the time. The last three (3) remaining students (15 %) admitted that their tasks were referenced very few times.

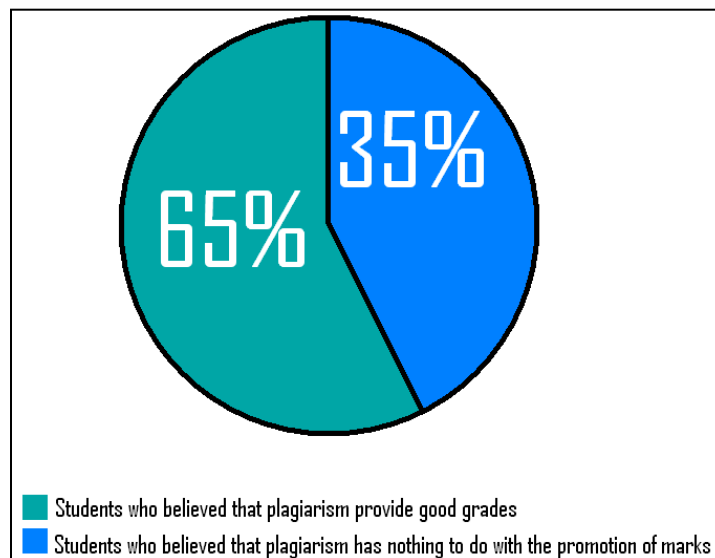
Frequency of referencing the internet sources	Very often	All the time	Very few times
Number of students	9/20	8/20	3/20
Percentage	45%	40%	15%

Table 2.2 - Frequency of referencing the internet sources

The results showed that nine (9) students (45%) referenced their works very often; eight (8) of them (40%) credited the sources all the time. The last three (3) remaining students (15 %) admitted that their tasks were referenced very few times.

Question six: Is plagiarism a means for you to achieve high marks?

This question tried to see the students' intention to plagiarize.



Pie chart 2.4 – Plagiarism as an impact on grades promotion

Thirteen (13) students (65%) stated that plagiarism provided them with good grades. However, the other seven (7) students (35%) believed that this phenomenon had nothing to do with the promotion of marks.

Question seven: How do you describe the penalization system on plagiarism?

-Very strict - Strict - Fair/regular - Very weak -why?

This question attempted to collect information about the policy of the university concerning the treatment of plagiarism and the penalization system. Therefore, in this area of investigation, the students should state the right policy that characterized the penalization system.

The policy of the penalization system	Fair	Very weak	Strict
Number of students	9/20	7/20	4/20
Percentage	45%	35%	20%

Table 2.3 - The policy of the penalization system

Nine (9) of them (45%) reported that the educational system supported fair discipline, seven (7) of the informants (35%) stated that the penalization process was very weak with tolerant rules. Four (4) students (20%) thought that the policy had constraints that did not allow any permission for those who fell into the act of cheating.

Question eight: What do you suggest to avoid plagiarism at the University?

This last question collected suggestions from the students on the issue of plagiarism to restrain its impact on the academic domain. The suggestions were diverse. First, students highlighted the laws that support the idea of punishing those who plagiarize using different policies. 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. Other students suggested the consideration of different activities that a teacher should provide to his learners about the way to paraphrase, and quote other writers.

Henceforth, in term of suggestions, many respondents proposed that drilling on paraphrasing, summarizing and quoting would be effective in the process of putting limits to dependence and reliance on other's works and ideas.

2.7 Results Interpretation:

Respondents were asked in the first two questions whether 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 issue is taken into consideration by educators since the matter concerns the majority of the learners who are involved in activities accomplished via the copy and paste process.

Furthermore, some other respondents whose answers showed less frequency of dealing with plagiarism, explained that their teachers have just warned them

about the act without providing them with further clarification to what is to plagiarize. The remaining respondents, who gave negative answers, have explicitly shown their unfamiliarity with the subject, since not all the students have acquired information during their learning experience as far as the present topic is concerned.

Regarding sources and references, the majority of respondents expressed their credibility in avoiding plagiarism by telling the origin of their written and oral works. This shows their negative consideration of stealing other writers' words and their consciousness of doing something more credible. On the other hand, the other respondents' negative answers indicate their ignorance due to the fact that they do not know how to deal with references as far as quoting and paraphrasing are concerned or they do not give any importance to the references; they just provide not write information since they have evidence that they would not be checked at the level of sources.

Concerning the use of the internet, the majority of respondents utilize the internet, because they find it the easiest way to accomplish their work and the internet contains a tremendous amount and a variety of information in any topic. Other part of respondents use it but with less frequency since there are students who prefer to read by considering other sources of information as primary like libraries or bookstores. The web is useful in the case when they are not able to find enough information in books or journals. The remaining respondents use the internet occasionally may be because they do not have enough skills to deal with

multimedia devices or may be due to financial reasons that inhibit them from the access to the internet.

Concerning the matter of crediting internet sources, most of the respondents do not give importance to the references; they refer to the works provided from internet very often or very few times. Many students come with their research papers from articles that are not officially published on websites with no references.

The respondents who usually refer to the sources may narrow their way of research in looking for official websites or downloading ‘PDF’ books and theses that are academically published.

The sixth question dealt with an important fact that shows the tendency of students to plagiarize. The majority of students see it as the best way to obtain high grades. Most of the respondents have shown that copying other’s works made it easier for them to achieve good grades. The reason is that copying the document or learning it by heart is an effortless way to provide something logical to convince the teacher. It is a process that does not make the student waste time to think about ideas and vocabulary with a cohesive style of writing that fits the topic. Finally, they find that copying a work is an effective way to achieve a high level. The other students, however, claimed that there was no relation between plagiarizing and achieving high marks. Some of them do not have the ability to learn by heart, others avoid laziness by making effort to obtain grades.

Concerning the process of penalization, the majority of the respondents find that the system takes fair and regular rules in punishing the ones who plagiarize. According to them, the punishment depends on the degree of the act; it is not possible to judge every speech or writing since there are different forms of plagiarism among which paraphrasing is sometimes involved within the phenomenon . Thus, the penalization system would be fair in most of cases.

On the other hand, other respondents believed that the rules taken against the act were very weak. According to them, the system of penalization was absent since there was no experience mentioned in newspapers, media or at universities about punishing someone who has been involved within this act.

Contrariwise, the rest of respondents mentioned a strict penalization system. They considered their learning experience through which they have always been warned by their teachers about the punishment taken against a plagiarizer. According to them, their teachers have warned them not to plagiarize showing them the rigorous consequences of plagiarizing.

Regarding the suggestions stated to avoid the phenomenon of plagiarism at Abou Bakr Belkaid University, Some believed that the teachers should always employ sophisticated software that students send their works electronically to make plagiarism detection easier. In addition to this, the websites should put programs to inhibit the displayed works from copy and paste process.

Other suggestions concerned the idea of incorporating academic writing sessions within the curricula and programs; the teachers should drill their learners

on the different ways to paraphrase, summarize and quote in order to achieve effective writing skills. Moreover, motivation should take place in every class to push students to engage their own efforts in doing original works.

Finally, the university authorities should apply strict laws that go beyond simple warnings on the plagiarizers. The degree of punishment should depend on the degree of the committed offense. This will make each student think a lot before engaging in any subject matter.

2.8 Conclusion:

This chapter has focused on the examination of the students' view of plagiarism. Thus, twenty EFL students were involved in this investigation ; they were approached through a questionnaire which was analysed quantitatively as well as qualitatively.

The results' examination indicated that many of the participants are familiar with the phenomenon of plagiarism which is considered as an academic offence but still occupying an important position in the university; the results proved the three research hypotheses and corresponded with information exposed in the literature review.

The next session which is the last chapter in this research work will be devoted to recommendations and suggestions to prevent plagiarism.

3.1 Introduction:

This chapter is a sort of message that the researcher attempts to convey to the university staff and students that plagiarism is not a habit of an intellectual person. This part attempts to help in the elimination of plagiarism in the Algerian universities in general and Abou Bekr Belkaid University in particular.

Moreover, the researcher will set a series of suggestions to students, teachers and university authorities to indicate the effective impact of the collaboration of the three groups in order to eradicate plagiarism. Then, the researchers will propose items like the negative impact of overusing technology, the positive effects of extensive reading, and the teachers' use of Turnitin software which makes it easy to detect any form of plagiarism.

3.2 Collaborative Prevention:

The prevention of plagiarism is a responsibility of students, teachers and the administration as well. This collaboration lead to good results through the efforts carried by the teachers and the participations of the administration in the different policies to deter plagiarism.

3.2.1 Suggestions for Students:

Most of students ignore the fact of plagiarism. They do not know the intellectual properties rights. They should learn first how to behave intellectually in order to know their rights and obligations as learners towards the university.

To make the students conscious about the act of plagiarism and avoid this bad habit, the researchers have provided solutions to better promote students' academic integrity within University.

So there are some efficient solutions to prevent plagiarism. The students have to learn how to reference properly. In fact, learning how to quote, paraphrase, and summarize may decrease students' plagiarism. Another important item is to develop the attitude of originality that starts with writing examples about the personal experiences putting quotation marks around all what is not one's own words or ideas as well as avoiding expressions that are not clear. Also managing the time and keeping notes of the resources used in one's own work are important. Carroll and Zetterling, (2009)

3.2.2 Suggestions for Teachers:

The teacher's strive is not easy. It is important to deter plagiarism and this requires extra effort, especially in assignments. Therefore, teachers have to select topics that test student's knowledge but cannot be easily Googled. These topics can be odd comparisons or something personal to the student; teachers should ask students to submit multiple drafts and show their progress between them. They should require students to have at least a certain number of print-only sources and specify, they must be from the library that makes copying a paper online much more difficult. (Hansen ,2001)

These suggestions are the basic ideas to makes plagiarism less tempting or even impossible to do, that will do more to discourage this act.

3.2.3 The Use of Strict policies

Different policies have to be administrated by the administration to prevent plagiarism. Cases of such intellectual thefts must be investigated and punishment may range from the reduction of marks to expelling from University, depending on the seriousness of the offence. (Parrish, 2000; Das, 2003).

Indeed, university policies seem to be tolerable with academic writing but there are rather strict on theses or dissertations. Moreover, administrators have to put stress on plagiarism by writing articles to students about it show some of its impacts with examples of the different cases happening in the universities. They have to give details about plagiarism, and show the strict policy and penalties of such misbehavior, In this context, 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.

Such policies may alleviate students' motivation to plagiarize so as to prepare original writings whenever they have to do assignments.

3.4 Limitation of Technology:

When it comes to plagiarism, technology has made it easier than ever to find and copy works from others without crediting, it has also made it easier to track and handle plagiarism when it happens. (Hamilton, 2003)

Plagiarism was hard work 25 years ago, people had to go to the library to find sources, they had to copy and type those sources to turn them as their own, however, with the web finding content easy and copy/paste making take only seconds to turn it into one's own work. Plagiarism is now easy; it is time and effort saver. That is why students are increasingly turning to plagiarism to solve their academic problems. Cosma & Joy, (2008).

Nowadays, employing technology in doing assessments is nowadays indispensable, but it has many drawbacks since the students become lazy and they just copy and paste the piece of information which they want without reading what exists in its context, it does not take much time to obtain the required work. This may be due to the motivation to move to other activities that have nothing to do with their studies. Baggaley & Spencer, (2005)

However, this does not mean that teachers have to remove technology. The benefits of the internet are uncountable; it is just a matter of using them in a productive and appropriate way. Therefore, it is better for the teacher to ask his

students for a summary after making any research on the web. The summary should be a sort of an electronic email sent to the teacher to make it easier for him to check if there is plagiarism. (Tedford, 2003)

3.5 Reading:

Reading is a beneficial process that can reduce plagiarizing. Many EFL students consider reading as a pleasurable activity that broadens knowledge and vocabulary. Its benefits appear also in the students' motivation to produce their own expressions in writing activities or class interactions. However, reading in the universities context is a noticeable missing activity, neglecting reading will decrease students' performance. Thus, they will look for easier ways to accomplish their assignments by plagiarizing.

Therefore, reading is an important process especially in the EFL domain. Students who read more will not only become confident readers but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. In addition to this, reading extensively develops positive attitudes toward the foreign language and increases motivation to study this language (Bamford, 2004).

Moreover, by acquiring vocabulary and accurate grammatical structures, the students will probably find themselves able to supply an acceptable output in speaking or writing assignments. Thus, promoting students' motivation to read books from the earlier learning stages will put limits to plagiarism.

3.6 Determining plagiarism electronically

Teachers might use several tools in order to determine unauthentic texts and written documents. In practice, Turnitin is to deal with an efficient detection of plagiarism recommended to teachers and university authorities. It is an online paid detection tool that helps teachers to check originality in the students' assignments. 'Originality Reports' provide an excellent starting point, but the determination is based on manual analysis and subjective judgement. Turnitin provides the overall similarity index (the cumulative percentage of all the sources that match to the text under investigation) the overall similarity index can be of a high percentage of text's match but it is not necessarily an indicator of any form of plagiarism (McCabe,1999).

Bretag & Carapiet,(2007), used the electronic detection software program Turnitin to detect plagiarism in students' submissions for assessment.

The following sample will explain the use of Turnitin to check texts that match to other sources, showing the effective detection of plagiarism.

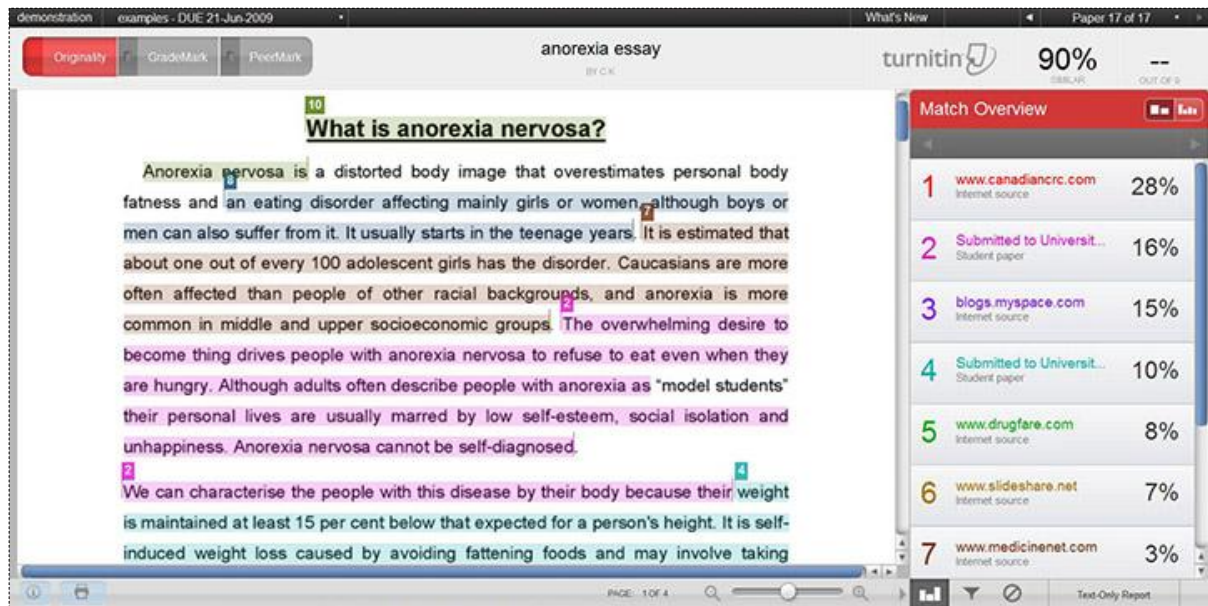


Figure3.1- Turnitin sample (www.turnitin.com/fr/)

In Figure 1, there are various sources of plagiarism. Each color of selection indicates the origin of the piece of information with the rate and the percentage of plagiarism committed in the text. For instance, the green color shows that 8% of this text including the title exists in www.drugfare.com website. Therefore, it is better for the teacher to receive any student's assignments electronically to make it easier to check plagiarism.

3.7 Conclusion:

This last chapter attempted to provide some solutions to stop plagiarism at Abou Bekr Belkaid University. It tried also to clarify the fact of plagiarism through some propositions to promote students' awareness about this act and show them the importance of maintaining academic integrity. In addition to that, the

suggested recommendations for students, teachers and administration if used rigorously can be effective tools to control plagiarism.

This chapter added some propositions that will be effective in the deterrence of plagiarism such as; the limitation of technology which changes the attitudes of the students towards laziness. Also, the encouragement of students to read extensively will kill plagiarism. Moreover, the use of the software Turnitin makes it easy to the teachers to control plagiarism. Finally, the solutions to solve plagiarism cannot be effective unless they go under the collaboration of the students' will, the teachers' control and the strict laws of the administration.

General Conclusion

Plagiarism remains the most sensitive point in the EFL education. This phenomenon does leave the students to develop a belief that reflects creativity and innovation. The last decade witnessed the easy access of internet within the reach of every student; this helped them develop plagiarism skills when writing their assignments or theses.

To recognize the reasons that lead to this academic misbehavior and the measures should be taken by the university authorities to reduce it, the researcher conducted this present case study on third-year students at Abou Bekr Belkaid University, aiming know the real attitudes students carry toward this phenomenon.

Therefore, this work dealt with three chapters. The first one was about the literature review; it included the explanation of concepts concerning plagiarism. The second 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 corresponded to the research questions asked. The third chapter of this investigation was a sort of suggestions, recommendations and solutions aiming at preventing plagiarism at Abou Bekr Belkaid University.

In fact, the results showed that the majority of the learners recognize the nature of plagiarism but they still use it whenever they deal with their assessments. The causes of committing such misbehavior are intentional coming from the laziness of the students or unintentional due to their ignorance of some writing

skills like paraphrasing, summarizing, quoting and referencing sources. However, the internet is the main factor that takes part in the increase of plagiarism.

The recommendations take part in the fight against plagiarism. Therefore students should develop a sort of positive desire to have an attitude of an original academic writing, by presenting the harmful consequences of plagiarism to them. Fair laws must be taken against this misbehavior like punishment of the students so as to preserve the academic integrity in the Algerian universities.

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Appendix

Questionnaire

Dear students

This survey is about the use of someone else words and ideas on one's own work whether in spoken or written form without mentioning the references and research sources. Please, try to answer the following questions carefully and as honestly as it should.

Put a cross in the appropriate box and write in the requested information:

1. Gender: male female

Put a cross next to the suitable answer for each question.

1. Was plagiarism ever mentioned or explained to you at school or university?

Yes No

2. Did any of your teachers tell you that you made plagiarism in your written work?

never one or two times more than two times

Other.....

3. In your own opinion, have you ever used other writer's words without mention the sources?

Yes No

4. How often do you use the internet to write your university assignments?

- All the time Very often Fairly often Occasionally
 Very few times

5. How often do you reference these sources?

- All the time Very often Very few times
 Other.....

6. Is plagiarism means for you to achieve high marks?

- Yes No

Why?.....
.....
.....

7. How do you describe the penalization system on plagiarism?

- Very strict Strict Fair/regular Very Weak

Why?.....
.....
.....

8. What do you suggest to avoid plagiarism at the University?

.....
.....

ملخص

يهدف هذا البحث لفحص ظاهرة الخيانة العلمية بالجامعة. يحاول أيضا رؤية مواقف الطلاب تجاه هذه الظاهرة للوصول الى الاسباب التي تؤدي الى انتشار هذه الظاهرة في الجامعة. في الأخير الهدف الرئيسي وراء هذا البحث انحصر في ايجاد افاق و حلول لظاهرة الخيانة العلمية.
الكلمات المفتاحية: الخيانة العلمية، الطلاب ، حلول.

Résumé

Le but de cette recherche est de consulter le phénomène de plagiat au niveau de l'université. Cette recherche essaye aussi de voir les attitudes des étudiants envers cet acte pour arriver aux causes qui mènent à ce phénomène. En fin, le but était de trouver des solutions pour lutter contre le plagiat.

Mots clés : le plagiat, les étudiants , solutions.

Summary

This research paper tries to investigate the phenomenon of plagiarism at University. It consults also the students' attitudes towards plagiarism so as to see the causes and the factors which contribute in its spread in the university. Finally, the main objective behind the investigation was to provide solutions to this phenomenon.

Key words : plagiarism, students , solutions.