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Plagiarism in Assignments

*THE CASE OF THIRD-YEAR LMD ENGLISH STUDENTS AT
TLEMCEEN UNIVERSITY*

*Dissertation Submitted to the Department of English in
Candidacy for the Degree of "Master" in Language Studies.*

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Dedication

This research work is dedicated to:

*My parents, who helped me to be the person I am today by their
infinite love, support and encouragement.*

My siblings: Hakim, Imen and Yacin.

My fiancé Abdelhak, who always stood by me in hard times.

To my family in law.

To my best friend and sister Lina.



Ms. Sihem BENABID

Dedication

To whom I owe everything, my parents with love.

To my lovely brothers “Amine”, “Reda”, and “akram”

To my fiancé Hamza, who always stood by me in hard times.

In the memory of my beloved grandparents Imam Tata and baba saad, uncle Mouloude, uncle Sassi, uncle Ali and cousin Sofiane.

To all my teachers.

To my faithful friend and sister Sihem.



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Abstract

Plagiarism has been differently characterized by different scholars. Yet, what is certain is that whether this act is misbehaviour, a crime, a kind of fraud or cheating, etc. Plagiarism, as seen from all perspectives is a problem that disturbs academics and educational establishments all around the world, especially with the advent of internet which increases opportunities and incidences of plagiarism. Algerian universities are also suffering from this danger which threatens their reputation among international universities. This research is one of the few attempts that aimed at investigating this phenomenon in an Algerian context, more precisely at Abou Bekr Belkaid University- Tlemcen. This proceeded in parallel with the rational of exploring the students' awareness about plagiarism in order to find out more about its causes and the factors which help in its spread among students. Eventually, its main and more important goal was to suggest solutions to this persistent problem. The process of data collection was achieved through the use of three research tools: two tests and a questionnaire addressed to students and an interview held with teachers. These tools opted for the gathering of both qualitative and quantitative data. The obtained results revealed that although students are aware about the problem of plagiarism, they do use copied 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. In fact, this investigation revealed that the internet provides a source of temptation as well as opportunity to cheat for students. Unfortunately, students do not have the efficient materials to fight that desire of easy work.

Table of Contents

Dedication.....	II
Acknowledgements.....	IV
Abstract.....	V
Table of Contents.....	VI
List of Abbreviations and Acronyms.....	X
List of Tables.....	XI
List of Bar-Graphs.....	XII
List of Pie-Charts.....	XIII
List of Figures.....	XIV
General Introduction.....	1

Chapter One: Notions, Concepts, and General Theoretical Considerations

1.1. Introduction.....	4
1.2. Academic Integrity.....	4
1.2.2. Honour Codes.....	6
1.3. The Plagiarism Profile.....	7
1.3.1. The Notion of Plagiarism.....	7
1.3.2. Shades of Plagiarism.....	9
1.3.3. Getting into the Roots of the Problem.....	12
1.3.3.1. Plagiarism in the Digital Age.....	15
1.3.4. The Impact of Plagiarism on Students.....	16

1.4. Plagiarism among Non-Native English Speaking Students.....	17
1.4.1. Plagiarism in the Arab World.....	18
1.4.2. Plagiarism in the Algerian Universities.....	19
1.5. Conclusion.....	21

Chapter Two: The Research Design and Methods

2.1. Introduction.....	23
2.2. Background of the Research Setting.....	23
2.3. Research Procedures.....	24
2.3.1. Research Design.....	26
2.3.2. The Research Motives and Questions.....	28
2.3.3. Research Methods.....	29
2.3.4. Sample Description.....	32
2.3.4.1. Students' Profile.....	32
2.3.4.2. Teachers' Profile.....	32
2.3.5. Instrumentation.....	33
2.3.5.1. Tests.....	33
2.3.5.2. The Questionnaire.....	34
2.3.5.3. The Interview.....	35
2.4. Conclusion.....	37

Chapter Three: Data Analysis and Interpretation

3.1. Introduction.....	39
3.2. Data Analysis.....	39

3.2.1. Tests Analysis.....	39
3.2.2.2. Results of First Test Analysis.....	39
3.2.1.2. Results of Homework Assignment Analysis.....	40
3.2.2. The Questionnaire Analysis.....	42
3.2.2.1. Results.....	43
3.2.3. Teachers' Interview Analysis.....	51
3.2.3.1. Results.....	51
3.3. Interpretation of the Main Results.....	55
3.4. Conclusion.....	57

Chapter Four: A Call to Action

4.1. Introduction.....	60
4.2. Towards Shared Responsibility.....	60
4.2.1. Recommendations for Students.....	61
4.2.2. Recommendations for Teachers.....	62
4.2.3. Recommendations for the Academic Administration.....	63
4.3. Plagiarism Brochure.....	64
4.4. Plagiarism Pledge.....	66
4.5. Electronic Detection of Plagiarism.....	67
4.6. Conclusion.....	72
General Conclusion.....	73
Bibliography.....	75
Appendix "A": Students' Tests.....	83
Appendix "B": Students' Homework Assignment.....	90

Appendix “C”: Students’ Questionnaire.....	100
Appendix “D”: Teachers’ Interview.....	103

List of Abbreviations and Acronyms

A.I.: Academic Integrity.

ICAI: International Centre for Academic Integrity.

U.K.: United Kingdom.

U.S.: United States.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

LMD: Licence / Master / Doctorate.

B.A.: Bachelor of Arts.

Ph.D.: Doctor of Philosophy.

SPSS: Statistical Package for Social Sciences.

R.F.: Relative Frequency.

QTD: Quoted.

SUMR: Summarised.

List of Tables

Table1.1. Personal and Situational Factors Affecting Plagiarism Positively.

Table1.2. Personal and Situational Factors Affecting Plagiarism Negatively.

Table 2.3.Questionnaire Structure.

Table 3.1.Some Students' Mistakes in the Test.

Table 3.2.Originality, Plagiarized, and Referenced Results of the Test Assignment.

Table 3.3.Some Students' Mistakes in the Test Assignment.

Table 3.4.Students' Consideration of Plagiarism.

Table 3.5.Students' Use of Internet.

Table 3.6.Students' Use of 'copy-paste'.

Table 3.7.Students' Tendency to Reference.

Table 3.8.University Policies.

List of Bar-Graphs

Bar-Graph 3.1.Students' Notion of Plagiarism.

Bar-Graph 3.2.Students' Knowledge of Plagiarism.

Bar-Graph 3.3.Students' Perception of the Causes of Plagiarism.

Bar-Graph 3.4.Students' Use of internet.

Bar-Graph 3.5.Students' Use of 'copy-paste'.

List of Pie-Charts

Pie-Chart 3.1.Students' Consideration of Plagiarism.

Pie-Chart 3.2.Students' Perception of Plagiarism.

Pie-chart3.3. Students' Use of Resources.

Pie-Chart 3.4.Students' Tendency to Reference.

Pie-Chart 3.5.Checking Assignments by the Teacher.

Pie-Chart 3.6.Plagiarism Punishment.

Pie-Chart 3.12.University Policies.

List of Figures

Figure 2.1.Research Questions and Motives.

Figure4.1. Paperrater's Front Page.

Figure4.2. Plagtracker's Front Page.

Figure4.3. Sample Text Copied to Grammarly.

Figure4.4.Turnitin Originality Report.

General Introduction

Academic integrity seems to be one of the core elements in any research. It increases creativity and encourages innovation. Unfortunately, the rules of academic integrity are often violated in Algerian universities, and one aspect of those breaches is plagiarism. Within the advent of internet and the availability of huge amounts of information with only one click away, our universities are witnessing an invasion of recycled thoughts and ideas which are making research and learning restricted to good grades and other people's acknowledgement.

Solving any problem needs searching in its causes, this is what the researchers will try to do in this research work. The objective of this study is to examine students' awareness about plagiarism at the Algerian universities in general, taking Abou Bekr Belkaid University as a sample case. It aims to investigate this academic misbehaviour in its first roots i.e., the students' assignments, which are the main source of students' writings. Thus, the general question that is addressed in this research work is: to what extent students are aware about plagiarism when given assignments?

The following research questions were derived from the general question:

- Why do students plagiarize in assignments tasks?
- What increases students' plagiarism during assignments?
- What are the measures taken against students' plagiarism?

Three hypotheses were assumed answering the previously mentioned questions:

- Students may have difficulties with proper academic writing skills.
- Internet is one of the most influential factors that may increase plagiarism among students.

- A strict policy might be developed by university staff against plagiarism.

This research work, in fact, is a case study in which both qualitative and quantitative data is collected through the triangulation process, using tests, questionnaire and interview. First, two tests (one in the classroom and the other in the form of a homework assignment), in addition to a questionnaire are addressed to third year LMD students; while a semi-structured interview is held with six teachers at Tlemcen university.

Eventually, in order to attain the research objectives, this study is divided into four chapters. The first one is dedicated to literature review, providing an overview about the key terms of the research. The second is devoted to the description of the research setting, procedures, design, methods, sample and, instruments. As far as the third chapter is concerned, it is designed for the analysis and interpretation of the data obtained by the research instruments. Finally, the fourth chapter presents suggestions and recommendations for further research; this includes a set of proposed solutions.

Chapter One

Notions, Concepts, and General Theoretical Considerations.

1.1. Introduction

1.2. Academic integrity

1.2.1. Honour Codes

1.3. The Plagiarism Profile

1.3.1. The Notion of Plagiarism

1.3.2. Shades of Plagiarism

1.3.3. Getting to the Roots of the Problem

1.3.3.1. Plagiarism in the Digital Age

1.3.4. The Impact of Plagiarism on Students

1.4. Plagiarism among Non-Native English Speaking Students

1.4.1. Plagiarism in the Arab World

1.4.2. Plagiarism in Algerian Universities

1.5. Conclusion

1.1. Introduction

In education, students are required to show originality and individuality of their works in order to go through a prosperous learning experience. Plagiarism is a complex phenomenon which has long been considered as a challenging problem that hinders students' creativity and threatens the values and ethics of research in higher education. As a result, much has been written inquiring into this sensitive topic. This chapter is an attempt that tries to provide an overview about plagiarism, and tackles this phenomenon from an academic perspective, where students are expected to preserve ethics of research in their higher education.

It starts with clarifying its scope through a definition of academic integrity and honour codes. Then, it provides a detailed profile of plagiarism. Including: the different definitions provided by scholars to this concept, its types, causes, and impact on students. In the next part of this chapter, the researchers will try to relate the topic to their educational environment, in which they spotlight the different perspectives and attitudes of non-native speakers of English (including EFL/ESL and international students) 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.

1.2. Academic Integrity

Honesty and credibility are the fundamental principles of teaching, learning and research. Nowadays, there are an expanding body of literature investigating academic integrity and academic dishonesty problems at universities. Hence, Academic integrity can be differently interpreted; the main concern of this research is the behaviours, values and ethics of student's academic activities that goes in parallel with the subject of our research "plagiarism".

Defining academic integrity, henceforth A.I., must first start with clarifying the word "integrity". In English, it is commonly used to refer to honesty. Online

Oxford learner's dictionary defines it as *"being honest and having strong moral principles"*. Academic integrity and academic honesty may be used interchangeably. In research, the most commonly used definition about A.I. is the one provided by the International Centre for Academic Integrity (ICAI) introduced in 1999, which defines it as *"A commitment, even in the face of diversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage"*.

Academic dishonesty or misconduct as opposed to academic integrity is defined by the Centre of Academic Integrity (1999) as *"dishonest behaviour related to academic achievement including cheating, plagiarism, lying, deception and any form of advantage unfairly obtained by one student over others"*. The centre's mission is to fight academic dishonesty including cheating, falsification, and plagiarism in higher education by creating an environment where teachers and students share responsibilities to deter plagiarism at universities.

McCabe, one of the leading researchers in the area of A.I. in higher education, has offered a significant amount of data concerning the subject. McCabe and Pavela (1997) in their article *"Ten (Updated) Principles of Academic Integrity: How Faculty Can Foster Student Honesty"* updated in 2004, have provided a significant attribution in which they developed a framework of ten principles of A.I. that helps universities to promote it. These principles may serve as the grounds of discussion between faculty members and students. They are summarised as follows:

1. Recognize and affirm academic integrity as a core institutional value.
2. Foster a lifelong commitment to learning.
3. Affirm the role of teacher as a guide and mentor.
4. Help students understand the potential of the internet and how that potential can be lost if online resources are used for fraud, theft, and deception.
5. Encourage student responsibility for academic integrity.
6. Clarify expectations for students.
7. Develop fair and creative forms of assessment.

8. Reduce opportunities to engage in academic dishonesty.
9. Respond to academic dishonesty when it occurs.
10. Help define and support campus-wide academic- integrity standards.

McCabe and Pavela (2004:10-15).

In 2002 McCabe conducted a survey as part of ICAI's assessment project. Almost 50,000 undergraduate students on more than 60 campuses have participated and in 2005 .The results were that 70% of participants admitted some cheating and plagiarism in tests and written assignments during the previous one year and a half.

1.2.1. Honour Codes

One other important variable that affects A.I in the faculties is the honour code (McCabe and Trevino, 1993). McCabe and Pavela (2000:32) define honour codes as “*a written pledge that students are asked to sign attesting to the integrity of their work*”. Honour codes may help both students and faculty members to develop a sense of responsibility and moral habits. Hence, acting honestly in any academic activity and not tolerating dishonesty in the faculty environment. Furthermore, they define A.I., explain its importance, cite the cases where the A.I is violated, and the consequences that the student must assume when breaking its rules of A.I area. In addition to that, honour codes claim that controlling academic dishonesty is the responsibility of the faculty, while the student's must help the faculty stuff by reporting and discouraging academic misconduct among their peers and teachers (Bowers, 1964).

This approach is based on the social learning theory (Bandura, 1986) that claims that the human behaviour is influenced by others i.e., a person may observe an act in other individuals and see the consequences it entails. In the same sense, a student may observe that his mates have cheated and that they were not punished, as a result, he tends to do the same thing.

1.3. The Plagiarism Profile

Plagiarism is a complex phenomenon that is very often encountered in parallel with the students' learning process at different levels. Thus, a full understanding of its nature requires a clarification of its different components.

1.3.1. The Notion of Plagiarism

One of the main concerns of the stake holders in the educational community is the spread of plagiarism. The word plagiarism is traced back to the Latin word "*plagiarius*" meaning kidnapper of children or freemen to sell them as slaves, from the Latin verb "*plagium*" (to kidnap) Bernhart (1988:801). The term "*plagiary*" was introduced in the 19th century by the English playwright Ben Johnson to denote "*committing a literacy theft*". Pannycok (1996) identifies the concept of plagiarism as a western concept having its roots in the Enlightenment era.

Plagiarism is a serious problem that is quickly increasing, it has been characterized as the "*epidemic cheating*" Alschuler (1995) or as "*the problem that won't go away*" Paldy (1996). Actually, many attempts were made to determine its meaning. While Gibaldi (1998:51) refers to it as simply: "*using another person's ideas or expressions in your writing without acknowledging the source*", Park (2003:472) maintains that the term plagiarism: "*is usually used to refer to the theft of words or ideas, beyond what would normally be regarded as general knowledge*". Note that he uses the term '*theft*' to refer to plagiarism and consider it as a crime. Moreover he introduces the notion of '*general knowledge*' which refers to facts, dates and information that are known by almost all educated people and are undisputable; hence, they do not need any referencing..

Investigation in this concern revealed that the word is differently understood by students and teachers for instance, Myers (1998:2) defines it as: "*the failure in a dissertation, essay, or other written exercise to acknowledge ideas, research, or language taken from others*". While Carroll (2007: 13) simply refers to it as

“submitting someone else’s work as your own”. Risquez *et al.*, (2013) explain this difference by arguing that students often stress that plagiarism occur due to ignorance of meaning of what is plagiarism, of proper writing skills, referencing methods, or misinterpretation of intent, other writers hold an opposite view. They maintain that plagiarism is a kind of cheating and describe it as *‘the unoriginal sin’* (Colon, 2001) or *‘a writer’s worst sin’* (Miller, 1993).

Although plagiarising (if deliberately committed) is a serious offence and considered as a crime, surprisingly, and according to Park (2003) many well known figures have been accused of plagiarism, such as William Shakespeare (Julius, 1998), Mark Twain (Kruse, 1990), George Orwell (Rose, 1992), Martin Luther King junior (Carson & Holloran, 1991). In this respect, Giamatti (1987:22) stresses that: *“The theft of another’s intellectual property was always been understood as similar to stealing another’s child”* since it includes several acts of fraud that are: firstly, the intellectual theft and manipulation of the writer’s words without any acknowledgements of the original source.

Secondly, lying and claiming that these words and ideas are your own. For this reason, copyright laws were put forward to protect the author’s intellectual property (not only written materials but also music, images, video, etc.). Moreover, they prohibit and illegalize the use of any of these materials without the writer’s permission. Anyone who uses, in a deceiving way, a copyrighted material can be accused of illegal violation of copyright laws and punished by the court.

Since plagiarism is *“the least tolerated offense in the academic world”* (Behrens and Rosen, 2010: 53), Carroll (2004) insists that the notion of intent should be included in the definition of plagiarism in order to provide a clarified image of the its meaning. Rouse & Gut (2001:1) point out that intended plagiarism includes the use of:

- Ideas and/or quotes from other writers without citing the source,
- Turning in an assignment for a class (unchanged) that you've already used for another class,
- Borrowing ideas or work from another student,
- Cutting and pasting information from a site on the Internet without citing the source.

Plagiarism is said to be in growing numbers among students. According to Park (2004:217): *"plagiarism is doubtless common and getting more so"*. This dramatic spread of the phenomenon is mainly due to the information communication technologies and the easy access into huge amounts of information through the internet. In a self-reported survey conducted by Bowers (1964) in more than 5000 students on 99 campuses the results were that 26% of the respondents reported copying from another student's exam. Another survey was conducted by McCabe and Trevino (2002) in the same campuses. Respectively, they found that the rate has increased to 52%. These percentages among many others must be considered as an alarming numbers calling for urgent solution to deter plagiarism in academic settings and make students aware about its seriousness.

1.3.2. Shades of plagiarism

Students may cheat in different ways, and not all of those ways are intentional. In this regard, Carroll (2002) claims that: *"plagiarism is passing off someone else's work whether intentionally or unintentionally, as your own for your own benefits"*. There are many distinct forms of plagiarism which are classified along a continuum according to their degree of the abuse ranging from deliberate fraud (intentional plagiarism), to negligent or accidental failure (unintentional plagiarism) to acknowledging when paraphrasing, summarizing or quoting sources and misunderstanding or ignoring the academic conventions for writing (James *et al*; 2002). It is very crucial to make an emphasize:

Between what is regarded as intentional plagiarism involving a deliberate attempt to deceive in order to gain unfair advantage (cheating) and unintentional plagiarism that is associated with poor academic practice stemming from ignorance or misunderstanding of requirements.
(Devlin 2002: 3)

Accordingly, intentional plagiarism occurs when a person uses someone else's intellectual properties as his/her own, without crediting it intentionally and with awareness about the violation of the academic integrity ethics (Diane Pecorari 2008). This is considered as *"the worst form of plagiarism because it is unashamedly deceptive"* Sutherland Smith (2008:167), some students even characterize it using *"the language of criminal law, such as cheating, stealing, criminal, penalties, intentionally deceptive, taking property and deliberately dishonest"*(ibid).

While intentional plagiarism is all about the plagiarist's intention to cheat; unintentional plagiarism happens accidentally without a motive to do so (Palmquist 2003). This type of cheating can also be generated by what psychologists describe as "cryptomnesia" or "hidden memory" (Brown & Halliday, 1991; Marsh & Landau, 1995), which is *"an intriguing type of mental illusion in which people mistakenly believe that they have produced a new idea when in fact they have simply unwittingly retrieved an old, previously encountered idea from memory"*. Macrae *et al.*, (1999:275)

Intentional and unintentional plagiarism are two extremes along this simple continuum which includes too many other forms in between. Bretag & Mahmud (2009) have provided the *"Types of Plagiarism"* table consisting of numerous forms of plagiarism determined by several scholars each of which has his/her own categorization, many of those researchers considered *"paraphrasing"* and *"quoting"*

as being a sort of violation to the academic integrity (Martin,1994; Evans, 2000; McCabe,2005; Roig,2006). Nevertheless, recent researches on academic plagiarism have shown four main grades of plagiarism:

1. Stealing material from another source and passing it off as their own, e.g.
 - (a) Buying a paper from a research service, essay bank or term paper mill (either pre-written or specially written),
 - (b) Copying a whole paper from a source text without proper acknowledgement,
 - (c) Submitting another student's work, with or without that student's knowledge (e.g. by copying a computer disk).
2. Submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own.
3. Copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that the material has been paraphrased rather than directly quoted.
4. Paraphrasing material from one or more source texts without supplying appropriate documentation.

(Wilhoit, 1994; Brandt, 2002; Howard, 2002 cited in Park, 2003, p.475)

Regardless the form of cheating, and Even though it may appear by accident and without any intention to deceive, it is still academically punishable and considered as a violation of academic integrity, Perin (1992) holds that *"carelessness is almost as great a sin in writers as deceit"*, and Fialkoff (1993) asserts that *"there's no excuse for plagiarism"*; in other words, ignorance is not an acceptable excuse.

1.3.4. Getting into the Roots of the Problem

In order to solve any problem, one has to investigate its reasons: how did it start? And what are the forces that led to its spread? Plagiarism is a complex phenomenon because its reasons may vary according to a combination of a range of personal and social environment characteristics among them: age, academic achievements, cultural perspectives and attitudes towards plagiarism, etc. Many scholars tried to examine the incentives of the plagiarists.

In this regard, James *et al.* (2002) suggest that students may plagiarize simply because they are lazy. With the same line, Russikoff *et al.* (2003:113) point out that students may justify their plagiarism by saying that: *“it takes less time to complete an assignment, the ideas and writing are better, it is easier than having to produce original work, and teachers do not care”*.

Carroll (2004) reports that many students have problems with defining and reporting their ideas and usually cannot distinguish between what is common knowledge and what needs to be referenced. In the same vein, Landan, Druen and Arcuri (2002) argue that students may plagiarise not because they intend to misconduct but rather they do not realize what is plagiarism and its forms. In addition to that, they may not have competent writing skills. Sterngold (2004:19) points out that: *“Most college students do not know how to [...] evaluate the quality and appropriateness of source materials, or integrate data and ideas from multiple sources”*. He adds that many students *“cannot write in a clear or logical manner, support their ideas with evidence and arguments, or edit their own prose”* (ibid).

Moreover, students may have negative attitudes toward the tasks given by the teacher. In this sense, Sterngold (2004) explains that some of them see the required assignments as unclear or unimportant; those students are more likely to plagiarize. Another reason why students use ‘copy and paste’ is the simple fact that they have not fully understood the source text (Haward, 2001).

In this respect, Park (2003) proposed a typology that lists the reasons of plagiarism. He pointed out that students may plagiarise because:

1. They do not have a clear understanding of writing skills and appropriate referencing. In addition to that, they may confuse between what is common knowledge and what is not. This is one of the reasons of unintentional plagiarism.
2. They may want to have better grades but in short time and less efforts.
3. They may be facing time management problems.
4. They may have negative personal values (Many students may think: why not plagiarize?) Or negative attitudes towards the assignment (they think that the assignment is meaningless) or towards the teachers (if they assume that the teacher will probably not read the assignment).
5. They may want to show their dissent and disobedience to the authority in order to impress their peers.
6. Students may deny that they cheat and blame teachers or university staff.
7. It is more tempting and easy to copy a ready work instead of writing their own assignment, especially that the internet offers a lot of opportunities to plagiarise.
8. Finally, there might be a lack of deterrence in some universities where no importance is given to academic integrity and no strict punishment is imposed against the plagiarists students.

Park, in his typology, misses the fact that students are often affected by the behaviours of their peers, i.e., if they see that their classmates plagiarise then obtain good grades and that they are not caught or punished ,they will probably do the same thing. McCabe, Trevino and Butterfield (2001) explain that one of the most powerful factor that lead students to cheating is peers behaviour.

A more detailed model was put forward by Szabo and Underwood (2004) in which they expanded the investigation conducted by Love and Simmons (1998).

They have provided a set of personal and situational factors that have positive and negative effects on students' cheating, as summarized in the following tables:

Impact	Personal Factors	Situational Factors
Positive impact (encourage student's plagiarism)	• Negative personal attitudes • Lack of awareness • Lack of competence • View that knowledge is irrelevant	• Pressure • Grade • Time • Task • Lenient penalties • Temptation • Tutor's laissez-faire attitude • Broad tasks or assignments

Table1.1. Personal and Situational Factors Affecting Plagiarism Positively

Impact	Personal Factors	Situational Factors
Negative impact (discourage student's plagiarism)	• Self-esteem • Moral reasoning • Fairness to others • Desire to learn • Guilt and/or fear	• Tutor's knowledge • Probability of being caught • Effort • Danger • Specific assignments • Need for the knowledge in the future

Table1.2. Personal and Situational Factors Affecting Plagiarism Negatively

In this model, Szabo and Underwood provide multiple intrinsic and extrinsic factors that must be taken into consideration in order to determine the student's intention and the real causes of such behaviours. Identifying the nature of plagiarism is the first step in order to set up the adequate approach against this

phenomenon. If universities provide sufficient amount of information and appropriate teaching of writing skills they ensure that students will not have excuses such ignorance and lack of competence.

1.3.4.1. Plagiarism in the Digital Age

One of the main causes that fosters students' plagiarism and actually recognized by a growing body of literature since the mid 1990's, is the advent of internet (Howard, 1999; Lehman & DuFrene, 2011; McCabe, 2003; Park, 2003; Szabo & Underwood, 2004; Jones *et al.*, 2005). The influence of the internet on students' outcome is nowadays a topic of discussion for many scholars and university stuff.

The internet is double-edged sword. On one hand, misusing it represents a threat to academic integrity at universities. Students usually believe that the information on the internet is public and needs no referencing (Young, 2001; Thompson, 2003; Szabo and Underwood, 2004). In this matter, Young (2001:26) argues that student: *"have become so accustomed to downloading music and reading articles free on the internet that they see it as acceptable to incorporate passages into their papers without attribution as well"*. In this respect, McCabe (2005) found that 59% of 10,000 graduate students have reported that they have cut and paste information from online resources without proper referencing. On the other hand, the internet might be of a great help to students, as Carnie (2001:14) insists that *"the web is a fabulous resource that no student or scholar can ignore"*.

Within technology, plagiarism is taking new forms and has been characterized as 'cybercheating' (Stebelman, 1998), 'new plagiarism' (McKenzie 1998) 'cyberplagiarism' (Anderson, 1999), 'mouse click plagiarism' (Auer & Krupar, 2001). Recent research found that through millions of documents and hundreds of websites accessible 24 hours a day that offer ready-made assignments for free or by selling them in websites known as paper mills, the internet opens

wide doors into: first countless opportunities of cheating and second, a great force of temptation to cheat. All what students have to do, is to copy and paste pieces of information from one or multiple pages *"as quickly and painlessly as possible with minimal effort and minimal engagement"*. As Willems (2003: 28) explains. Respectively, students found the heaven of information on the World Wide Web.

1.3.5. The Impact of Plagiarism on Students' Achievement

Most of the students do not know the seriousness of plagiarism. Smith (2008), in her work entitled *"Plagiarism, the Internet, and Student Learning: Improving Academic Integrity"*, has shown the severity of the problem by relating it to the definition of plagiarism given by Mallon (1989) in his book *"Stolen Words: Forays into the Origins and Ravages of Plagiarism"*. She states that the *"idea that an act of plagiarism is kidnapping the words of others can also be seen as being similar to the action of kidnapping a child from a parent"* Smith (2008:90). Committing such a fraud is considered academically to be as equal as committing a *"crime"*, this is why it is severely punishable.

Every university has its own policy on academic plagiarism; Smith (2008) has conducted a research on six universities in order to differentiate between each of their own definition and consequences of plagiarism. She found that penalties are applied by the committee council according to their definition of plagiarism, she (2008:95) states that *"intention is the key to a decision about plagiarism"*, whereas others do not give much importance to it. Accordingly, she found that *"Most universities and colleges have a range of penalties from warnings, reprimands, failure of the piece of assessment under review, failure of the unit or subject in which the plagiarism occurred, suspension from study for a period of time, monetary fine or expulsion from the university"*.

Plagiarism can affect the plagiarist in many ways, not only by hurting him/her, but also hurting all his/her academic surroundings. Carroll University

claims that plagiarism “*is a self-destructive act that sabotages learning*” which harms both of the student and the instructor. When a student copies someone else’s work without acknowledging it, not only it is disrespectful to the writer’s hard work and rights, but in addition, he/she is making other students who work honestly feel betrayed, as clearly made by Carroll university “*A student who knowingly plagiarizes is no different than an athlete who cheats and takes banned drugs to gain an unfair advantage*”.

While most of the countries around the world consider plagiarism as a very serious matter, others view it as simply a part of their culture and thus do not even see it as a violation of the academic integrity.

1.4. Plagiarism among Non-Native English Speaking Students

A great portion of research investigating plagiarism focuses on international students that is students whose the target language is not their native language. Mainly, the English language (Scollon(1995); Cadman(1997); Ryan(2000); Evans and Youmans(2000); Burnett(2002); Park,(2003)). Scollon (1995) claims that a full examination of plagiarism must include an investigation of the social, cultural and political variables surrounding it.

Research shows that non- native speakers of English language (EFL and ESL students), either in their countries or as international students in U.K. or U.S., may opt for plagiarism more than native ones. Not only because of the attitudes and beliefs they have from their own cultures, and sometimes it does not see plagiarism as an academic misconduct (Evans, 2000); but also because they do not understand the notion of plagiarism in western cultures. Therefore, international students had been described as ‘*persistent plagiarizers*’ (Park, 2003).

Thompson and Williams (1995) assert that many Asian students show their intelligence by copying other authors. This can be explained by the fact that in some

cultures such as in China, Japan and Korea knowledge is regarded as public property and cannot be owned (Introna *et al.*, 2003). Within the same idea, Sowden (2005) claims that students in China are expected to work in groups, help each other, and share knowledge.

By the same token, scholars maintain that international students may plagiarize when they lack adequate writing proficiency in the target language such as paraphrasing, summarizing, quoting, notes taking, etc (Park, 2003); Or when they do not know the right methods and format of a correct reference. Hayes and Introna (2005: 221) report that: *“Paraphrasing, if you are not a native speaker, is difficult”*. Thus, non native speakers of the target language be it English or not, are more likely to commit unintentional plagiarism, not by a will of deceive but rather as a lapse.

All theses evidences, and others, support the view that students from different parts of the world might be, deliberately or not, stuck into the maze of plagiarism. Relatively, we can conclude that indeed cultural background affects students' plagiarism, to some extent, but it should not be considered as an excuse. Ignorance does not justify the mistake and student's malpractice. Especially in higher education, where students are future researchers and expected to maintain the rules of academic integrity and honest research ethics.

1.4.1. Plagiarism in the Arab World

Many terms are used in the Arabic language to denote plagiarism, among them: السرقة العلمية، الانتحال. With the absence of research and official statistics that reveal the status of plagiarism in the Arab world, it is hard to provide a clear image that gives a full description of this type of academic misconduct. Yet, the researchers found that this phenomenon is not new in Arab countries and the oldest plagiarizer was Al-motanabi who was accused of copying other's works and modifying them with his style of poetry writing.

A study conducted by Al-Jundy (2013) in which he asked 18 Egyptian magister students to write three essays (two in Arabic and one in English) on topics related to library sciences the results revealed that all the essays contained plagiarized texts. The percentage of the plagiarized text in the assignments written in Arabic ranges from 45% to 76% and reaches 81% in essays written in English. He noted that students have plagiarized although they have been warned about plagiarism but they did not know that the plagiarism detector software will be used on their assignments (ibid). Within the same vein, a Saudi Arabian student, when interviewed by DiMaria (2009) argued that: *“we grow up in a society that tells us to share things and wish the best for your friends”*; He added: *“your accomplishments are not recorded by your name, but by your tribe or family”*

Unlike in Western universities websites the researchers did not find any information about plagiarism or its penalties in Arab universities. This might denote that little importance is given to this kind of behaviour and although, there are rules that protect the author's intellectual property no severe policies are framed to detect plagiarized texts or strict punishment against those who violate the rules.

1.4.2. Plagiarism in Algerian Universities

As in many parts of the world, plagiarism is spread in Algerian universities as well. But the problem in our universities is that not much importance is given to prevent this epidemic phenomenon. In fact, the responsables seem to keep this problem in the shadows, no seminars or conferences are organized to tackle plagiarism among our students and no considerable efforts are made in order to find solutions.

Hallisi Tahar(2015) wrote in his article about this remarkable phenomenon, in which he mentioned several cases where doctors enrolled in different Algerian universities (such as Annaba, Batna, khanshla and Constantine) have been accused of plagiarism, mainly get promoted. Besides, the ministry of higher education

receives tons of reports and complains about plagiarized works by teacher, doctors and even professors.

Among these cases he mentioned that, a doctorate thesis about constructing anti-earthquake buildings and written by an Iranian researcher in 1985 was plagiarized. Actually, the plagiarists were two Algerian doctors who translated it from French to English and published it in an international magazine. When the director and editor of the magazine knew that the work was plagiarized he wrote an apology to the original writer, while the ministry of higher education totally ignored it, but rather, the two plagiarists were promoted for writing such a research and sent for training to several foreign countries.

Among the causes of the spread of plagiarism in our universities, might be explained by the fact that teachers supervise a large number of students. This will make it impossible for him to guide and control plagiarism in all their writings. In this sense, Raissi (2004:5) strongly posits 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. This 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, all students have plagiarized”.

Unfortunately, these models are just a drop in the ocean; this actually reflects the extent of this academic breach in Algerian universities. In reality, the worst thing to be admitted that there are no clear official measures put against those kinds of thieves. The truth is that in Algeria, plagiarism grows bigger in the shadows. Actually, our universities are witnessing a tragedy, in which teachers, doctors, and

professors are playing the main roles and hiding behind diplomas and high work positions. In this concern, a question that should be asked is how to blame a student whereas his model does not represent a good image of academic ethics? Yet, the most important is whether our students are aware of the seriousness of plagiarism. Actually, this is what the next chapters will try to find out.

1.5. Conclusion

It is obvious that plagiarism is a buzz word in nowadays academic discussions. It causes a great concern because on the one hand, it threatens the academic integrity and violates honor codes' rules, and on the other hand, it hinders student's learning process. Whether it is intentional or accidental, copying other's intellectual properties has always been considered as plagiarism. Certainly, the causes are diverse but the most common one is the internet, which led to the world wide spread of this phenomenon not only in the western world, but also in the Arab countries.

The next chapter will be an attempt to investigate more about this type of academic misconduct in Algerian universities in general and Tlemcen university in particular.

Chapter Two

The Research Design and Methods

2.1. Introduction

2.2. Background of the Research Setting

2.3. Research Procedures

2.3.1. Research Design

2.3.2. The Research Motives and Questions

2.3.3. Research Methods

2.3.4. Sample Description

2.3.4.1. Students' Profile

2.3.4.2. Teachers' Profile

2.3.5. Instrumentation

2.3.5.1. Tests

2.3.5.2. Questionnaire

2.3.5.3. The Interview

2.4. Conclusion

2.1. Introduction

Research is a systematic inquiry that proceeds through several approaches set by scholars for the sake of facilitating the gathering and analyses of any sort of data about any phenomenon in language learning.

Therefore, this chapter will mainly deal with the description of the practical part of this research work. In fact, the researchers will try to examine the three hypotheses presented in the general introduction. Therefore, an experiment is conducted on students and teachers to explore their understanding of the theoretical framework explained in the literature review of the first chapter.

This chapter will describe the procedures used for data collection starting with the nature of this study, including the research design and methods, then; it gives a description of the sample, followed by the research instruments used.

2.2. Background of the Investigation Field

English is nowadays an international language that is used in all scientific, political and economical fields. As many countries around the world, Algeria recognizes the importance of the English language and its role in the development of the future of the country.

Our empirical investigation took place at the English department at Abou Bekr BelKaid University Tlemcen, one of the Algerian universities that contain an English department. The National Institute of Foreign Languages and Letters was founded in 1988; then it 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. In 2014, the department of English was autonomous with translation section.

Nowadays, in 2015, the department involves 54 teachers among them 4 professors and 18 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 master 461 students.

This institution provides them with an opportunity to continue their higher education following the LMD system; that is 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 an inclusive knowledge about the English language four skills in addition to knowledge about the civilization and culture of its people. Moreover, Arabic is added as a compulsory module. In the third year students are required to undergo teacher training sessions.

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*). This educational process prepares students of English to the professional life and provides them with the necessary baggage to be future teachers and researchers.

2.3. Research Procedures

This section is devoted to detailed description of the methodological procedures followed in collecting data. In this respect, Mouton (2001:133) summarizes the whole process as follows: "*To satisfy the information needs of any study or research project, an appropriate methodology has to be selected and suitable tools for data collection and analysis have to be chosen*". Therefore, and through a case study, the researchers opted for a collection of both qualitative and quantitative data using three instruments (two tests and a questionnaire held with students, in addition to a semi-structured interview with teachers) explained in the

section (2.3.5.) The sample chosen was a class of third year LMD students in addition 5 teachers who were randomly chosen to obtain information from their experience.

Actually, the first test was given to students by their teacher in a class of psycholinguistics. They had one hour and a half to write an essay based on what they have learned in class concerning language acquisition. The papers were collected by the teacher and handled to the researchers, who by they turn typed them then analysed them in an online website (<http://www.paperrater.com>) to check if they contain any plagiarism. Whereas the second test was given to them in the form of a homework assignment in which students has to write about the difference between first and second language acquisition and send it by email to the researchers one week after.

It is important here to note that in order not to influence the informants, they were told that the researchers are working on language acquisition, hence, they ignored that the researchers will look for plagiarism in their papers. In addition to that, the topic of the tests was not important but the most important is how students will write it, i.e., if they plagiarise or not. Concerning the questionnaire, it was given to the participants during a class period and they filled it in ten (10) minutes without any interference from the researchers.

Furthermore, a semi-structured interview was held with teachers, one at a time after arranged appointment. Also, it was recorded after the participant's permission. The period of the interview varied from one teacher to another and ranged from 6 to 22 minutes.

2.3.1. Research Design

In order for any empirical research to meet reliable and valid data, an organized plan must be followed. In other words, the research must precede strategically beginning with the research question arriving to the conclusions where hypotheses are either proved or disapproved, this is called the research design (Yin 2004). This research tries to explore the phenomenon of plagiarism among Abou Bekr Belkaid University students, and mainly examines the case of third year LMD students. In this context, Dörnyei (2007: 155) states that: *“The case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context”*. This makes the investigation fit into the mould of case study research.

The case study is one of the multiple ways to study social phenomena, not only that but it has been recognized as the most common strategy followed in a great number of investigations in different fields (Gilgun, 1994). Moreover, Yin (2009:18) describes case study research as empirical inquiry that:

- ✓ Copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result;
- ✓ Relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result;
- ✓ Benefits from the prior development of theoretical propositions to guide data collection and analysis.

Case studies do not only give statistical numbers, but also realistic responses to the research questions. However, one of its main weaknesses is the extent to which the results of a case study can be generalized. Researchers claim that the findings of a single case cannot be representative of other cases (Bartlett *et al.*, 1982). On the other hand, it can be argued that case study provides an in-depth examination of a single case through the use of various data collection methods. In fact, this can be of a great benefit to better understand the phenomenon through

comparative research and hence, to increase the possibility of generalization. In this vein, Nunan (1992:89) explains:

[...] one can learn a great deal about one's own students in general through a detailed study of one particular student, in the same way as insights into language classrooms in general can be derived from the intensive analysis of a single classroom.

Moreover, in social sciences researchers do not deal with laboratories and creating experiments but rather investigating in existing phenomena and throughout a rigorous investigation, they can have an authentic data about the examined case. Respectively, Yin (2003) identifies four types of case study namely: (1) explanatory, (2) descriptive, (3) exploratory and, (4) multiple or collective case studies. Whereas, Stake (1995), adds intrinsic and instrumental case studies.

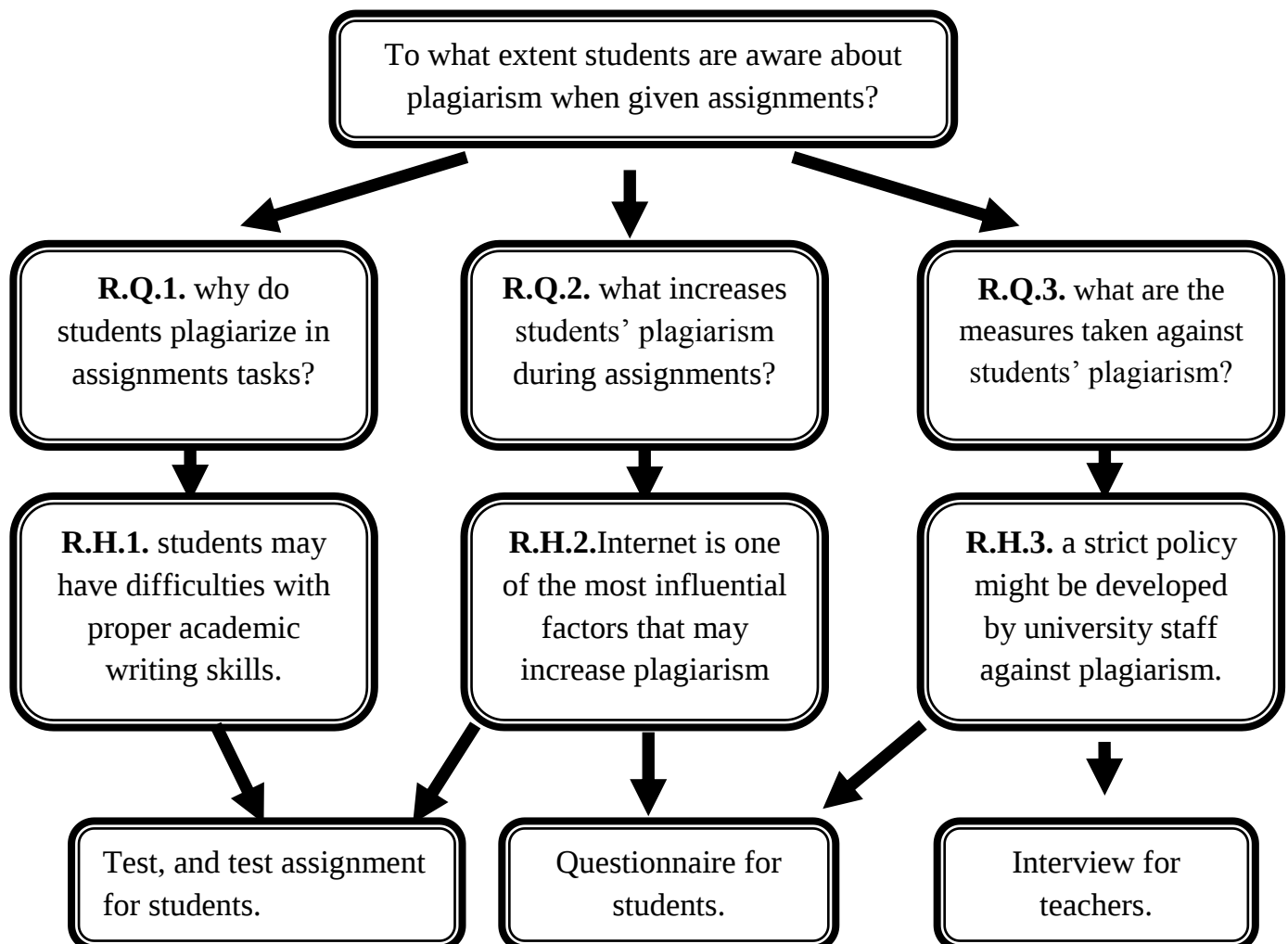
After identifying the types of case study, it is necessary to frame the nature of our research. In fact, the rational of this investigation is to explore the students' awareness about plagiarism at Abou Bekr Belkaid University, and throughout a selected case, the researcher will try to examine the causes in general and the internet in particular which lead students to such behaviour. Furthermore, they will conclude with solutions that may help to decrease this academic breach.

These objectives shape the study into the descriptive and explanatory type of case study. Moreover, the researchers can describe this case study to be intrinsic as well. Since its purpose is not to build a theory and the informants studied are of interest to the research. Moreover, according to Yin (2003) different types of case study can be present in a single research depending on its objectives.

2.3.2. The Research Motives and Questions

Plagiarism is a complex phenomenon which has long been considered as a challenging problem that hinders student's creativity and threatens the values and ethics of research in higher education. It is a problem that is growing bigger and spreading all over the world.

With the help of some external factors, such as the internet, plagiarism has been an easy way for learners to cheat and violate academic integrity. Therefore, many researchers have been attempting to find an alternative solution through understanding more the causes that are behind students' plagiarism. Consequently, this serious situation led us to conduct this investigation by designing the appropriate research that aims to learn more about the students' awareness about this phenomenon.



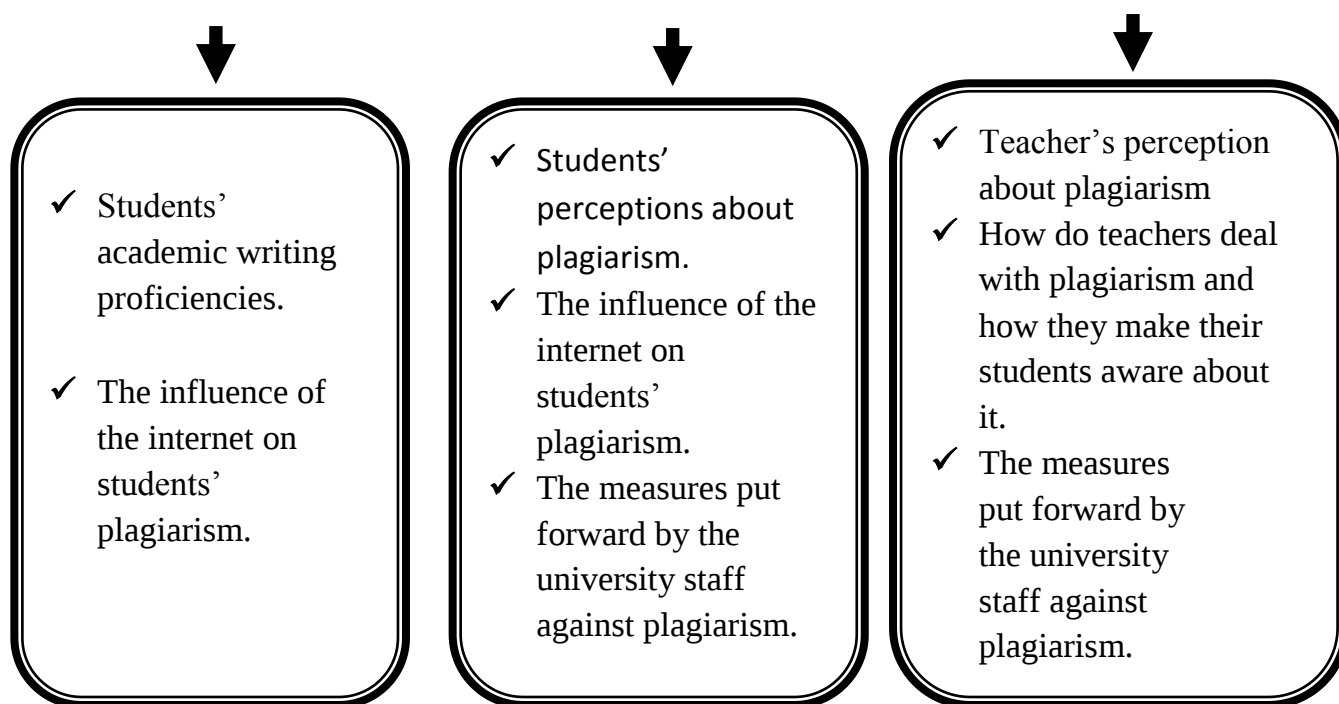


Figure 2.1.Research Questions and Motives

2.3.3. Research Methods

One of the most influential dichotomies in research methodology that has attracted a great amount of attention is that of qualitative versus quantitative research. In this concern, a debate has been always held between researchers to make the distinction between the two types. Dörnyei (2007:24) claims that quantitative research: *"involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods."* Whereas qualitative research: *"involves data collection procedures that result primarily in open-ended, non numerical data which is then analysed primarily by non-statistical methods"* (ibid).

Respectively, the quantitative research offers numerical and precise data and can be obtained through the use of tests, surveys, questionnaires. Moreover, this type of data is deductive, in which the researcher already knows what he is looking for and the hypotheses are set prior to data collection (Welman *et al.*, 2001). Also data collection process is fairly easier and quicker, involving greater numbers of

participants. Quantitative information is therefore replicated and analysed by mathematical statistical methods using computer software and the results can be compared to other studies (Dörnyei, 2007), then generalized to a larger population (Selinger & Shohamy, 1989).

Another strength of quantitative studies is that they are quite objective. Since the researcher does not have direct contact with his informants, they will not be influenced, henceforth; there is little chance of bias and subjectivity. Nevertheless, one of the weaknesses of quantitative research lies in the fact that it is superficial, in the sense that it controls variables and settings and gives little importance to human individuality. In other words, it does not provide detailed exploration of participants' perceptions and beliefs.

On the other hand, qualitative data is inductive, deals mostly with textual information and collected in naturalistic setting using “*verbatim descriptions, interviews, written responses, or unstructured observations*” (Weir and Roberts 1994:159). Moreover, it is used for an in-depth exploration that gives complex details about the phenomenon studied, as Dörnyei (2005:126) explains: “*Qualitative research, on the other hand, focuses on describing, understanding, and clarifying a human experience*”. It answers the ‘why’, ‘how’ and ‘when’ questions. Additionally, this type of research gives detailed narration of the informants’ answers and therefore, opens the doors into new topics that were not considered before undertaking the study.

Yet, just like quantitative studies, qualitative data collection has some weaknesses. The most compelling one is that this type of data involves only few participants and is less easy to be generalized. Furthermore, it is difficult to be compared to other contexts (Selinger & Shohamy 1989).

Eventually, these two approaches to data collection and analysis are not always seen as two extremes. In this respect, Dörnyei (2007) argues that the qualitative should follow the quantitative is essential to achieve what one research method cannot do alone.

In fact, quantitative and qualitative methods are complementary and work hand in hand for the goal of attaining a rigorous and full examination of the topic in focus. This is called '*mixed methods approach*', which is henceforth defined as: "*collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies*" (Creswell and Plano Clark 2007: 5).

In this respect, another important term to be mentioned is '*triangulation*' which is defined as: "*the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon*" (Ashatu, 2009: 3). The rationale behind using triangulation in research is that it increases research validity by using different sources of information. Weir and Robert (1994: 137) explains why triangulation is important as follows:

A combination of data source is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people (i.e. triangulation).

As far as this research is concerned, both qualitative and quantitative research methods were used at the level of data collection and analysis and are notably given equal importance. The researchers opted for triangulation in order to

cross-check and validate the data collected and explore plagiarism from different perspectives (i.e., students and teachers). Additionally, in this research three research instruments were used to answer three research questions.

2.3.4. Sample Description

“One of the important tasks for a researcher is selecting settings and negotiating access to the participants” Steyn&VnaWyk(1999:38). As in any research work, a number of informants should be selected from a larger population to help the researcher understand more the examined phenomenon.

Accordingly, 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”*. Thus, studying the results analysed from the gathered data concerning the sample may be fairly generalized to the population chosen. In this research work, both students and teachers were chosen as sample population.

2.3.4.1. Students’ Profile

As far as the selected sample is concerned, it is comprised of a class of seventeen (17) third year EFL students that were randomly chosen from the English Department - Tlemcen University to conduct this research work investigation.

2.3.4.2. Teachers’ Profile

To obtain more information from experienced informants, five (5) teachers were randomly selected in order to view the phenomenon from different perspectives and therefore, obtain more reliable data. Their teaching experience in English varies from seventeen to thirty-two years, specialized in many different fields: sociolinguistics, didactics, English literature, phonology... etc.

2.3.5. Instrumentation

A research cannot be fulfilled without the proper conception and selection of the appropriate tools or instruments used in cross-checking the validity of the result, and in collecting the data chosen for the study.

Accordingly, the instrumentation used in this experiment is a combination of three (03) research tools, each of which conceived to answer the secondary research questions ensuring triangulation of data resources, namely tests, a questionnaire, and an interview.

2.3.5.1. Tests

Tests are considered among the most useful employed tools in any academic research in general and in this investigation in particular. Brown (2001:3) defined testing as *“a method for measuring a person’s ability, knowledge, or performance in a given domain”*.

Since the students need to be evaluated on their academic writing skills, and their academic integrity concerning plagiarism, two (2) tests were used in this research work. A first test was addressed to the learners during a class period by their teacher, in which they were asked to write an essay commenting on the following quotation stated by Clark (1970:402):

Children have to learn both to perceive and to produce the sounds of their language. In doing so, they set up some form of representation in memory for the words they hear. Then they use these representations in identifying words spoken by others and in trying to pronounce words in the way adults do. These representations play a central role in children acquisition of the sound system.

This test was compared to a second test in which the researchers forwardly referred to as “*homework assignment*”, it was given to them as homework to render in one week. In which they had to write about the differences and similarities between first and second language acquisition.

This kind of testing was made by the researchers to highlight the difference between writing assignments in class (where they do not have resources to use but their own knowledge) and outside the class(where they can use many other resources like the internet); this will show the influence of many external factors towards students’ plagiarism.

2.3.5.2. Questionnaires

Questionnaires are one of the most common instruments of gathering data on peoples’ attitudes and beliefs in EFL/ESL research. According to Nunan (1992: 231): “*A questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects*”. Since the present study tries to investigate the students’ awareness about plagiarism, it was important to know their own points of view about the research interest.

The distributed questionnaire includes fifteen (12) questions which have been divided into three (3) rubrics; each rubric holds a distinct label. The following table illustrates the structure of the questionnaire:

<i>Rubric</i>	<i>Label</i>	<i>Numbers of questions</i>
One	Student's Perception about Plagiarism	Five (05)
Two	Student's Use of Resources	Four (04)
Three	University Policies	Three (03)

Table 2.3.Questionnaire Structure

The first rubric, which is about the Students' perception about plagiarism, involves five (05) questions varying between mixed and closed ended aiming at describing the students' awareness and perception about plagiarism. However, the second rubric includes seven (04) questions addressed to the learners in order to investigate the students referencing proficiencies. Nevertheless, the third rubric contains two (02) closed ended and one (01) mixed questions which are devoted to know more about the measures put forward by the university staff (teachers and administration) against plagiarism.

2.3.5.3. The Interview

In addition to the instruments previously described, a semi-structured interview was designed and addressed to teachers. The objective of this instrument is to explore teachers' perceptions of plagiarism and how they deter it among their students.

The interview is a feasible data collection tool that is commonly used to gather qualitative data from participants. Tuckman (1972) states that an interview allows to examine what persons think, perceive and like or dislike in a particular thing. This may help the researcher to test his hypotheses and even to suggest new ones.

Dörnyei (2007) distinguishes three types of interviews: structured, semi-structured and unstructured. On one extreme, there is the structured interview, in which the researcher follows a framed list of questions that he addresses to every interviewee. Unstructured interviews are placed at the other extreme of the continuum. In this kind of interviews no interview guide is prepared before and the two persons discuss a topic just like any kind of conversation, also, the interviewee expresses his opinion freely.

Between the two extremes, there is the semi-structured interview, the most commonly used in research. In this type of interview, the researcher prepares a set of questions which are addressed to every interviewee, yet, there is possibility for him to interfere and ask for further clarification or examples or even ask questions that are not in the interview guide.

This research has adopted for the semi-structured interview that was addressed to teachers as members of university staff to investigate the third research question. In other words, the objective behind using this instrument is to explore the teachers' perspectives and attitudes and how they deal with plagiarism. The data obtained from this interview will reveal a lot about the university policy against plagiarism.

The interview consists of eight (8) questions (See appendix D). The first two questions aim to explore the teachers' perceptions about plagiarism as a first step to know how they deal with it. While the objective of the rest of the questions is to know how teachers deal with plagiarism and how they make their students aware about it. In addition to that, they attempt to investigate about the measures put forward in Abou Bekr Belkaid university staff against plagiarism.

2.4. Conclusion

In this chapter the researchers tried to describe the data collection procedures, clarifying the nature of the research design and explaining the research methods used in doing so. Moreover, this research opted for triangulation of data gathering tools through two tests and a questionnaire addressed to students in addition to an interview held with teachers in order to cross check the results obtained. This chapter was purely descriptive while the next one will present the empirical phase of this research.

Chapter Three

Data Analysis and Interpretation

3.1. Introduction

3.2. Data Analysis

3.2.1. Tests Analysis

3.2.1.1. First Test Analysis

3.2.1.2. Homework Assignment Analysis

3.2.2. The Questionnaire Analysis

3.2.2.1. Results

3.2.3. Teachers' Interview Analysis

3.2.3.1. Results

3.3. Interpretation of the Main Results

3.4. Conclusion

3.1. Introduction

After explaining the research methods and the procedures followed in gathering data, the following chapter is devoted to the quantitative and qualitative analysis and interpretation of the results, which were obtained with the help of the three (03) instruments used in this investigation addressed to the sample in order to assess whether or not they are aware of plagiarism.

3.2. Data Analysis

This part is devoted to the procedures, analysis, and interpretation of the results gathered. The collected data was analysed quantitatively and qualitatively, part of it was converted into numerical form, and was analysed with the help of some mathematical statistical methods using computer software such as *SPSS (Statistical Package for the Social Sciences)*, *Google Document* and *PaperRater*. Whereas, the remaining information was analysed and interpreted in its textual form.

3.2.1. Tests Analysis

The first data collection tool was in the form of two tests given to students. In order to compare the original and the plagiarised texts used in every student's assignment, "*Plagiarism detector*" was employed. "*Plagiarism detector*" is an off-line software used to detect plagiarism in any sort of written text; also, it converts the stolen texts into statistical percentages. Moreover, it shows the different websites used by the plagiarist in copying his/her text.

3.2.1.1. Results of First Test Analysis

The results of this test revealed clearly that students do not plagiarise in the classroom and in the absence of the resources that provide to them opportunities to copy. When the assignment was checked in plagiarism detector, not surprisingly, the rate of non-original texts was 0%.

It is worth mentioning that the first test contained very large number of mistakes at different levels (grammar, vocabulary and style). Some instances are shown in the following table:

Informants	Examples of grammar mistakes	Examples of spelling mistakes
Informant 1	He already have	concedered
In formant 2	Childrens	propably
Informant 3	He link	When a child here the word

Table 3.1. Some Students' Mistakes in the Test

Within the papers of the first test the researchers noted that some students provided quotations of other people but they did not reference them. The followings are instances of those passages:

- ▶ *“Samuel Johnson said “language is a dress of thoughts”. In this quotation, the student put the quotation marks but no date or page are provided”.*
- ▶ *“Language as what “El jarazani” said before 12 centuries. There is part in language innate and there is another part learnt. Here the informant did not put either the quotation marks nor the date and page of the quoted passage”.*

In addition to that, the participants did not put the full reference at the end of the essay.

3.2.1.2. Results of Homework Assignment Analysis

The analysis of the test-assignments has shown many variations in the results, almost all of the seventeen (17) informants, have used plagiarized texts in their homework written assignments. These results are demonstrated in the following table:

<i>Informants</i>	<i>Originality RF</i>	<i>Plagiarism RF</i>	<i>Referenced RF</i>
Informant 01	47%	53%	00%
Informant 02, 06, 08	25%	75%	00%
Informant 03	100%	00%	00%
Informant 04	96%	00%	04%
Informant 05	99%	00%	01%
Informant 07	03%	97%	00%
Informant 09	02%	97%	01%
Informant 10	73%	27%	00%
Informant 11	02%	98%	00%
Informant 12	99%	00%	01%
Informant 13	04%	96%	00%
Informant 14	05%	95%	00%
Informant 15	53%	47%	00%
Informant 16	09%	91%	00%
Informant 17	21%	79%	00%

Table 3.2. Originality, Plagiarized, and Referenced Results of the Test Assignment

In response to this statics exposed in the above table, it is very obvious that many participants have plagiarized. Only four (04) students have respected the ethics of academic integrity and did not plagiarize by using six (06) referenced sources; however, six (06) students, chose to copy-paste texts without any followed reference. Concerning the five (05) remaining students, the results were split on non-equal values between the plagiarism and originality of the student's assignments.

When checking the participants' assignments with " *plagiarism detector*", on one hand, many plagiarized texts were detected, especially the definition of *language acquisition* : "Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate" which was repeatedly plagiarized by the students from the free encyclopedia "*Wikipedia*". Furthermore, since the question of the assignment was about the similarities and difference between first and second language acquisition, several learners have copied the required assignment from a same website ([http:// multilingualism. pbworks. com/ w/ page/ 21913433/Similaritiesanddifferences between First and Second Language Acquisition](http://multilingualism.pbworks.com/w/page/21913433/Similaritiesanddifferences%20between%20First%20and%20Second%20Language%20Acquisition)).

On the other hand, "*plagiarism detector*" has also identified some originality in a small number of the checked assignments. Comparing to the plagiarized texts, the original ones were full of grammatical mistakes, and their vocabulary was not reflecting the true level of third year LMD students. Some illustrations of these severe mistakes are demonstrated in the following table:

<i>Informants</i>	<i>Examples of grammatical mistakes</i>	<i>Examples of vocabulary mistakes</i>
Informant 03	The 2 nd language must be learned through efforts and hard work meaning its nurtured.	One of the things that seperates
Informant 04	as a environmentally	... altimatly language as a whole.

Table 3.3.Some Students' Mistakes in the Test Assignment

3.2.2. The Questionnaire Analysis

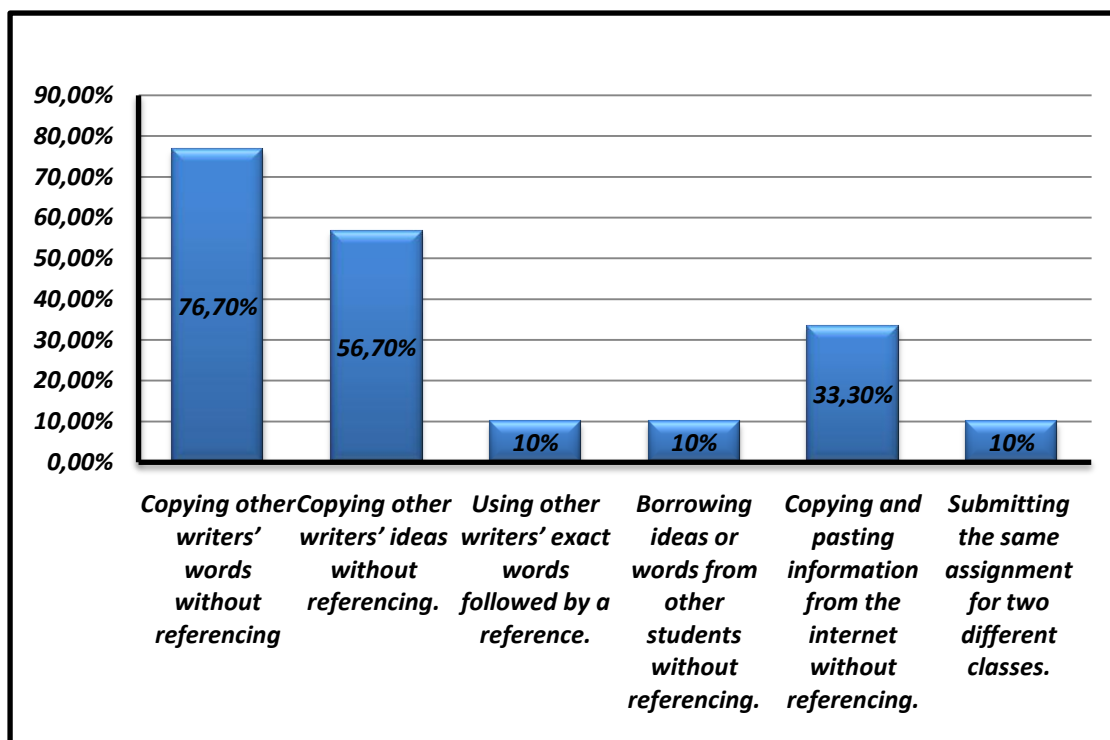
Since the questionnaires' items contain both opened and closed ended sorts of questions, it was analysed quantitatively as well as qualitatively. The statistical software "*Statistical Package for the Social Sciences (SPSS)*", version 22.0, was used in the analysis of the results. The informants' answers were converted to

numerical values, then inserted in an SPSS file to count the equations needed, this process is called “*data coding*” (Dörnyei, 2007). In analyzing the close-ended questions, the SPSS provided the relative frequency, mean, mode, median, and standard deviation. As far as the open-ended questions are concerned, the researchers categorized the respondents’ answers according to their similarity. Moreover the online website “*Google Document*” was used to create graphs in order to illustrate the findings.

3.2.2.1. Results

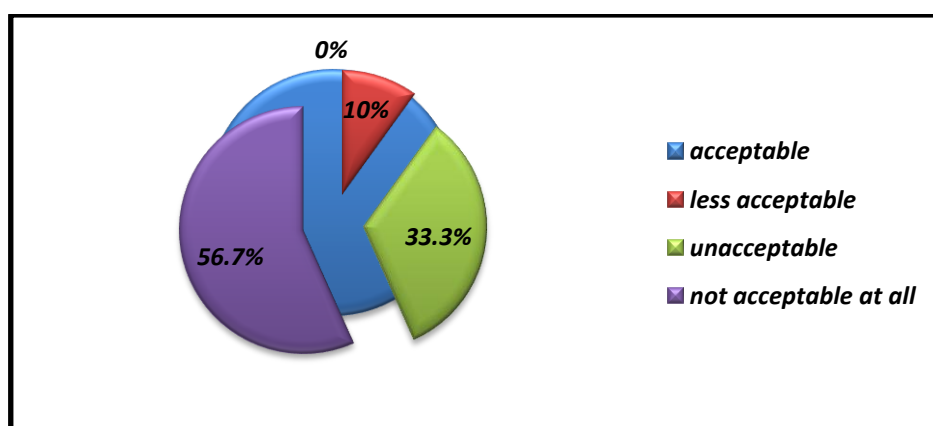
This section tries essentially to deal with data analysis of the students’ questionnaire. This has been, in fact, processed in a one per one question way.

The first question indicates that most of the informants who participated in this questionnaire (76.7%) as the highest percentage, defined plagiarism as “Copying other writers’ words without referencing”. Whereas (56.7%) showed that plagiarism is considered as Copying other writers’ ideas without referencing, and concerning the “Copying and pasting information from the internet without referencing” answer, it was chosen by (33.3%). However, only (10%) have chosen the three remaining answers. The following bar-graph illustrates the findings:



Bar-Graph 3.1.Students' Notion of Plagiarism

Regarding the second question, (56.7%) of the respondents, consider plagiarism as not acceptable at all; while (33.3%) of them see it unacceptable. only (10%) find it less acceptable, and none of the informants consider it as acceptable. The mean was 3.46 and the standard deviation 0.68, this shows that the majority of the students agreed on the fact that plagiarism is not acceptable, as demonstrated below:

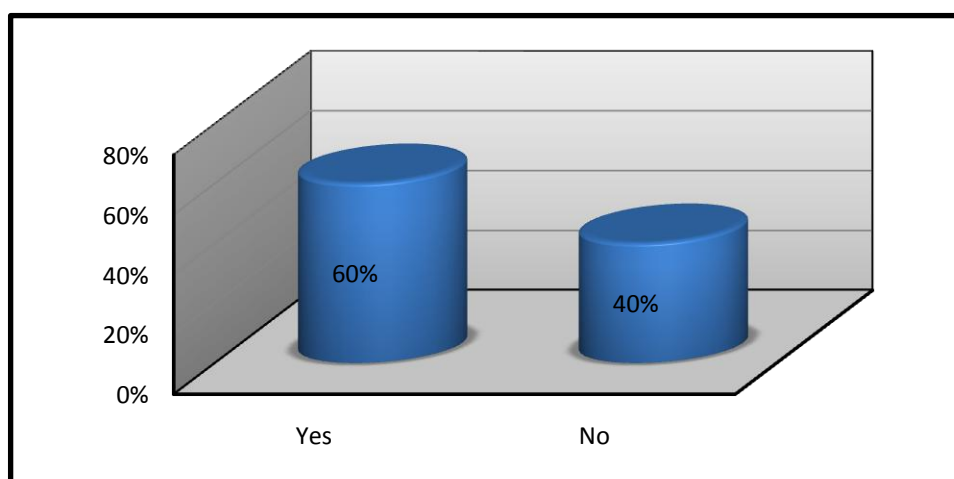


Pie-Chart 3.1.Students' Consideration of Plagiarism

<i>Mean</i>	<i>Mode</i>	<i>Median</i>	<i>Standard deviation</i>
3.46	04	04	0.68

Table 3.4.Students' Consideration of Plagiarism

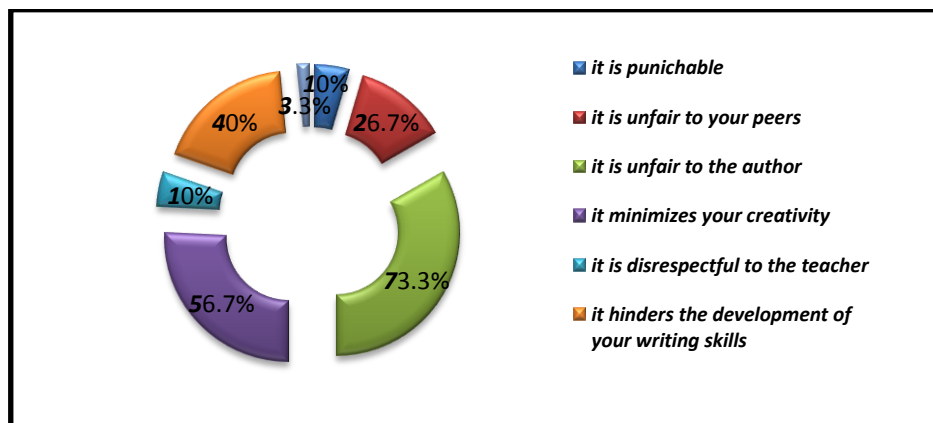
As far as question three is concerned, (60%) of the participants have admitted that plagiarism was explained to them in their previous university studies, whereas, (40%) have not. These results are showed in the following bar-graph.

**Bar-Graph 3.2.**Students' Knowledge of Plagiarism

Concerning the second part of the question, nine (09) learners declared that they have dealt with plagiarism in the “*research methodology*” module during their previous years of university studies, and five (05) of them opted for the “*oral production*” module. Only two (02) students have mentioned “*academic writing*” in their answers, expect (01) participant who replied by “*in all modules*”; While the rest of the participants did not answer the question.

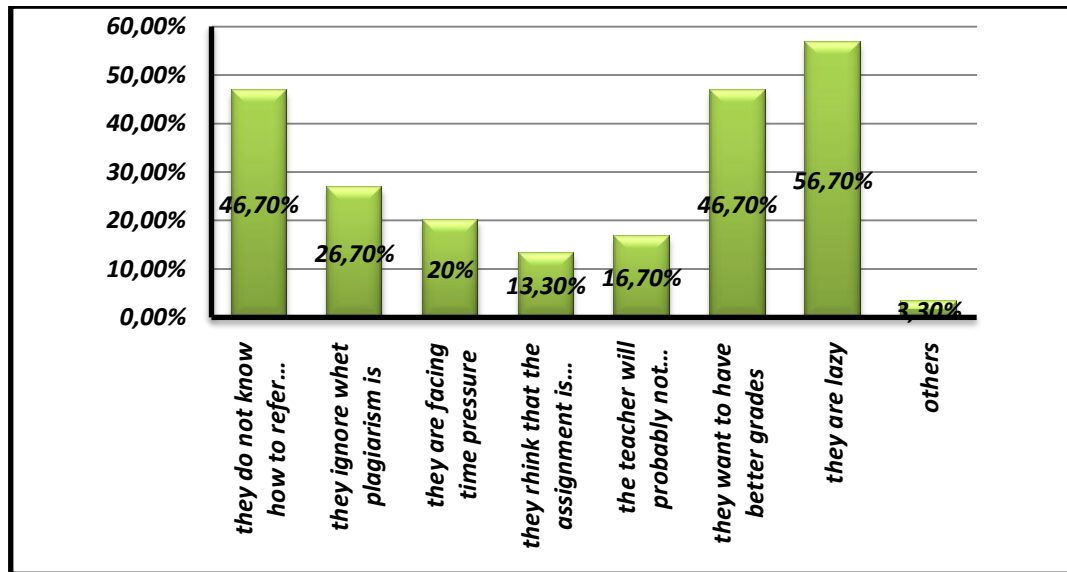
Concerning question four, the vast majority of respondents (73.3%) reported that plagiarism may be considered wrong because it is unfair to the author;

and yet, nearly one third of the students (26.7%) think that it is wrong because it is unfair to their peers. Only one student (3.3%) has answered by “because it is unfair to the person himself”. Moreover, more than the half of the students (56.7%) chose the fourth option which was about the minimizing of one’s creativity, however, (40%) of the informants consider plagiarism as the reduction of the development concerning the writing skills. The remaining answers were rated equally (10%) i.e., it is punishable and it is disrespectful to the author. The next graph explains more the findings.



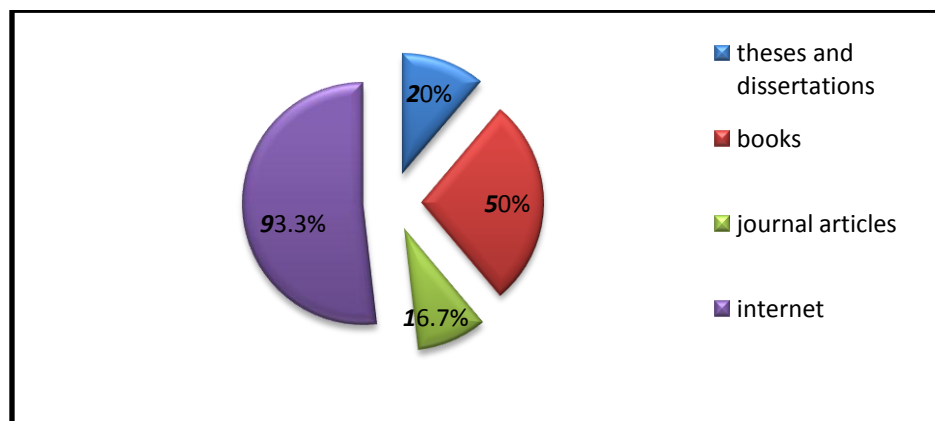
Pie-Chart 3.2. Students' Perception of Plagiarism

In response to the fifth question, the rate of the students who consider better grades (46.7%) as a cause is the same of that who see the ignorance of referencing as a cause as well; and the most rated answer was “laziness” (56.7%). Concerning the rest of the rates, the respondents varied the reasons between the four remaining options. Only one informant gave another answer which is “*it is unfair to the student himself*”. This following graph better exemplifies the results.



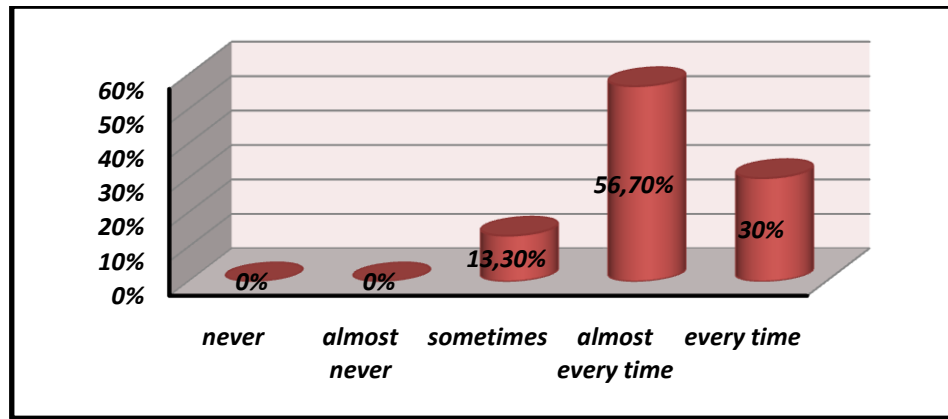
Bar-Graph 3.3.Students' Perception of the Causes of Plagiarism

Results achieved in question six demonstrates that almost all of the informants (93.3%) use the internet in their assignments, then, half of the students (50%) use books, and only around (20%) use theses, dissertation, and journal articles. These results are showed in the following chart.



Pie-chart 3.3.Students' Use of Resources

As for question seven, more than the half of the participants (56.7%) use internet in preparing their assignments almost every time; however, only one third of them use it every time, and as the lowest rate, (13.3%) of students use it sometimes. The mean of this item was (4.16) and the standard deviation (0.64), this shows that the informants' responses are positive concerning the use of internet.

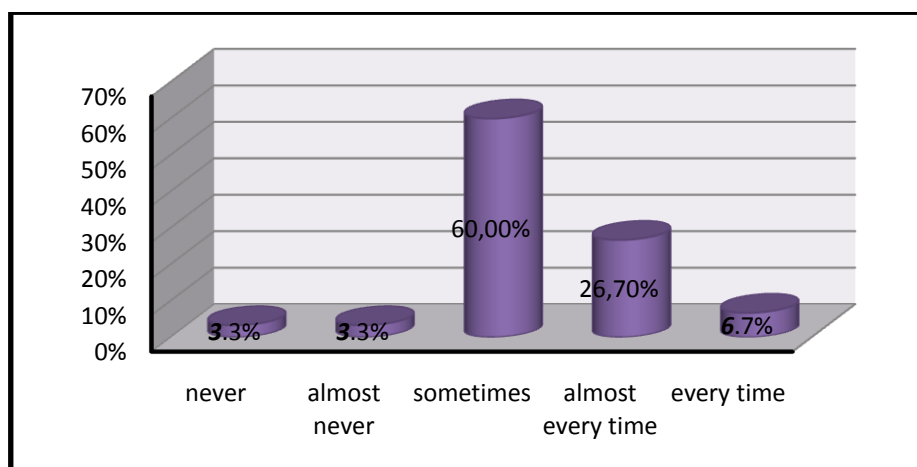


Bar-Graph 3.4.Students' Use of internet

<i>Mean</i>	<i>Mode</i>	<i>Median</i>	<i>Standard deviation</i>
4.16	03	03	0.64

Table 3.5.Students' Use of 'internet'

Concerning question eight (08), the vast majority of the respondents (60%) reported that they sometimes use 'copy-paste' from the resources used. Only (3.3%) of the informants almost never use this technique, in contrast with (33.4%) students who use it almost every time. The mean was 3.30 and the standard deviation 0.79, this shows that the majority of the students' response was neutral. The next graph explains more the findings.

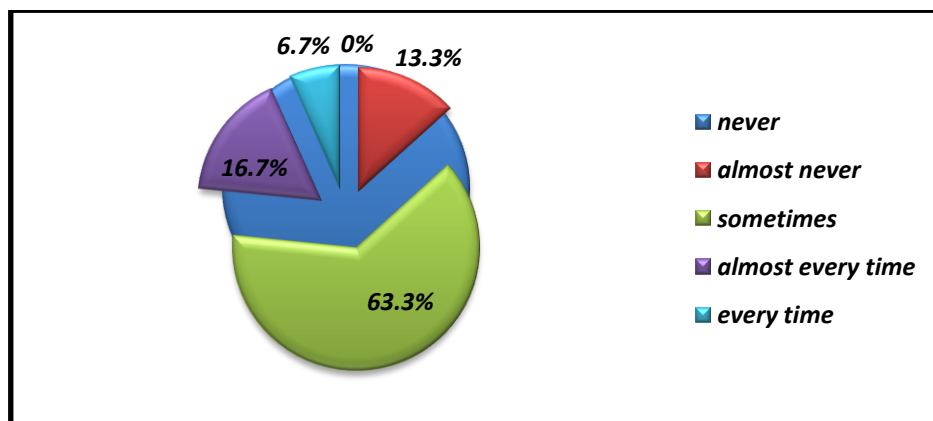


Bar-Graph 3.5.Students' Use of 'copy-paste'

<i>Mean</i>	<i>Mode</i>	<i>Median</i>	<i>Standard deviation</i>
3.30	03	03	0.79

Table 3.6.Students' Use of 'copy-paste'

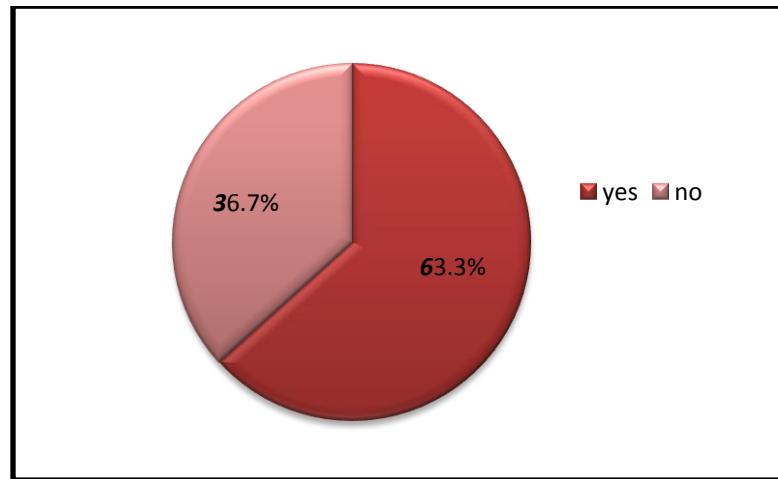
In response to question nine, more than the half of the respondents (63.3%), reference their resources from time to time; whereas, only (23.4%) admitted that they use referencing almost every time, and concerning the remaining informants (13.3%), they almost never acknowledge their resources. In relation to the mean value which was (3.16), the standard deviation was (0.74); this demonstrates that most of the students responded positively concerning the referencing of their used resources.

**Pie-Chart 3.4.**Students' Tendency to Reference

<i>Mean</i>	<i>Mode</i>	<i>Median</i>	<i>Standard deviation</i>
3.16	03	03	0.74

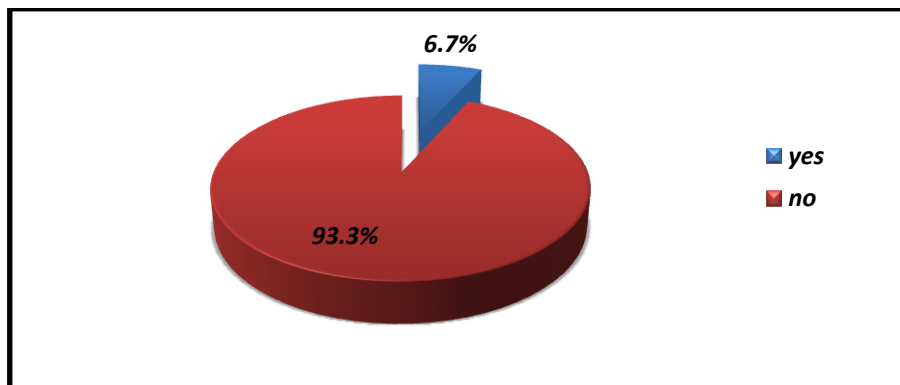
Table 3.7.Students' Tendency to Reference

Question ten shows that (63.3%) of the students think that the teacher checks their assignments, whereas, the rest of the respondents do not (36.7%). These results are showed in the following Pie-Chart.



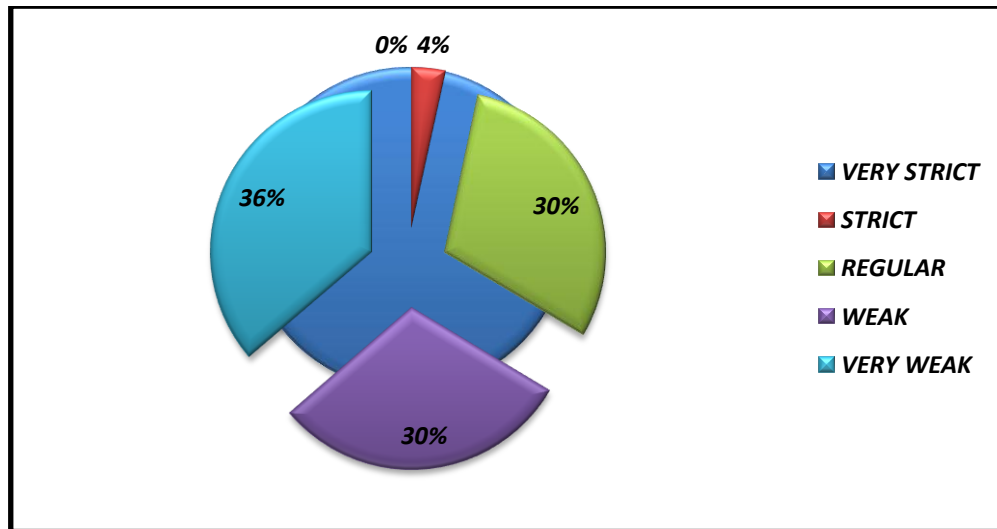
Pie-Chart 3.5.Checking Assignments by the Teacher

Concerning the question eleven, almost all of the participants (93.3%) admitted that they have never been punished because of plagiarism; only two students (6.7%) mentioned that they have witnessed cases of this academic breach, and the sentence was the rejection of their work. The findings are more illustrated in the following pie-chart.



Pie-Chart 3.6.Plagiarism Punishment

Results illustrated in question twelve, show that (66.7) of the students agreed that the policies are weak in Tlemcen university. However, only one student was convinced that it is strict. The mean of this question was (1.96), and the standard deviation (0.96), this suggests that the majority of the participant shared the same view concerning the university policies against plagiarism and characterized them as very weak. The next chart explains more the findings.



Pie-Chart 3.12. University Policies

<i>Mean</i>	<i>Mode</i>	<i>Median</i>	<i>Standard deviation</i>
1,96	01	02	0.96

Table 3.8. University Policies

3.2.3. Teachers' Interview Analysis

The data obtained from the semi-structured interview used in this research was qualitatively analysed. The responses of the informants tape were recorded, the researchers listened to the recordings and tried to summarise the answers then compare them to each other. This section will describe the obtained results in one per one question way.

3.2.3.1. Results

When asked about what may denote plagiarism, the respondents answered that it involves everything that is not the writer's intellectual property. The plagiarist aims at making the reader believe that others' words and ideas are his own work.

Although the participants agreed on the seriousness of plagiarism when asked the second question, they described it differently. Some of them they said that it is a serious crime in the scientific field and is as dangerous as stealing objects. In this respect, teacher 4 exemplified that *“it is as serious as stealing someone else’s car and claiming it is your own”*. They both added that the problem we are facing is that many students do not see the danger of plagiarism. Actually, teacher 5 demonstrates his comment by saying that *“making our students aware of plagiarism is just like telling a child that taking sweets from a shop is a theft and warning him that he will be punished when doing that”*.

While teacher 3 explained that the way we see plagiarism departs from our definition of this phenomenon, thus, our view to this phenomenon might differ from one person to another. He continues that whether it is a crime or cheating act, it is the students’ responsibility to know that this kind of behaviour is serious. However, another informant rather described it as a silly habit that does harm to research process in general.

When asked whether the participants discuss plagiarism with their students, the answers differed from one teacher to another. Some teachers pointed out that they definitely go that. Participant 2 added that: *“I always tell my students that they can have diplomas and then careers by plagiarism but they will never have the others’ respect”*.

Others reported that he discusses plagiarism in his lectures with his students from time to time. However, one participant noted that he does not discuss plagiarism with his students within the lecture. He commented that: *“this is probably a mistake from our part; actually plagiarism should be discussed more often not only in academic writing or research methodology modules, but in all modules and students should be made aware. And here comes the role of the teacher”*.

Regarding if the participants warn their students not to plagiarise while writing their homework assignments, almost all teachers responded that they do not give much importance to plagiarism in the students' assignments. Actually they claimed that *"it is not that serious"* and they do not mind if students bring copied texts in a homework assignments but not in theses. In fact the teachers encourage students to bring anything when given an assignment even if it is copy-pasted from the internet.

Teacher 4, and since she is teaching academic writing module, pointed out that she warns her students not to plagiarise when giving them activities related to the lecture of referencing. In which they are required to put correct references to the text that do not belong to them.

Concerning the fifth question (which is concerned with whether the teachers control the possibilities of copy pasting when giving students an assignment) some teachers pointed out that they usually opt for activities that demand creativity and the students' thinking. In this way, the student will not find the readymade answers on the internet.

Another participant (3) answered that he mostly does take into consideration the availability of the assignment on other resources and mainly the internet. But he continues that; *"it depends on what we want from the students to achieve and this is related to the types of the assignment given to them"*. Whereas other informants answered that they do not give much importance to whether the students will copy the assignment from other resources.

In the first part of this the sixth question the participants were asked whether or not they check plagiarism in their students' assignments, and how they do that. As far as this question is concerned, the answers of the participants were similar in

the sense that they all do not take plagiarism in assignments seriously because it is impossible to check everything written by students.

They mostly spoke about the dissertations and theses in which this kind of behaviour is not allowed. They all clarified that any teacher is able to detect what belongs to the student what does not. In other words *“the style betrays the student”*. Most of them said that when they suspect that it is plagiarized work put in a thesis, they check it by typing sentences into Google and searching for corresponding results.

On the other hand, 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.

The third teacher believed that if the student willingly plagiarised 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 reject the work or contact the supervisor of the student if he is among the board of examiners in a viva.

When asked about the department policies most of the subjects described them as unclear, very weak, and not strict. Participant 5 denoted that this year the university is taking procedures against plagiarism in theses and dissertations. Every student will submit a CD with his thesis and it will be checked for any plagiarism. Yet, there are no official documents which tackle properly this phenomenon in our department or university in general.

In the last question, all teachers proposed that penalties are the best solution. While part of them agreed that we have to make students aware about the danger of plagiarism and teach them writing skills such as paraphrasing, summarizing and referencing. Whereas informant 3 said that he proposed a declaration on the university stuff that the student will sign before submitting his thesis. This is to make plagiarism the students' responsibility.

3.3. Interpretation and Discussion of the Main Results

The findings appear to suggest that truly, students plagiarise when writing their assignments. In the first test, students did the assignment with no use of any source or help from their peers; while in the homework-assignment they were at home and although they had plenty of time to write it, the plagiarism rates were very high and the source of the copied texts was mainly online websites.

Another important difference that was clear in the comparison of the first and second test is the undeniable distinction in the style of the students' writings and the noticeable amount of mistakes. In reality, when the informants fulfilled the required test-assignment at home, they had a very sophisticated style with mostly no mistakes in comparison to their first test. This shows that the participants have low writing proficiencies so they opt for plagiarised texts and readymade assignment in order to cover their weaknesses and therefore obtain better grades. Moreover, the interview supported to a great extent this claim

Actually when comparing the first and second test, it becomes obvious for students that the internet is a driving factor which provides opportunity and temptation to finish their assignments as quick and easy as possible. This may be interpreted that students are either too lazy to think and write by themselves, or they think that the information on the internet is public and needs no referencing.

Consequently, the first and second hypotheses were confirmed through the findings of the two tests. Eventually, students do lack writing skills because it was noticed that students did not use paraphrasing or summarizing techniques, or even proper quoting; this may be one of the causes why they plagiarise. Furthermore, it is confirmed that the internet is one, and probably the strongest, affecting element that increases plagiarism among students.

The data obtained from the questionnaire revealed that the informants are aware of the seriousness of plagiarism; yet, they still wrongly perceive some facts about it. On one hand, the majority of them know that plagiarism includes copying words as well as ideas. Also, they are conscious that this kind of behaviour is unacceptable and harms their learning capacities.

On the other hand, the questionnaire showed that students plagiarize in writing their assignments mainly because they want to have better grades, yet they are too lazy to work by themselves. The easiest way for them to achieve their goals without any efforts is to plagiarize already done works. These behaviours might be explained by their very frequent use of the internet with their lack of writing and referencing skills. Eventually, the first and second research questions were answered by the questionnaire through the respondents' answers and the hypotheses were proved.

Part of the questionnaire demonstrated that although plagiarism is frequent in Abou Bekr Belkaid University, the policies that are put against the plagiarizers are very weak and most of the guilty students are not punished. This might lead to the spread of such behaviours. Negative jealousy can be increased and even good students will probably plagiarize because others get good grades with cheating. The third question was partially answered in the questionnaire and since students perceive the laws against plagiarism to be weak, they will not be afraid of anything.

The question that most students will think about is: why writing my own assignments whereas I can get them ready made and no one says that this is illegal?

As far as the interview is concerned, the data obtained from this research instrument was very useful to the research. Actually it reinforced the results of the previously mentioned instruments. It proved that plagiarism is considered as a serious offense that is spreading quickly among our students. In addition to that, it does not harm to the student's solely but also to the teacher, research and in a larger picture to the university as a whole.

Moreover, the results revealed that certainly plagiarism is discussed and gave its importance but unfortunately, not in all kinds of assignments and rather only in dissertations and theses. This might be the reason why students often commit this academic breach since they have not been taught since the first day that to plagiarise is not accepted. In fact, our students study for three or five years without being aware that it is not accepted to copy others' words and ideas without referencing them (since teachers accept plagiarised assignments). So, when they write their licence or master thesis they will proceed the same way they are used to obtain data, hence, via copying and pasting from books or the internet.

Furthermore, the data gathered from the questions 6, 7 and 8 shows that the university policies are not that strict and that the absence of official laws and punishment is clear. And when asked about the solutions all teachers agreed that the strongest solution is to first rise students' awareness about plagiarism, then putting in practice strict policies that oblige severe punishment. This actually proved our last hypothesis which emphasises on the development of policies in order to decrease and gradually eradicate this phenomenon in our universities.

3.4. Conclusion

This experimental research has been mainly concerned with the examination of the students' awareness of plagiarism; thirty first year EFL students and five teachers were involved in this study and were approached through a triangulated instrumentation which was analysed quantitatively as well as qualitatively.

The discussed findings showed that the participants are really aware of plagiarism as a type of academic integrity infringement but still plagiarise; the results proved the three research hypotheses and correspond with information exposed in the literature review.

Chapter Four

A Call to Action

4.1. Introduction

4.2. Towards Shared Responsibility

4.2.1. Recommendations for Students

4.2.2. Recommendations for Teachers

4.2.3. Recommendations for the Academic Administration

4.3. Plagiarism Brochure

4.4. Plagiarism Pledge

4.5. Electronic Detection of Plagiarism

4.6. Conclusion

4.1. Introduction

This chapter, is entitled a call to action, it is actually a message that the researchers attempt to share with the university staff and students claiming that plagiarism is not acceptable in academic environment. This part of the research has the rational of helping in the elimination of plagiarism in the Algerian universities in general and at Abou Bekr Belkaid University in particular.

In order to attain the goal to be achieved by this chapter, the researcher will provide a set of recommendations addressed to students, teachers and university responsible in order to show that collaboration at the three levels must be organized in order to deter plagiarism. In the next section, the researchers will propose a brochure that the university may use to raise students' awareness; in addition to a pledge to be signed with the beginning of every module. Furthermore, they will introduce and try to explain four online websites for plagiarism detection.

4.2. Towards Shared Responsibility

Plagiarism is getting more and more complex phenomenon that needs complex and sophisticated solutions. Neither teachers, nor university responsible can solve the problem alone. In fact the responsibility has to be shared between students as the most important part of the solution, teachers as guides to their learners and university policies to control this behaviour in the academic environment. In other words, collaboration is necessary for deterring plagiarism in our universities.

In most cases, students ignore and do not admit that they had plagiarised, some of them even hold their teachers accountable (by saying, they will not read the assignment and check the plagiarism in it, or the teacher did not teach us how to reference,etc), but the real reason, is that, students do not assume completely the responsibility towards their actions.

4.2.1. Recommendations for Students

Many students do not know what plagiarism really is. They start their university studies with little or no knowledge about what academic integrity or intellectual properties rights means. Indeed, students have to be aware of such academic misbehaviour, in order to know what are their rights and obligations as learners towards the university staff.

For the sake of awaking the students' consciousness about plagiarism, and making them avoid this bad habit, the researchers have offered multiple solutions to better promote students' academic integrity within Abou Bekr Belkaid University.

One of the main and efficient solutions to avoid plagiarism so far is, to learn how to reference properly. In fact, studies show that learning how to quote, paraphrase, and summaries can decrease half of the students' plagiarism. Another important prevention is to use online free detection websites to check whether or not your work contains any plagiarism in it (before hand it in). There are several other ways to avoid plagiarism; a number of them are shown as tips in the following:

- ✚ Use your own voice.
- ✚ Be original.
- ✚ Write examples about your personal experiences.
- ✚ Do not forget to put quotation marks around all what is not your own words or ideas.
- ✚ Do not use something that you do not understand.
- ✚ Manage your time and do not leave the work to last minute.
- ✚ Always keep notes and drafts of the resources used in your work.
- ✚ Do not forget to distinguish what is your words for instance by putting "ME" in front of it, and what is quoted or paraphrased from other

resources. For instance put “QTD” in front of what is quoted and “SUMR” to refer to what is summarised with the reference with it.

Another important thing to be mentioned which students always encounter, is that, many of them might ask “what if I had the idea myself and found it in another source?” Carroll and Zetterling(2009). In reality, the teacher knows what the student’s idea is and what has been done by other researchers. Moreover, even if the idea is almost the same, the words cannot be exactly the same. In order to avoid any confusion in this concern, the student must always keep drafts, notes, and references list that he has used in writing his assignment.

4.2.2. Recommendations for Teachers

Teachers also play a big part in the prevention of plagiarism. Actually, it is their role to deter this form of cheating and guide the students in their learning process. In this respect, Carroll and Zetterling (2009) put an emphasis on course design and teaching strategies to decrease plagiarism among students. They have proposed a “six-step strategy for deterring plagiarism”; this type of suggestion is, in their opinion, considered a good starting point to prevent students from plagiarising.

The “six-step strategy for deterring plagiarism” as its name implies, is a process consisting of six procedures that has to be followed step by step; this process includes:

1. Inform students about plagiarism.
2. Provide early practice, early ‘wake-up call’ (Early checking of students’ understanding, knowledge, and skills).
3. Teach students the skills needed (such as how to reference their work, to identify good sources, to take notes, and how to use ideas and words from sources appropriately...ect).

4. Structure the assessment process itself (teachers have to find ways to get students started and to track their efforts as they complete home assignments).
5. Authenticate (that is, check who did the work that is handed in).
6. Try formative use of software to check for copying.

Furthermore, and from the interview addressed to teachers in this investigation; the researchers have noticed different stated ways of dealing with plagiarism; most of them were to check the assignment in an online detection website, but all of them have stressed on the fact that learners should learn how to reference.

Actually, many researchers focus on the type of the assignments given to students. Teachers have to be smart and give assignments that need students' creativity in which they can express themselves and speak freely about their own experiences. A portfolio, for instance would be a good type of assignment that allows students to collect different types of data (Hansen *et al.*; 2001). In addition to that, through portfolios the teacher may assess the development of his students. Instructors have to encourage innovative students and try to develop in them autonomous leaning.

4.2.3. Recommendations for the Academic Administration

In order to decrease plagiarism and prohibit plagiarists from cheating, strict policies have to be administrated by the responsible. Cases of such intellectual thefts must be investigated and penalties may range from reduction of marks to expulsion from University, depending on the seriousness of the offence.

Unfortunately, our university does not seem to apply such policies on every type of academic writing, but rather, just on theses or dissertations (do not apply it

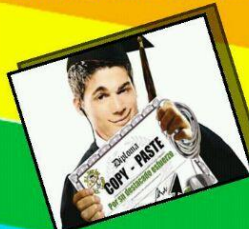
on assignments). Moreover, academic administrators should write about plagiarism in the students' guide and develop web pages in the faculty site, to explain what plagiarism is and clarify the policy strictness and penalties of such misbehaviour. In this fashion, Hansen (2003: 788), states that, some 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 outlines procedures in which students can challenge plagiarism allegations.

4.3. Plagiarism Brochure

Why plagiarism is wrong?

- It destroys your reputation
- It decreases your motivation and creativity (even if you have good ideas it would be easier for you to copy and paste).
- Decreases your critical thinking ability and leads you to blind limitation.
- Effects negatively your relationship with your teacher (he/she loses his/her trust in you).
- Effects negatively your relationship with your peers (plagiarism is unfair the student who



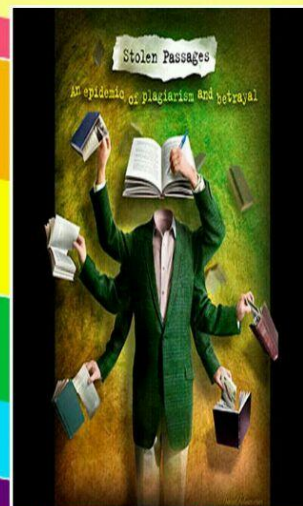
- work hard).
- Effects negatively your university reputation.
- You can be expelled from the university.

Recommended free websites to check Plagiarism:

www.plagtracker.com
www.paperrater.com
www.duplichecker.com
www.plagium.com
www.plagscan.com

How can you avoid plagiarism?

- Use your own voice.
- Be original.
- Write examples about your personal experiences.
- Learn how to properly paraphrase and summarise ideas.
- Learn how to properly reference quotations.
- Do not forget to put quotation marks around all what is not your own words or ideas.
- Do not use something that you do not understand.
- Manage your time and do not leave the work to the last minute.
- Use online free detection websites to check if your work contains any plagiarism.
- Always keep notes and drafts of the resources used in your work.
- Do not forget to distinguish what is your words for instance by putting "ME" in front of it, and what is quoted or paraphrased from other resources. For instance put "QTD" in front of what is quoted and "SUMR" to refer to what is summarised with the reference with it.

*Plagiarism: the Epidemic Habit*

Produced by: BENABID Sihem
& BERRICHI Lina
2015

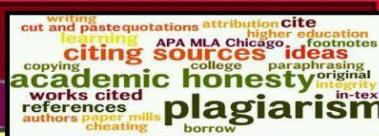
Plagiarism is getting wider in the whole world. As a student at Abou Bekr BelKaid University, you should be aware of how serious this phenomenon is. This guide will help you through that. If you need more detailed information, you can always approach with your questions to your teachers and university staff.



Plagiarism is copying other's words and ideas (whether from a book, an article, a dissertation or even information on the internet) without any referencing to the original source. In other words, it is making the reader believe that the work of another person is actually your own.

Plagiarism mainly includes (intentionally or unintentionally):

- Copying other's words without referencing the original author.
- Copying other's ideas (this also includes paraphrasing or summarizing) without referencing the original author.
- Buying the required work ready made from the internet.
- Submitting other peers' works as your own.
- Using large amount of words or ideas (approximately more than 25%) from one or multiple sources that it constitutes the majority of your work.

*What if I accidentally plagiarise?*

This question is often asked by students when talking about plagiarism. In this concern, it is worth mentioning that committing plagiarism whether accidentally or intentionally is considered as a breach of the academic integrity. In reality, ignorance of the law is no defence. It is the student's responsibility to try to find out what plagiarism is, what constitutes it, and how to avoid it.

What is NOT plagiarism?

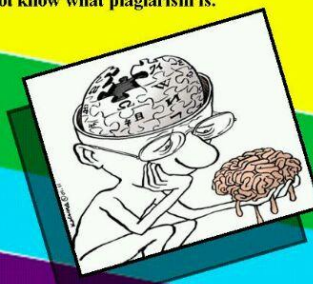
Actually, copying the exact words or paraphrasing or summarising the idea of someone else then providing the reference of the original source just after the text is not considered as plagiarism. On the other hand, you must not forget that providing more than 25% of quoted materials in your work is plagiarism. Always remember that the reader wants to see your point of views and your critical thinking in your work.

*What are the types of plagiarism?*

There are mainly two types of plagiarism:

Intentional or Deliberate: when the student copy from other resources with the intent of deceiving the reader and making him believe that the work is actually his production.

Unintentional or Accidental: it is when the student plagiarises, not because he wants to, but because he does not know how to properly give credit to the resources used or does not know what plagiarism is.



4.4. Plagiarism Pledge

Another solution might be suggested for the sake of reducing the rates of plagiarism in our universities, is a pledge that teachers oblige their students to sign in the beginning of the year for assignments or dissertation tasks.

This pledge may make students aware that any aspect of plagiarism is considered as an academic misconduct and hence, is punishable. By signing it, students will promise that they will preserve originality in all kinds of their written documents submitted to teachers. The proposed pledge might be as follows:

Plagiarism is copying other's words and ideas (whether from a book, an article, a dissertation or even information on the internet) without any referencing to the original source. In other words, it is making the reader believe that the work of another person is actually your own.

Any copied information and not referenced, or any manipulation of the resources is considered as an act of cheating and a kind of plagiarism. Any student at Abou Bekr Belkaid University, proven guilty of the previously mentioned behaviours will be penalised by the teacher of the course or the supervisor of the research paper (if the required work is a thesis or dissertation). All students are required to sign the following pledge:

I consciously attest that I have read the previously mentioned definition of plagiarism; that I am fully aware of this academic breach and I will accept its consequences.

On my honour, I pledge that all my submitted works in this course will be my personal work, and all used resources will be adequately referenced. I also assert that I will neither give nor receive unauthorised help to accomplish the required works in this course.

Date.....

Student's Name.....

Signature.....

4.5. Electronic Detection of Plagiarism

This section will mainly try to advocate, to both students and teachers, several tools that they might use in order to detect unauthentic text in any form of written documents. In the previous chapters, the researchers proved that the internet has a negative effect on the rates of plagiarism among students. Yet, in this chapter the other side of the coin is exposed. Actually, internet offers many plagiarism detection mechanisms which involve online paid and free web- based services such as: Paperrater, Plagtracker, Grammarly and Turnitin. It should be noted that the researchers actually worked with some of those tools and found them of a great benefit for the detection of plagiarism.

❖ Paperrater:<http://www.paperrater.com/>

Actually, this website is one of the most used free tools to check unauthentic information. All what you have to do is to type the website, click on Use Now Free! Then, copy the text that you want to check and paste it a text box. After that, select the education level of this paper's author, the type of paper you are submitting (optional), Originality detection (optional), and the English dialect (optional). After that you have to check the box I have read and agree to the terms of use. Finally, you click on get report button and your report will be ready in few seconds.



Figure4.1. Paperrater's Front Page

This website is helpful for teachers as well as students. The reason is that it does not detect plagiarism only but also offers other features such as:

- Auto Grader
- Spelling and Grammar Check
- Style and Word Choice Analysis
- Readability Statistics
- Title Validation
- Vocabulary Builder tool

The free service of this website allows students and teachers to check 6 pages with 300 words in the single page i.e., a text of 1800 words at a time. If the text exceeds this amount of words, it should be divided into sub parts. Moreover, this website offers premium services for longer materials and more detailed reports.

❖ **Plagtracker:** <http://www.plagtracker.com/>

The second website is recommended to detect copied texts. This website is well known in the academic environments and used by people from all around the world. It offers daily statistics of checked papers and the rate of unauthentic materials in the checked documents. On April 15th, 2015 the website demonstrated that the papers checked in that day were 1871, and the customers provided 151 positive feedbacks concerning the services of this site; this actually, shows the popularity of this site. Jenifer Buffalo, a student who uses Plagtracker said: *“Amazing!!! Best thing that i found on the internet to help me keep tract so that I dont plagiarise. It is really effective and accurate, if teachers get a hold of this I bet some students will be in trouble lol”*



Figure4.2. Plagtracker's Front Page

In addition to that the average of plagiarism in those papers was 52%. This reveals that plagiarism rates are quite high and these kinds of mechanisms are necessary in order to reduce plagiarism in academic community.

❖ Grammarly: <https://www.grammarly.com/>

Unlike the above mentioned websites, Grammarly is an online paid service for plagiarism detection. Yet, more than 4 million people are registered in it. The reason of the popularity this website gained on the internet is due to the effective features that it offers. Grammarly corrects contextual spelling mistakes, checks for more than 250 common grammar errors, enhances vocabulary usage and provides citation suggestions in addition to plagiarism checking. Moreover, after registration, a plug-in is offered by the website which is added to Microsoft word and outlook. This permits to the users of Grammarly easier and effective use of its services.

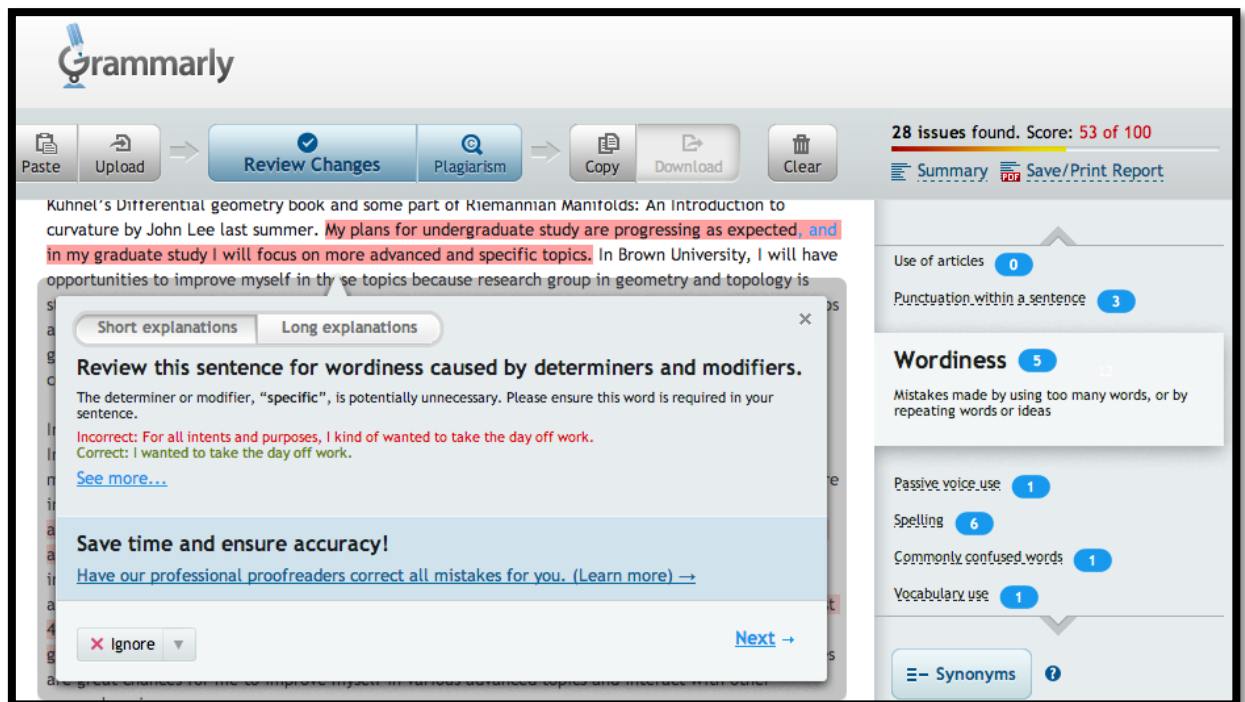


Figure4.3. Sample Text Copied to Grammarly

❖ **Turnitin:** <http://turnitin.com/>

Turnitin is mainly recommended to teachers and university responsables. It is an online paid detection tool that helps teachers to check originality in the students' assignments and grade them. Actually, this system is used even within the classroom, in which students are required to submit their essays to a drop box that the teacher creates. From there, the instructor can have access to his students' works and he can easily evaluates them using Turnitin.

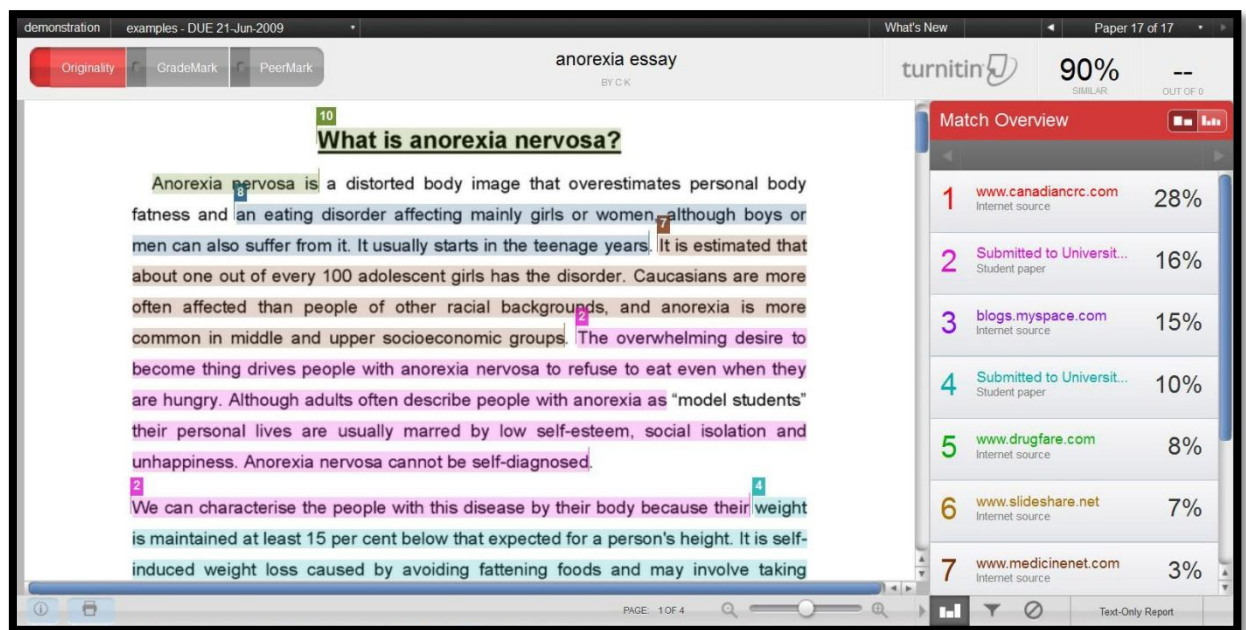


Figure 4.4. Turnitin Originality Report

The universities may require students to submit their essays to Turnitin so they will be stored there in the database of the system. Whenever a student tries to submit an essay twice or a document belonging to his peers, Turnitin will automatically detect it.

With the use of sophisticated systems for plagiarism detection, students will spend more time in cheating and copying texts that the detection tools will not find. Meanwhile, writing their own essays will take less time and efforts. Decisions have to be made at the university level and these kinds of services must be used to deter plagiarism.

On the other hand, the implication of these algorithms does not really solve the problem. In reality, these websites do not really detect plagiarised texts but identical ones. Actually, any website works almost like Google does. Each website has a database in which it tries to find matched strings of words.

However, the limitation of this kind of technology lies in the fact that it does not detect copied ideas or translated texts. It is undeniable that the human factor is always needed in the process of deterring plagiarism. As Carroll and Appleton (2001) stress that the introduction of the electronic detection is just a first step towards teaching our students to preserve academic honesty. Carroll (2001:3) argues that: *“Some would have you believe that because the problem is exacerbated by technology, the solution, too, is technological. This seems over-optimistic but may be worth considering”*.

4.6. Conclusion

This part of our research tried mainly to suggest solutions to deter plagiarism in our universities. Through these propositions, students’ awareness may be awakened about plagiarism and the importance of maintaining academic integrity. In addition to that, the recommended solutions (the brochure, the pledge and the websites) if used by the teachers and university responsables can be strict and effective tools to control academic breaches such as plagiarism.

This chapter also revealed that students, teachers, and university responsible all together share the responsibility to deter plagiarism in the academic environment. The university has to introduce strict laws against academic dishonesty; teachers have to guide and make their students aware about plagiarism; and students have to preserve good ethics and behave as good future researchers and be as original as they can.

The researchers concluded that the artificial intelligence is not enough to solve the problem of plagiarism in education. Teachers must be attentive to every detail in their students’ works and sensitive to copied and non original content.

General Conclusion

During their foreign language learning process, students face many academic hardships, plagiarism is one of them. The phenomenon of plagiarism has always been of a great concern to teachers and the members of academic administration; especially, with the arrival of *internet* which helped the students develop what the researchers named *plagiarism skills* when writing their assignments or even their theses.

In order to know the reasons behind the expansion of such academic misbehaviour and the measures put forward by the university staff to decrease it, the researchers conducted this present case study on third-year students at Abou Bekr Belkaid University, aiming to know to what extent the learners are aware about plagiarism.

To explain more our research work, four chapters were presented within this research work. The first chapter, which was the literature review part, included the explanation of: notions, concepts, and general theoretical considerations concerning plagiarism. The second tried to give a brief explanation about the research design and methodology followed in data collection. The third chapter was concerned with the analysis and interpretation of the main results found to see if they concord with the research questions asked. As for the last section of this investigation, the researchers suggested some recommendations and solutions to try to prevent plagiarism at Abou Bekr Belkaid University.

The results obtained showed that the learners actually know the meaning and the nature of plagiarism but still commit this academic breach to a great extent. 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. It is also noted that the internet contributes as the main factor that increases the rates of plagiarism. In the

General conclusion

sense that it constitutes a source of temptation and opportunities for plagiarism to students, that unfortunately, our students cannot resist.

It is then concluded that it is high time to take solutions against this phenomenon. This must firstly start with rising students' awareness and put in their minds that plagiarism is a serious threat that harms them, as well as their university's reputation. Laws must be put against this phenomenon in order to punish the guilty students and preserve academic integrity in the Algerian universities.

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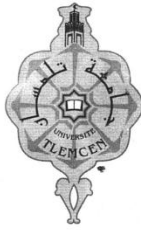
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Ministère de l'Enseignement Supérieur
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Note / sur 20 النقطة
/ 20

Les Indications
marginales sont
réservées à
administration et
aux correcteurs

Appréciations تقويم

Nom et Prénom لقب و
du correcteur المصحح

Psycholinguistics is the scientific study of human behaviours, especially their thought and speech since it is a hybrid word that connect psychology with linguistics and this science helps us to see and observe people scientifically also it helps us to be aware of the acquisition of the lge from the ear, to the brain to the mouth specifically and from perception till the production generally this is what we called the language process.

In the production of language children use their left hemisphere to speak ss Broca's area and while comprehending and perceiving they use their right hemisphere ss wernicke area.

In the normal acquisition, children first source is listening when they hear a sound they set it up and stored it in their memory doing so we notice that they first start by acquiring the language by sounds, then they try to turn these sounds

into words not depending on their genes but depending on their environment. & within this they will acquire the language of their environment not an other foreign language for instance, even the child is from china and live in U.S.A. he'll of course speak english not chinese, and this is Skinner's view and theory that children are not born with an arrange vocabulary but they acquire it from the environment and the society in which they live so language here is a Nurture process. After, and by & within listening to the adults pronunciation and by imitation of the others' speech, children acquire the right pronunciation and the right spoken form of their mother tongue and the best example and illustration of this is the Genie because if we really born with our language and if language is innate, she could speak spontaneously without a help hand or a reference, but because she was isolated from the world, she couldn't speak correctly because she was just collecting sounds stored in her right hemisphere. Also the story of Mowgli, even he was a human he was having some ^{the left one is damaged} animals' behaviors and sounds because he acquired the language from the environment where he was living which is the jungle by imitating animals thinking that this is his language.

So, living in a normal environment, by listening to the others' speech and pronunciation, imitating them, and interact with them is an essential method for a spontaneous and fluent language acquisition especially for children.

33

Psycholinguistics is a vast scientific speciality that mainly concerned with children and how they learn language. However, language is a crucial point for human beings that helped us in making contacts and a bunch of different things and to learn language we need to learn it from young age to get the basics of a language.

Children had a great ability to acquire language that from his environment and social contacts can accept any lge, as Chomsky said that the child born with an innate ability to acquire language; i.e., he had capability that helped him in learning language and make it easier through his environment or family members.

and the process that the child follows from this quotation that in order to learn language first he need to be able to accept and produce; i.e; he can't produce words and he is deaf because he going to have some difficulties in the way he produce this sounds that he never heard it before. Second he stored this words and try to ~~produce~~ pronounce words in the way adults do.

to sum up, ~~the~~ in order to learn language the child need to have a capacity in the perception and production of the words



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Semestre : *One* : السداسي

Date : *06/11/2014* : التاريخ

Signature de l'Etudiant : : إمضاء الطالب

Note / sur 20 النقطة

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Appréciations

تقويم

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لقب و اسم
المصحح

On this planet Earth human beings made the difference between them and other creatures, and the most remarkable feature in them is the way their brains function and the great ability of communicating. Humans use a very complex system of communication called "Language", this miraculous feature that is so limited for some other creatures pushed philosophers to wonder about it and try to solve its puzzle. But they came up with sciences that could probably give some answers for some questions about the human capacity of using the language; they used psychology to study human behaviour in relation to their brain-mind, and linguistics to study scientifically the language they use. During years of studies, Psycholinguistics came up to break the barriers between both sciences, and urged scientists to reach combined conclusions about the miracle of language, asking the question how can a human new-born develop this capacity of using the language.

Further studies in psycholinguistics led to a universal conclusion that says: "Normal children will go through the same language acquisition stages". So how can a child acquire the language and what are the steps for that?

Many scholars agree that humans ~~for~~ are born with the capacity to be familiar with language, so a human newborn will not have troubles confronting the world of sounds. He will live in. Noam Chomsky came up with the theory that says that there is an area in the brain that is responsible of language acquisition. It doesn't contain the language itself but it ~~cont~~ contains the rules of the language so that when a child is acquiring the words and sounds he perceives, he will creatively produce it by retrieving data from the language acquisition device.

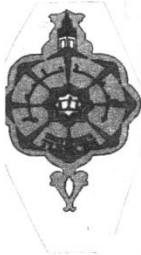
Chomsky's theory emerged new schools of thoughts, and pushed lots of scholars to think about the most important ingredients that plays a big role in Child Language Acquisition; it is the world exposed to the child. The child's environment is the primary source of the language, and the less the child is exposed to it, the more difficult the process of acquiring language will be, and also some scholars claimed that there is a ~~period~~ ~~the~~ certain period that defines the child's ~~at~~ ability acquiring the ~~for~~ language; it is called the critical period theory (C.P.T.).

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20

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Note : (0-20)

Observations :

Psycholinguistics investigates the mental and psychological factors that lead to the processing and the acquisition of language. The latter represents the process through which the child manages to acquire the language. One can ask how the child has this innate capacity and how is it represented?

The quotation supports Chomsky's view who believes that the children are born with a universal grammar of all languages, and they have the ability to identify their LAD, based on the input they have received, and to compare it with their UG. They adapt it in order to choose their language. His theory of nature argues that the brain of the children is pre-programmed with certain grammatical structures, and through the input and their innate capacity, they will unconsciously store the words they have heard in their memories and then retrieve when needed. They have the capacity to first understand the language i.e. their performance, and then to produce it that is to say their competence, by generating from a finite number of rules, an infinite number of grammatical correct sentences without being thought just by deducing them from adult's utterances.

Homework Assignment 01

Various theories were put forward in an attempt to explain the phenomena of first and second language acquisition. Many aspects were examined, compared, and contrasted which provided a clear distinction between the two.

Theories about acquiring the mother tongue (L1) were proposed by Skinner and Chomsky which resulted in the debate of Nurture VS Nature.

According to Skinner, who adopted the behaviourist theory, children observe and imitate what they hear, i.e., language is acquired from the environment. As opposed to Chomsky -the mentalist theory – who states that language is innate and pre-programmed in children’s minds, explaining the universal properties shared by all languages.

Both theories were combined to explain first language acquisition. The child receives an input from the environment, then he compares it with his LAD to select the right language and then comes the output which is the child’s mother tongue.

Second language acquisition may be defined as any language learned in addition to the mother tongue. The acquisition of a language is a natural process (the case of L1), whereas learning a language is a conscious one (L2).

A lot of similarities exist, among which: Both L1 and L2 follow some predictable stages, and particular structures are acquired in a set order. Individuals may move slowly or quickly through these stages, but they cannot skip ahead. Also, making errors is a part of learning, for example, overgeneralizing rules of grammar. These errors exist both in L1 and L2. Moreover, the learner uses his prior knowledge and interaction to comprehend the language in both L1 and L2. And finally, UG may influence learning in both first and second language acquisition (In second language learning, universal grammar may influence learning either independently or through the first language.)

However, the differences construct the distinction between the two, among which we have:

In L1, the basis for learning is universal grammar alone. In L2, knowledge of the first language also serves as a basis for learning the second language. Also, in L1, children spend several years listening to language, babbling, and using telegraphic speech before they can form sentences, as opposed to L2, where learning is more rapid and people are able to form sentences within a shorter period of time.

In second language learning in older learners, learners bring more life experience and background knowledge to their learning. i.e., they have more learning strategies to help them learn the second language. In addition, in L1; learners have many chances to practice with native speakers (especially caregivers). Whereas in L2, learners may or may not have the opportunity to practice extensively with native speakers. And finally, almost everyone acquires a first language, but not everyone acquires a second language. Acquiring a first language happens naturally, while acquiring a second language often requires conscious effort on the part of the learner.

As a conclusion, one may state that L1 and L2 acquisition are quite complicated processes.

While L1 and L2 acquisition reveal some similarities, they also show differences. The arguments considering L1 and L2 are inconclusive and that's why many studies were conducted to explain the nature of L1 and L2 acquisition, they are also affected by many variables, such as, age, motivation, and social factors.

Homework Assignment 02

One of the things that separates us from other creatures is our ability to acquire different complex languages that helps us to communicate and interact, socialize, these acquired languages are ordered we find the first language and the second language and maybe even more, but what's the differences and the similarities between these two?

If we are going to compare First language acquisition and second language acquisition we don't need to look further, we simply need to look at children and adults and study the speed and quality of learning the new language for them.

Without a shadow of a doubt the children will learn their first language alone without the help of teachers, thanks to their miraculous Language Acquisition Device and the UG which is located somewhere in their minds (theoretically), not that they are independent in their learning but they are faster than an adult trying to learn a 2nd language, for an example look at yourself, you have been studying English since middle school, meaning that we have been studying English for almost 11-13 years and yet we are far away from being good speakers, unlike children who can speak fluently and accurately in their native language after only 4-5 years.

An important thing to add is that children are not just faster in acquiring the first language, but they are faster in acquiring the second language as well and this is due to the The Critical Period Hypothesis which claims that there is such a biological timetable. Initially, the notion of a critical period was connected only to first language acquisition but further studies shows that it can affect even 2nd LA.

Another difference is that 1st language acquisition is based entirely on listening and babbling and repetition while 2nd lang learners should be able to form sentences and even write faster, this contradicts what I have said

earlier about the speed , but I still stick to my point , 1st language acquisition is faster when it come to fluency of speech .

The second language acquisition is based on the UG alone which helps learning and comparing the new languages to the one we have stored in our brains , however the 1st language acquisition needs both the UG and the Lad to be learned , therefore we can say that 1st language acquisition is natural because it happens unconsciously while the 2nd language must be learned through effort and hard work meaning its nurtured .

Although 1st language acquisition and 2nd language acquisition are devided by a lot of differences that doesn’t mean that they are not similar in a way , as stated above they both share the use of UG

, both can be learned through interaction and socialization with others, both children and adults learn from doing mistakes and errors, lastly both first language and 2nd language acquisitions have learning stages and patterns .

2nd language acquisition will never be complete like the first language acquisition a learner maybe competent enough but he will never be able to speak as fluent as a native child who learns his mother language automatically unlike an adult who needs motivations and effort in order to learn a 2nd language .

Homework Assignment 03

Learning is a process in which people study to acquire or obtain knowledge or skills. Second language is another language after one’s native language. Second language learning is a process of internalizing and making sense of a second language after one has an established first language. Many think that second language learning is the same as second language acquisition. In fact, it differs in some ways. Krashen,a professor emeritus at the University of Southern California,defines learning as a process between acquiring and utterance. It can be said that language acquisition happens in subconscious system while language learning happens in conscious system. Many think that second language

learning is the same as second language acquisition. In fact, it differs in some ways. Learning a second language is different from learning first language. Learning first language has been started since one is just a baby who does not have the ability to speak and only able to deliver message by babbling, cooing and crying. However, second language is learned after one is able to speak and has absorbed knowledge, which influence him/her in learning a second language, both positively and negatively. Furthermore, there are some examples of learning theories which are used in language learning over years; behaviorism, cognitivism, and constructivism. Learning theory is applicable only if we recognize the differences between children and adults in learning a second language.

Compared to children, adults have different ways to process a foreign language in their brains. According to Tippin in his article, a research conducted by Dr. Paul Thompson and other neuroscientists from UCLA, children use a part of their brains called “deep motor area” to process language information. Deep motor area is a part of the brain which processes the activity that is not thought about or happens without thinking consciously, such as reading a sentence, blinking and breathing. It is like an automatic function of the child’s brain which is used to acquire language, so it becomes a natural process for the child. Children acquire and learn language intuitively, while adults think about it actively so it becomes “intellectual process” for them. It is because when a person turns 18, the deep motor area narrowly shuts. Hence, adults have to collect language information that they got in an area which is still active. Thompson said neurological level of brain operates distinctively even though an adult with comprehensive training feels he/she speaks instinctively.

The second difference is unlike children, adults are able to digest abstract or formal thinking cognitively. Children have no merit or detention of formal operational thought in learning language. Children’s cognitive abilities have not been developed while adults’ is

mature cognitively. Before we go further, we need to know what cognitive abilities are. Cognitive abilities are skills based on brain to accomplish human activity from the simplest to the most complex ones such as how to learn, pay attention, focus, problem-solve and memorize. However, for children, these abilities are still under developed. That is why children cannot develop their “formal operational thought”. “Formal operational thought” is when people can think in abstract conditioning, combine and analyze things in a more elaborate way. Children cannot draw a conclusion from an abstract thinking. In contrast, adults have gained this ability which leads them to metalinguistic knowledge in which one is aware of the use of language and realizes that sentence may have its literal and implied meaning and analytic abilities which refers to the skills of picking up information, visualizing, solving complex problems, analyzing and making decision as well as conclusion. Because of this, they are aware of their utterances and compare it to their conscious knowledge. For example, children will find it difficult to catch the implied meaning when somebody says *“it is very hot in here.”* On the other hand, adults will find out the implied meaning beyond its literal meaning and maybe respond it not by saying something but by doing something like open the window or turn on the AC. It is because the sentence contains abstract reasoning which put the meaning beyond the utterances that actually can be analyzed by gestures, tone, and facial expression of the person saying and children do not have yet the ability to think and analyze that way.

The last difference is adults are more conscious that they are learning than children are. Children mostly learn without awareness of their proficiency and motivation. Even if their proficiency of second language is limited, they do not feel nervous as much as adults do. This is because adults have pride of notmaking mistakes. Thus adults pay more attention when they speak in second language. It can be said that adults learn second language in an analytic way. They tend to monitor their second language speech and avoid

taking the risk of making mistakes. Majority of adults often feel embarrassed by their lack of comprehension of the second language they are learning. Different from adults, children learn second language in a natural way. They absorb language information they got from teachers, parents and people around them without thinking if it is true and beneficial for them. According to Brown in his book *Principles of Language Learning and Teaching*, children are not aware of social values and attitudes put on language. They produce utterances effortlessly compare to adults. Self-consciousness of adults in second language learning affects them to filter and analyze whether they use the correct grammar and vocabularies when they are talking and whether the sentence they are saying has the right meaning and context. That may be the answer why adults often correct themselves when they are talking, either correcting the grammar or the words. They know they have to monitor and filter the utterances they produce to reduce mistakes and to show that it is only a mistake, which means they know immediately that is wrong and they can correct it after or by the time they speak and not an error where they do not realize that the utterance they speak is wrong, so they cannot correct it until somebody tells them it is wrong or until they eventually find it out wrong later.

Despite having many different characteristics, children and adults have two things in common in learning a second language.

The first similarity is imitating as a way which is used by both children and adults to learn second language. Because adults have the experience in comprehensive learning, they know how to imitate surface structure. Therefore, they are paying more attention to grammar and surface features while children are paying more attention to the meaning of the utterance. The most important is they can deliver the message to the person they are talking to without paying too much attention to the grammar or proper vocabularies. In addition, children learn by imitating people around them such parents and teachers. They

will imitate the way those people say something to deliver a message. For adults, they usually imitate native speakers by watching movies or reading books. They imitate the idioms, accent and the pronunciation said by the native speakers. By reading books, they imitate the structure of the sentence.

Both children and adults apply meaningful learning. Adults are able to relate their experiences or existing knowledge to the second language they are learning about because adults have cognitive framework. According to Weick, a professor at the [Ross School of Business](#) at the [University of Michigan](#), cognitive framework is a system where people make interpretation of what information and experience they got into something reasonable. By having this, they can transfer the knowledge of their first language to help them learning a second language or relating the new learning materials to what they already know. Even though it is said that children are rote learners by using aimless repetition and mimicking, children actually practice contextual and purposeful activity by using imitation to learn. It is not meaningless, it is not categorized to rote learning because by using imitating to learn a second language, children acquire and store the items and information to an “established conceptual hierarchy” in their minds. Afterwards, those are kept on their memory then it forms a larger dan broader understanding comprehensively in cognitive structure called ”systematic forgetting” which the details can be recalled anytime.

To sum up, although adults and children are alike in the way of imitating and using meaningful learning for second language learning, they have their own characteristics. In order to be successful learners, both adults and children have to adopt the learning strategies based on the characteristics they have. Therefore, adults have to realize that they have different characteristics with children, so they cannot learn a second language in the same way as children do. Not only the learners but also the teachers have to be aware of

this. By analyzing the differences between adults and children, teachers as the ones who give guidance and instruction during the second language learning can apply the appropriate methods.

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Homework Assignment 04

Language acquisition is one of the most impressive aspects of human development. It is an amazing feat, which has attracted the attention of linguists for generations. First Language Acquisition (FLA) and second Language acquisition (SLA) have been treated as two distinct phenomena: the first arises from naturalistic and unconscious language use and in most cases leads to conversational fluency; whereas the latter represents the conscious knowledge of language that happens through formal instruction but does not necessarily lead to conversational fluency of language.

The first language acquisition means the development of language in children while the acquisition of the second language is based especially on adults. Chomsky is sure that children are programmed with a difficult organized language acquisition device in their brains that is used by them since birth. That is why he supposes that children have a neurological advantage in learning foreign languages comparing with adults. All in all there is a great amount of linguistic theories about the biological and natural abilities of children to

learn languages, but the only right fact is that acquiring a language is a real functional process or system. When it comes to research about first and second language acquisition, a number of similarities and differences may be presented. To start with, in both first and second language acquisition, there are predictable stages, and particular structures are acquired in a set order. Individuals may move more slowly or quickly through these stages, but they cannot skip them. Then, age is an important variable affecting proficiency in both first and second language acquisition. Another common point is that learners can often comprehend more complex language than they are able to produce. And in both initial stages of learning, learners go through a silent period. In fact, it is relatively easy to list the differences between the acquisition of first and second languages. A first language is acquired, i.e. that knowledge is stored unconsciously, and a second one is learned, i.e. that knowledge is gained by conscious study of the second language's structure. Because SLA is very largely conscious it is dependent on factors such as motivation and personality. This does not apply to FLA which is triggered by birth, i.e. it is an instinct in the biological sense of the word. Besides in first language acquisition children are acquiring knowledge about the world at the same time that they are acquiring language. But second language learners bring knowledge of the world to the task of learning new ways to talk about the world. In first language acquisition, the basis for learning is universal grammar alone, however, in second language acquisition; knowledge of the first language also serves as a basis for learning the second language. So, there may be both positive and negative transfer between languages in second language learning. Another difference is that in FLA children spend several years listening to language, babbling, and using telegraphic speech before they can form sentences. However, SLA in older learners, learning is more rapid and people are able to form sentences within a shorter period of time. In addition, first language acquisition is complete and success is guaranteed in contrast to second language acquisition which is never as good as a native speaker, though good competence can be achieved, i.e. complete success is rare. In first language acquisition, learners have many chances to practice with native speakers (especially parents or caregivers). Meanwhile, in second language acquisition, learners may or may not have the opportunity to practice extensively with native speakers.

Learning language is not an easy thing. Almost everyone acquires a first language, but not everyone acquires a second language. Acquiring a first language happens naturally, while acquiring a second language often requires conscious effort on the part of the learner. Then, second language acquisition is a long process that takes a lot of time and patience. But to know the second language today is of great demand and absolutely necessary for every educated person. All in all people who learn any foreign language should remember a very good saying of one German poet: “He who knows no foreign language does not know his own one.”

Students’ Questionnaire

Dear students,

This research work considers plagiarism among students of Abou Bekr Belkaid University and their awareness about this phenomenon. Would you please answer the following questions, by selecting the choices that best reflect your opinion and making comments whenever necessary. Anonymity will be preserved, so please try to be as honest as you can in your responses.

Rubric 01: Student’s Perception about Plagiarism

1. According to you, plagiarism includes:

- ☐ Copying other writers’ words without referencing.
- ☐ Copying other writers’ ideas without referencing.
- ☐ Using other writers’ exact words followed by a reference.
- ☐ Borrowing ideas or words from other students without referencing.
- ☐ Copying and pasting information from the internet without referencing.
- ☐ Submitting the same assignment for two different classes.

2. How do you consider plagiarism?

- ☐ Acceptable ☐ Less acceptable ☐ Unacceptable ☐ Not acceptable at all

3. Was plagiarism explained to you in your previous years of university studies?

- ☐ Yes ☐ No If yes, in which modules?

.....
.....

4. plagiarism may be considered wrong because:

- ☐ It is punishable.
- ☐ It is unfair to your peers.
- ☐ It is unfair to the author.

- ☐ It minimizes your creativity.
- ☐ It is disrespectful to the teacher.
- ☐ It hinders the development of your writing skills.

Others.....

5. According to you, students at Abou Bekr Belkaid University plagiarize because:

- ☐ They do not know how to refer resources appropriately.
- ☐ They ignore what plagiarism is.
- ☐ They are facing time pressure.
- ☐ They think that the assignment is meaningless/ boring.
- ☐ The teacher will probably not read the assignment.
- ☐ They want to have better grades.
- ☐ They are lazy.

Others.....

Rubric 02: Student’s Use of Resources

6. What resources do you usually use when writing your assignments?

- ☐ Theses and dissertations ☐ Books ☐ Journal articles ☐ Internet

Other.....

7. How often do you use the internet in preparing your assignments?

- ☐ Never ☐ Almost never ☐ Sometimes ☐ Almost every time ☐ Every time

8. How often do you ‘copy-paste’ from the resources used?

- ☐ Never ☐ Almost never ☐ Sometimes ☐ Almost every time ☐ Every time

9. When using those resources, how often do you reference them?

- ☐ Never ☐ Almost never ☐ Sometimes ☐ Almost every time ☐ Every time

Rubric 03: University Policies

10. Do you think that your teacher checks plagiarism in your assignments?

☐Yes ☐No

11. Have you or one of your peers ever been punished because of using resources without referencing?

☐Yes ☐No if yes, how?

.....
.....

12. How do you rate your university policies against plagiarism?

☐Very strict ☐Strict ☐Regular ☐Weak ☐Very weak

Thank you.

Teachers’ Interview

Dear teachers,

This research paper considers plagiarism among students of Abou Bekr Belkaid University and their awareness about this phenomenon. The following interview will help us to fill gaps in our investigation, in a sense that it will provide us with some answers about plagiarism. Thus, you are kindly invited to take part in this research study and with your permission, this interview will be recorded and your participation will remain confidential.

1. In your opinion, what could constitute plagiarism?
2. How would you describe plagiarism? (Crime, fraud, misunderstanding of the notion of plagiarism, disrespect to the teacher, cheating...)
3. Do you discuss plagiarism with your students?
4. Do you warn your students not to plagiarize when giving them homework assignments?
5. When giving your students homework assignments, do you consider/control the possibility of copy/paste?
6. Do you check plagiarism in your students’ assignments? If yes how?
 - If you find that one of your students has plagiarized, how would you deal with such situation?
7. How do you deter plagiarism in your teaching process?
8. Could you suggest solutions to decrease plagiarism rates among students?

Thank you.

Résumé

Le but de la présente recherche est d'étudier la prise de conscience des étudiants concernant le plagiat dans leurs écrits et de comprendre également les causes réelles derrière ce phénomène académique au sein du département d'anglais de l'Université de Tlemcen. En plus de cela, cette étude, propose un ensemble de moyens efficaces pour aider les élèves à surmonter cette mauvaise habitude.

Mots-clés: le plagiat, l'intégrité académique, les affectations, les étudiants de troisième année LMD.

Summary

The aim of the present research is to investigate the awareness of students about plagiarism in assignments at the English department at, Tlemcen University. It also attempts at understanding the real causes behind it. In addition to that, it tries to suggest a set of effective ways to help students overcome such epidemic habit.

Key-words: plagiarism, academic integrity, assignments, third-year LMD students.

ملخص

الهدف من هذا البحث هو دراسة وعي الطلاب حول السرقة العلمية في كتاباتهم في قسم اللغة الإنجليزية في جامعة تلمسان، بالإضافة الى ذلك يحاول هذا البحث فهم الأسباب الحقيقية وراء السرقة العلمية و اقتراح مجموعة من الطرق الفعالة لمساعدة الطلاب على التغلب على هذه العادة التي تلازمهم كالوباء.

الكلمات المفتاحية:

السرقة العلمية، النزاهة الأكاديمية، الواجبات، طلاب السنة الثالثة ل م د.