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**The Impact of Anti-plagiarism Strategies on Enhancing the Quality of
Research Papers at Moulay Taher University
Case study master two English students**

Dissertation submitted as partial fulfillment of the requirements for the degree of
Master in Didactics.

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Declaration of Originality

I, CHIKH Chaimaa Fatima Zohra, do hereby declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was certified and completed at Moulay Taher University, Saida, ALGERIA.

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Dedication

I dedicate this work:

To my beloved parents whose enduring love guided me all along.

To my youngest brothers.

To my best friends Zineb and Ali.

To all who helped and encouraged me my deepest gratitude for their support
and encouragement.

Acknowledgements

Mrs. GEURROUDJ Naima, my dear supervisor, deserves special appreciation and gratitude for her invaluable advice and help.

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Finally, I would like to convey my appreciation to all of the participants who took part in this study.

Abstract:

Many scholars place a high value on research and plagiarism. Research is the academic process that leads to success and Plagiarism is a problem that affects academics and research, especially with the invention of the Internet. This tough challenge also poses a danger to universities. This research is one of the few initiatives at an Algerian university, especially Dr Moulay Taher University in Saida, to investigate this phenomenon. This was done in conjunction with the rationale of examining students' awareness of plagiarism in order to understand more about the causes of plagiarism and the factors that lead to its proliferation among students. The primary goal was to examine the impact of anti-plagiarism techniques on improving the quality of research papers at the University of Moulay Taher, and to offer solutions to this recurring problem in order to enhance research paper quality. Two study instruments were used to collect data: two questionnaires that were delivered to students and teachers. This tool selected both qualitative data to collect. The findings revealed that, despite being aware of the problem of plagiarism, students used copied information without acknowledging the original author. Furthermore, they demonstrated that the causes for this behavior range from inadvertent to deliberate. Indeed, our research revealed that the Internet serves as both a source of temptation and a means for students to cheat.

Key-words: plagiarism, academic research, research paper, strategies.

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List of Acronyms and Abbreviations

SWOT Analysis: Stands for Strengths, Weaknesses, Opportunities, and Threats

GDP: Gross Domestic Product

SPSS: Statistical Package for Social Science

EFL: English Foreign Language

LMD: License-Master-Doctorate

MLA: The Modern Language Association

APA: The American Psychological Association

Dr: Doctor

Q: Question

H: Hypothesis

(%): Percentage

ME: My word(s)

QT: Quoted

SUMR: Summarized

Etc: Extra

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General conclusion

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Research ethics is one of the essential parts of any study it promotes creativity and makes learning easier. Academic research is distinguished by its honesty and trustworthiness, since the researcher is expected to work carefully and responsibly towards oneself and the data gathered. Where research is described as a procedure in which a researcher re-searches for prior knowledge and formulates it to meet his objectives.

To address any problem, researchers will start gathering, organizing, and analyzing data to gain a deeper understanding of a topic or situation and improve their knowledge base. However, the issue is how they acquire information and whether or not they value writing skills. As Universities develop graduates with advanced skills and abilities who can serve society with integrity, ethics, and professionalism. As a result, learners should enter society as truthful individuals and acknowledges the authors' contributions. However, "academic dishonesty and plagiarism" is on the rise in higher education institutions throughout the world as a result of simple access to an endless quantity of information and resources (Stevenson-Clarke. 2005).

Plagiarism is defined as utilizing someone else's words and ideas, concepts, photos, phrases, and so on as if they were one's own, without acknowledging the originator or citing the source.

Plagiarism is described as "the deliberate use of other people's ideas and words without clearly acknowledging the source of such information" (Smith, Ghazali, & Minhad, 2007).

The goal of master's degree research for students is to help them become better researchers. Unfortunately, when it comes to conducting research, EFL master's students become cautious. This is usually due to a fear of making mistakes, a lack of professionalism, or a lack of confidence in oneself. To address these challenges, students, professors, and administrators should devise effective and practical strategies to encourage them to write their dissertations without plagiarizing.

This work has been carried out as the researcher assumes that this study will add some contributions for better future researching. On one hand, teachers would amend the teaching-learning process by selecting specific methodology such as emphasis on citation skills and spread plagiarism awareness in earlier years. On the other hand, students will receive better learning by which they will be able to enhance their ability to make good research.

Due to the non-availability of a specific study on the awareness of plagiarism regarding University students studying English in Saida, the current research aims to fill this gap by

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examining the students' awareness regarding plagiarism and the anti-plagiarism strategies that enhance the research quality.

The main objective of the study is to explore the responsiveness of plagiarism amongst final year students of didactics. The specific objectives of the study are:

1. To examine the level of awareness concerning plagiarism among the research students
2. To investigate the strategies to prevent plagiarism
3. To enhance the research paper quality

This study uses Moulay Taher University as a case study to examine students' understanding of plagiarism and the Impact of Anti-plagiarism Strategies on Enhancing the Quality of Research Papers. Its purpose is to investigate how to prevent this academic misconduct.

Research questions:

Q1- What encourage students to plagiarize?

Q2-How may technology effect in the spread of plagiarism?

Q3- What is the impact of anti-plagiarism strategies to avoid this misbehavior conduct?

Research hypotheses:

H1: Students may plagiarize because they face difficulties in paraphrasing and citing others work.

H2: Technology may play a big role in the spread of plagiarism.

H3: Strategies of detection may decrease the amount of plagiarism among students.

The current study employed a questionnaire as the primary research instrument, and the findings were examined both qualitatively and quantitatively. The questionnaire aims towards master two didactics students and Saida University teachers. The participants have been selected randomly to answer the questionnaire questions. Regarding the sample, (36) students have been chosen at random from the total population of one group. Concerning the sample of teachers, nine teachers have been selected from the entire population.

Finally, this study effort is divided into three chapters to achieve the study objectives. The first chapter is devoted to the literature review, which provides an outline of the research's essential concepts and focuses on anything related to plagiarism. The second,

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dealt with research methodology and data analysis. Finally, the third section concentrated on main recommendations that may help the students and teachers to overcome plagiarism.

Chapter One: Literature review- Research paper and plagiarism

Chapter one: Research paper

1.1 Introduction

1.2 Definition of a Research Paper

1.3 Research Characteristics

1.4 Document research information

1.5 Research and plagiarism

1.6 Causes for Plagiarism

1.7 Forms of Plagiarism

1.8 Plagiarism among students in academic universities

1.9 How to Counter Plagiarism

1.9.1 Main strategies to avoid plagiarism

1.9.2 What is academic integrity and how to achieve it?

1.10 Conclusion

1.1 Introduction:

Generally, when researchers seek responses to questions, they start searching for knowledge to extend, use, accept, or reject results. So a research paper is a result of interpretation, the quest for knowledge, human reasoning, and time. Besides, scientists are exploring and extending several hypotheses, evolving social or technical facets of human science. In basic terms, research papers are the products of procedures by considering writing and meeting clear criteria. However, they need to know the concept of analysis, form, features, and forms to write the necessary articles at the same time they need to use the previous efforts and information with honesty and avoid plagiarism as possible as they can. This chapter is devoted to clarifying the previous notions for English master students as researchers.

1.2 Definition of a Research Paper:

A study paper is a situation where teachers, academics, and scientists need to respond to particular questions through sources, and it is a simple task. One of the types of papers in which scholars discuss questions or subjects, look for secondary sources, and write an article on specified themes is a research paper. For example, when a research paper publishes about any causes of cheating or some other topic, a researcher must prepare a detailed report; evaluate relevant points and useful sources. While essays draw on personal experience, writing a research paper covers sources by scholarly norms.

You use material from outlets such as books and journals, interviews, and blogs in a study report. You also contribute your thoughts, experience, and views. A research paper is an article that discusses what you discovered after extensively researching your subject. The majority of your articles should be written entirely in your name (Sierra College, 2013).

Kothari (2004, p. 1) defines research as, “a scientific and systematic search for pertinent information on a specific topic”. Thus, research is fundamentally systematic and scientific; it is a multistep process where these steps are interrelated to each other that lead to conclusions.

M Stephenson and D Slesinger defined the study as "the manipulation of objects, ideas, or symbols to generalize, correct, or check information, whether that knowledge assists the creation of theory or the practice of an art" in the Encyclopedia of Social Sciences.

Research is more of a trip than a task, according to O'Leary (2004, p. 15), and like any journey, it must be controlled, navigated, and negotiated from early conception to ultimate destination. That is to say, research involves more than just collecting data; it is also based on reflections and observations.

The phrase research comprises of two words: Re+ Search writes Pathak (2008, p. 1). "Re" means "again and again," and "Search" means "to discover." This interpretation is founded on the reality that research is not about discovering something new, but rather about learning new information and inputs about past efforts.

Research is not some special mind force, owned by some and not by others. Still, it is a general faculty of all intellectual minds, more potent in youth than older age, and its practice in furthering research is dependent more on discipline and preparation than on some so-called original grant of its holder. However, the thesis differs from the analysis. The legitimate result of the exercise is not understanding what is already learned, but rather the expansion of information beyond the stage achieved by others (Henry Shaler Williams).

It is easy to discuss scientific research to understand knowledge and science, and how to achieve them. Indeed the easiest way to continue explaining the research theory of science is by explicitly describing it and then going on to the steps of scientific research. According to Fawzi Gharaibeh and those who have dealt with research in its broadest sense, it is an ordered tool or systematic investigation to uncover new facts and validate old points, as well as the relationships that tie them together or the rules that regulate them (2002).

Ahmed Badr has included a list of meanings for scientific research, including the following: Research is an experiment that seeks to find evidence and basic rules that test in the future. It is a thorough analysis to add information that can be shared and validated by scientific research. Research is a study method that allows one to solve a particular problem by conducting a detailed and deliberate examination of verifiable facts and evidence relevant to that problem (2002).

1.3 Research Characteristics:

To obtain trustworthy data, good research employs a methodical approach. Researchers must follow ethics and standards of practice while performing assessments or drawing conclusions, as the work must be documented in the form of a scientific study structured by size, objective, ranking, and references. Inductive and deductive approaches are used in the analysis, which is typically predictable. Real-time data and knowledge are driven by real-world feedback. To guarantee that there are no anomalies, all of the data obtained is thoroughly examined. It provides the path for fresh questions to be posted. Existing data creates new research opportunities. It's analytical and employs everyone.

1.4 Document research information:

The researcher may consult some of the various sources and take from or use them in different ways. The researcher cannot continue with his study until he has a reasonable balance of information collected from books, letters, and websites, as well as what he can acquire through research techniques such as questionnaires, observations, or interviews. The researcher cannot complete his study without this information. To complete the study, he must accumulate information, formulate it, interpret it, and comment on or criticize it. The following lines describe how to create a research that is free from citing errors and plagiarizing the work of others. The researcher must rely on the information obtained from the research tools and the sources from which he cited what is relevant to the nature of the study. The citation is incorrect. The error is the lack of documentation of the citation, which is referred to as scientific honesty. The researcher must be honest in what he transmits from the sources that benefit from him, and he must document it with quotations or a list of sources.

1.5 Research and plagiarism:

Research is the act of discovering new information or relying on prior knowledge, we frequently cite a research paper published by others when we write research. When we appropriately reference the work of other academics, we recognize their contributions to the field. However, failing to properly acknowledge others' work implies that we claim their words and act as if they are our own. Plagiarism is the technical term for this. It is a significant cultural offense in academic research, having professional and legal effects.

A large bibliography is frequently included at the beginning of a research paper, listing all of the publications that comprise the document's background and motivation. But

sometimes the sources and even the correct methods of transmitting information are lacking, so the student or researcher falls into what is called plagiarism. From this plagiarism is defined as:

According to Dekhoda's Persian dictionary, stealing is deceiving and manipulating someone's idea, or claiming possession of something without the right to do so (Ioghatnameh Dekhoda, 2012). According to Wilson Mizner, taking an idea from a few writers is deemed research, but taking an idea from one writer is considered plagiarism. Plagiarism derives from the Latin term plagiarize which means "kidnapper, robber, misleader, and a literary thief (Barnhart RK et al.1988). Plagiarism is described as the copying of ideas or concepts that are outside of the public knowledge level (Fialkoff F). A plagiarist is a literary criminal who plagiarizes the phrases, or ideas of someone else and passes them off as his own, according to Webster's Dictionary. Plagiarism, according to the University of Liverpool, is defined as the use of materials from unknown sources or the clear citation of things from written sources without indicating that the words were taken directly from such references. Plagiarism, according to Payer, is stealing someone else's idea, or work and passing them off as your own. Plagiarism, according to Stebel Man, claims ownership of someone else's documents and research papers as your own. Whereas, according to Vessal and Habibzadeh, it is when you claim the concepts, techniques, outcomes, and terminology of someone else without their permission. Using sentences from printed media material with no difference in a language without identifying the source is also plagiarism. The use of unpublished pictures or pictures without the creators' permission is frequently considered plagiarism (Sharma, Singh). To be called plagiarism, anything must deviate significantly from the generally accepted activities of the linked scientific community, done knowingly and willfully supported by solid evidence. Plagiarism is an unethical practice in the scientific literature. It may take many different forms, including stealing innovations and papers. When an artist writes his or her previously published work without realizing it, this is known as self-plagiarism (Dellavalle RP et al). Plagiarism is a big problem in publishing ethics, according to the majority of academic scholars. Plagiarism may take several forms, including stealing ideas and stealing texts (verbatim plagiarism). Plagiarism is, without a doubt, a kind of misbehaviour. In the humanities and literature, where phrasing and eloquence are important, stealing parts of a book and rephrasing them is a severe problem. However, the scientific content, not the eloquence, is matters (F. Habibzadeh and K. Shashok).

Plagiarism defined as copying the words and ideas of another without giving credit to the source, providing inaccurate details about the reference, adjusting the terms but maintaining the structure of a sentence from another source unrecognized, copying the words and ideas of another without giving credit to the original, and failing to make quotations in quote marks (Maurer et al.2006).

1.6 Causes for Plagiarism:

Students who are fully aware that their acts constitute plagiarism commit academic misconduct, such as copying public information into a paper without source credit to claim the information as to their own or turning in work authored by another student. Although no justification can make up for the ethical violation that plagiarism represents, knowing why students plagiarize might help teachers think about ways to decrease plagiarism in research:

1. Students' lack of deep understanding regarding plagiarism.
2. Many students believe that knowledge should be freely available and disseminated, and as a result, they willfully reject the idea of plagiarism.
3. A lack of time may lead students to use shortcuts such as duplicating or outsourcing their work to for-profit internet companies.
4. If a student believes he is incapable of creating a high-quality work, he may resort to copying and pasting or paraphrasing.
5. Some students are desperate to get their articles published, and as a result, they may steal ideas or copy edited or paraphrased material from publications published in reputable journals in order to make their article appear professional.

1.7 Forms of Plagiarism:

Before beginning to write, a student should keep in mind that he has important work to do. As a result, he must have a sufficient understanding of the issue and rely on his efforts and talents to generate quality academic material. A student may plagiarize when writing, either purposefully or inadvertently, or because they are uninformed of the many types of plagiarism.

Copy & Paste, Collusion, Contract Cheating are three types of plagiarism that differ from each other when detecting.

1. **Copy & Paste:** Either by taking phrases, sentences or paragraphs from a source (book, article, etc.) or presenting someone else's work as your own without citing the

source or using quotes according to **Stanford online Encyclopedia of philosophy entry by Richard Kraut.**

2. Collusion: in the Cambridge dictionary collusion means when people agreeing to work together in secret or unlawfully to cheat or deceive someone, as happen in research when researchers try to steal another person's information in a non-academic method.

3. Contract Cheating: according to Thomas Lancaster, Robert Clarke (2006) contract cheating occurs when a researcher acquires a ready-made work and claims it as his own.

1.8 Plagiarism among students in academic universities:

The phenomenon of plagiarism in universities is an old phenomenon in many forms, but it has spread a lot in recent times, especially with the rapid technological development, where a large percentage of fraud has been observed within universities in all their specializations. Whereas global plagiarism statistics showed that there was a study conducted by the Center for Academic Integrity that showed that nearly 80% of college students admit to cheating at least once. While a survey conducted by the Psychological Register showed that 36% of university students admitted to stealing written materials, according to a report conducted in 2019/2020.

The next step would be to address the issue, and if appropriate steps are taken, the danger of plagiarism can be reduced or eliminated entirely at some point in the future.

1.9 How to Counter Plagiarism:

Tom Dee says: "It's not necessarily bad intent," "It's just bad practices.

So it can be suggested that students should follow some Anti-plagiarism Strategies:

1.9.1 Main strategies to avoid plagiarism:

You can avoid plagiarism in your own work by:

- Understanding how to paraphrase:

Without actually quoting, paraphrasing is when you construct your own formulation of essential facts and concepts that someone else is communicating.

- Understanding when to cite:

There is several citation formats used in academic writing. It is always vital to give credit for the thoughts and ideas of others, regardless of the kind of writing. There are discipline-specific standards for citing sources in academic writing.

It might be tough to create citations, but there is a program that can assist you in properly drafting your works or citing sources which is Zotero program.



Figure 3: Citation program Zotero

- Documenting citation in the research process: to discover which thoughts the student has and which concepts he or she has borrowed from others, documenting sources is the step that shows how much effort you put into a piece of writing.
- Using a relevant citation style: Citation style refers to a set of guidelines for citing sources. Citation is necessary when referring to someone else's work in order to avoid plagiarism (Bas Swaen, 2015). (Bas Swaen, 2015). The most common citation styles are as follows: "In the humanities, MLA style is used. APA style in the social sciences. In history, Chicago notes and bibliography. Chicago author-date in the sciences".
- Using citation software to assist you in keeping track of your sources:
There is a lot of citation software out there, but some of the most popular and free options are Mendeley Reference Manager, Zotero, Scriber, and Endnote...

- Using electronic detection:

It may be a digital programs or guidelines that facilitate the process of avoiding and detecting plagiarism for students such as:

Quick Coach Guide to Avoiding Plagiarism:

By Rosemarie Menager-Beeley, Lyn Paulos, it gives the ability to learn about plagiarism in the first place and then learn the basics of citation and how to avoid this phenomenon. It also shows how to summarize, quote and paraphrase the source material; and document sources in MLA and APA patterns.

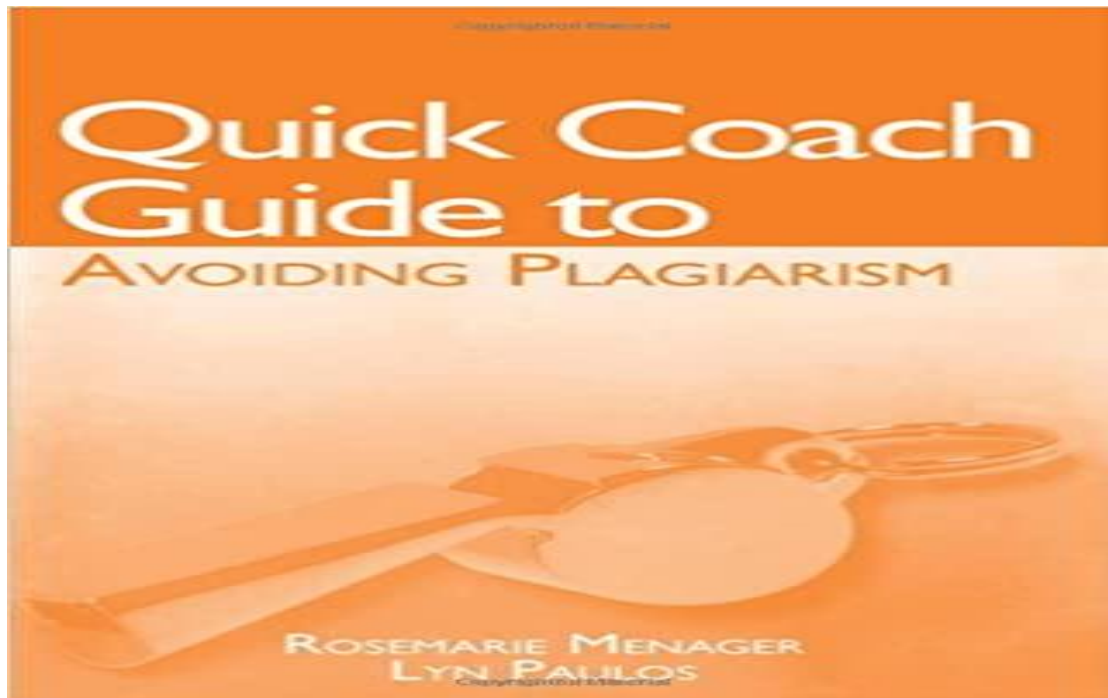


Figure 04: Quick Coach Guide to Avoiding Plagiarism

Preventing Plagiarism:

Laura Hennessey DeSena is a writer of Preventing Plagiarism book where she seeks to help reduce plagiarism by offering effective strategies to avoid and prevent plagiarism as well as strategies for working with second language students who may have learned different approaches to composition and research.

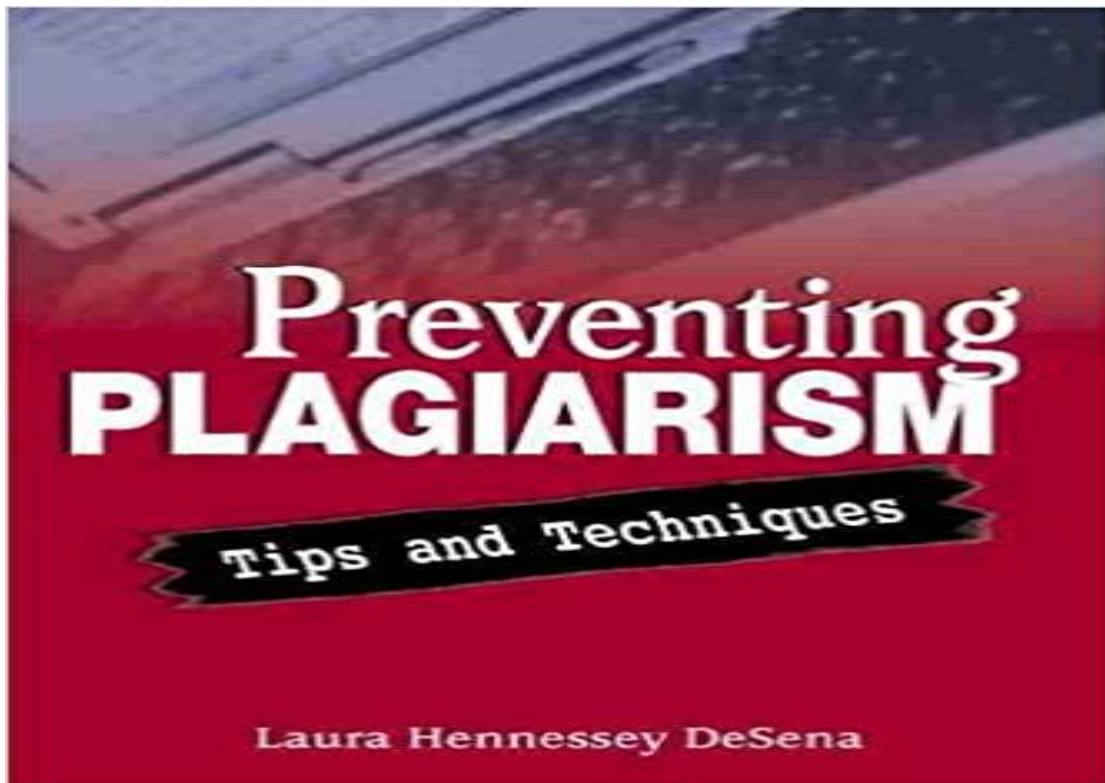


Figure 05: Preventing Plagiarism Book

1.9.2 What is academic integrity and how to achieve it?

Academic integrity is a set of ethical guidelines for educators, students, researchers, and authors. The academic life and value of an undergraduate degree is built on trust in the integrity of intellectual work.

“Plagiarism is dishonest behavior that can take a variety of forms. It can include presenting someone else’s words or ideas from another source as your own without properly crediting the original author. Plagiarism is a form of academic disinformation, and is not acceptable to students of University” (Shelly H, 2010). However, when investigating the most common causes of plagiarism, we discovered that the majority of students plagiarize due to lack of time or inexperience in academic research, and some due to lack of awareness of this dilemma. All of this is likely to have an impact on their academic and personal lives as their research papers impede their work and personal life. However, after conducting a study on creating strategies to combat this problem, we discovered that plagiarism prevention methods are useful in increasing the quality of research and trying to reduce plagiarism in large volumes of student work. Here are some of the effects of anti-plagiarism strategies that may enhance the quality of a research paper:

First, there are tests in form of a quiz that help students to discover their knowledge of the rules of referencing and knowing these rules will help you avoid plagiarism (see examples of quizzes in: <https://academicintegrity.uoguelph.ca/plagiarism/quiz-citation-and-referencing>). Then, we move to another test concerning quiz about plagiarism which contain multiple choice questions that may help the students to evaluate their knowledge about plagiarism and some instruction on how to avoid plagiarism. These are some question from the quiz:

1. You are guilty of plagiarism if you:

- a. Make use of the works of others to gather information.
- b. Use the work of another and misrepresent it as your own.
- c. Make use of the works of others to support your own arguments.
- d. Examine the ideas and arguments of others to help you shape your own thoughts or views on a particular issue.

2. Drawing information or content from the work of another without acknowledging the source by citing a reference is considered to be plagiarism in all of the following cases except:

- a. Using the exact words of the author.
- b. Using data that the author has compiled through his/her independent investigation.
- c. Using information from the author's work that is regarded as common knowledge in the discipline.
- d. Reproducing in your paper a chart contained in the author's work.

3. Which of the following is not an example of "padding" a bibliography?

- a. Including in your bibliography works that you consulted but to which you made no direct or indirect reference or use of in your research paper.
- b. Including in your bibliography sources that you did not consult but know would be relevant to the topic of your research paper.
- c. Listing the titles of complete works as separate entries in your bibliography when you actually used a single volume made up of excerpts from those works.
- d. Including in your bibliography sources that you did not consult directly, but that were referred to in several of the books or articles that you did consult (Quiz: Plagiarism).

Following that, we must be familiar with electronic detectors, which are another essential approach for reducing plagiarism, such as scribe, Zotero, and paper rate... It also offers a number of advantages in terms of enhancing research quality:

The benefit of a plagiarism detector is that it provides both a free and a paid service. These tools allow you to verify things that are connected to other applications. Checks for errors in spelling and grammar, as well as explaining how to correctly cite sources. It also saves you time and energy, and it may be used to double-check your work once you've completed all of the essential elements of the study.

Since these techniques were considered as a significant development in the domain of science and study, sites and applications for detecting plagiarism have been more publicly available in recent years, making the process of detecting plagiarism easier than in the past. Because they made it easier for academics and institutions to detect non-academic and dishonest work, these techniques were viewed as a clear means for researchers to avoid plagiarism, even if only by a small percentage of the time. Research has shown that identifying plagiarism has become easier and more accurate than previously as technology approaches have advanced.

1.10 Conclusion:

This chapter covered the essential steps that LMD students have to follow while writing an academic research paper. It suggested many points that can guide the learners during the decisive phase of writing their articles. One of the essential points is to know what is meant by research, indeed, its characteristics. We also shed light on how to document research information. After that, the students should be responsible for recognizing the nuances of plagiarism. If you have a question, consult your teacher and ask them for guidance. This chapter examines also understanding plagiarism and mentions its causes, suggests strategies to reduce plagiarism, and discusses the impact of those strategies on improving the research quality. Finally, this chapter ends with a clarification of academic integrity and its relation to plagiarism.

Chapter two: Research Methods and Data Analysis

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2.1. Introduction

2.2. Methodology

2.2.1. Participants

2.2.1.1. Population

2.2.2. Research design

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2.7. Conclusion

Chapter two: Research Methods and Data Analysis

2.1. Introduction

Research is a systematic investigation that follows numerous methodologies established by academics to facilitate the collection and analysis of any type of data on any occurrence in language learning. As a result, the focus of this chapter will be on the explanation of the research work's practical aspects. The researchers will, in reality, attempt to investigate the three hypotheses stated in the general introduction. As a result, an experiment is done on students and teachers to see how well they comprehend the theoretical framework described in the first chapter's literature study. This chapter will detail the data collecting techniques, beginning with the nature of the study, including the research design and methodology, then the sample, and finally the research equipment employed. Following an explanation of the research methods and data collection procedures, the next step is a qualitative and quantitative analysis of the findings, which obtains with the help of the two (02) instruments used in this investigation to assess whether or not the sample is aware of plagiarism and how to prevent it.

2.2. Methodology

2.2.1. Participants

2.2.1.1. Population

The current study carries out at the University of Dr.Moulay Taher, Saida, Algeria. The research took place in the academic year 2020/2021. The sample chosen is all (35) students of master two didactics students. This sample was selected because students expected to be familiar enough with plagiarism and academic research. It is worth mentioning that we choose our sample random.

2.2.2. Research design

The current study carries out to examine the impact of anti-plagiarism strategies on enhancing the quality of research papers at Saida University Faculty of Letters and Languages department of the English field of Didactics. An experimental design follows to achieve this aim. This research design consists of two questionnaires, one for students and the other is for teachers.

2.2.3. Research questions and hypotheses:

2.2.3.1. Research questions

The present research asks the following questions:

Q1- what encourage students to plagiarize?

Q2- why do plagiarism expand in dissertations?

Q3- what are the strategies that may help to avoid this misbehavior conduct?

2.2.3.2. Research hypotheses

H1: students may plagiarize because they face difficulties in paraphrasing and citing others work.

H2: maybe because of the spread of technology.

H3: maybe by following strategies of detection.

2.4. The procedure:

(The questionnaires submitted to the participants have been all and honestly filled. Thanks to their cooperation, all the questions have been fully answered).

This section is devoted to a complete discussion of the data collection methodological techniques. In this regard, Mouton (2001) characterizes the entire process as follows: "An acceptable methodology must be adopted, as well as adequate instruments for data collection and analysis to meet the information demands of any study or research project". As a result of this case study, the researchers decided to gather qualitative data using two instruments (a student questionnaire and a teacher questionnaire) the details are in this chapter. The sample was a class of master two didactics students, along with nine professors was picked at random to provide information from their experiences. The first questionnaire; was distributed to learners and was completed online in 10 minutes, and replies collecting through Google form. The second questionnaire; was distributed to teachers by email in a word format.

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2.5. Instrumentation:

Two questionnaires have been planted in the study, one for teachers and the other for students. Both questionnaires were used to show the impact of anti-plagiarism strategies on enhancing the quality of the research paper. For this reason, the information is kindly requested to puts a tick in the appropriate box or provides a complete answer when it is necessary.

2.5.1. Questionnaire of students:

I chose a questionnaire to see if didactics master students from the English department of the Faculty of Arts and Languages at the University of Saida plagiarize intentionally or subconsciously, if so, why are they prone to this immoral behavior. I submitted it online for 35 thirty-five students during the first semester of the 2020/2021 year. It included multiple-choice questions and open-ended questions designed to gather information regarding general attitudes about plagiarism, the causes of plagiarism, and ways to avoid it. The results section contains information on the questionnaire. The distributed questionnaire includes ten (10) questions divided into three (3) areas; each cell holds a distinct label. The structure of the questionnaire is shown in the table below:

Sections	Label	Numbers of questions
One	General information	Four (4)
Two	Reasons of plagiarism	Two (2)
Three	How to avoid plagiarism	Four (4)

Table.2.1. Students Questionnaire Structure

The first rubric, which is about the Students' general information about plagiarism, involves four (04) questions varying between multiple-choice and yes or no questions aiming to describe the student's awareness and perception about plagiarism. However, the second rubric includes two (02) questions addressed to the learners to investigate the reasons that lead the students to plagiarize. Nevertheless, the third rubric contains three (03) closed questions and one (01) open-ended question, which is devoted to knowing more about the measures put forward by the university staff (teachers and administration) against plagiarism.

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2.5.2. Questionnaire of teachers:

A questionnaire plans to discover the opinion of teachers at Saida University faculty of Arts and Languages, English Department about why students go further plagiarism in their research paper, and how they can play a role to prevent this phenomenon. I submitted it online for ten teachers during the second semester of the 2020/2021 year. It included multiple-choice questions and open-ended questions designed to gauge instructors' attitudes about plagiarism and offer suggestions for combating it. Details of the questionnaire are given in the results section. The questionnaire includes twelve (12) questions divided into three (3) areas; each cell holds a distinct label. The structure of the questionnaire show in the table below:

Sections	Label	Numbers of questions
One	Background information	Five (5)
Two	Causes of plagiarism	Two (2)
Three	Recommendations to avoid plagiarism	Five (5)

Table.2.2. Teachers Questionnaire Structure

The first section, which is about the teachers' general background, involves five (05) questions varying between multiple-choice and yes or no questions aiming to describe the students' awareness and perception of plagiarism. However, the second section includes two (02) questions addressed to the teachers to investigate the reasons that lead the students to plagiarize. The third section comprises five (05) multiple-choice and open-ended questions devoted to learning more about how to avoid plagiarism and some advice.

2.6. Results and data analysis:

This section covers the techniques, analysis of the collected data. The data was evaluated qualitatively and quantitatively, it studied using mathematical-statistical approaches utilizing computer applications like Excel, Google documents.

2.6.1. Students questionnaire results:

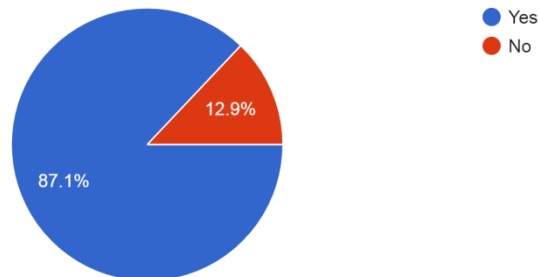
The results of the questionnaire were summarized as follows:

Question 1: Do you have a pre-knowledge about plagiarism?

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According to the findings, the majority of students (87.1%) are already aware of plagiarism, while the remaining (12.9%) are unaware.

Do you have a pre-knowledge about plagiarism?
31 responses

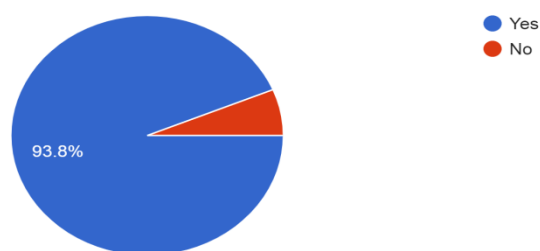


Pie chart 2.1.Students awareness of plagiarism

Question 2: Do you think that technology has a role in the spread of plagiarism?

Technology is one of the most important reasons for students to plagiarize, according to the majority of students (93.8 percent), with two (2) students (5.4 percent) stating that technology has no influence in the spread of plagiarism. This question was only left unanswered by one student.

Do you think that technology has a role in the spread of plagiarism?
32 responses

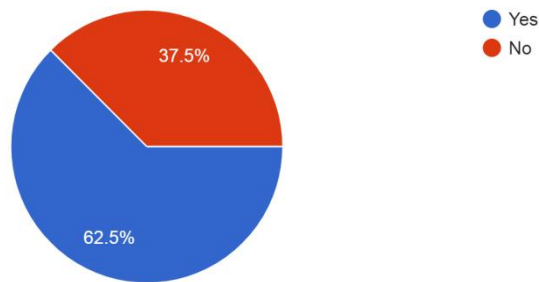


Pie chart 2.2.Students perceptions towards the spread of plagiarism

Question 3: Do you ever plagiarize while preparing research?

According to the findings, 62.5 percent of respondents admitted to plagiarizing while conducting research, while just 37.5 percent stated they do not plagiarize.

Do you ever plagiarize while preparing a research?
32 responses



Pie chart 2.3.The credibility of students in plagiarizing in research

Question 4: What makes you go further with plagiarism?

The figure below reports answers to this question:

Reasons	Number	Percentages
Poor time management	10	32.3%
Fear of writing ability	8	25.8%
Lack of citation skill	8	25.8%
Lack of self-confidence	5	16.1%

Table.2.3. Reasons of plagiarism

According to the responses to this question, 32.3 percent of students feel that plagiarizing is caused by inadequate time management. (25.8%) said they plagiarized because they were frightened of their writing quality, while another (25.8%) said they plagiarized because they didn't know how to cite sources. The remaining informants (16.1%) admitted to plagiarizing due to a lack of self-confidence.

Question 5: Is plagiarism done deliberately or unconsciously by students? Why

The findings of this question are depicted in the table below:

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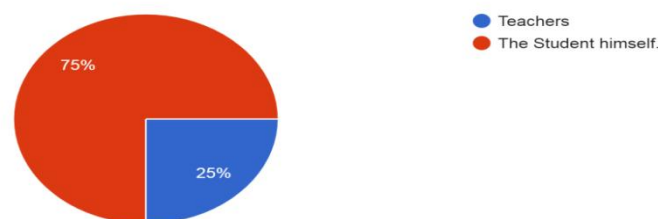
Position	Number	Percentages
Deliberately	8	24.2%
Unconsciously	13	39.3%
Both	6	
No responses	6	18.2 %

Table.2.4. Students views towards plagiarism

As seen in the graph, 39.3 percent of students feel plagiarism is done subconsciously because they are unaware of plagiarism and do not care about citation skills, while 24.2 percent say it is done purposefully to save time and achieve success. Plagiarism is done both intentionally and subconsciously, according to just six students (18.2%). The remaining six students (18.2%) did not answer.

Question 6: Whom do you think is more responsible for this unethical conduct?

Whom do you think is more responsible for this unethical conduct?
32 responses



Pie chart.2.4 Who is responsible for plagiarism?

The findings indicate that (75%) of students believe that the student is more responsible for this misbehavior, whereas (25%) of the total number of students feel that teachers are to blame for these unethical practices.

Question 7: In your opinion, how can students avoid plagiarism while writing their research papers?

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For knowing the points of view of the students towards how to avoid plagiarism, students suggested different techniques that are summarized as follows:

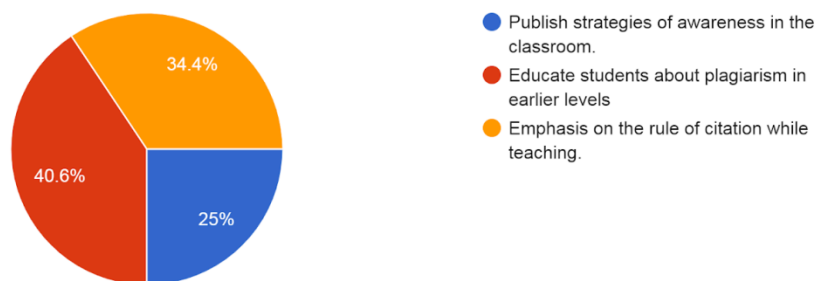
- ✓ The learner should play by words using paraphrasing skills without forgetting references.
- ✓ Students should read more, and get multiple chances.
- ✓ The student must have confidence in his ability, and he must understand that if he plagiarizes, he will not know his level.
- ✓ The student can avoid plagiarism by following anti-plagiarism strategies.

Question 8: Which of these strategies do you consider the most relevant to avoid plagiarism and enhance the quality of the research paper?

The following figure provides the most considerable percentage of the relevant strategy to enhance the research quality:

Which of these strategies do you consider as the most relevant to avoid plagiarism, and enhance the quality of research paper?

32 responses



Pie chart.2.5 Strategies to avoid plagiarism

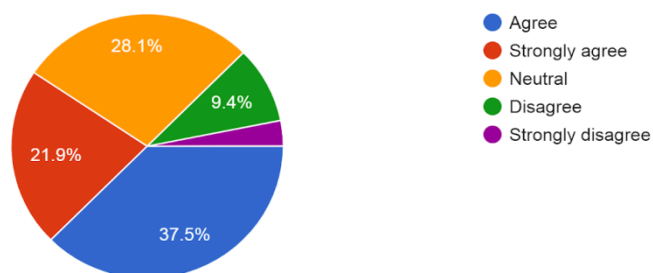
The students' responses revealed that (40.6%) agreed that educating students about plagiarism at earlier levels is the more relevant strategy to enhance the research quality. On the other hand (34.4 %) out of the total number of students think emphasizing citation rules while teaching is the more relevant strategy. Finally, only (25%) students believe that publishing awareness strategies in the classroom are a good technique.

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Question 9: Do you agree that the teaching staff should severely punish those who plagiarize?

The figure below illustrates the results of this question:

Do you agree that the teaching staff should severely punish those who plagiarize?
32 responses



Pie chart.2.6 Students views towards plagiarism punishment

As shown in the graph, (37.5%) claimed that they agree to punish those who plagiarize, but other students (21.9%) confessed that they strongly agree, (28.1 %) not have an opinion either way. Only a few participants (9.4%) disagreed and (3.1%) strongly disagree.

2.6.2. Teachers questionnaire results:

The results of the teacher questionnaire are summarized as follows:

Question1, 2: Teachers' Profile

In these two questions, teachers asked to give details about their teaching profile. The following table summarizes the answers:

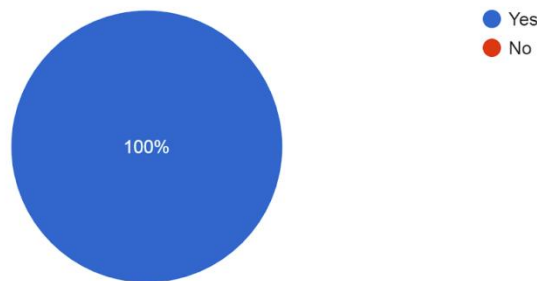
Number of teachers	Degree	Experience
3	Magister	Start from 3 years to 11 years of teaching
6	Doctorate	

Table.2.5 Teachers qualifications

The results from the table show that most of the sample has teaching experience which goes between 3 and 5 years. However, others go between 5 and 11 years. This may indicate that most of the participants have experience in teaching English as a Foreign Language as they vary in degree, (66.6%) have doctorate whereas (33.3%) have magister.

Question 3: Do you have a pre-knowledge about plagiarism?

Question 3: Do you have a pre-knowledge about plagiarism?
9 responses

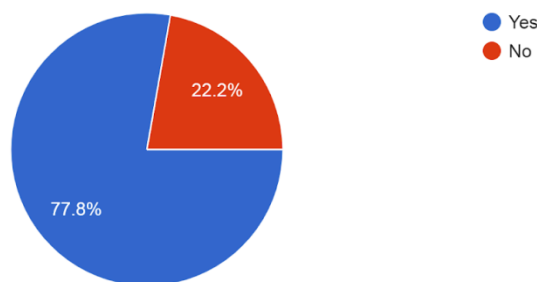


Pie chart.2.7 Teachers perceptions of plagiarism

Concerning question three, almost all the participants (100%) admitted that they have pre-knowledge about plagiarism.

Question 4: Are students well-informed about the university policy concerning plagiarism?

Question 4: Are students well-informed about the university policy concerning plagiarism?
9 responses



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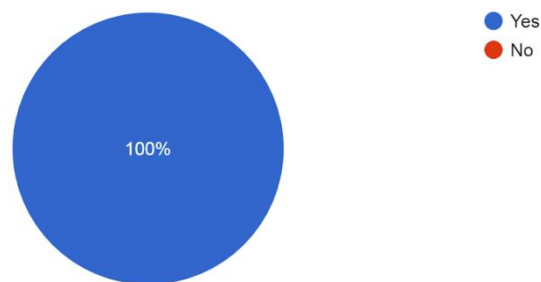
Pie chart.2.8 Students awareness of the university policy

In response to the fourth question, (77.8%) of respondents stated that students are adequately educated about the university's plagiarism policy. While (22.2%) of them claimed that students are unaware of the university's plagiarism policy.

Question 5: Do you think that technology has a role in the spread of plagiarism?

Question 5: Do you think that technology has a role in the spread of plagiarism?

9 responses



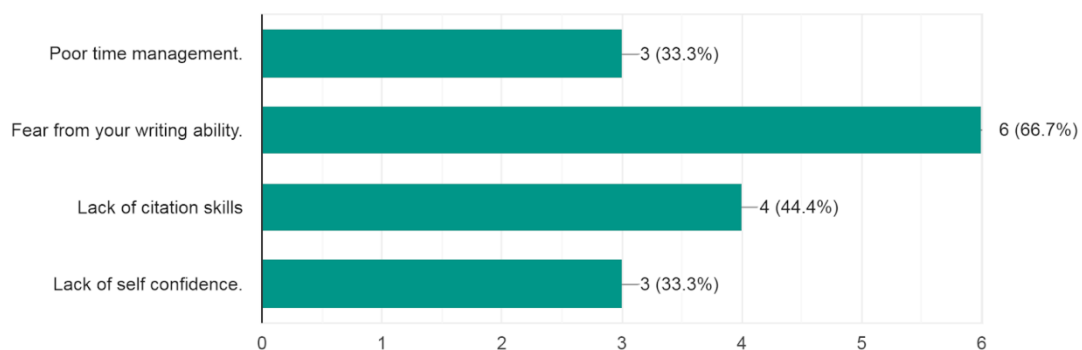
Pie chart.2.9 Teachers views of the spread of plagiarism

In response to question five, all respondents agree that technology plays a part in the proliferation of plagiarism.

Question 6: What makes students go further with plagiarism?

Question 1: What make students go further plagiarism?

9 responses



Bar chart.2.1 Reasons makes students plagiarize

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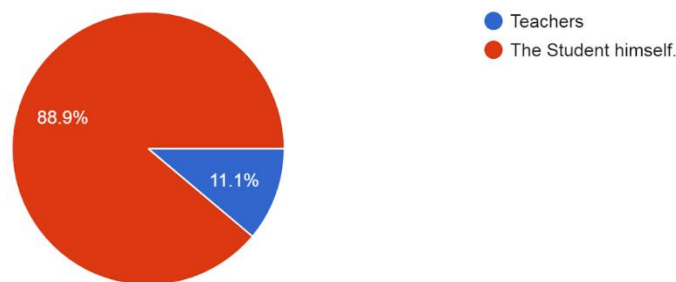
The majority of professors feel that students plagiarize because they are afraid of their writing abilities, in addition to a lack of self-confidence, as seen in the chart. In contrast, others believe that poor time management causes students to plagiarize. Some argue that a lack of citation skills encourages students to plagiarize even more.

Question 7: Is plagiarism done deliberately or unconsciously? Why?

According to the replies to this question, most instructors (55.6%) believe that plagiarism is done on purpose because pupils are aware of their language deficiencies and cannot express themselves adequately. It may happen because of students' laziness; some students believe plagiarism to be a quick and straightforward way to write data without exerting any effort. Otherwise, despite taking the Research Methodology module, most students struggle to paraphrase the data they acquire etc. While (44.4%) of teachers believe that plagiarism is intentional or subconscious for various reasons, as: Some students plagiarize purposefully since writing a memoir is a burden for them. They want to get rid of it. Others unintentionally commit literary theft since they do not know how to paraphrase or explain the author's ideas.

Question 8: Whom do you think is more responsible for this unethical conduct?

Question 1: Whom do you think is more responsible for this unethical conduct?
9 responses



Pie chart.2.10 Who is responsible for plagiarism?

The results of question eight show that most informants (88.9%) believe that the pupils are more responsible for the unethical behavior. In comparison, some (11.1%) think that the instructor is equally guilty.

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Question 9: In your opinion, how can students avoid plagiarism while writing their research papers?

Question nine posed to elicit opinions on how students might avoid plagiarism when writing their research papers and the following are the results:

Any idea that does not belong to the student should get a reference.

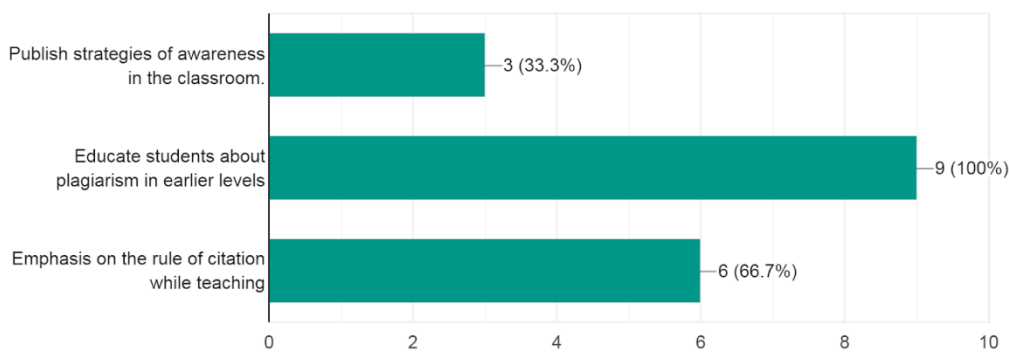
When paraphrasing or summarizing, the student has to use his/her vocabulary and not the author.

In the absence of strict regulations against plagiarism, students who feel uncontrolled and unpunished for unethical behavior would continue to perpetrate such scientific crimes. Policymakers, in my opinion, should emphasize ethical ideals at universities. The rules should be clear from the start; they should be tricky for plagiarism, and the punishment should be firm and applied equally to everybody. It is necessary to create an appropriate research location.

Question 10: Which of these strategies do you consider the most relevant to avoid plagiarism and enhance the quality of the research paper?

Question 3: Which of these strategies do you consider the most relevant to avoid plagiarism, and enhance the quality of research paper?

9 responses



Bar chart.2.2 Strategies to avoid plagiarism

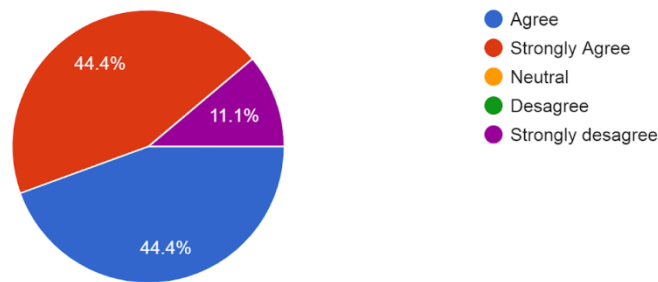
The results of question ten show that almost all of the informants (100%) agree that teaching students about plagiarism at an early age is the most effective strategy for improving the quality of research papers. Still, they also think that publishing awareness

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strategies in the classroom and emphasizing the rule of citation while teaching are effective techniques.

Question 11: Do you agree that the teaching staff should severely punish those who plagiarize?

Question 4: Do you agree that the teaching staff should severely punish those who plagiarize?
9 responses



Pie chart.2.11 Perspective toward plagiarism punishment

Concerning problem eleven, 44.4 percent of respondents strongly agreed, while another 44.4 percent felt that educational personnel should harshly penalize those who plagiarize. Only (11.1%) were strongly disagreeing.

Question 12: In your opinion, how can anti-plagiarism strategies enhance the quality of a research paper?

These are some of the instructors' viewpoints that picked from their answers:

Plagiarism is when someone copies and pastes from someone else's work; it indicates dependency and a lack of invention and ingenuity. Words and concepts will be repeated over and over due to plagiarism in research. Anti-plagiarism techniques will help students acquire autonomy, self-confidence, creativity, and flourishing. As a consequence, it will usher in a new era of learning, complete with new terminology, concepts, and thinking techniques, as well as more creative works.

Anti-plagiarism strategies will foster critical thinking, a love of learning, and research engagement in students, resulting in intellectuals who contribute to the high quality of research papers and enhance knowledge with great research works.

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Anti-plagiarism techniques do improve the validity and credibility of scientific output. It is easier to trace and monitor the bibliography when the work is well-structured and well-referenced.

2.7. Conclusion:

This experimental study focused on investigating students' knowledge of plagiarism; thirty-three master's two, didactics students, and nine teachers took part in the survey, which conducts using a triangulated instrumentation that was qualitatively assessed. The results revealed that though the participants are aware of plagiarism as a sort of academic integrity violation, they nevertheless plagiarize. The next chapter will show if the findings supported the three study hypotheses and corresponded to the material presented in the literature review.

Chapter three Interpretation of results and recommendations

Chapter three: Interpretation of results and recommendations

3.1 Introduction

3.2. Interpretation and discussion of main results

3.2.1 Results and discussion of student' questionnaire

3.2.2 Results and discussion of Teachers' questionnaire

3.3 Suggested recommendation for students to avoid plagiarism

3.4 Recommendations for teachers to discourage plagiarism

3.5 Recommendations for the administration staff to reduce the amount of plagiarism

3.6 The main anti plagiarism strategies to enhance the research quality

3.7 Consequences of plagiarism

3.8 Limitations

3.9 Conclusion

Chapter three: Interpretation of results and recommendations

3.1 Introduction:

In this chapter, We reached the conclusion of the discussion of the results and some suggestions and advice that we can offer to students, teachers, and administrations to help reduce plagiarism and emphasize the importance of electronic means and strategies to prevent plagiarism, as we will show the major consequences of plagiarism, after reviewing what has previously been circulated on the subject of academic research and plagiarism, as well as gathering information from students and professors.

3.2. Interpretation and discussion of main results:

3.2.1 Results and discussion of student' questionnaire:

The first point proposed at the outset of this study was that majority of students have pre-knowledge about plagiarism. This indicates that they are aware of this miss academic behavior. These results reveal that even though students are aware of plagiarism but they still commit it and in some cases they think that are aware but in fact they are not. Moreover, most students agree that technology has a role in the spread of plagiarism and the majority of them declare that they have plagiarized before. The results also indicate that the misuse of learners of the internet leads them to plagiarize that what previous studies have discovered. There are four possible suggestions that may lead students to plagiarize (Bar chart.3.1). Equal finding demonstrate that poor time management, fear of your writing ability, lack of citation skills, lack of self-confidence are main causes of plagiarism. This also shows that students are still not ready to work on academic research. Some of the students say that they plagiarize with full consciousness, while others say that they plagiarize unconsciously. Results reveal that the majority of students plagiarize deliberately just to save time or get grades and others do it with no attention but in both cases, it is stills an unacceptable practice.

A vast number of students say that their teachers are more responsible for this unethical conduct, and students are likely to work according to the teachers guide. This indicates that the teacher should emphasize the rules and techniques of paraphrasing citing and even summarizing during the classroom activities. According to the students' point of view, avoiding plagiarism while writing their research paper will be able when utilizing anti-plagiarism methods, and follow the rules by paraphrasing skills while keeping references in mind, and that students should be educated about plagiarism at an early age. The results show that students are still suffering from applying the basic rules of research such as

Chapter three: Interpretation of results and recommendations

paraphrasing, citing... and the academic staff need to develop new criteria to fill this gap in universities.

Half of the students agreed that educating students about plagiarism at earlier levels is the more relevant strategy to enhance the research quality and others think that emphasizing citation rules while teaching and publishing awareness strategies in the classroom is a good technique (Bar chart.3.2). The findings highlight that all the previous strategies are good to improve the research paper in addition to define penalties that will impose students to respect the law of the university. In the end, a small number of learners where disagree that the teaching staff should severely punish those who plagiarize. That indicates that all students think that penalties may not be deserved to all students who plagiarize because they have possible reasons.

3.2.2 Results and discussion of Teachers' questionnaire:

Based on the findings of the teachers' questionnaire, it is reasonable to conclude that all instructors have a teaching career ranging from 3 to 11 years, indicating that they are sufficiently experienced in the university staff. The great majority of professors claim to have prior awareness of plagiarism, implying that they are confronted with some unique examples of plagiarism. Most of the respondents stated that students are adequately educated about the university's plagiarism policy. Even when students are aware of plagiarism and the regulations that govern colleges, the results demonstrate that they nonetheless plagiarize. They also emphasize the significance of technology in the proliferation of plagiarism. The findings show that the percentage of people who plagiarize has grown since the internet's introduction, although it was less common a few years ago. Teachers claim that students plagiarize because they are afraid of their writing abilities this means that students need to be motivated more to develop their writing style and encourage them to learn how to write with their own ideas and words. The majority of teachers believe that plagiarism is done on purpose because students are aware of their language deficiencies and cannot express themselves adequately. It may happen because of students' laziness; some students believe plagiarism to be a quick and straightforward way to write data without exerting any effort. Otherwise, despite taking the Research Methodology module, most students struggle to paraphrase the data they acquire so teachers need to emphasize more on three skills during the classroom paraphrasing, citing and summarizing this may prevent plagiarism during students work. Results show that most teachers think that students are responsible for plagiarism that is to say that they are guiltier than teachers and that teachers do all their responsibilities but students are irresponsible.

Chapter three: Interpretation of results and recommendations

Teachers' opinions on how students might avoid plagiarism when writing their research papers result that students need to respect the others work by referencing the original author, and they need to learn how to use their own words when paraphrasing.

Teachers believe that Policymakers should emphasize ethical ideals at universities. The rules should be clear from the start; they should be tricky for plagiarism, and the punishment should be firm and applied equally to everybody. It is necessary to create an appropriate research location.

Teachers all agree about the importance of teaching students about plagiarism at an early age, it is the most effective strategy for improving the quality of research papers to ensure awareness of students about this topic.

The vast majority of teachers declare that penalties should be applied and legislators should establish regulations that control ethical principles at universities and impose sanctions, this may encourage students to avoid plagiarism during their work because they will fear getting bad grades or being excluded.

3.3 Suggested recommendation for students to avoid plagiarism:

- Keep note of the sources you use during your investigation.
- Cite your sources or paraphrase them.
- In the text and reference list, give credit to the original author.
- Before you submit it in, check it via a plagiarism checker.
- Try not to put off doing your study for too long.
- Use your own words and follow the instruction of your guider.

3.4 Recommendations for teachers to discourage plagiarism:

Many students are concerned about how to cope with plagiarism and are looking for guidance from their professors. Here are a few ideas for them.

1. At the start of the semester, provide students a clear and plain explanation of plagiarism, ideally in the syllabus.
2. Make tasks that promote creativity while discouraging plagiarism.
3. Create activities that motivate you to source information and paraphrase it.
4. Penalties for plagiarized work in assignments and examinations
5. Encourage students to use Turnitin.com or similar digital theft detection program to provide electronic copies of their drafts.

Chapter three: Interpretation of results and recommendations

3.5 Recommendations for the administration staff to reduce the amount of plagiarism:

The **administration** should take stringent steps to minimize plagiarism because it plays such an essential role in addressing this non-academic problem. One of the most crucial recommendations:

- Create explicit anti-plagiarism legislation
 - Include a declaration in the curriculum against plagiarism, as well as a statement of honesty for assignments.
 - Allow students to submit work at any time during the semester.
- Anyone who plagiarizes will be punished

3.6 The main anti plagiarism strategies to enhance the research quality:

A. Educate students about plagiarism earlier:

Educating students about plagiarism at an early age will allow them to become familiar with plagiarism as well as learn and practice how to avoid it, resulting in improved student writing.

B. Learn how to paraphrase:

Learning paraphrase skills and participating in required instructional activities will assist students in becoming well-versed in this subject and reducing mistakes. It is important because it shows to the reader that you have understood the original source so that will reduce a good work.

C. Emphasis on citation skills:

When we emphasize citation skills throughout classroom assignments and even examinations, students will be more aware of this topic and will try their best to study and practice it in order to achieve excellent grades. Inadvertently, he will be able to correctly cite sources, which is a sign of academic writing.

Chapter three: Interpretation of results and recommendations

D. Use electronic detections:

As previously said, electronic detectors play an essential role in improving the quality of research papers and identifying plagiarism. According to Christopher Pappas, in 2014, electronic detectors:

Allows you to search several databases.

Plagiarism detection software is an important educational tool.

Allows students to get the most out of their educational experience.

Educates students to avoid plagiarizing in the first place.

Make sure your own eLearning course content is plagiarism-free.

E. Define penalties:

In certain situations, establishing penalties might assist a lot in preventing plagiarism; if students are aware of the consequences of plagiarizing, they will try to avoid it as much as possible and create a good research paper.

3.7 Consequences of plagiarism:

✓ Destroyed Student Reputation:

Cheating is one of the factors that lower the value of the study, and therefore the researcher's worth. Plagiarists may justify their activities by citing cultural differences in views about others' work, particularly that of the authorities. However, this act remains immoral and unacceptable to the student (Sun, 2012; Chandrasoma et al, 2004; DeVoss & Rosati, 2002).

✓ Destroyed Professional Reputation:

Plagiarism in most cases seems like a threat that may break the shape of any researcher or a future worker in which they will face difficulties to obtain a respectable job those feet their studies.

Chapter three: Interpretation of results and recommendations

✓ Destroyed Academic Reputation:

Plagiarism, as we all know, is a phenomenon that violates university ethical norms, and as a result, it has ruined the academic shape of the institutions as well as the academic research paper.

✓ Legal Repercussions:

It is well recognized that when collecting material from a specific location or person, the copyright must be respected and the sources mentioned so that the researcher is not accused of plagiarism, which may lead to legal issues, criminal allegations, and severe penalties.

Plagiarism has severe implications, and neither ignorance nor status exempts a person from the ethical and legal ramifications of doing it. As a result, before beginning any study, you should become familiar with plagiarism and learn how to avoid it. If you're concerned about the loss of attribution, verify your writing for plagiarism with an online plagiarism checker or plagiarism detection tool before submitting it. Laziness or dishonesty can result in a ruined reputation, job loss, and legal issues.

3.8 Limitations:

- The coronavirus pandemic is one of the obstacles to excellent research for many academics.
- The inadequate assistance when collecting data.
- Lack of time
- Lack of expertise conducting research.

3.9 Conclusion:

This study focused on the results discussion and all what that we revealed from the work, and on the other hand the main recommendations that may help students, teachers, and administration staff to prevent plagiarism, also some limitations that affect the study carrier.

General conclusion

General conclusion

In terms of what has been previously studied, the research paper is an important process that the student must present and work on with all responsibility and credibility in order to confront academic research in a correct manner and avoid any kind of mistakes or plagiarism, which is considered an unethical process and breaching borders.

This research effort is divided into three chapters that discuss the findings of our investigation. The first chapter, which served as the introduction to the literature study, described the research principles and broad theoretical concerns and defines plagiarism in terms of terminology, causes, impact of anti-plagiarism strategies. . The second dealt with an explanation of the data collecting process and methods, as well as an analysis and interpretation of the major findings to see if they reject or support our hypothesis. The third chapter contains a brief views, the researcher offered many suggestions and recommendations for avoiding plagiarism at Moulay Taher University

This research performed a current case study on master students at the University of Moulay Taher Saida to determine the causes for the growth in this academic behaviour and the actions taken by university faculty to prevent it. We wanted to discover how much learners are aware of plagiarism and what the effect of prevention strategies to avoid it.

The findings revealed that students should be taught to plagiarize early in their academic careers and that the majority of high plagiarism rates are due to students lack of confidence and, in some cases, lack of experience in properly paraphrasing, summarizing, and citing the material used in their papers. The Internet was also mentioned as a key contribution to the increasing rates of plagiarism. That is, it provides a source of temptation for learners as well as the potential for plagiarism, which our learners, regrettably, cannot resist. The conclusion is that this problem must be resolved by genuinely promoting the significance of the research, which must begin with boosting student awareness and instilling their knowledge that plagiarism is the primary problem that hurts them and their university reputation. To counteract this issue, legislation must be implemented to penalize the guilty and maintain academic integrity in the University of Saida.

The main suggestions that were provided by the researcher aimed to raise learners' awareness of plagiarism and paraphrasing skills and main books and programs that define plagiarism and shows how to prevent it, emphasizing on the impact of anti-plagiarism strategies on improving the research quality.

The present study may seem as the beginning point of future investigations since its importance in the academic research procedure. So the topic of "the impact of anti

General conclusion

plagiarism strategies on enhancing the quality of research papers at Saida University" could be proposed as a kind of continuation to the current study for the further researchers.

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APPENDICES

Appendix 1 : Teachers' questionnaire.....

Appendix 2 : Students' questionnaire.....

Appendix 1: Teacher's questionnaire

Questionnaire:

You are kindly requested to answer the questions below that serve as data- gathering tool to collect information about "the impact of anti plagiarism strategies on enhancing the quality of research paper at Saïda University". We would be very grateful if you accept to fill it the most honestly possible.

Your contribution is highly appreciated.

Section one: Background information

❖ **Question 1:** What is your qualification degree?

Magister

Doctorate (PhD).

❖ **Question 2:** How long have you been teaching at Saida University?

.....

❖ **Question 3:** Do you have a pre-knowledge about plagiarism?

Yes o

❖ **Question 4:** Are students well-informed about the university policy concerning plagiarism?

Yes /No

❖ **Question 5:** Do you think that technology has a role in the spread of plagiarism?

Yes /No

Section two: reasons of plagiarism:

❖ **Question 1: What make students go further into plagiarism?**

- a. Poor time management.
- b. Fear from their writing ability.
- c. Lack of citation skills.
- d. Lack of self confidence.

❖ **Question 2: Is plagiarism done deliberately or unconsciously by students? Why?**

.....

Section three: How to avoid plagiarism?

Question 1: Whom do you think is more responsible for this unethical conduct?

- a. Teachers
- b. The Student himself.

Justify:

(.....)

❖ **Question 2: In your opinion how can students avoid plagiarism while writing their research papers?**

.....

❖ **Question 3: Which of these strategies do you consider the most relevant to avoid plagiarism, and enhance the quality of research paper?**

- a. Publish strategies of awareness in the classroom.
- b. Educate students about plagiarism at earlier levels
- c. Emphasis on the rule of citation while teaching.

❖ **Question 4: Do you agree that the teaching staff should severely punish those who plagiarize?**

Agree st agree neut disagree
Strongly disagree

❖ **Question 5: In your opinion how can anti plagiarism strategies enhance the quality of a research paper?**

.....

Thank you.

Appendix 2 : Students' questionnaire

Questionnaire:

You are kindly requested to answer the questions below that serve as a data- gathering tool in order to collect information about the impact of anti plagiarism strategies on enhancing the quality of research paper at Saïda University". We would be very grateful if you accept to fill it the most honestly possible.

Your contribution is highly appreciated.

Section one: General information:

- **Do you have pre-knowledge about plagiarism?**

Yes

- **Do you think that technology has a role in the spread of plagiarism?**

Yes /No

- **Do you ever plagiarize while preparing a research?**

Yes /No

Section two: raisons of plagiarism:

- **What makes you go further plagiarism?**

- Poor time management.
- Fear from your writing ability.
- Lack of citation skills.
- Lack of self confidence.

- **Is plagiarism done deliberately or unconsciously by students? Why?**

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

Section three: How to avoid plagiarism?

Whom do you think is more responsible for this unethical conduct?

a. Teachers

b. The Student himself.

Justify:

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

• In your opinion, how can students avoid plagiarism while writing their research paper?

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

• Which of these strategies do you consider as the most relevant to avoid plagiarism, and enhance the quality of research paper?

- a. Publish strategies of awareness in the classroom.
- b. Educate students about plagiarism in earlier levels
- c. Emphasis on the rule of citation while teaching.

• Do you agree that the teaching staff should severely punish those who plagiarize?

Agree strongly agree neutral disagree

Strongly disagree

Thankyou.

Summary

The purpose of this study is to look at students' knowledge of plagiarism in academic research at Saida University's English Department. The researcher attempts to comprehend the actual causes of plagiarism in this paper. It also tries to propose a variety of helpful techniques for learners to assist them to overcome these pandemic habits. Its goal is to help research masters students in the field of academic research understand how to do individual work with their efforts rather than plagiarizing other people's ideas.

Summarizes the processes and tactics to employ before and throughout the study phase of a clean job, with the hopes of saving time, energy, and credibility. Ultimately, the vital and more significant purpose was to investigate the Impact of Anti-plagiarism Strategies on Enhancing the Quality of Research Papers at Moulay Taher University to propose answers to this recurrent problem to improve the quality of the research paper. The data was collected using two study tools: two questionnaires sent to students and teachers. This tool chose to collect both qualitative and quantitative data. The findings demonstrated that, despite being aware of plagiarism, students utilize copied content with no acknowledgement to the original author. Furthermore, they demonstrated that the causes of such conduct varied from unintentional to intentional. In reality, our analysis shows that the internet serves as a source of temptation and a chance for students to cheat.

الملخص

الغرض من هذه الدراسة هو إلقاء نظرة على معرفة الطلاب بالسرقة الأدبية في البحث الأكاديمي في قسم اللغة الإنجليزية بجامعة صيدا. يحاول الباحث فهم الأسباب الحقيقية للانتحال في هذه الورقة. كما يحاول اقتراح مجموعة متنوعة من التقنيات المفيدة للمتعلمين لمساعدتهم على التغلب على هذه العادات الوبائية. هدفها هو مساعدة طلاب الماجستير في مجال البحث الأكاديمي على فهم كيفية القيام بالعمل الفردي بجهودهم الخاصة بدلاً من سرقة أفكار الآخرين. يلخص العمليات والتكتيكات التي يجب توظيفها قبل وخلال مرحلة الدراسة لوظيفة نظيفة على أمل توفير الوقت والطاقة والمصداقية. في النهاية كان الهدف الرئيسي والأكثر أهمية هو التحقيق في تأثير استراتيجيات مكافحة الانتحال على تحسين جودة الأوراق البحثية في جامعة مولاي طاهر لاقتراح إجابات لهذه المشكلة المتكررة من أجل تحسين جودة الورقة البحثية. تم جمع البيانات باستخدام أداتين للدراسة استبيانين تم إرسالهما إلى الطلاب والمعلمين. اختارت هذه الأداة جمع البيانات النوعية والكمية. أظهرت النتائج أنه على الرغم من إدراكهم لمشكلة الانتحال فإن الطلاب يستخدمون المحتوى المنسوخ دون اعتراف المؤلف الأصلي. علاوة على ذلك أظهروا أن أسباب هذا السلوك تختلف من غير مقصود إلى متعمد. في الواقع أظهر تحليلنا أن الإنترنت بمثابة مصدر للإغراء وفرصة للطلاب للغش.