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Faculty of Letters and Languages
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Reasons behind Plagiarism in Master Dissertations

*The case of Master Two Didactics Students Department of English
Saida University*

*Thesis Submitted to the Department of English in
partial Fulfillment of the Requirements for the Master Degree in English-
Didactics.*

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Author Declaration on Honour

I hereby certify that this work is my own apart from quotations and summaries of other works that I dully supplemented with citation references. I also declare on my honour that the data collected were not fabricated nor taken from other dissertations.

I understand and respect the English department staff of Saida University decision to apply assessment sanctions related to plagiarism if detected.

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Date:20/06/2019.

Dedications

To my parents respectfully

To my lovely brothers; Aziz, Omar, Mohamed

Noura

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Abstract

Students' academic plagiarism is a worldwide phenomenon that universities in both; developed and underdeveloped countries struggle against. While this phenomenon is not an exception to local academic settings, The current study aims at investigating the reasons encouraging students to resort to this unethical academic practice, for the purpose of achieving their master dissertations, as it attempts to counteract these form of cheating in master dissertations. For the sake, the phenomenon was studied taking the case of an Algerian University; Dr, Moulay Tahar Saida university, and as to the research methodology followed for data gathering; 20 Master Two Didactics students, and 5 teachers from the English department of Saida university were consulted to give their attitudes towards the phenomenon of plagiarism in master dissertations. These two samples were approached through the use of three instruments; two semi-structured questionnaires for both teachers and students from the English department, and the third instrument was a semi-structured interview designed also for 4 students from Master two Didacts speciality. The results obtained indicate that both teachers and students are familiar with the problem of plagiarism in master dissertations, as they share a negative attitude towards this act. Moreover, the results reveal that the reasons for committing such an act varies from intentional reasons like; students lack of knowledge regarding the writing of a dissertation, students' lack of critical/ analytical skills, and students ignorance of the limits between paraphrasing and plagiarizing. To intentional reasons such as; students lack of confidence about their own abilities, poor time management, and lack of reading. In the light of the study findings as to the reasons for plagiarism in Master dissertations, this research work proposes some remedies to be taken into account by university community; from administration staff, teachers, supervisors to students, in order to prevent and treat future instances of plagiarism in master dissertations, some of which are directed to teachers as the study proposes such as; teaching students effectively paraphrasing techniques, exposing students to typical samples of a dissertation components, and teaching students plagiarism issue at the early stages of their under-graduate studies.

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General Introduction

Higher education institutions may face various challenges that could threaten its integrity, and plagiarism is one of these challenges that is serious in its nature. As far as the world of university is concerned, it can be said that plagiarism is a worldwide phenomenon, and university students tend to resort to this form of misconduct in many cases, one of these cases is to accomplish their master dissertations, and the fact to be admitted is that in an era of unprecedented prosperity and technological advance, this problem of academic plagiarism has been intensified by the influence of the internet. While it is not clear whether this is intentional or unintentional, further studies are warranted. Be it intentional or unintentional, academic plagiarism remains a stigma in the educational path of students, and a great problem that should be deterred from the educational context.

In spite of the measures taken against student's academic plagiarism like the implementation of anti-plagiarism softwares, and also the efforts of the university members to decrease incidence of plagiarism in the university community through raising students' awareness about the seriousness of this type of cheating, this phenomenon of plagiarism in master dissertations keeps spreading, and students master dissertations are not devoid of occurrences of this academic breach.

The current study is conducted to closely investigate the possible reasons leading students to plagiarise in their master dissertations from students' as well as teachers' point of view, at the english departement of Saida university; Dr, Moulay Tahar. Also, to attempt to find a remedies to this phenomenon.

So, the research questions to be asked are as follows:

- 1) What are the reasons for students' plagiarism in Master dissertations?
- 2) How can teachers guide their students away from plagiarism in master dissertations?

To pursue the above research question, the following hypotheses are advocated :

- 1) Students may lack knowledge regarding the writing of a dissertation.
- 2) Students may lack critical/analytical skills.
- 3) Students may ignore the limits between paraphrasing and plagiarising.

Concerning the second research question, it is hypothesized that teachers can guide their students away from plagiarism through:

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- 1) Teaching students effectively paraphrasing techniques.
- 2) Exposing students to typical samples of a dissertation components.
- 3) Teaching students plagiarism issue at the early stages of their undergraduate studies.

To carry out this study, the researcher has opted for three instruments. One questionnaire consists of both close and open ended questions, organized under the format of three sections, and which was administered to five teachers from the English department at Dr Moulay Tahar Saida University. This teacher's sample has been selected randomly. Another questionnaire which is a mixture of close and open ended questions, grouped into two sections was addressed to twenty Master students from didactics speciality, at the English department of Dr Moulay Tahar Saida university, and who have been also selected randomly. Four of these master two didactics students were participant in the third instrument that is an interview.

The present research work is divided into three chapters. The first chapter is devoted to the literature review section, providing an overview about plagiarism issue. The second chapter, however, is concerned with the research design part, as it describes the setting of the study and the sample population, moreover, it also deals with the analysis of the data obtained from the adopted research tools. Concerning the third chapter, it is entitled " A Call to Action". This last chapter deals with the suggestions the researcher proposes as a possible remedies to the phenomenon of plagiarism in Master dissertations.

This study is significant as it attempts to reveal a local account of the reasons pushing students to commit one of the serious cases of plagiarism that is in master dissertations, and to see whether these reasons are universal or not. Other motive is that no research has been done before to investigate this phenomenon at the English department of Saida university. Moreover, discovering these reasons also, reveals some lacks of students as an EFL learner, these lacks that may push them to resort to plagiarism in dissertation.

This research work has come across some limitations, one of which was that it was constrained by a small population (only a sample from master two didactics students).

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1.1 Introduction

Plagiarism is one of the widely diffused malpractices in the university world, and academic members from teachers, administration staff to students are exposed to it. This act as some researchers described it “the problem that won’t go away”, is serious and truly sensitive. This chapter looks at the phenomenon of academic plagiarism. More specifically, it addresses students’ plagiarism, before going any further, the present chapter will propose a definition of plagiarism as well as its types and forms, it will also tackle the issue of students’ academic plagiarism in the internet era, and provide an insight into the reasons behind this form of misconduct, furthermore, it will discuss the matter in relation to ethical philosophies, In addition to its bad impact on students’ study and future professional life.

1.2 Definition of plagiarism

The definition of plagiarism varies, and the revision of frequently mentioned definitions in the literature has announced a conflicting and a complicated net of comprehending by investigators, learners, academicians, and foundations, for that plagiarism is considered as a multi-dimensional and context-limited concept. (Franklyn-stokes and News Tead,1995; Ashworth Free wood and Mcdonald, 2003; Roag, 2001).

Melbourne Institute of Technology (2010) considers that, the unrecognized utilization of others’ facts, pronouncements, digits, terms and notions leads to the occurrence of plagiarism. Another definition proposed by Gilbaldi that is : "using another person ideas or expressions in your writing without acknowledging the source”(Gilbaldi,1998).

It is clear that plagiarism is form of cheating, as well as a type of academic misconduct, which means stealing others’ intellectual property, and present it as ones’ original one without accrediting the author, or acknowledging the source from which it has been taken.

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1.3 Types of plagiarism

It is preferable to establish two clear kinds of plagiarism, to assist in comprehending its various shapes, relying on either intent or motive (Park, 2003; Colon, 2001; Bugeja, 2001; University of Southern Australia, 2005; Bauer, M., 2004), mainly:

- 1) Deliberate plagiarism .
- 2) Unintentional plagiarism .

The discussion of these two types is for the purpose of averting an endless list of codifications.

Deliberate plagiarism	Unintentional plagiarism
Lack of chastening given to those cheating ,lead them to plagiarise in their written works.(Gilmore, 2009).	The majority of students do it because they ignore authentication codes(Parfitt, 2012).

Table 1.1 Types of Plagiarism

Regarding deliberate plagiarism, it is clear that students are conscious about plagiarism standards, but premeditated to commit it, because they are often pushed by some reasons like; (laziness, getting grades, lack of time). As far as unintentional plagiarism is concerned, perpetrators plagiarise because they are not aware of plagiarism principles. (Gilmore, 2009). Along with this view, for Mills:"such unintentional plagiarism occurs when a student fail to adopt (perhaps because they do not know) proper protocols for referring to academic material including, appropriate ways of quoting, acknowledging ideas and compiling reference list"(Mills, 1994).

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1.4 Forms of plagiarism

Students academic plagiarism is a fact that occurs most often, and much concern has been given to how it may occur, it is viewed that " students plagiarise in four main ways (Wilhoit, 1994; Brandt, 2002; Howard, 2002):

- 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 will (either prewriting or specially written).
 - b) copying a whole paper from a source text without proper acknowledgement.
 - c) submitting another students' work, with or without that students' 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 a sections of material from one or more source text, 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”.

As far as the abovementioned forms are concerned, it can be said that, students sometimes take a readymade content and refer it to as their own, and other times they present others' intellectual property claiming to be their own, even when they copy only part of a work and they cite the source, but without putting a quotation mark, this lead them to commit one form of plagiarism, giving the reader an idea that it is paraphrasing, but instead it is a direct quote used inappropriately, students also believe that paraphrasing is a way to avoid forms of plagiarism, this is true but in case it is done adequately, for that

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reason students should include a suitable documentation of the source based on which they have paraphrased a particular information.

Another differentiation between less and more serious forms of plagiarism, has been illustrated in Benetts' model aimed at expecting the act (2005, p.138). Based on amount plagiarism is categorized by being either "Minor" or "Major".

This table illustrates both plagiarism forms determined by quantity

Minor plagiarism	Major plagiarism
Adducing just a little portion of the forged work as ones proper one devoid of admitting.	Adducing of greater part of the forged work as ones' proper one.

Table 1.2 Forms of Plagiarism

In some cases, those resorting to plagiarism may take only part of others' works(e.g. a chapter, or a section), claiming to be theirs, but there are other cases of plagiarism were a whole text, article, or a written document is copied by those committing the violation without citing the original source it refers to.

1.5 Students plagiarism in the internet era

There is a link between the problem of plagiarism, and the internet emergence. With regards to this point, various published literature has focused on it. The coming subtitles tackles some points concerned with plagiarism in the internet era.

1.5.1 Previous Discussions of Internet Plagiarism Epidemic

Great number of second language learning researchers insist on linking the increase of students' academic plagiarism to the emergence of the internet, by referring back to(1995) Blimling and Alschuler discussed a "burbing plagiarism epidemic", after that Anderson (1999) coined the concept "cyber-plagiarism". Auer and Kubar (2001) used the

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expression “mouse-click plagiarism”. McMurtry “e-cheating” , and Szabo and Underwood(2004)tackled “cybercheats”.

1.5.2 Internet Merits and Demerits

To start with, learners plagiarism eruption is a result of the internet usage, without neglecting the fact that it has also enhanced teaching proficiency and effectiveness(Fialkoff and St. Lifer, 2002; Groark et al., 2001; Rimer, 2003). The reliance on the internet offers great opportunities for teachers to support their teaching process, making it more easier and more flexible to suit the students’ styles and needs, and also to effectively transmit their input to their students, but this can not close an eye on the truth that, students find it a useful way to plagiarise using the internet, for that reason the number of offenders is keeping rising as Maddox(2008)views, in the academic foundations precisely, the issue of plagiarism has been intensified by the internet .

1.5.3 Internet Help in Students' Plagiarism

A convincing explanation regarding how the internet can assist in the act of plagiarism have been proposed by Mc Murtry (2001) he claimed that, this can happen by way of interchanging files with companions and learners from different universities, duplicating and pasting appropriate content, and also by giving opportunity to reach relevant webpages, this suggests that, the availability of various internet sites, have made the task of plagiarising easy for students, reaching the data they need devoid of much time and concern, another point is that, the distance is no more an obstacle between colleagues, because internet has offered them a net ensuring the sending and receiving of others ’materials electronically.

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1.5.4 The Differentiation between Plagiarism Prior to and After the Internet Emergence

The majority of sources (McKenzie, 1998; McLafferty and Foost, 2004; “plagiarism and the internet ” ; 2004; Ryan, 1998) added, “experienced faculty ” can effortlessly point “old style” plagiarism, and that it was comparatively hard, and demands some sort of competencies. In an attempt to compare between pre-internet age plagiarism and plagiarism in the internet era. Plagiarism before the occurrence of the internet was hard, and requires time, patience as well as some skills from the part of perpetrators. Another noticeable point is that, the act could be easily noticed, however, in the internet era plagiarism is not that much hard, and can be effortlessly done, and also it can be detected with less efforts, due to the availability of plagiarism checking websites, and electronic detection tools .

All in all, internet has created both, an opportunity for students to plagiarise, and a way to be caught once they plagiarise.

1.6 Reasons for Students Plagiarism

Students’ plagiarism is an umbrella concept, that covers serious aspects to be discussed, and the reasons behind this this malpractice are noteworthy . Many researchers from different fields of interest have done several attempts so as to deal with the possible reasons leading students to plagiarise, and the results discovered have a lot to indicate. Weeks (2001) insisted that, for the purpose of addressing plagiarism reasons, instructors are required to recognize them.

A useful starting point of view is that, since the rates of plagiarism perpetrators is rising, along with the decline of academic integrity, this reason perhaps gives rise to the issue in the academic settings (Born, 2003; Beam, 2003; Dahl, 2007; Hansen, 2003; Maddox, 2008), this is alerting for students may plagiarise because the majority are doing so, and once there is an increase in the number of offenders, plagiarism will become more

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common and widely spread among students, forcibly this will lead to the decrease of integrity in the academic context.

Smilarly, Fish and Hura (2013)believe that, when students think that the results are not serious, and see that everyone is plagiarising, and the other thing is when they have an ambiguous conception of plagiarism, this issue is suppose to take place. what this mean is, the occurrence of plagiarism among students is due to the belief that the act is not harmful, and that they can take some advantage of, here it can be said that, all of this is a result of their lack of knowledge regarding plagiarism.

Again, Said et al(2011)suggested that, various institutions provide insufficient awareness regarding plagiarism, for that students' resorting to deception may be primarily by reason of lack of awareness (p.123). It can be said that, students ignore what is considered as plagiarism, for that they may unconsciously commit it, and the blame can be on their institutions for not providing them with adequate conception regarding what plagiarism is.

On the other hand, Rettinger and Kramer (2009) assert that, lack of notes arrangement during sessions is a familiar reason, most of the times students do not concentrate on what teachers address them during lectures, and some notes could be helpful for them to rely on themselves devoid of any attempt to take others' works and pass them off as their own ones.

Various authors have found that, learning stimulus, accomplishment wanting, and self-esteem lead to plagiarism(Angell, 2006; Rettinger and Kramer, 2009; Williams , Nathanson ,and Paulus , 2010).

Conversely, Barnas (2000)argues that, the teacher is considered as one of the prominent reasons, this calls attention to many points some of which are; the teachers responsibility to raise students' awareness about plagiarism, to teach them effectively academic writing skills, as well as provide a good model for them to avoid this form of misconduct. Engler ,Landau, and Epstein (2008); Hard , Conway , and Moran (2006)stated that,

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relationship between mates, and social standards lead to the occurrence of plagiarism. This is worth noting as it mentions social standards aspect, sometimes students who have been brought up in a community where others' rights are respected and honored, are supposed to adopt these principles even in their educational life; whereas for those not differentiating between what is right and wrong, may choose to plagiarise.

In addition to this standpoint, students' attempt to attain better outcomes devoid of much time and effort is due to various aspects that cause plagiarism including; relatives stress, students' way of living, their emphasis on obtaining grades and the less concentration on the educational process itself (Macdonald R, 2002. p. 24). In most cases, students' plagiarism refers to the focus on getting grades only, and they neglect the study experience, which is truly of paramount importance so as to polish up their level, skills, and background knowledge. This inclination can be a result of parents' pressure on them.

In the same vein, Songsr Wittaya, Kongsuwan, Jitgarum, Kaewkuekool, and Koul (2009) view that, the purpose of obtaining grades as well as competing their colleagues' achievements are the reasons that stimulate students to plagiarise.

Along with that, Bennett (2005) observed that, the willingness to get better grades is the firmest stimulant for students to cheat, and plagiarism is concerned as it represents a type of cheating.

Conversely, Rezany and Rezaei (2013) discovered that, for Iranian University students who took part in their inquiry the fact that plagiarism is not difficult to be the major cheating reason, here it can be remarked that, in the age of unprecedented technological prosperity, students find it easy to plagiarise using the internet which provides them with the needed materials effortlessly.

There are several reasons why students choose to plagiarise, and this is mainly because they are interested in neglecting the rules, they are not qualified to write academically, poor time organization, their lack of outlining aptitudes, they are seeking shortcuts and are not attracted to the subject matter being investigated (Robert Harris, 2004, p.6). This

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demonstration reveals the need of students to be well trained on how to write properly, and here both teachers and students assume the responsibility, the teachers through providing guidance and principles, and students via following and practicing, another requirement is that students should be given the right to choose what interest them, so as to be motivated for the subject they are undertaking a research about, another consideration is time management topic that should be dealt with seriously from the part of teachers, for the purpose of assisting their students to well organize themselves while being engaged in the writing of a research paper.

Moreover, Dordoy (2002) views that, unpremeditated plagiarism, ignorance of principles and guideline, subjects reached readily in the internet, indolence or poor time management, and upgrading, are related to the greatest significant factor affecting plagiarism.

Also, in an inquiry at Stockholm University, Razera (2011) attempted to explore the perceptions of and opinions about plagiarism of “Sewidish and international graduate students ” , the results revealed that, arduousness of the task, lack of motivation in the matter, and inactivity as a general causes of plagiarism.

Teer (2015) declared : *”the reasons for students committing academic plagiarism is due to uncertainty with citing source material or inadequate training in paraphrasing ”* . Teers’ view suggests that, student may fall in the trap of plagiarism because they are not aware of how to paraphrase appropriately, and paraphrasing is one of the focal points that students should be well alerted to for the purpose of avoiding plagiarism and adequately integrating other’ ideas into their own ones .

Furthermore, students’ plagiarism is the result of some causes which are ,personality (De Bruin and Rudnick ,2007), lack of experience (Landu , Druen and Arcuri , 2002),variations in cultural tasks (Zobel and Hamiton ,2002). It goes without saying that, when students are not familiar with a certain task, they resort to plagiarism. Regarding culture, the practices varies cross cultures, and what is suppose to be inappropriate in one

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culture might be accepted for another one, for that reason students may plagiarise, because the culture they belong to consider plagiarism to be allowable .

Dordoy survey (2002) concerning the understanding of plagiarism act from the part of “university staff” and students has revealed that, students’ plagiarism is essentially due to:

- 1) The doing of the act inadvertently .
- 2) The ignorance of governing principles.
- 3) The effortless way of reaching data via internet .
- 4) The lack of skills of how to organize time ,or they do not work hard
- 5) The desire to achieve high grades .

Unlike what Dordoy reported, Park (2003) asserts that, there are several acts linked to the occurrence of plagiarism in higher education institutions :

-“As a consequence of academic misconduct.

-As a consequence of academic dishonesty .

-As a consequence of lack of academic integrity.

-As a consequence of , or unethical behavior.”

As a final comment, various authors would seem to agree over some reasons of students’ plagiarism, while others have proposed a completely diverse reasons, based on what they have found, or viewed as possible reasons for the act.

1.7 Ethical philosophies and plagiarism

Previous inquiry has shown that, relying on various ethics theories, people tend to constitute their own ethical logic, and moral intention once they are confronted with an ethical problem (Hunt and Vasquez- Parraga, 1993; Mengue, 1998).

Depending on this distinct theories (Deontology, utilitarianism , rational self-interest, machiavellianism (ethical egoism),cultural relativism and ,situational or

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contingent ethics),as investigators have proposed, students involve in diverse reasoning. (Ashworth and Bannister, 1997; Lewis and Speck, 1990; McLafferty and Foust, 2004; Nickel and Herzog , 1996; Swinyard et al., 1989; Webster and Harmon, 2002).

This table shows the principles of each ethical theory, students who plagiarise based on each theory, and also examples to illustrate the explanation of a particular theory of ethics.

Theories of ethical reasoning	Principles /beliefs of each theory	Students' justification of plagiarism based on each theory	Examples
Deontology	Those committing plagiarism are taking off others' doings, and passing them as ones 'own and, this is considered to be wrong ethically .	In case of miscomprehending or ignoring the theory, students are suppose to plagiarise.	-I ignored that plagiarism is bad. -I did not have any idea about what constitute plagiarism.
Utilitarianism	A moral choice is expected to ensure maximum complete utility.	plagiarism can be defended only if the results obtained were good.	-No one is exposed to risk. -Plagiarism enhance grades, and study .
Rational self-interest (social contract theory).	Ones behave to take the advantage ,but no unmolation is included.(Rand, 1964).	plagiarism is rationalized ,if the executers realize that they were getting into equitable interchange .	-Why to work hard ,since the teacher is not doing so . -I am advertising the work of the

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			writer .
Machiavellianism (ethical egoism).	Human beings adopting this doctrine are all the time stimulated to practice in their own anticipated utility.	If students succeed to escape, their act of plagiarism is justified. If they get captured ,they tend to reproach others .	- I am capable to plagiarise effectively, and can escape , look how skillful I am ... -This is because of the teacher.
Cultural relativism.	Culture attributes gives significance to terms like ; unequity ,equity ,correct, false .(Donaldson, 1989, p.41).	Emphasizing on to which extent plagiarism is permitted in their cultures.	-The country I belong to accept it.
Situational or contingent ethics .	Around the ethical issue there is a particular scene which the emphasis is on (Pratt, 1993).	Through introducing a situational aspect, students make a reason for their plagiarism.	-I broke up with my fiancée. -My son was ill.

Table 1.3 Plagiarism in relation to Theories of Ethical Reasoning

With regards to utilitarianism, rational self interest, machiavellianism, and situational ethics, the justification of the transgression is based on situation conditions, and there is consciousness of what is perpetrated, but concerning deontology and cultural relativism, offenders may not perceive that they are committing something prohibited, because they lack awareness about the violation.

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The previously aforementioned ethical theories are distinct, and each of which embraces a specific beliefs, and students tend to shape their reasoning based on any of these six theories, for the purpose of defending their plagiarism, from that point the act will be viewed in a different ways, as a result of what a particular theory of reasoning suggests.

1.8 The negative impact of plagiarism on students' study and future professional life

In most cases, students who resort to plagiarism may consider this form of violation useful for accomplishing various learning tasks, and less harmful, however what results from doing such an act, can negatively impact their study as well as their future professional life.

At the outset, by virtue of its unfavorable influence on students' study (Park, 2003), Educators has been vastly convicting plagiarism (Granitz and Loewy, 2007, p. 294). Abdolmohammadi and Baker (2007) consider that, students are delimiting the chances they have to reach upper degrees of mental studying competencies, and are also impeding their capacity to derive meaning from texts they are exposed to, when they inadvertently or deliberately present others' authentic works as their own one, this point of view sheds light on various considerations, because when students plagiarise they are likely to hinder themselves from profiting from their study experience, that is suppose to enhance their abilities to critically think, and also to develop their own writing styles when attempting to express themselves. Moreover, students' who pass off others' intellectual properties as their own, can not discover what they are capable of doing and what they are not, and by doing so, their opportunity to spot their lucks or to advance in learning would be very limited if not impossible.

Students' who rely on plagiarism will not be able to apply what they have learnt, and this is significant for advancing in their education. Study process requires students to stimulate their cognitive skills, and by plagiarising students prevent themselves from doing so, in addition to that, they will not give themselves a try to learn how to synthesize,

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extract digest from materials they read, enrich their linguistic repertoire, and also developing their reading skill .

From other part, Boubaker, 2003; Sims, 1993, have shown that, financial ravage and illegal behavior in profession, can be the result of illegal practices in institutions. Students who develop bad habits while studying such as plagiarising, are suppose to misbehave in their professional life, and this will destroy their reputation in front of other colleagues. In the future, it is possible that plagiarizers, may not be able to accomplish their professional responsibility properly, since they lack the needed skills, they were suppose to previously learn in their institutions, in other words, while studying students should acquire certain aptitudes that will lead them to do well in their future profession, however, comiting plagiarism prevent them from gaining the needed knowledge, so as to perform well in their future profession. In a nutshell, plagiarism can negatively impact students' study and future profession.

1.9 Conclusion

The chapter has provided a definition to plagiarism concept, moreover, it has tackled the issue types and forms. Then, it has focused on students' plagiarism in the internet era, and the reasons leading students to resort to this act. Furthermore, it has discussed ethical philosophies linked to this form of misconduct, in addition to the negative impact of plagiarism on students' study and future professional life .

This chapter is informative, as it gives an insight into the phenomenon of students' academic plagiarism, also because it helps in selecting relevant instrument as well as designing its items for more focus on this investigation scope. This theoretical framework is useful for guiding the thesis elements, particularly suggestions, and recommendations part.

The following chapter is going to be more practical, as it will emphasis on research design and data analysis.

Research Design and Data Analysis

2.1 Introduction

The previous chapter has dealt with the theoretical aspect of students' academic plagiarism, This chapter, however, will look at the issue of students plagiarism in master dissertations, taking the case of one of the Algerian universities, exactly Dr Moulay Tahar Saida University. For the sake, this chapter will describe both, the study setting as well as, the targeted sample population, as it will focus on research design procedures, mainly data collection instruments, along with the analysis of the data obtained from the adopted research tools.

2.2 Description of the study setting

The current study took place at the department of English at Dr Moulay Tahar university at Saida, and which was established in 2003. Nowadays, in 2019, the department involves about 20 English teachers.

2.3 Description of the sample population

The selected sample to represent the whole population in this research consisted of five (5) teachers, and twenty(20) Master two didactics students from the English department, at Saida university; Dr Moulay Tahar, and the coming sub-sections are devoted to the description of these target sample.

2.3.1 Teachers' profile

Teachers who have participated in the present research work were five in number (a mixture of males and females). They all teach English at Saida University Dr Moulay Tahar, and specialized in different fields, as it is illustrated in this table.

Teacher one	ESP
Teacher two	TEFL
Teacher three	Sociolinguistics
Teacher four	ESP
Teacher five	ESP

Table 2.1 Teacher's Sample Speciality Fields

The selection of teachers sample has been done randomly, for the purpose of getting relevant data, and not based on any set of guidelines.

2.3.2 Students' profile

Students were also informants in this study, they were twenty English students from master two didactics specialty under the academic year (2018-2019) at Dr Moulay Tahar Saida University. They were a mixture of males and females who have all participated in the questionnaire, and four of them were the ones with whom the interview was carried out. This sample of students was also selected randomly.

2.4 Research design

Research is a systematic process that is proceeded step by step, and research design is one of the processes the researcher pass through, for the purpose of achieving the research, and as far as this process is concerned, Creswell and Plano Clark (2011) defined research designs as: "*procedures for collecting, analysing, interpreting and reporting data in research studies*", and concerning this research work the researcher procedures are as follows.

2.4.1 Research instruments

For the purpose of obtaining data from the targeted sample, the researcher has designed three instruments, two questionnaires and one interview. The first questionnaire was administered to teachers, and the other one was addressed to students, in addition to an interview designed also for students. The researcher has opted to these tools so as to achieve the triangulation of instruments, this triangulation as Olsen (2004) defines it: " the mixing of date types or research methods to achieve a situation where a research area receive illumination from diverse viewpoints".

2.4.1.1 Teachers' questionnaire

Questionnaire is one of the commonly used instruments by researchers, that contains a series of a written questions, aimed at discovering peoples' attitudes and opinions about a particular issue.

In this investigation, the questionnaire administered to five teachers contained both close and open-ended questions organized under the format of sections (see appendix A). The first section entitled (Teachers' awareness of students' plagiarism). This section seeks to know the teachers' experience with the phenomenon of plagiarism in master dissertations. The second section title (Reasons behind plagiarism in master dissertations), and the aim of this second section is to investigate reasons leading students to plagiarize in their master dissertations. Concerning the third section (Guiding students away

Research Design and Data Analysis

from plagiarism), the aim is to discover the ways teachers follow, in order to guide students away from plagiarism in master dissertations.

Regarding section one, it consists of three questions (see appendix A). The aim of the first question is to check if the teachers have encountered cases of plagiarized dissertations, and the frequency of the instance. The second question attempts to know the ways teachers follow to detect plagiarism in dissertations, and the final question in this section is to discover the measures taken by teachers with students who plagiarise in their dissertations.

Section two comprises of two questions (see appendix A). The first question is directed to teachers for the purpose of testing the first research question hypotheses, however, in the second question, teachers are asked to openly state reasons they see possible for plagiarism in master dissertations.

Concerning the final section, it contains two questions (see appendix A). In the first part of the first question, the aim is to see whether the teachers are going to confirm or reject the hypotheses of the second research question. The second part of the question intends to give teachers a chance to openly propose other ways through which teachers can guide their students away from plagiarism. The final question of this section endeavors to know teachers' comments/ suggestions concerning the issue of plagiarism in master dissertations.

2.4.1.2 Students' questionnaire

Besides teachers' questionnaire, students were also given another questionnaire.

Written questions of different types (both close and open-ended) are grouped in two sections (see appendix B). The first section entitled (Students' perception/ attitudes regarding plagiarism), and the aim of this section is to know students' attitudes towards the issue of plagiarism in master dissertations. The second section, however, entitled (Reasons behind plagiarism In master dissertations), and it endeavors to reveal reasons students believe to cause plagiarism in master dissertations.

Starting by the first section, which is divided into three questions (see appendix B). The aim of the first question is to check students' awareness about plagiarism. The second one requires students to answer with yes or no, and it intends to reveal students' attitudes and opinions towards academic plagiarism in general, and plagiarism in dissertations specifically, in addition to students' previous experience with this form of misconduct in their study. The last question of this section is asked to see whether or not students plagiarise when dealing with external sources information.

Research Design and Data Analysis

The second section is the final one, it contains two questions (see appendix B). Concerning the first question, it is divided into two parts, in the first part the aim is to test the study first research question hypotheses through students' answers, however, in the second part of the question, the purpose is to discover the reasons leading students to plagiarise in their dissertations. The second section ends with a question addressed to students for two purposes, at the first hand, it attempts to reveal more reasons for plagiarism in dissertations, that could be from the part of students, teachers, supervisors, and administration staff. Then, the other purpose is to help in preparing suggestions for all the above mentioned academic members.

2.4.1.3 Students' interview

Along with the aforementioned research instruments followed in the current research, an interview was designed for four English students from master two didactics speciality, at Dr Moulay Tahar Saida University, so as to obtain more qualitative data that will be generalized, and also to support what has been gathered by the previous research tools.

Interviews are of various types, as Cousin (2009, p.193) has shown that they can be structured, semi-structured or unstructured, and the type followed by the researcher is the semi-structured one, where a set of questions are asked to the interviewees with the possibility of the interviewer to interfere to ask for clarification, and where the informants are allowed to add other details with their desire, and in this vein Mason(2004) put in: " the defining characteristic of semi-structured interviews is that they have a fluid and flexible structure ".

The interview questions are six (see appendix C).The first question intends to know students' attitudes towards the issue of plagiarized dissertations, and the second question is asked to discover the reasons for students' plagiarism in master dissertations, however, the objective of the third question is to know whether or not, teachers attempt to raise students' awareness about the issue. The fourth question aims to see if teachers present a good model for their students to avoid plagiarism . The fifth question is asked to see the readiness of students to face plagiarism in their dissertations, while the final question is addressed to students to discover possible measures to be taken from the part of teachers so as to guide their students away from plagiarism. Both questions and answers are oral, and the participants answers were recorded with their permission, and the duration of each interview varies from three, five, eight, to fourteen minutes.

2.5 Data analysis

Research Design and Data Analysis

The analysis of the data obtained from teachers' and students' questionnaires has been done both qualitatively and quantitatively, concerning the interview, it has been analyzed merely qualitatively.

5.1 The analysis of teachers' questionnaires

Section 01:

- **Question 01: have you ever detected cases of students' plagiarism in master dissertations?
yes/no**

Teachers answers revealing whether they have encountered cases of plagiarism in master dissertations are shown in this figure

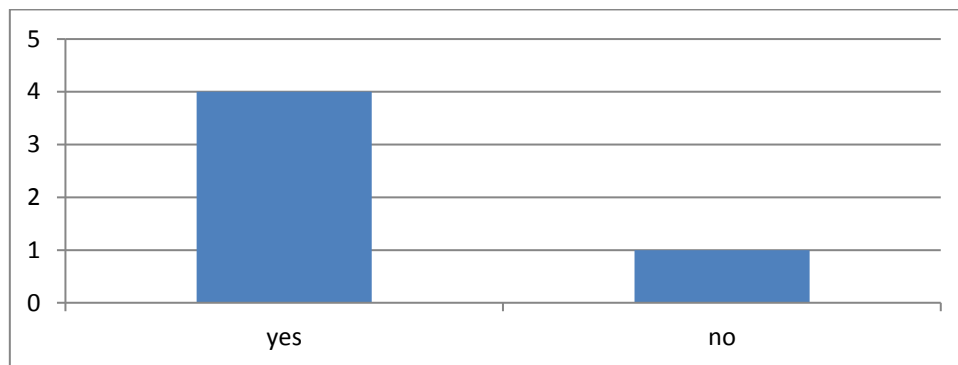


Figure 2.1 Teachers' Detection of Plagiarism Cases in Master Dissertations.

As it is illustrated above, four(4) teachers have answered with “yes”, and only one(1) of them has said ”no”. Here it is clear that cases of plagiarized dissertations are common among teachers.

The second part of the question was “how often?”, and the results obtained are demonstrated in this figure

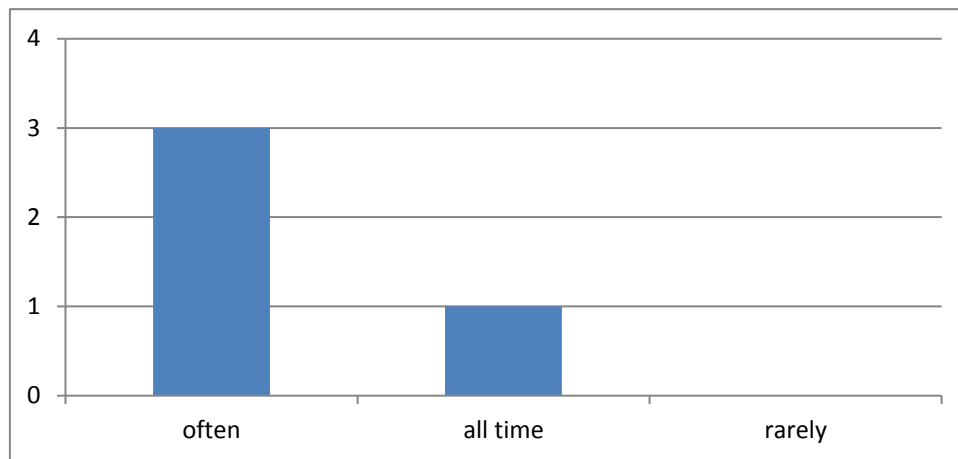
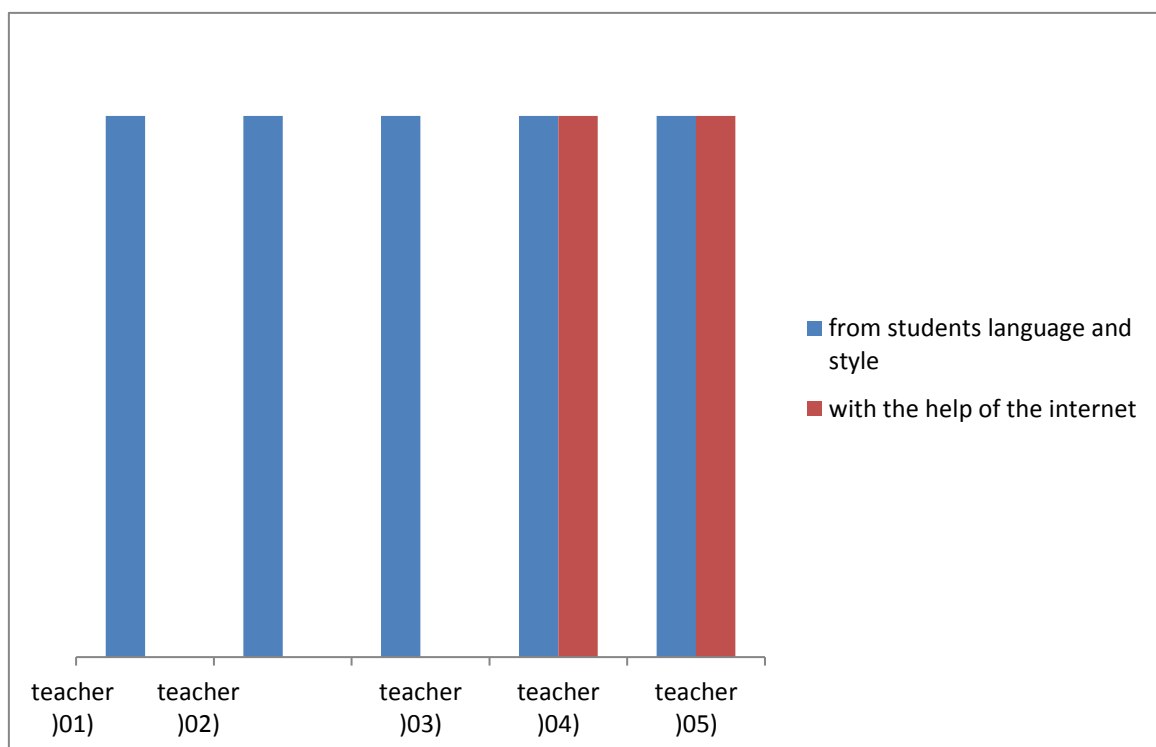


Figure 2.2 The Frequency of Plagiarism in Master Dissertations.

As it is represented in the above figure, three(3) teachers have declared that students often plagiarize in their dissertations, and one(1) teacher has said that they do the act all time ,however, none of them view that students' plagiarism in master dissertations is rare. These findings indicate that, teachers have been confronted with such phenomenon of plagiarism in master dissertations most of the times, which means this frequency calls attention to the seriousness of the matter, as it occurs immensely.

- **Question 02: what are your own ways of detecting plagiarism in dissertations?**

The results obtained regarding the ways that teachers follows in order to detect plagiarized dissertations, are mentioned in the figure below.



Research Design and Data Analysis

Figure 2.3 Teachers' Ways of Detecting Plagiarism in Master Dissertations.

The figure reveals that all the respondents' answers were the same "from students' language and style", except two (2) of them who have added another way that is, "with the help of internet". Their answers show that they follow a common ways to detect forged dissertations, and that they can effortlessly detect plagiarism.

- **Question 03: what are your own measures to deal with students who plagiarize in their dissertations?**

The following figure shows the measures taken by teachers, in order to deal with students who plagiarise in their dissertations.

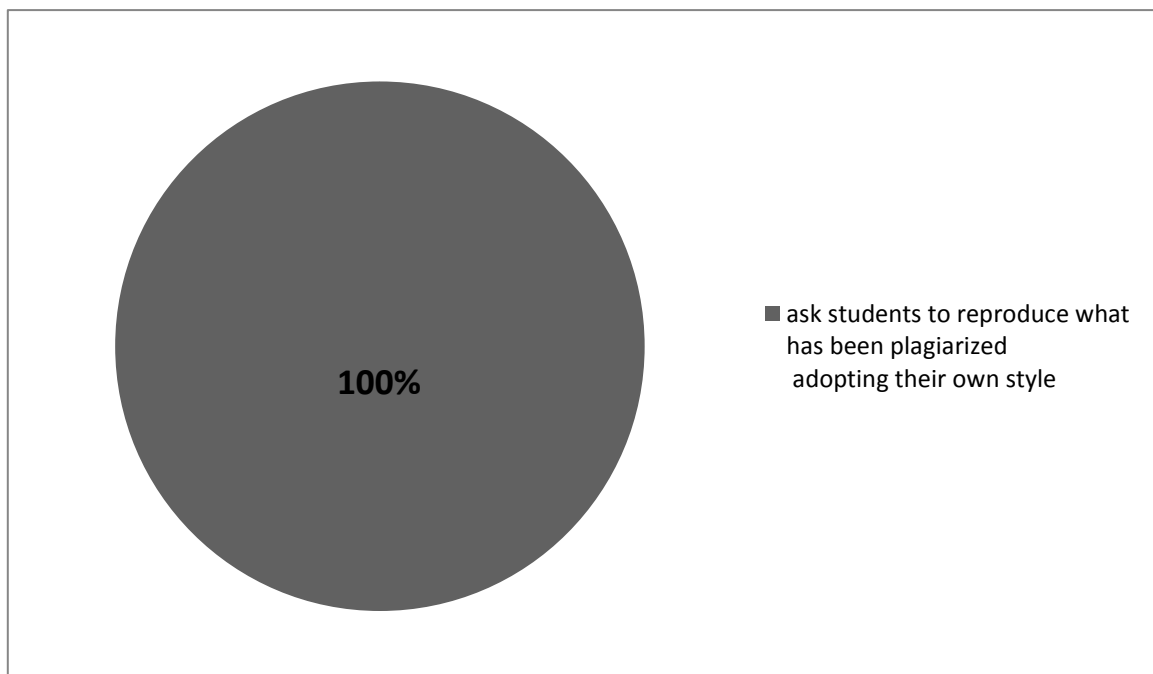


Figure 2.4 Teachers' Measures to deal with Plagiarism in Master Dissertations.

As it is demonstrated in the figure above, The five(5)teachers measures were the same "ask students to reproduce what has been plagiarized adopting their own style". Their answers imply that they are against this form of misconduct, and that they insist on students to avoid such an act through relying on themselves while using others' intellectual property.

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Section 02:

- **Question 01: read the following statements and check the appropriate choice**

The statements:

A) Lacking knowledge regarding the writing of a dissertation may lead students to plagiarise.

B) Students lack of critical/analytical skills is one of the reasons behind their plagiarism in master dissertation.

C) Students may plagiarise in master dissertations because they ignore the limits between paraphrasing and plagiarizing.

The results obtained concerning the reasons for students plagiarism in master dissertations are demonstrated in the following figure

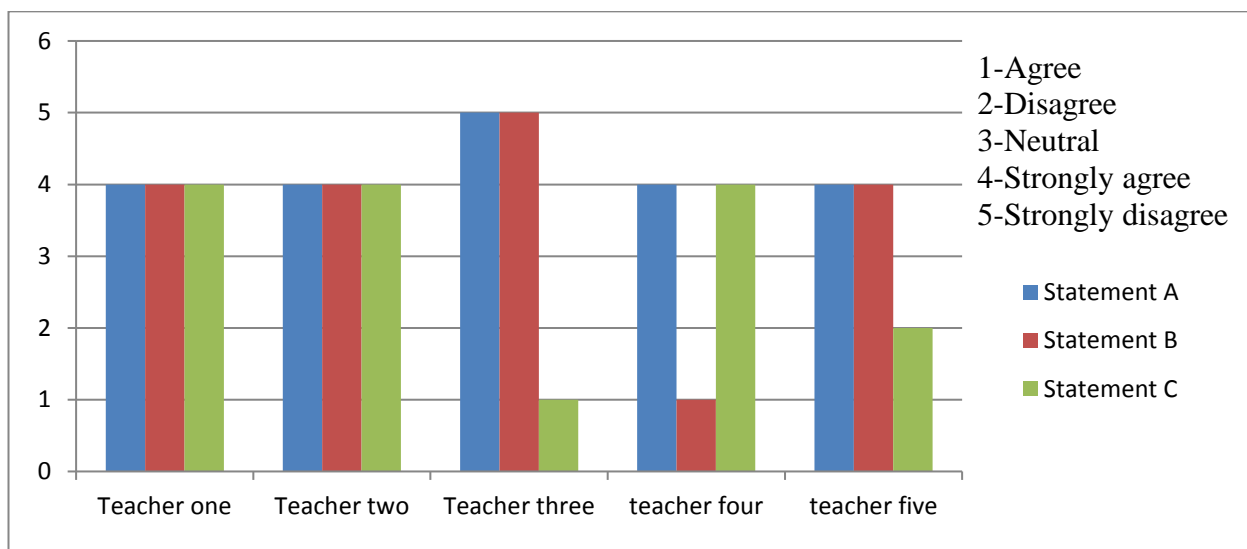


Figure 2.5 Reasons for Plagiarism in Master Dissertations.

As the above illustrations suggest; regarding “statement A” all teachers(5) strongly agree with it , except one (1)who strongly disagreed with it. This shows that according to the majority of teachers, students may plagiarise because they lack knowledge regarding the writing of a dissertation.

Teachers; one, two, and five(1, 2, 5)strongly agree with the “statement B”, and teacher four agree with it, but the third teacher response was “strongly disagree”, again, it is clear that all the teachers except one of them, have confirmed the hypothesis represented as “statement B”.

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As far as “statement C” is concerned, the first, the second, and the fourth teachers have selected “strongly agree”, and the third one response was “agree”, whereas, the final teacher have selected “disagree”, this indicates that for teachers, students may plagiarise because they ignore the limits between paraphrasing and plagiarizing.

- **Question 02: what are according to you other reasons behind plagiarism in master dissertations?**

Teachers have proposed some reasons that are summarized as follows:

Laziness, lack of reading, omitting reading from the syllabus, absence of time management skills, low writing proficiency, students start too late the writing of a dissertation, students do not know how to paraphrase, students lack confidence in their linguistic repertoire, students poor linguistic competence, and the idea of copy vs paste is implanted in their minds .

Section 03:

- **Question 01: please circle the letter that apply to you (you can choose more than one statement)**

Teachers can guide their students away from plagiarism through :

- a. Raising their awareness about the impact of plagiarism on their academic performance.
- b. Teaching them effectively paraphrasing techniques.
- c. Exposing them to typical samples of a dissertation components (such as abstracts, general introductions, result discussion sections...)
- d. Devoting great amount of practice to paraphrasing in the writing sessions.
- e. Teaching students plagiarism issue in the early stages of their under-graduate studies.

The results of this question deal with the possible ways through which, teachers can guide their students away from plagiarism in master dissertations and teachers' choices are represented in the table below.

Teacher one	Teacher two	Teacher three	Teacher four	Teacher five
A, c, e	E, d	A, b	A, b, c, d, e	B, c, d

Table 2.2 Teachers' Ways for Guiding Students away from Plagiarism in Master Dissertations

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As it is represented in the above table, each teacher has selected the way he/she believes to be possible for teachers to guide their students away from plagiarism in dissertations.

The letters b, c, and e are the statements which represent the second research question hypotheses, and as it is mentioned in the table, each statement has been selected by three (3) teachers.

In the second part of this question, teachers were asked to propose other ways, and only two (2) of them have answered this part, and their proposed ways were as follows:

- 1) Teach students how to read, and how to comprehend to be critical thinkers.
- 2) -Implement academic writing techniques in CEE and TTU.
-Train students to write accurately and appropriately.

From what this part of question has reported, it seems that teachers insist on reading and writing skills a remedy to students plagiarism in master dissertations.

- **Question 02: please feel free to mention your final comments/suggestions related to students plagiarism in master dissertations.**

Concerning this part of section three, three teachers have added their final comments, for the first teacher "students are not to be blamed unless teachers do their job correctly". Then, the second teacher has mentioned that, " students sharper their language skills only through reading ". The final teacher has said that, " awareness about plagiarism has to be introduced by teachers notably those dealing with CEE and TTU".

Their comments reveals the importance of reading in preventing plagiarism, and also the great role of teachers in deterring this violation through raising students' awareness about plagiarism issue.

5.2 The analysis of students' questionnaire

Section 01:

- **Question 01: what is your own understanding of plagiarism?**

Students' answers to this question seeking to reveal their understanding to the issue of plagiarism are demonstrated in the following figure

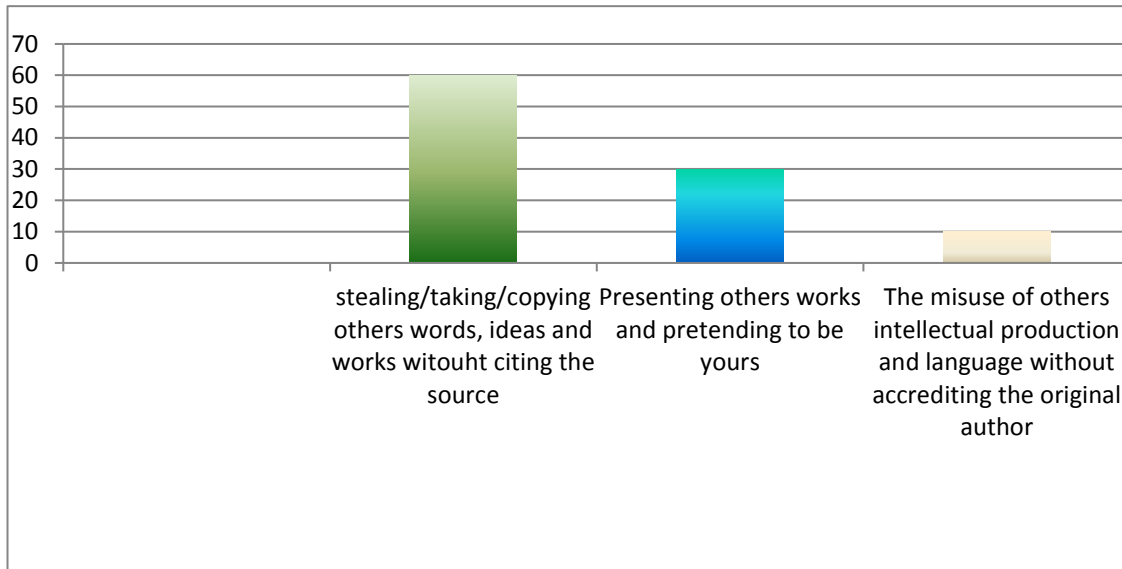


Figure 2.6 Students' Understanding of Plagiarism.

As it is shown in the above figure, (60%) of students understand that, plagiarism is the act of taking/stealing and copying of others' words, ideas and works without citing the source, while (30%) of them consider "presenting others' works and pretending to be yours" to be plagiarism. The rest of students (10%) think that plagiarism is the misuse of others' intellectual production and language without accrediting the original author. From their responses, it is clear that students share a common understanding of what plagiarism is, moreover, they are all aware of it.

- **Question 02: answer with yes or no.**

The statements:

- 1) Have you ever plagiarized before?
- 2) Everyone in the academic context is exposed to plagiarism danger.
- 3) I plagiarize when preparing a homework assignment.
- 4) Plagiarism is a common act in master dissertations
- 5) I may commit plagiarism while writing my dissertation.

The coming figure represents the question findings.



Figure 2.7 Students' Experience /Attitudes towards Plagiarism.

As it is illustrated above, when students were asked if they have ever plagiarized before, (12) of them said “yes” while the rest (8) have answered with “no”. Here it can be said that the number of those who have plagiarized before is more than those who have not, and this indicates that some students have an experience with plagiarism, and it is possible that they resort to it in other cases. All students (20) have answered with “yes” the second statement, this reveals that there is an awareness from their part that they are exposed to plagiarism danger, since they are also members of the academic community. Concerning the third statement (11) admit that they plagiarise when preparing a homework assignment, whereas (9) of them said that they do not. Answers to this statement revealed that, students may take the habit of plagiarism even when writing their dissertations, as they may rely on themselves, since some of them do not plagiarise in their assignments. Great number of students (19) out of (20) answered with “yes” the fourth statement, except one student who has selected “no”, and this shows that students are aware of the phenomenon of plagiarism in master dissertations. Regarding the final statement, those who have selected “yes” were (13), and the rest students (7) have selected no, and this shows an evidence to unintentional plagiarism in dissertations.

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- **Question 03: how do you deal with the information you find in external sources?**

The results of this question are shown in this figure.

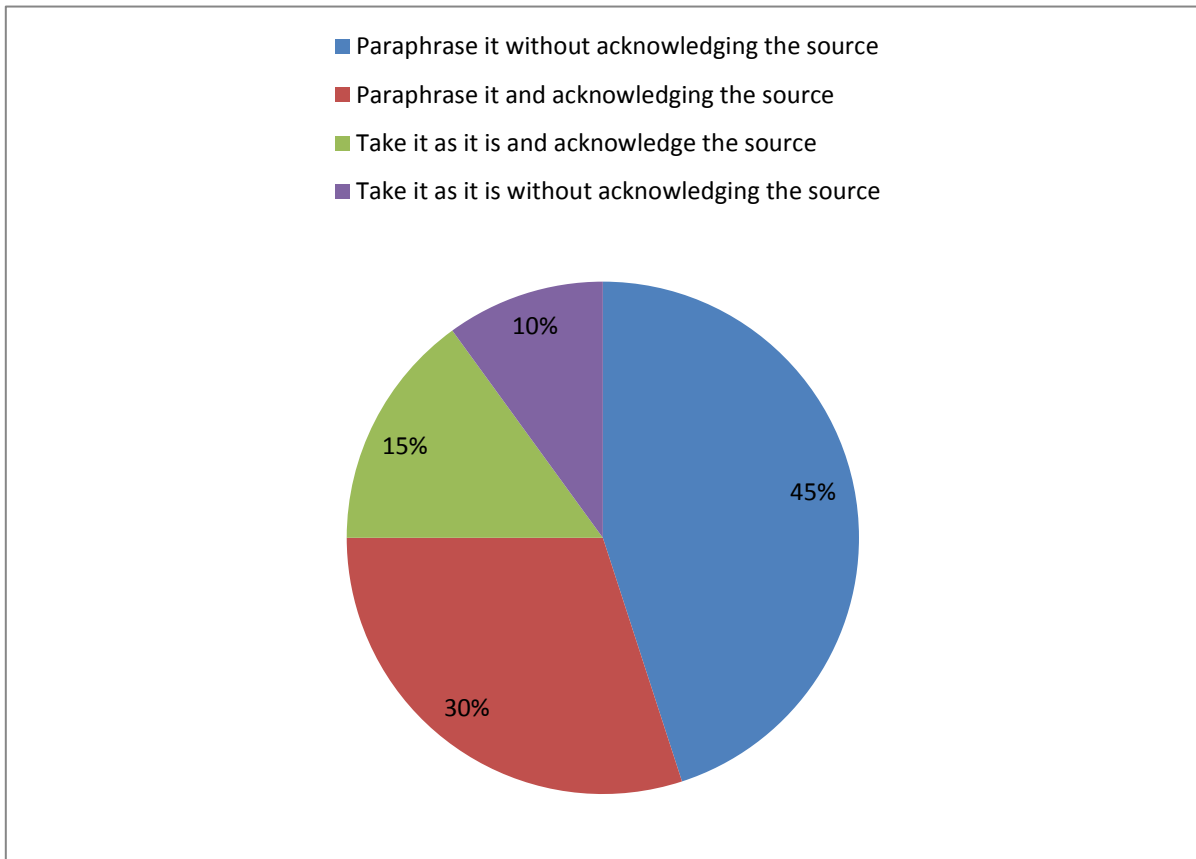


Figure 2.8 Students' Dealing with External Sources Information.

The largest number of students (45%) said that they paraphrase it without acknowledging the source, however, (30%) of students they paraphrase it and acknowledge the source. For the rest students, (15%) take it as it is and acknowledge the source, while (10%) of students take it as it is without acknowledging the source.

Concerning the two responses of (45%) and (10%) of students, it seems that they do not deal appropriately with the information they find in external sources, and this is evidence of their committing to plagiarism, whereas from what (30%) and (15%) of students have reported, it is viewed that these two categories of students attempt to avert plagiarising when dealing with external sources information, either through paraphrasing and acknowledging the source, or through taking it as it is and acknowledging the source.

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Section 02:

- **Question 01: say whether you agree/strongly agree/neither agree or disagree/disagree or strongly disagree upon the following statements.**

-Students plagiarise because:

- 1) They lack knowledge regarding the writing of a dissertation.
- 2) They lack critical/analytical skills.
- 3) They ignore the limits between paraphrasing and plagiarisim.

The results obtained regarding the reasons leading students to committ plagiarism in their master dissertations were as follows.

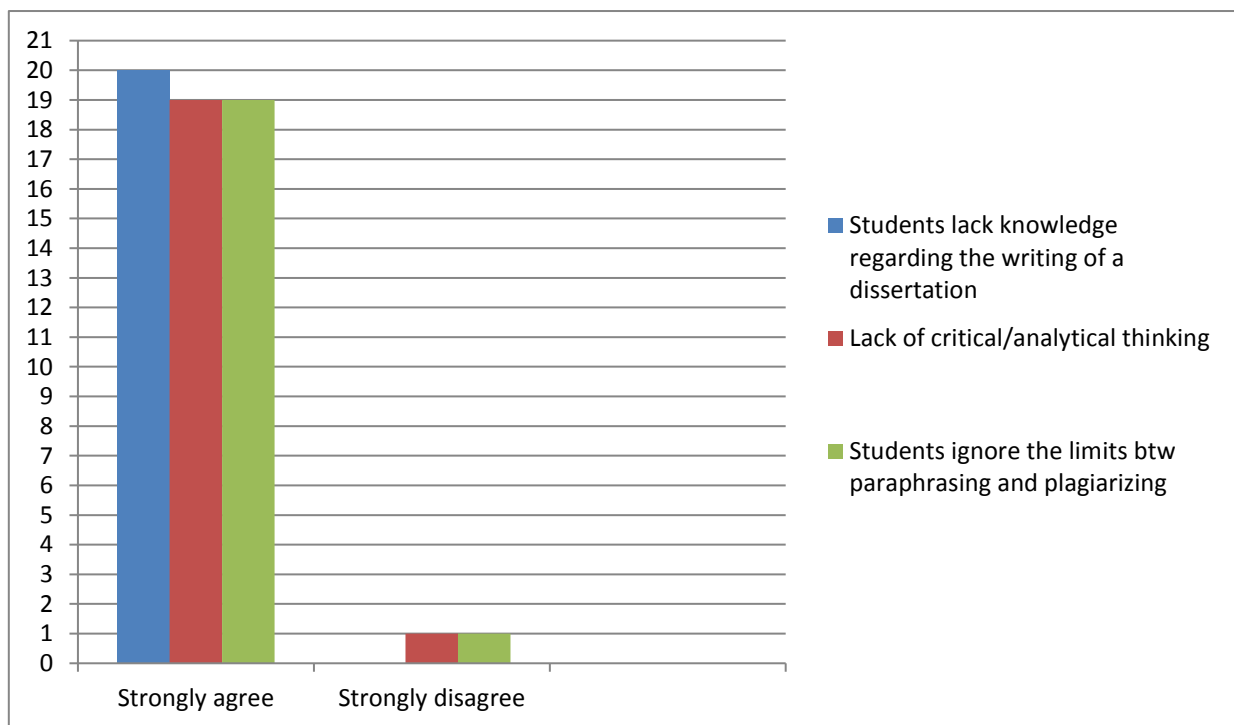


Figure 2.9 Reasons Leading Master Students to Plagiarize in Dissertations.

From what has been obtained, all students (20) said that they strongly agree with the first reason. (19) student have selected strongly agree for the second reason, and there was only (1) who have strongly disagree with it. As far as the the third reason is concerned, the same results as the second reason have

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appeared (19) students have demonstrated that they strongly agree with it, and one student has strongly disagree with it.

These findings indicate that a great number of students confirm the three hypotheses which stated that, students may plagiarise in their dissertations when they lack knowledge regarding the writing of a dissertation, and when they lack critical/analytical skills, and also when they ignore the limits between paraphrasing and plagiarising.

The second part of the question has given students a chance to openly mention other reasons.

This figure shows these reasons mentioned by students.

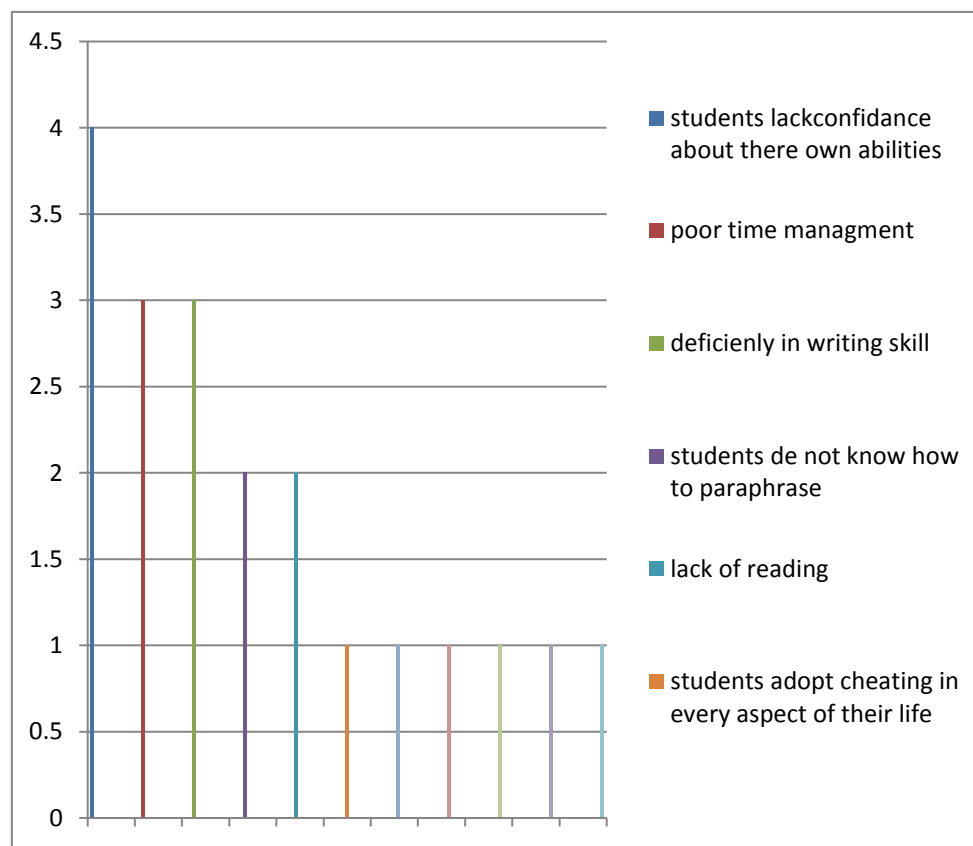


Figure 2.10 Other Reasons for Students Plagiarism in Master Dissertations.

The above illustration reveals that students have mentioned different reasons, some of them would seem to agree over a particular reason, while others have proposed a completely different ones. As it is represented in the figure (4) students agree over the reason of student's lack confidence about their own abilities, while (3) students view poor time management to be the reason. Other (3) students have said that deficiency in writing skill may lead students to plagiarise in their dissertations. (2) out of (20) students suggested another reason that is, student do not know how to paraphrase. Moreover, (2) students

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reported that lack of reading can be a familiar reason with students' plagiarism in master dissertations. Each one of the rest (6) students have proposed other reason (students adopt cheating in every aspect of their life, lack of interest in the subject being investigated, lack of awareness about plagiarism issue, students do not know how to reference, limited time given to the writing of a dissertation, and lack of preparation about writing a dissertation).

- **Question 02: who to blame for students plagiarism and why?**

What this question has revealed is demonstrated in the following figure.

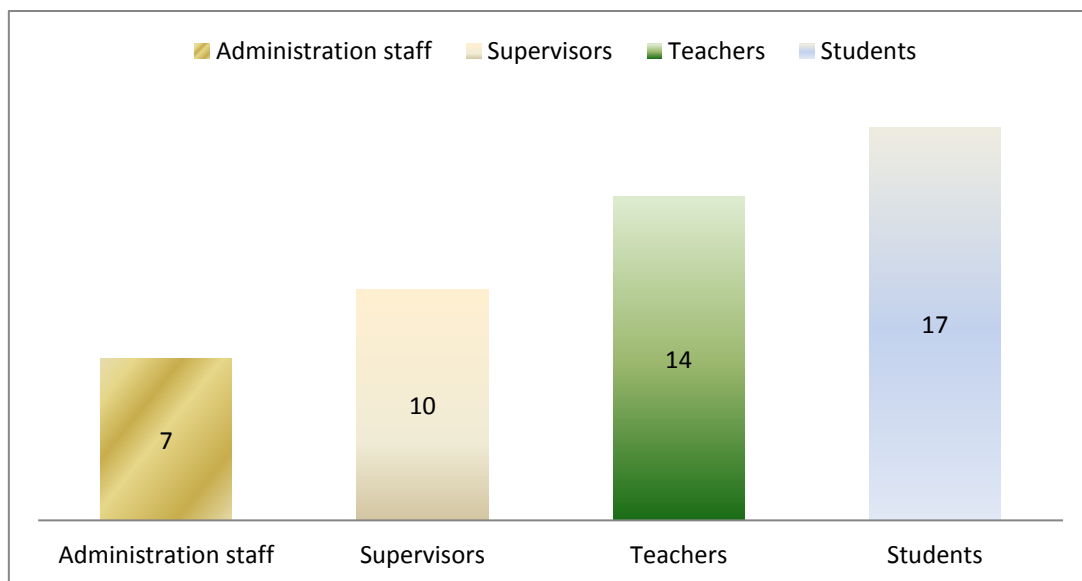


Figure 2.11 Those Blamed for Students' Plagiarism in Master Dissertations.

As it is illustrated above, (7) students have chosen to blame administration staff for not raising students awareness about plagiarism.

All the (10) students who have blamed supervisors for students plagiarism in master dissertations, have share the same view, that is they do not provide students with sufficient help.

Those who have blamed teachers were (14) in number. According to (7) of them, teachers do not encourage students to read, (3) of them have blamed them for not teaching students plagiarism issue deeply. The last (4) students have wrote, because they do not practice writing excessively with their students.

Various reasons have led (17) students to blame other students for plagiarism in master dissertations, (4) view that students are not responsible. (3) of them consider that students should be blamed due to their laziness, other (3) students have said, because they choose to plagiarise. The last (5)

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students justification for choosing students to be blamed were as follows (because they neglect writing, they do not read, they imitate, they lack confidence in their own abilities).

5.3 The analysis of students' interview:

When asked about the phenomenon of plagiarized dissertations, the first and the second students view that, it is a common issue that teachers are complaining about it, however, the third student believe that the issue is unethical and serious at the same time, because it is a problem that face supervisors and those correcting dissertations, for the fourth student, plagiarism in master dissertations is a negative point in the academic context.

It seems that all the students interviewed are familiar with the issue, and they all share a negative attitudes towards it.

Concerning the second question, the first participant view that these could be the reasons leading students to plagiarism in dissertations (insufficient practice of writing, students do not know how to write a dissertation, how to paraphrase, and they are not confident about their own abilities). The next participant consider that students' plagiarism is due to these reasons(lack of awareness concerning plagiarism issue, students do not know how to paraphrase, lack of preparation of how to write a dissertation), similarly, the other participant have proposed these reasons(lack of experience of how to do a research, students think that plagiarism is not a serious issue, lack of awareness about plagiarism, and students ignorance of how to paraphrase). Moreover, the final participant argued that, students plagiarise in the writing of a dissertation because; they are not aware of plagiarism, they consider plagiarism an easy way to write a dissertation, and they ignore plagiarism risks.

It is clear from the participants' responses that most of them agree over some reasons leading students to plagiarise in their dissertations.

For the third question, when students were asked if their teachers discuss with them the issue of plagiarism in dissertations, all the respondents have answered with" yes, sometimes" , but they have said only some of them.

Their answers indicate that some teachers are attempting to shed light on the issue of plagiarism in dissertations, and to raise their students' awareness about the matter.

Regarding the fourth question (do you think that your teachers present a good model for you to avoid plagiarism? And Why?), all the students interviewed said that they are a good model for them,

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because they provide the students with sources of the documents, and texts they gave them, one student has declared: "teachers insist on us to acknowledge the source, whenever they gave as materials which are not theirs".

Again, from what has been reported by informants, teachers are taking the issue of plagiarism seriously, and attempting to teach students that this form of misconduct is inappropriate, through being a good model in front of their students.

Do you think that you are ready enough to avoid plagiarism while writing your dissertation? This was the fifth question, and all the interviewees have said "no". The first student said: "not to that point to write everything in my own style, you resort to short cuts you resort". The second student added: "directly or indirectly we will fall in the trap of plagiarism", even the other two informants have commented, one declared: "thanks to some teachers I have some knowledge, but I am not that good to avoid plagiarism", the other one answered: "I am into the route of plagiarism".

Students comments, and answers reveal their need to be well equipped so as to face plagiarism.

The final question was: what do you propose more that the teachers can do to help their students avoid plagiarism in dissertations? and the data obtained from this question was nearly the same, and all the informants proposed ways are grouped as follows:

- Teach students paraphrasing technique since their first year of licence.
- Teach students plagiarism issue earlier.
- Practice writing and paraphrasing with students excessively.
- Practice with students how to write a dissertation, and not only dealing with theoretical part.
- Raise students awareness about the negative impact of plagiarism on them.

2.6 Conclusion

This chapter has dealt with the design of the current research, more specifically, it has described the procedures followed by the researcher while designing the research instruments adopted for collecting data from the targeted sample population, at one of the Algerian universities; Dr Moulay Tahar Saida University. Moreover, this chapter has shown the analysis of the data gathered, as it has also revealed the data obtained. In the next chapter the emphasis will be on the general discussion of the study main results, along with the suggestions that the researcher has prepared.

Chapter three : A Call to Action

3.1 Introduction

Plagiarism in master dissertations is one of the serious cases of plagiarism, that is of much concern for universities, and for the purpose of deterring such an occurrence, appropriate measures should be taken forwards by university members. In the insight of what the present study has revealed, at one of the Algerian universities; Dr Moulay Tahar, Saida university, the next step aimed to be addressed by this research work is a call to action. This chapter will generally discuss the results obtained. It is also, a sort of a message transmitted from the part of the researcher to; teachers, students, supervisors, and administration staff, in order to decrease incidences of plagiarism in master dissertations.

3.2 General discussion

This study was conducted at Saida university; Dr Moulay Tahar, to examine the opinions of teachers and students from the English department about the reasons causing plagiarism in Master dissertations.

At the outset, the findings have revealed that the issue of plagiarism in Master dissertations is common among both teachers and students, and they believe in its seriousness in the academic context. Moreover, they consider it to be unethical.

From one part, the results has shown that all students understand what is meant by the concept of plagiarism, yet, they are not aware of it to that extant of writing without committing it.

Regarding The majority of students who have participated in this research, they have admitted that they have resorted to this form of misconduct during their study experience.

From another part, it has been also revealed that teachers are advertent to the issue of plagiarism in master dissertations, and they endeavor to discuss it with their students.

Concerning the first research question hypotheses, the results obtained from one part of the teachers' questionnaire, and students' questionnaire have confirmed the hypotheses saying that students may plagiarise in their master dissertations because:

- 1) they lack knowledge regarding the writing of a dissertation.
- 2) They lack critical/ analytical skills.
- 3) they ignore the limits between paraphrasing and plagiarising.

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Furthermore, the second research question hypotheses have been proved through teachers' answers in the questionnaire administered to them, and also, through the data gathered from the interview final question. These hypotheses were as follows.

Teachers' can guide their students away from plagiarism in master dissertations through:

- 1) Teaching them effectively paraphrasing techniques.
- 2) Exposing them to typical samples of a dissertation components.
- 3) Teaching them plagiarism issue in the early stages of their undergraduate studies.

The study findings have also proposed some reasons that push students to plagiarise in their master dissertations, and these reasons are either deliberate or unintentional, and these reasons are; students lack of confidence about their own abilities, poor time management, deficiency in writing skill, students do not know how to paraphrase, lack of reading, students adopt cheating in every aspect of life, lack of interest in the subject being investigated, lack of awareness about plagiarism, students do not know how to reference, limited time given to the writing of a dissertation, laziness, students poor linguistic competence, insufficient practice of writing, and students' ignorance of plagiarism risks.

The results achieved are significant, as a useful starting point in the treatment of the phenomenon of plagiarism in Master dissertations.

3.3 Collaborative prevention

The phenomenon of plagiarism in master dissertations exists, and students are to be accused in this case, however, the matter consequences concerns not only students, but all those being part of the university family.

Recognizing the possible reasons leading students to plagiarise in their dissertations is a prerequisite step to help teachers, students, supervisors, and administration staff to collaborate so as to solve the problem.

3.3.1 Suggestions for teachers

Teachers' contribution to the prevention of plagiarism in master dissertations is of Paramount importance, and as far as this contribution is concerned, there are some solutions to be done from the part of teachers, for that, the researcher is addressing them with some suggestions to be taken into account.

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- **Devote specific sessions to deal with plagiarism issue**

At the outset, the author tentative suggestion for teachers is to specify some sessions concerned only with plagiarism issue, especially in details, through providing their students with lectures concerning the matter with all its shades, such as; detailed definitions, forms and types of this form of misconduct, and other points that most students ignore, that is the negative impact of this malpractice, as well as what can be considered as plagiarism, for the author of the work firmly believe that when teachers do so, they are going to raise students' awareness regarding the matter, and not simply tackling the issue artificially or accidentally, as it is not suppose to be fruitful for students to understand what is to be plagiarism.

- **Teach students plagiarism issue at the early stages of their undergraduate studies**

The researcher also, believes that for purpose of enabling students to understand the issue of plagiarism, and also to instill this understanding in their minds, the period of exposing students to lectures regarding plagiarism matters, and the researcher think that teachers could achieve that through addressing this phenomenon since the early stages of students undergraduate studies. Taking this humble suggestion into account from the part of teachers, as the researcher believes, will ensure that students will be conscious enough about plagiarism, so as to avert it in their educational career.

- **Adopt strict ways when dealing with plagiarism cases**

The researcher proposes another suggestion for teachers, that is to be severe with students, in case they come across instances of students' plagiarism, such as in a homework assignments, projects, or presentation, because the author of the work thinks that when teachers are lenient with students in such cases, this may develop in them the habit of plagiarism in every other occasion that concerns their study, whereas, the point that the researcher insists on in this context is that, when teachers punish harshly perpetrators beyond simple written or oral warning, they will be more alerted to the seriousness of this academic misbehavior.

- **Implement academic writing techniques in " CEE " and " TTU "**

This is another fruitful way regarding how can teachers guide their students away from plagiarism, that has been proposed by one of the teachers who has participated on teachers' questionnaire. Master students and while being engaged in the writing of their dissertations are required to write academically, and they may ignore academic writing guidelines, for that, it is suggested for teachers to teach their students academic writing principles effectively, for the purpose of enabling students to write appropriately an academic work devoid of any sort of violation, mainly plagiarism.

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- **Practice writing with students excessively**

Writing a dissertation equals writing a lot, and this fact of relying immensely on writing require students to be equipped with the needed skills. Based on the research findings, it is suggested for teachers to practice writing a lot with their students, more specifically, addressing them with tasks and activities that require them to write in every possible chance, in other words, making writing a habit, this habit will assist students to write accurately, hence, as the researcher believes students will be able to defeat plagiarism since in some cases when students do not know how to write, they may resort to others' writings, and pretend to be theirs.

- **Teaching a dissertation writing through genre pedagogy**

Dissertation is a form of research work which has a specific guidelines to be follows from the part of the researcher so as to be achieved, in this respect, the author of the work own suggestion for teachers is to teach students how to write a dissertation through tackling each element content, the dissertation comprises of separately, and by doing so, as the researcher believes, students will develop an idea about a dissertation writing.

Along with the theoretical discussion of a dissertation writing, the researcher has prepared this suggestion for teachers that is to provide students with samples that reinforce the understanding of how a dissertation should be accomplished, for that students need to be exposed to samples of a dissertation components such as (abstracts, general introductions, literature review sections...). To help students in the understanding of how each element a dissertation consists of should be formed.

- **Emphasize on the practical side of a dissertation writing**

In addition to the abovementioned suggestions, and being inspired by the current study results, the researcher proposes this humble suggestion for teachers that is to put a great emphasis on practicing with students how to write a dissertation, in this regard, teachers should ask their students to write a part of a dissertation, in order to make them more aware of how each element could be achieved adequately.

- **Teach students effectively paraphrasing techniques**

Based on what the research results has shown, this humble suggestion is addressed from the part of the author of the work to teachers, since paraphrasing is one of the followed remedies to instances of plagiarism, here, the researcher believes that teachers' responsibility lies on making students aware about how to paraphrase adequately, providing them with the needed principles, in order to master this

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techniques, because poor paraphrasing skills, results in students' plagiarism, thus adequate paraphrasing is one of the keys to achieve a research work devoid of plagiarism.

- **Devote a great amount of practice to paraphrasing during writing sessions**

It is commonly known that practice makes perfect, and regarding paraphrasing, the authors' tentative suggestion for teachers is to practice paraphrasing with students, for the purpose of enhancing their ability to properly paraphrase, and master this technique.

- **Develop students critical / analytical skills**

In the light of the current research conclusions, this suggestion is also, addressed to teachers. The author of the work believes that teachers assume the responsibility to teach students effectively to be critical thinkers, and acquire analytical skills that help them later on to rely on themselves, stimulating their cognitive abilities, to be able to analyse what they read concerning their research topics, and to acquire the aptitude to understand, develop their own stand, and link between ideas, moreover, the researcher views that enhancing students' critical skills will encourage them to be responsible, and equipped with the needed elements to accomplish their research work.

In this respect, KARAKOC (2016) has provided the significance of critical thinking, providing the characteristics of those thinking critically saying that: " *Critical thinking individuals are people who research, question, refuse the information as it is, active, think analytically and synthesis, evaluate the information and explain with true basis, treat open- minded and aware of thinking processes* " (p. 82).

In this concern, the researcher insists on teachers to address students with a classroom activities that require them to answer using high cognitive levels beyond simple level or rote memorization. Furthermore, teach them how to be critical thinkers.

- **Teach students how to reference**

Relying on what has been revealed by the present research, students plagiarism in master dissertations can be the result of various reasons, one of which is students' ignorance of how to reference sources they rely on while writing their dissertations, and learning how to reference adequately will help students to avoid plagiarism as Colin Neville (2007) asserted: " *accurate referencing will help you to avoid being accused of plagiarism* " (p. 23).

For the researcher, teachers can provide a solution to plagiarism issue through teaching students how to integrate others' ideas into their own ones, and how to reference.

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3.3.2 suggestions for supervisors

Since the current study is concerned with the issue of plagiarism in master dissertations, it is expected from supervisors to collaborate for the purpose of prohibiting this phenomenon. For that reason, the researcher has some suggestions directed to them.

- **Speak about plagiarism at the early stages of supervision**

To start with, the first suggestion to be directed from the part of the researcher to supervisors is that at the early beginning of the supervision process, they should remind students with plagiarism issue, and tackle it with them during speech, so as to raise students awareness that they should avoid it while writing, and also to keep them advertent to any possibility of committing it.

- **Devote specific time for supervision**

The researcher believes that meeting students regularly is an opportunity for supervisors to ensure guidance and maximum control over students' works, moreover, through this way a confident relationship will be built between students and their supervisors, so that they keep being honest and rely on themselves.

- **provide students with sufficient help**

This is another tentative suggestion from the part of the author of the work to supervisors, as it can be said here that, providing students with sufficient help during the preparation of their research work gives them a push to work along with supervisors, without resorting to shortcuts once they are perplexed about a given aspect concerning their research, for being perplexed during the writing of a dissertation may push students to solve a situation relying on stealing other's intellectual properties, however, when they get sufficient help from the part of their supervisors, they do not find themselves in a need to plagiarise.

- **Insist on students to use their own voice**

Another humble suggestion from the part of the researcher is in case that supervisors come across a plagiarised sections, to insist on students to rewrite the forged part adopting their own style, here it can be said that supervisors should be well advertent to prevent plagiarism when it occurs.

- **Inform students about how to deal with plagiarism**

The author of the work believes that sometimes when students plagiarise, they may ignore how to fix the situation, especially when students commit the act inadvertently, here the researcher humble

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suggestion for supervisors is to guide the students, to help them in dealing with plagiarism cases, and not only point out that there is plagiarism.

- **Provide students with the needed materials**

The author of the work firmly believes that, there is another useful way for supervisors to help students in avoiding plagiarism in dissertations that is providing them with materials that assist them in referencing relying on a particular style of referencing.

- **Help students in managing their time**

The researcher final humble suggestion for supervisors is to assist students to well manage their time, and organize it appropriately to accomplish their research works on time, also to avert any chance of plagiarism that may result from poorly managed time.

3.3.3 Suggestions for students

When dealing with the possible remedies to the issue of plagiarism in Master dissertations, students are also called to make their efforts for the same sake, and the researcher suggestions for them are as follows.

- **Avoid laziness and be responsible**

In the light of the research conclusions, it is suggested for students to avoid laziness, and adopt a sense of responsibility, because as the researcher believes a responsible student is the one who attempt to rely on himself, making his own efforts to write his/ her own research work without taking others' original work, and refer it to as ones own.

- **Get rid of plagiarism idea**

Other point the author of the work insists on for students is to avoid thinking of plagiarism no matter what situation they are involved in, for believing in plagiarism to be a solution, will make the issue as a habit that is adopted by students in every case even when writing a dissertation.

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- **Focus on classroom notes**

This is another suggestion the researcher firmly believes in, and as far as this suggestion is concerned, students are required to pay attention to the notes given by their teachers, since most of them will be useful and needed while Being engaged in the writing of a dissertation, mainly these notes introduced by their Research Methodology module teachers.

- **Read about plagiarism**

At the outset, plagiarism is a multifaced issue that involves around various aspects to be recognized from the students, for that, the researcher own suggestion for students is to read about plagiarism, in order to, broaden their understanding of the matter, thus having enough input regarding how to avoid it while while writing their dissertation.

- **Do extra practice of writing and paraphrasing**

Practice writing at home is for the purpose of improving students' writing proficiency, and practicing paraphrasing to master paraphrasing techniques. Doing extra practice at home is one of the suggestions the researcher think to be fruitful for students , and not only relying on classroom practice is needed, and will make students confident enough to write their dissertations without thinking of plagiarising.

- **Read about the topic under investigation**

Concerning this authors' suggestion, students should take their time in reading about the topic they will do a research about, in this way, they are going to be equipped with enough knowledge that will lead them to write their dissertations, and express themselves confidently, devoid of relying on plagiarism.

- **Review published dissertations**

This way is also suggested from the part of the researcher to students, so as to gain an idea about how such a research can be achieved.

- **Be confident about your own writing**

Relying on what had been revealed by the present research, it is suggested that students should be confident in their own writing, in this regard, students should understand that providing a humble work that is purely students original one, is not a shame, but instead, it is more appreciated than submitting a perfect work much of it, if not all of it have been stolen.

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- **Ask for help when needed**

The researcher firmly believes that Students should not hesitate to ask others like ; teachers, their supervisors,or expert friends for help once they are perplexed about a given aspect during the writing of their dissertations, because the help they get may prevent them from resorting to shortcuts.

- **Be honest**

The researcher last suggestion for students is to be honest, for writing a good research work devoid of any sort of plagiarism is a measure that proves how honest the student is.

3.3.4 suggestions for administration staff

As far as the administration staff are concerned, the author of the work has prepared these suggestions for them.

- **Raise students awareness about plagiarism seriousness**

The researcher also believes that raising students awareness about plagiarism seriousness, is not only the responsibility of teachers, but also the faculty members, and this step can be achieved through organizing conferences, seminars, and devoting specific occasions for the matter. Treating the issue of plagiarism in such specific opportunities, will raise the seriousness of the mater for students.

- **The use of posters**

Another suggestions the author of the work firmly insists on is to use posters that warns students from committing plagiarism in their study, especially in the department signboards, so as to enable all students to check these posters, and read them, hence, they will be attracted to the matter of plagiarism as a result of these posters devoted for this form of academic misconduct.

- **The use of university website**

This is another humble suggestion from the part of the author of the work. In this regard university website is one of the ways that should be exploited, so as to transmit a message to students concerning the prohibition of plagiarism in the academic context, since most of them check this website to be updated, and the topic of plagiarism in master dissertations should be given some concern, through the use of university website to sensitise the issue.

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- **Implement academic ethics guidelines**

This is the authors' other tentative suggestion, and this procedure should be taken forwards, in order to show students what they are allowed to do, and what they are not. Classifying plagiarism under the breaches of the academic ethics guidelines, that should be avoided by students, will alert student to the point that they do not have to do it.

- **Adopt strict policy to punish plagiarizers**

Following Xs' suggestion, it is preferable to adopt a strict policy to punish plagiarizers. In other words, the author of the work firmly believes that, making students aware of the strict policy adopted from the part of their faculty to deal with those plagiarising in their dissertations, will make students reconsider any step related to plagiarism in dissertations.

3.4 Reading

Based on the research findings, reading is also suggested as the author of the work considers it a useful way that contributes in treating the issue of plagiarism in master dissertations. The benefits that students get from reading help them to avoid plagiarism.

At the outset, through reading students are going to enrich their linguistic repertoire, because poor linguistic repertoire leads students to plagiarise in many cases, and while reading, students will meet unlimited number of vocabulary, that they will memorise and exploit it in other chances when attempting to express themselves.

Moreover, reading is considered to be the first step students do, in order to, enhance the rest skills, and concerning writing skill, students who are required to do a research work, need to be equipped with how to properly write, hence, reading is one way to enhance students' writing proficiency.

Reading also, means being exposed to unlimited number of grammar structures, thus it gives students a chance to see how grammar is really used, and forcibly students will acquire this language aspect without much efforts, and as quickly As possible.

Furthermore, reading is not only for pleasure, but also for the sake of broadening knowledge, and providing an input that students will need in some phases, especially, in their educational career.

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In addition to the abovementioned considerations, reading enables students to see various writing styles, and this gives students an inspiration to adopt their own style, and enhance it at the same time, mainly, when the writing styles they are exposed to refers to experts.

Reading is a key to enhance EFL learners level, hence, enabling them to acquire the English language as Jeremy Harmer (2012) says:

We all need to be able to read in our own language, whether from books, documents, computers, mobile devices, signs or billboards. Students of English need to be able to read these things in English, too. But reading also helps them learn and acquire English. (P. 122).

In a nutshell, reading is one of the ways students should adopt, for the purpose of being ready to face the problem of plagiarism in their dissertations

3.5 The use of the internet by students

In the first chapter the author of the work has devoted a part to discuss the issue of plagiarism in the internet era. It has appeared that, this form of misconduct has took another shape as it has spread immensely among students, after the emergence of the internet. For that, the researcher saw to give a suggestion for students, which is the use of the internet for some purposes, in order to fight against plagiarism in Master dissertations, and these purposes are represented in the coming sub-sections.

3.5.1 To polish up their English level

Enhancing the English language level of an EFL learners is critical for them. Master students need to polish up their level for the purpose of getting ready to face the phenomenon of plagiarism in dissertations. Concerning the internet, the author of the work believe that it is a way to improve Master students English level.

To begin with, using the internet offers students a great chance to improve their English language, and for the researcher, by achieving that, students will be more confident about their own abilities, hence, they will adopt their own style while attempting to write their dissertations.

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The author of the work other humble suggestion for students is to use the internet for the purpose of expanding their knowledge about the English language, instead of using it inappropriately, for stealing others' intellectual properties.

Moreover, the researcher firmly believe that, English foreign language learners can improve their abilities in English language through using the internet for learning and acquiring the language, since various websites can serve for these purposes. Also, they should enrich their linguistic repertoire using dictionaries founded electronically.

Furthermore, students can make their English language better through watching videos, as various YouTube channels are merely educational, and can teach students effectively the English language step by step with the help of experts in the English language.

For the researcher, being perplexed about a given aspect concerning the English is no more a matter for EFL learners, and they can consult the internet to understand any given aspect related to English, thus encroaching any obstacle hinders them to improve their English to be proper.

Another point the author insists on is that when students get an opportunity to see the real English this will forcibly enhance their English level, in other words students will acquire appropriate English with the help of the internet since the distance does not count any more, so students can see how real English is used by native speakers, as they can even contact them using social media website to learn more about the language.

Another idea from the part of the author, is that students can advance in English once they spot their weakness in this language. Relying on the internet reveals students lacks in this language, and this is through the activities available in the internet to practice online or even to download with the solutions. This practice enables students to measure their own level in the English level, hence, they will recognize what they miss, and move forwards to enhance their English

3.5. 2 To develop their reading habit

The author of the work saw to suggests for students to use the internet for the purpose of developing their reading habit, so as to face the problem of plagiarism in master dissertations, since reading is one of the followed remedies to the issue of plagiarism in master dissertations, and the internet is a good chance for students to develop their habit of reading .

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To start with, students can perform the task of reading not only from printed materials, but also, from exploiting the availability of materials under electronic format, through the use of the Internet.

Internet helps students to develop their reading habit, since it expose them to various sources for reading purpose. In other words, they can download or read online a great amount of materials, be it articles, journals, or even ebooks, yet the focus is on reading, no matter what material they rely on to perform reading, the emphasis here is on these materials to be in the English language.

Furthermore, being connected to the internet assists students to not pay much concern to the setting where to read, or even where to go in order to find an available material , thus, they can read where ever they are , and all they need is to have access to the internet to read online, or even to download offline applications to read from.

Moreover, the variety of materials founded through he internet helps students to read different genres that interest them, and this is an advantageous point for students to read whatever type of material they feel an inclination towards.

In sum, students should take the advantage of easy access to internet for he purpose of developing their reading habit, and not to take others' intellectual properties and pass them off as ones own.

3.5. 3 To gain understanding in the researcher field

Another purpose the author of the work directs to students to use the internet for, is the to gain understanding concerning the research field.

At the outset, Master students need to understand details linked to the field of research, as they are required to prepare their own research work.

Besides the knowledge students get from their teachers in the modules related to research, the researcher believe that the use of the internet for the purpose of developing their understanding in the research field, has its benefits on them because it might be their first to undertake a research , so they need extra sources to rely on, in order to broaden their knowledge about the research field. In this regard, internet is an opportunity for students to ask whatever they need to know about research, and they will get the answer effortlessly, and even through downloading materials under PDF format, or ebooks that discuss the Research Methodology for students.

3.5.4 To learn about plagiarism issue

Students and in order to avoid plagiarism in master dissertations, should learn about plagiarism issue. For that, the researcher firmly believe that students should use the internet for the purposes of learning about plagiarism.

A useful point to mention as far as the internet is concerned, various published works have dealt with the issue of plagiarism, and students should profit the maximum from this availability so as to be aware of plagiarism issue.

Plagiarism is a complex phenomenon and students can also consult some websites in order to learn about plagiarism, thus being conscious enough, in order to avoid it in the writing of their dissertations.

In brief, students can rely on the internet to know how to avoid the phenomenon of plagiarism, as it provides them with various sources to broaden their knowledge of what plagiarism is.

3.6 Why to avoid plagiarism in Master dissertations

Students are not allowed to resort to plagiarism for the writing of their dissertation, and the following subsections deals with the reasons the researcher has prepared for the purpose of telling why students should avoid plagiarism in their master dissertations, and these points are as follows.

- **because it is a theft**

To echo Ys' idea, in cases where students choose the path of plagiarism to accomplish their dissertations, they are stealing other's words, ideas, or works, and this is a theft, for that, avoiding plagiarism in master dissertations is a prerequisite as it has never been, and it will never be a solution to take other's intellectual properties, and pass them off as ones' own, but rather, an intellectual theft that should not be performed by students.

- **To show respect to the academic guidelines**

For the author of the work any academic community is guided by ethical principles and guidelines that governs its members, and students are required to avoid plagiarism in their dissertations, in order not to breach these guidelines, thus, showing respect to the academic guidelines which prohibit them from committing such form of academic misbehaviour.

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- ***To preserve the university reputation**

This humble idea is also directed to students to tell why they should avoid plagiarism because, practicing plagiarism in Master dissertations has its unfavorable impact, not only on students, but also, on the image of the universities they belong to, and avoiding plagiarism, will preserve the university reputation, as it is considered to be the responsibility of every academic member to preserve it while performing any task refers to the academic context.

- **To conduct your own research work**

The author of the work firmly believes that, preparing a dissertation is a chance for Master students to live the role of researchers, thus conducting a research work that is authentic, and belongs to them, in other words, formulating their own hypotheses, and endeavor to discover other facts, without an attempt to take other's works, but also, experience the field of research, conduct ones' own research, and avoid plagiarism.

- **To boost creativity**

The researcher thinks that, relying on oneself and avoiding plagiarism while writing a dissertation, offers students a chance to stimulate their cognitive abilities, therefore, thinking using ones' own style, also creating new thing from the already existing ones, formulating ideas in other ways, in order to boost students' creative aspect.

- **To fulfill the goal of education**

For the researcher, the goal of education is to enable students to progress, discover what they are capable of doing, and move forward so as to polish up their levels, and this could be achieved through profiting from every educational experience students pass through during their educational career as Meyer (1976) put in: " the goal of education is to nurture the individual... ". Requiring students to write a dissertation is one of these educational experiences, students should take the maximum of, to promote their abilities, and broaden their knowledge in the research field.

- **To gain confidence in the day of the Viva**

In addition to the abovementioned points, the author believes that when students make efforts to write their own dissertations, rather than choosing the path of plagiarism, they will gain confidence in front of the jury members while presenting their research works, because they have already searched and made

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efforts to understand their topics, and added their own footprint, moreover, they understand well the content of their dissertations.

- **To improve English level**

The researcher also believe that conducting a research away from plagiarising, is an opportunity for master students to improve their English level, and this through reading articles, books, or whatever written materials to accomplish their research works, and students can benefit from this to enhance their English through acquiring proper language.

- **To be a good researcher**

For the author of the work, a good researcher is the one who possesses a set of traits, some of which are being honest, and relying on oneself. The good researcher can prove his/ her qualification through averting plagiarism that could destroy his/ her image as a good researcher.

- **To give opportunity to your own voice**

Moreover, the researcher views that writing a dissertation is one of the ways through which students can give opportunity to their own voice, and plagiarism is not allowed as it hinder students from having this opportunity, and push them to steal what has been already produced by others.

- **To see your own product**

Furthermore, this idea is directed from the part of the researcher to convince students as to why they should avoid plagiarism in master dissertations, for averting plagiarism means using one's own style, and one's own voice, thus producing authentic work that is the product of the students, and this is on itself is an accomplishment, students will gain appreciation out of it.

- **To measure your own level**

For the researcher, writing a dissertation is one of the tasks that students will be evaluated for, and this gives the student an idea about what he/ she is capable of doing , in other words, measuring his/ her level.

- **To appreciate teacher's efforts**

The author of the work firmly believes that when students avoid plagiarism in master dissertations, they are going to demonstrate appreciation to their teachers efforts. The idea of the researcher is that master students and during their period of study have been working along with teachers, for the purpose

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of preparing themselves for the writing of a dissertation, and this through the efforts made from the part of teachers, these efforts embodied in their guidance, advises, and notes, for that, students should apply what they have already learnt from their teachers, so as to demonstrate their appreciation to their teacher's efforts, and they should not resort to intellectual theft that will leads them to discard what they have previously acquired while studying.

- **To promote academic integrity**

For the researcher, academic integrity is one of the secrets to success continuity in the academic contexts, and every academic member is obliged to abide by this principle. Students who submit their original work are avoiding plagiarism, and also promoting academic integrity in their university community

3.7 Conclusion

Plagiarism in master dissertations is a ubiquitous problem that faces almost all the universities around the world.

In the current study, the researcher has attempted to investigate the reasons for committing such an act, at one of the Algerian universities; Dr Moulay Tahar Saida university.

For the sake of achieving this purpose, the researcher has taken into account the opinions and attitudes of some teachers and students from the English department at Saida university. These samples were approached through the use of three instruments; a questionnaire for teachers, a questionnaire for Master two didactics students, and an interview also for these students.

Concerning the reasearch methodological procedures both qualitative and quantitative methods were adopted to analyse the date gathered from the followed research instruments.

From one part, the qualitative data that has been gained through the the tools employed was a critical as a point of strength to understand the phenomenon of plagiarism in master dissertations, through the opinions of the targeted sample population, and also to testify the research hypotheses.

From another part, quantitative data helped in organizing numerically and systematically the participants' responses, so as to put each data on the place it serves, to understand the scope of the study. Furthermore, to measure percentages relying on which the hypotheses either will be proved or disapproved.

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As to the limitations to be mentioned from the adopted methodological procedures, might be the choice of questions types , which might not suit the desire of the informants to fully give what serves the study aims.

Regarding the issue of the reasons for plagiarism in master dissertations, it can be said that, it is worth investigating, for it attempts to reveal the reasons pushing students to resort to plagiarism in one of the serious cases that is, in master dissertations , and from that point the study attempts to find possible remedies to the problem.

For that, this chapter has been devoted to the possible solutions for the issue of plagiarism in master dissertations, thus, it has provided some suggestions for teachers, supervisors, students, and administration staff. Moreover, it has dealt with reading as a remedy the problem,. The chapter has also transmitted the researcher message to students concerning why to avoid plagiarism in their master dissertations.

General Conclusion

Plagiarism in master dissertations is great concern for all the universities around the world. With the advance the world has witnessed in the technological domain, mainly the emergence of the internet, students have found it a helpful way to commit this transgression, as simple as "mouse-click" as various educators have demonstrated. Thus, this phenomenon has become more common in the university context.

For the purpose of investigating the reasons pushing master students to resort to plagiarism in their dissertations. In addition, to find possible remedies out of the recognition of these reasons. The researcher conducted the present study. The case of Master Two Didactics students, and teachers from the English department of Saida University; Dr, Moulay Tahar. Therefore, seeking to know their attitudes and opinions towards this phenomenon via the use of three instruments; a semistructured questionnaire for 20 students, another semi-structured questionnaire for 5 teachers, and a semi-structured interview prepared for 4 out of the 20 students. Regarding these methodological choices strengths; they helped in achieving varied data, so as to select what serves the scope of this study. Thus, these obtained data could have been limited if only one method was adopted, for relying on multiple sources will back up the aims of the study through the accomplished results.

For that, this work was divided into three chapters. The first one was concerned with the literature review section. Hence, the insight provided in this chapter was informative for, it provided the researcher with the needed understanding, so as to emphasis more on the study scope. The second chapter, however, was about research design, methods of data collection, and the analysis of the data obtained. Regarding the third chapter of this research work. It was a sort of suggestions, and a message from the part of the researcher aiming at deterring plagiarism in master dissertations phenomenon at Dr, Moulay Tahar University of Saida.

As to the results obtained, it showed that the issue of plagiarism in Master dissertations is common among both; teachers and students, as they believe in its seriousness. It was also revealed that the reasons for committing such an academic misbehavior range from unintentional reasons to the intentional ones, and these reasons are as follows; students' lacking knowledge regarding the writing of a dissertation, students' lack of critical/ analytical skills, students ignore the limits between paraphrasing and plagiarizing, students lack of confidence about their own abilities, poor time management, deficiency in writing skill, students do not know how to paraphrase, lack of reading, students adopt cheating in every aspect of life, lack of interest in the subject being investigated, lack of awareness about

General Conclusion

plagiarism issue, students do not know how to reference, limited time given to the writing of a dissertation, laziness, students' poor linguistic competence, insufficient practice of writing, and students' ignorance of plagiarism risks.

As for the limitations to be mentioned, some critical aspects related to the phenomenon of plagiarism in master dissertations was not investigated, and due to the seriousness of the topic, it is necessary to tackle it from various sides. For that, the researcher proposes the topic of " The Negative Impact of Plagiarism in Master Dissertations on Students' professional Life and on the Universities they Belong to". As an aspect of Paramount importance to be studied for further research.

Recognizing the reasons pushing master students to resort to plagiarism for the achievement of their dissertations is a prerequisite step to counteract this unethical academic act, therefore, collaborative prevention is urgent from the part of university members, thus, they are all called to put their efforts together against this problem, so as to promote the concept of originality in the world of Algerian universities in general, and at Saida university in particular, also, to preserve these universities from such harmful consequences plagiarism causes.

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Teachers' Questionnaire

Dear teachers;

Currently, I am undertaking a research about " the reasons behind plagiarism in master dissertations". To help me to persue this research, I would be very grateful to know your opinions on the matter. Therefore, please make sure to complete the questionnaire below.

Section one: Teachers' Awareness of Students' plagiarism

- Please, answer the following questions.

1) Among the students you previously supervised, have you ever detected cases of students plagiarism ? yes no

If yes how often ?

- Rarely
- Often
- All time

2) What are your own ways of detecting plagiarism in dissertations ?
.....
.....
.....

3) What are your own measures to deal with students who plagiarize in their dissertations ?
.....
.....
.....

Section two : Reasons behind Plagiarism in Master Dissertations

- 1) Please, read the following statements, and check the appropriate choice.
- A) Lacking knowledge regarding the writing of a dissertation may lead master students to plagiarize.
- Strongly agree
 - Disagree
 - Neutral
 - Agree
 - Strongly disagree
- B) Students lack of critical / analytical skills is one of the reasons behind their plagiarism in master dissertations.
- Strongly agree

Appendix A

- Disagree
- Neutral
- Agree
- Strongly disagree

C) Students may plagiarize in master dissertations because they ignore the limits between paraphrasing and plagiarizing.

- Strongly agree
- Disagree
- Neutral
- Agree
- Strongly disagree

2) What are according to you other reasons behind plagiarism in master dissertations ?

.....
.....
.....

Section three: Guiding Students away from Plagiarism

1) Please, circle the letters that apply to you (you can choose more than one statement).

- Teachers can guide their students away from plagiarism through :
 - a. Raising their awareness about the impact of plagiarism on their academic performance.
 - b. Teaching them effectively paraphrasing techniques.
 - c. Exposing them to typical samples of a dissertation components (such as abstracts , general introductions,result discussion sections ...)
 - d. Devoting great amount of practice to paraphrasing in the writing sessions.
 - e. Teaching students plagiarism issue in the early years of under-graduate studies.

- Please, propose other possible ways :

.....
.....
.....

2) Please, feel free to mention your final comments / suggestions related to the issue of students' plagiarism in master dissertations.

.....
.....
.....
.....

Appendix A

THANK YOU FOR YOUR PARTICIPATION IN THIS QUESTIONNAIRE

Appendix B

Students' Questionnaire

Dear Students,

Presently, I am investigating the reasons behind plagiarism in master dissertations, and I seek forward to know your opinions regarding this issue, therefore make sure that your involvement would be helpful and sincerely done.

please answer the coming questions carefully.

Section 01: (Students' perception/ Attitudes regarding plagiarism)

1) What is your own understanding of plagiarism ?

.....

2) Answer with yes or no.

- Have you ever plagiarized before? yes no
- Everyone in the academic context is exposed to plagiarism danger
 yes no
- I plagiarize when preparing a homework assignment
 yes no
- plagiarism is a common act in master dissertations
 yes no
- I may commit plagiarism while writing my dissertation yes no

3) How do you deal with the information you find in external sources ?

.....

Section 02: (Reasons behind Plagiarism in Master Dissertations)

- 1) Say whether you (agree/ strongly agree / neither agree or disagree/ disagree / strongly disagree) upon the following statements:
- students plagiarise because :

Appendix B

	Agree	Strongly agree	Neither agree or disagree	Disagree	Strongly disagree
Students lack knowledge regarding the writing of a dissertation					
Lack of critical/analytical skills					
Students ignore the limits between paraphrasing and plagiarizing					

other reasons to mention:

.....

.....

.....

.....

2) Tick all the boxes that apply:

Who to blame for students' plagiarism ? and why ?

Students (why?).....

.....

.....

.....

Teachers (why ?)

.....

.....

.....

Supervisors (why ?)

.....

.....

.....

Administration staff (why ?)

.....

.....

.....

THANK YOU

Appendix C

Students' Interview

Dear students;

The present interview belongs to a research inquiry in titles " Reasons behind Plagiarism in Master dissertations ", and the goal of this research work is to identify reasons that may lead students to plagiarise while writing their dissertations, therefore, you are kindly invited to participate in this interview.

- 1) What do you think about plagiarized dissertations?
- 2) According to you what are the reasons that push students to plagiarise in their dissertations?
- 3) Do your teachers discuss with you the issue of plagiarism in Master dissertations? If yes, how often? And are they all concerned or only some of them?
- 4) Do you find that your teachers present a good model for you to avoid plagiarism? If yes, how? If not, why?
- 5) Do you think that you are ready enough to avoid plagiarism in your dissertation?
- 6) What do you propose more that teachers can do to help students avoid plagiarism in their Master dissertations?

Thank you for your cooperation