

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC
RESEARCH
AbdElhafid Boussouf University-Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Awareness and Attitudes of University Students Toward Plagiarism

The Case of Second Year EFL Students at Mila University

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Abir BOUCHAIR
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Supervisor:

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Supervisor: Dr. Maha LOUNIS
Examiner: Dr. Fouzia BENNACER

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful, all the praise is due to Allah

I dedicate this work to :

me, Inas, for believing in me,

my beloved parents who always help and support me: thank you for your prayers, your everlasting love, and caring,

my lovely sister and my dear brother: thank you for your support,

my dearly loved nephew Louay and my precious niece Anssam, for being the light and the joy of my life,

to the great person for being always with me, supporting, helping, and pushing me forward, thank you.

to both families: BOUHANIT & GUENIFI,

my friends, Hiba, Warda, Asma, Soundous, Roumaissa, Amira,

my classmates, Abir, Amina, Abla, Amani, Assala, Meriem, Selsbil, and

to all people who helped and encouraged me.

Inas

Dedication

In the name of Allah, the Most Gracious, the Most Merciful,

I would like to dedicate my work to:

the soul of my mother: “Mom, although you are not here, I am sure you are proud of me”,

my father the source of love, strength, and success: “ Thank you for your encouragement and sacrifices. I am what I am because of you .”,

the most precious brother in the world “Housseem”, who never left my side,
the source of happiness in my life, my sisters “Sihem” “Ghada” “Douaa” And
"Maysoune" : “ I will always appreciate all they have done.”,

my lovely niece “Ilef”, and to the angle, “Arkan”,

the memories of my paternal grandfather and my maternal grandmother: “ although they are no longer in this world, their memories continue in my life.” ,

my stepmother for her encouragement,

all members of both families of “BOUCHAIR” and “FEHIDJA”,

My friends: “Hadjer”, “Marwa”, and “Imen”, and

My classmates: “Inas”, “Amani”, “Meriem” , “Amina”.

Abir

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Abstract

The aim of this study is to investigate the awareness and the attitudes of second year EFL university students toward plagiarism. The study also attempts to answer two research questions: Are second year EFL students aware of plagiarism? What attitudes do second year EFL students have toward plagiarism? To answer the questions, a mixed method is used. To gather necessary data, two questionnaires are used. First, a students' questionnaire which is administered to seventy students from second year EFL students at the English Department of Foreign Languages, University of Mila, to obtain insights about their awareness and understanding of plagiarism, in addition to their thoughts and attitudes toward it. Second, a teachers' questionnaire is administered to twelve teachers at the English Department of Foreign Languages, University of Mila, in order to investigate the students' awareness and attitudes toward plagiarism from their perspectives. The main findings indicate that second year EFL students are aware about the concept of plagiarism and have a negative attitude toward it. However, they still plagiarize because of laziness.

Key words: Awareness - Attitude - Negative attitude - Plagiarism - Laziness.

List of Abbreviations

EFL: English as a Foreign Language

PSD: Plagiarism Software Detection

IAT: Implicit Association Test

Q: Question

%: Percentage

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ملخص

Résumé

General Introduction

1. Statement of the Problem

Technological development has extended to cover many aspects, including education. Technology provides unlimited amount of information, particularly with the emergence of the internet. It gives people the opportunity to search for information on different websites with just one click. This development facilitates uploading works for some researchers. Also, it is used as a tool for others, especially university students, to accomplish their assignments or theses. Unfortunately, this is sometimes done by stealing and recycling others' ideas and opinions without mentioning the sources; this is called plagiarism. Plagiarism has been an embarrassing issue in conducting any research since it has noticed a large spread among university students. The crux of the problem around which revolves the current study is the investigation of the awareness and attitudes of the second year EFL students at Mila University toward plagiarism.

2. Aim of the Study

The primary aim of this study is to investigate the attitudes of second year EFL students at the University of Mila toward plagiarism. Furthermore, it aims at shedding light on exploring their awareness of plagiarism.

3. Research Questions

In order to achieve the aims of the research, the present study seeks to answer the following questions:

- Are second year EFL students aware about plagiarism?
- What attitudes do second year EFL students have toward plagiarism?

4. Methodology

To achieve the study aims and to answer the previous questions, a mixed method is used and the research instruments adopted to collect data are a student questionnaire and a teacher questionnaire. The students' questionnaire is distributed to a sample that contains 70 students which is selected randomly from second year EFL at the University of Mila. It is designed to investigate the students' attitudes and to explore their awareness toward plagiarism. In addition, the teachers' questionnaire is administered to twelve teachers at the University of Mila to make the research more reliable, as well as to investigate their perceptions toward students' attitude and awareness toward plagiarism.

5. Significance of the Study

This study is significant as it tries to help both students and researchers. For students, it is useful since they will be aware of plagiarism, its types, causes, and consequences. Moreover, it will help them to avoid plagiarism by using some techniques and strategies. On the other hand, this study is helpful for researchers since they will be able to use it when they want to make future studies about plagiarism.

6. Structure of the Study

The current dissertation falls into two main chapters. The first chapter is concerned with the theoretical part of the research, while the second chapter is devoted to the practical part. The theoretical part is broken down into two sections; each one provides a description about the variables of the research which are "plagiarism" and "attitudes and awareness". To start with, the first section is dedicated to plagiarism's definition in order to give the reader a clear idea about what is it, and what are its types, causes, consequences, forms, strategies used to avoid it, and software tools to check for plagiarism, in addition to some teaching tips to teaching plagiarism. For the second section, it is concerned with defining attitudes and

awareness. It includes two sub sections. The first one is about what is attitudes, its types, components, measurements, attitude change and formation. The second one is initiated with a definition of awareness, its types and how to measure it

The practical part as a second chapter presents the sample, the data gathering tools, procedure of data analysis, the data analysis and discussion of the main findings. This chapter ends up with limitations and recommendations. Then, follows a general conclusion.

Chapter One: Theoretical Part

Introduction

The notion of plagiarism tackled academic and educational establishments. For that, awakening students' awareness of it is required. This chapter is devoted to the literature review, and it comprises two main sections. The first one tries to provide an overview of plagiarism, in which it attempts to give the different types of it also an emphasis on plagiarism forms. Besides, it sheds light on the major causes that lead students to plagiarize. In addition, to the possible consequences derived from plagiarizing. Furthermore, it underlines the techniques used to avoid plagiarism and some available software used to detect it. Additionally, it discusses some teaching tips to avoid this phenomenon.

The second section sheds light on the notions of attitudes and awareness. To begin with, it attempts to introduce the concept of attitudes by providing some definitions of the notion. Moreover, it discusses its common types, components, and measurements. Then, it provides a discussion about attitude change and formation. Last but not least, the section is concerned with awareness by presenting definitions of the notion, its types, and measurement. This followed by a discussion of the attitudes and awareness toward plagiarism.

Section One: Plagiarism

1.1.1. Definition of Plagiarism

Plagiarism is defined by many dictionaries, according to Merriam –Webster dictionary (n.d) “To plagiarize” means: “To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source”; “To commit literary theft”: “present as new and original an idea or product derived from an existing source.” Britannica Dictionary (n.d) defined plagiarism as “The act of using another person's words or ideas

without giving credit to that person.” According to Longman Contemporary English Dictionary (n.d) plagiarism is “When someone uses another person’s words, ideas, or work and pretends they are their own.”

The notion of plagiarism was defined also by many researchers. Permana and Santosa (2018) suggested that Plagiarism is derived from the Latin word "plagiarius," which implies "kidnapper". Leung and Cheng (2017, p. 1636) stated that “Plagiarism involves stealing the work of others and presenting it as the own work of the offender.” Another definition has been provided by Townley and Parsell (2004) they believed that plagiarism is a kind of failure or false acknowledgment of the source. “plagiarism is termed an act of using others' ideas, methods, or any written words, without having permission and with the intention that might be acknowledged as the work of the deceiver.”(Maimunah et al., 2018, p. 664)

Depending on the earlier definitions, plagiarism is academic dishonesty. It is an unethical behaviour that refers to thieving someone’s creations, ideas, words, and information from different sources, intentionally or unintentionally, and employing it as if it is referred to you without giving credit.

1.1.2. Types of Plagiarism

There are several types in which plagiarism can occur. Ali et al. (2011) suggested two main types of plagiarism: the first one is textual plagiarism which is committed by students or researchers at academic institutions, where the documents are identical or similar to the original documents, reports, essays, scientific papers, and artwork, while the second one is source code plagiarism which is also committed by university students who try or duplicate the entire or sections of original code created by someone else as their own; this sort of plagiarism is hard to detect. Additionally, Islam et al. (2022) claimed that there are four types of plagiarism:

- **Self-plagiarism:** It occurs when a student uploads his prior work or mixes portions of previous works without the approval of all professors. It also refers to submitting the identical work for several school tasks without permission from both teachers.
- **Intentional/deliberate plagiarism:** This plagiarism is suggested to be the creation of a work that you know was totally created by somebody else. This type has some categories like copying and pasting contents, information from online and electronic sources, utilizing images, films, records without authorization etc.
- **Unintentional plagiarism:** This type emerged from neglecting the proper academic strategies. Unintentional plagiarism includes unsuitable paraphrasing, wrong documentation, supernumerary citations; not utilizing your own voice. Forgetting footnote, misinformation.
- **Accident plagiarism:** It happens when a person fails to cite sources or misquotes them, or incorrectly paraphrases a work utilizing unrelated terminology, word grouping, and sentence structure.

1.1.3. Forms of Plagiarism

Students may commit Plagiarism unintentionally because they are not aware of its forms, since plagiarism might occur in different forms. In this context, some researchers (Wilhoit, 1994; Brandt, 2002 & Howard, 2002 ,as cited in Park, 2003, p. 475) identified four main forms of plagiarism:

The first one is stealing material from another source and passing it off as their own, e.g.

(a) Buying a paper from a research service, essay bank or term paper mill (either pre-written or specially written),

(b) Copying a whole paper from a source text without proper acknowledgement,

(c) Submitting another student's work, with or without that student's knowledge (e.g. by copying a computer disk).

The second form is submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own.

The third one comprises copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that the material has been paraphrased rather than directly quoted.

The fourth one includes paraphrasing material from one or more source texts without supplying appropriate documentation.

1.1.4. Causes of Plagiarism

Plagiarism may arise due to various factors that may motivate students to plagiarize. Ramzan et al. (2012, p. 74) suggested that the internet is one reason "Internet has provided extensive opportunities of plagiarism because of its easy access to enormous amount of knowledge and learning materials." So the internet and technological development with its facilitation make the access to others' creations and the operation of cutting and pasting the information very simple. Landua (2003) argued that students plagiarize because they are not familiar with plagiarism and do not know if it is wrong or not. In a similar tone, Pupovac et al. (2008) stated that one major factor of plagiarism is students' lack of knowledge about the notion of plagiarism and its results. Park (2003) added that students tend to plagiarize because of genuine lack of understanding. They plagiarize accidentally because they are unfamiliar with quoting, paraphrasing, citing, and referring. The pressure to get good marks is one factor that leads students to plagiarize (Muluk et al., 2021). Other causes are proposed by Silfiani (2018) efficiency gains, lack of understanding, temptation and opportunity, time management, and lack of deterrence policies.

1.1.5. Consequences of Plagiarism

Many researchers consider Plagiarism as a negative perspective and an unacceptable act. Therefore, students should be informed, prepared, and made aware of the outcomes and penalties of applying plagiarism in their works. Kalani and Twinwal (2013) suggested some harmful consequences of plagiarism that may affect the student's future: lowering the project grade, having a fail degree, repeating the work within an exact time, and deportation the student if he repeats plagiarism many times. In the same vein, Wagner (2011, as cited in Berlinck, 2011) suggested that some consequences are as follows:

- Penalties can range from warnings to various forms of legal sanctions.
- Assigning a 0 zero score to a question, exam, or written paperwork that the students may copied from other's works
- Failure in courses if the student has repeatedly copied texts and issues submitted for review.
- Student activities will be suspended for a while.
- If the student prepares for his monographs, MSc dissertations, and Ph.D. theses, it may require repeating the work and to resubmit it.
- In the case of plagiarism noted in extensive writings, the student enrollment may be finished.

1.1.6. Techniques to Avoid Plagiarism

Plagiarism has been described as the use of someone's work or an idea as yours, without the acknowledgment of the source. Learners should learn how to avoid it, since it has no positive impact; it has just a negative impact (Leo, 2013). Therefore, there are many writing techniques used to avoid it such as: summarizing, paraphrasing, and quotation.

1.1.6.1. Summarizing. According to Oxford's learner Dictionary (n.d) , the noun "summary" is “A short statement that gives only the main points of something, not the details.” Baily (2011) suggested that abridging implies lessening the length of content but holding the most important ideas. So, summarizing is a writing skill, in which the length of the original text should be reduced, however, its main ideas and information should be kept the same with an acknowledgment of the source at the end. Khayhayut and Karavi (2014, p. 4) defined summarizing as:

An abridgment expressing the main ideas of through reported speech and relating to paraphrasing. It has to be shorter than the original text, contain the main idea of the text, and when necessary, the reported speech was obligatorily used.

Summarizing has a crucial significant role in academic writing. It is a way used to avoid plagiarism. Laosooksri (2009, p. 67) stated that “one of the aims of summary teaching is ridding the students' plagiarism.” In the same line, Abed (2018) added that summarizing helps students to know the main ideas and connect them as well as omit the unrelated ideas, besides enabling them to recognize what they read. Oshima and Hogue (n.d) suggested that there are four main steps to make a summary:

Step 1: Read the original text many times carefully, try to understand the main ideas, substitute the unfamiliar words with their synonyms.

Step 2: Restate the main ideas in a few words by preserving the main ideas and omitting the irrelevant one.

Step 3: Check for accuracy by comparing your final work with the original one.

Step 4: Cite your work with the source at the end between parentheses.

1.1.6.2. Paraphrasing. Oxford's learner Dictionary (n.d) defined the noun 'paraphrase' as "A statement that expresses something that somebody has written or said using different words, especially in order to make it easier to understand." Baily (2011) proposed that paraphrasing implies modifying the phrasing of a text in such a way that it differs dramatically from the original source without changing the meaning. In the same way, Bhagat and Hovy (2013) asserted that paraphrasing is to express others' ideas using your own words that give the same meaning as the original one. Ruslan et al. (2020, p. 293) believed that "Paraphrasing may be defined as to express what somebody has said or written using different words. It involves changing a text so that it is quite different from the source but the meaning still pertains the original." In other words, paraphrasing is a technique that is based on restating, and reproducing the author's original sentences preserving the same meaning using your own words with an appropriate citation of the source. Paraphrasing has a vital role in academic writing and in avoiding plagiarism. Keck (2006, p. 261) claimed that "Paraphrasing is considered by many to be an important skill for academic writing, and some have argued that the teaching of paraphrasing might help students avoid copying from source."

To write an effective paraphrase there are some techniques to take into account. Baily (2011) suggested three main techniques of paraphrasing: Changing vocabulary and using synonyms, changing word class, and changing word order.

- Changing vocabulary and using synonyms: The actual words may be substituted by their synonyms, e.g: "study" might be replaced by "research".
- Changing word class: In this technique, it requires changing the part of speech of the words that had been used in the source text, for instance, changing the noun into a verb (of the same word). For example, the verb 'to derive' changed into its noun 'driver'.

- Changing word order: The writer can vary the arrangement of the words used in the original text, for instance: Title of the book / The book title.

Or a combination of all the previous techniques. Additionally, Rogers (2007, as cited in Na and Mai 2017, p .10) suggested other techniques such as changing sentence structures like from the active to passive form and using additional structures appropriately and correctly while paraphrasing.

1.1.6.3. Quoting. A quotation in Oxford's learner Dictionary (n.d) is “The act of repeating something interesting or useful that another person has written or said.” Verheijen (2015, p. 101) proposed another meaning “Quotation is the repetition or borrowing 'of someone else's words and making this evident by quotation marks.” Ardelia & Tiyas (2019) claimed that quotation refers to the use of somebody’s works without change. In other words, a quotation is someone’s words that have been put as they are without any modification or transformation.

According to Oshima and Hogue (n.d), there are two main types of quotation: the first type is direct quotation which is copying the other's speech, words, and ideas directly without any changes in the actual words or punctuation marks, but the words must be placed between quotation marks, while the second one is indirect quotation (Reported speech) which happens when the speaker's words are reported indirectly.

According to Oshima and Hogue (2007), there are some rules for using and punctuating quotations which are as explained in the table below:

Table 1. *The Rules of Quotation and its Punctuation (Oshima &Hogue, 2007. p. 175)*

Rule	Examples
<p>Use a reporting phrase such as "She said, headed she says, they reported ". The reporting phrase may come before, after, or in the middle of the quotation, and the verb may be in the appropriate tense.</p> <p>Separated a quotation from the reporting phrase by commas.</p> <p>Another reporting phrase is « According to » followed by the name of the source</p>	<p>"I like you, "he said.</p> <p>He said, "I like you."</p> <p>"I like you," he said, "but I do not like your dog. He's a pit bull"</p> <p>According to veterinarian Dr. James Brown, "Pit bulls are unpredictable and dangerous dogs.</p>
<p>Begin each quoted sentence with a capital letter. When a quote sentence is separated into two parts, begin the second part with a small letter</p>	<p>Your dog is a pit bull," he continued, "and I am afraid of him."</p>
<p>Commas, periods, questions marks, exclamation points go inside the second quotation mark of pairs.</p>	<p>She said, "Goodbye."</p> <p>"Don't call me again," she continued.</p> <p>"Why not?" he asked.</p> <p>She answered, "I don't go out with people who don't like my dog!"</p>

Give the quoted person's title or occupation if he or she is not well known.	Classmate Jessica Wang said, "My children don't realize that the violence they see on television is fiction. They think it is real".
------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

1.1.7. Plagiarism Detection Software (PDS)

The process of detecting plagiarism is considered a difficult work. Simultaneously with technological growth, many programs and software have emerged to facilitate the process. There are various automatic plagiarism software or anti-plagiarism tools to be utilized, such as PlagAware, PlagScan, Check for Plagiarism, iThenticate, PlagiarismDetection.org, Academic Plagiarism, The Plagiarism Checker, Urkund, Docoloc (Ali et al., 2011). Maurer et al. (2006) proposed other available tools that help in detecting plagiarism such as, Turnitin, Safe Assignment, Docol©c, WCopyfind... Turnitin is considered as the most famous according to Vij et al. (2009. p. 443) who referred to it as “The most popular Internet based anti-plagiarism software tool developed by iParadigms.”

According to Landau (2003), these programs work in this way: the teacher designs an account on the website, then the students submit their works electronically; after that, the teacher puts their papers on the website to make the comparison, then the teacher receives a report about the comparison's result.

1.1.8. Teaching Tips to Avoid Plagiarism

Plagiarism in recent years has a largely spread among students. For that, the teacher's role is to try, as much as possible, to decrease the amount of committing it through applying some methods and tips. In this context, Landau (2003) proposed some teaching tips that may help the teacher in his work. These tips are as follows:

- ✓ Make plagiarism guidelines explicit: The teacher may explain and discuss the concept of plagiarism with his students allowing them to understand it and be aware of it. For

instance, he may discuss with them what plagiarism is, what its factors are, and its consequences.

✓ Provide an example of plagiarism and non-plagiarism: Providing samples about it. This is the most suitable way that allows learners to comprehend it. Furthermore, giving examples help them to write in a non – plagiaristic way.

✓ No quotes allowed: by discouraging students from using quoting, they will use their own words and their understanding of any passage or text.

✓ Incorporate many written assignments: Writing assignment is an effective way that permits the teacher to know the students' writing styles. So, other times when someone tries to plagiarize, the teacher will be able to discover it easily.

✓ Remind students to the monitored source of their information: Ask the learners to re-read their works and check the information's sources before they will submit their writing work, this will help in lowering unintentional plagiarism.

✓ Submit sources with each paper.

✓ Create dynamic assignments: Read the same article that the learners will read, then ask them to examine it. Since they know that you are reading the same one, they will not plagiarize.

Section Two: Attitudes and Awareness Toward Plagiarism

1.2.1. Attitude

1.2.1.1. Definitions of Attitude. Attitude has been defined in different ways. Baker (1992, p. 10) clarified that “attitude is a hypothetical construct used to explain the direction and persistence of human behaviour.” Fabrigar et al. (2014, p. 79) asserted that attitude is “reflect evaluations of objects on a dimension ranging from positive to negative.” Moreover, Montano & Kasprzyk (2008, p. 71) claimed that “attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes.” In addition, Ajzen (2005, p. 3) stated that it is “a disposition to respond favourably or unfavourably to an object, person, institution, or event.”

Bohner and Dickel (2011, p. 392) asserted that “an attitude is an evaluation of an object of thought.” They added that “attitude objects comprise anything a person may hold in mind, ranging from the mundane to the abstract, including things, people, groups, and ideas.” (2011, p. 392) Therefore, Attitude is what a person holds toward an object, a person, or anything else. It is mainly about the way a person feels and behaves in a certain situation.

1.2.1.2. Types of Attitude. Olson & Kendrick (2008, p. 111) claimed that “Attitude encapsulate positive and negative feelings, beliefs, and behavioral information about all ranges of “ attitude objects” , from people to frozen pizza”. That is to say, an attitude toward an object can be positive or negative. On the one hand, as pointed out by Montano and Kasprzyk (2008, p. 71) an attitude is positive when “ A person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior.” This means that a person who holds positive attitude toward an object or something allows him to repeat the act. On the other hand, Montano and Kasprzyk (2015, p. 71) stated that a negative attitude is “a person who holds strong beliefs

that negatively valued outcomes will result from the behavior will have a negative attitude.”
When the person has a negative feeling toward an object or something, he will avoid repeat.

Ehret et al. (2015) mentioned two other types of attitude as implicit or explicit. He explained that implicit attitudes are quick and automatic, and involve little or no conscious control. Whereas explicit attitudes occur later, and are more deliberative. That is to say, implicit attitude is your feeling that you have no control over while explicit one is what you will show to others and absolutely, you may control it and change it sometimes.

1.2.1.3. Components of Attitude. Attitude has three components. According to Ajzen (2005), attitude consists of cognition, affect, and conation. He also distinguished between the verbal and non-verbal responses of attitudes in depicting these three components.

- **Cognition:** It is the thought and perception of an attitude object. According to (Ajzen, 2005) cognitive responses of verbal nature are expressions of beliefs about an attitude object, while non-verbal are perceptual reactions to an attitude object. Baker (1992, p.12) also described that “cognitive component concerns thoughts and beliefs.” So, the cognitive component is about the knowledge and perceptions that an individual holds toward an object.

- **Affect:** It is the evaluation and feelings toward the attitude object. The verbal effect is expressions of feelings toward an attitude object, whereas the non-verbal effect is physiological reactions to an attitude object (Ajzen, 2005). In the same vein, Baker (1992, p. 12) asserted that “affective component concerns feelings towards the attitude object.” That is to say, it is the emotional feelings that a person holds about an object.

- **Conation** It is the behavioral inclination, intentions, commitments, and actions for attitude object. (Ajzen, 2005) added that verbal conation is the expression of behavioral intentions, while non-verbal conation is overt behaviors for attitude objects. Moreover, Baker (1992, p. 13) claimed that the “conative component concerns a readiness for action.” He added that “it is a behavioral intention or plan of action under defined contexts and circumstances.” In other words, it is the behavioral reactions which mean how the person may react toward an object.

1.2.1.4. Attitude Measurements. Attitude measurement is important since it allows us to see how people tend to change their attitude toward an object. Additionally, it helps to predict the behavior so that we may know the attitude about something or someone (Fabrigar et al., 2005). This measurement can be direct or indirect. To begin with, attitude can be measured directly by asking questions about a person's attitude. There are two types of direct measures. Firstly, unstructured measures which are open-ended questions. That is to say, giving the respondents the chance to describe their attitudes freely by using their own words. Secondly, structured measures which refer to close-ended questions through providing to the respondents a limited number of choices to select. For instance, ask about something and give him options such as "agree, disagree" (Fabrigar et al., 2005).

There are two ways under the structured measures of attitudes. First, the single-item direct measures which is to construct a single question directly by asking people to report their attitude toward an object. For example, to ask the respondents how do you feel about something? or how much do you agree or disagree about something? ,and provide options like “strongly disagree, neither agree nor disagree, strongly agree” (Fabrigar et al., 2005). Second, the multiple-item direct measures which is about obtaining the respondents reactions about a set of attitude questions. There are many techniques under this type of measurements

like Thurston equal-appearing intervals which was the first multiple-item attitude scaling. It starts with an initial item generation stage to specify the object to be evaluated then generate a large pool of verbal statements reflecting varying levels of positivity and negativity toward the object (Fabrigar et al., 2005). Likert summated rating is a famous scale of attitude measures which is about asking questions or providing some statements to the respondents with several options such as “strongly disagree, disagree, neither disagree nor agree, agree, strongly agree.” The last one is semantic differentials the respondents are asked to rate the attitude object on a set of 7 points bipolar adjective scale and the endpoint is labeled with an adjective that reflects opposite meaning and is highly evaluative (e.g., good/ bad; positive/ negative) (Fabrigar et al., 2005).

Schwarz (2008, p. 42) asserted that “direct measure [is] referred [to] as explicit self reports of attitudes.” He added “direct questions are the most feasible procedure for assessing the attitudes of the population at large, as is done in representative sample surveys.” In the same vein, Ehret et al. (2015, p. 164) described direct measure as “explicit measure ask the respondents to deliberately give their evaluation.”

The problem with direct measurement is the fact that people are not always being honest when answering questions or they might be unaware of their negative attitude. (Fabrigar et al., 2005) As mentioned before, measurements can be indirect. These are implicit measures of attitude. Schwarz (2008, p. 50) clarified that “the use of indirect measures is based on the theoretical assumption that attitudes exert a systematic influence on people’s performance on a variety of tasks and that the size of this influence can serve as an index of the underlying attitude.” Moreover, “implicit measures typically measures evaluation as a “side effect” of something else, such as priming and reaction time, or word-fragment completion. The respondent is not asked to deliberately give his or her evaluation.” (Ehret et al., 2015, p. 164)

There are three main techniques of implicit measures: Unobtrusive behavioral observation, response latency measures, and physiological measures (Krosnick et al., 2005).

- **Unobtrusive behavioral observation**

This kind of measurement is designed to limit self-presentational concerns and relied primarily on unobtrusive assessments of overt behaviors (Krosnick et al., 2005). This is referring to make observation for people without their acknowledgement.

- **Response latency measures**

Such measures try to determine attitude activation from the impact that an attitude object has on the speed with which a person can make certain judgments. These measures fall into two general classes: measures based on sequential priming procedures, and measures using response competition tasks, such as the Implicit Association Test (IAT) (Krosnick et al., 2005).

- **Physiological measures**

It seeks to capture the physiological correlates of evaluative response. Since people generally have no control over physiological responses. Researchers considered it a way to overcome intentional misrepresentation of indirect self-report (Krosnick et al., 2005).

According to Fabrigar et al. (2005) physiological measures is to identify some sort of physiological responses that reflects attitudes. He mentions some physiological attitude like: facial electromyography and event related brain potentials.

1.2.1.5. Attitude Change and Formation. Attitude change involves both new evaluative information and the retrieval of stored evaluation to varying extents (Bohner & Dickel, 2011). Cacippo et al. (1994, p. 261) described attitude change as "a modification of an individual's general evaluative perception of a stimulus or a set of stimuli." Persuasion is considered an important part of attitude change. It may be defined as the formation or change of attitudes through information processing in response to a message about the attitude object.

(Bohner et al., 2008, as cited in Bohner & Dickel, 2011) There are two routes of attitude change: the central route and the peripheral route (Petty et al., 1999). First, the central route attitude change is defined by Petty et al. (1999, p. 157) as “those that occur when people are motivated and able to engage in relatively extensive and effortful information processing activity aimed at scrutinizing and uncovering the central merits of the issue or advocacy.” Second, the peripheral route attitude change which, as pointed out by Petty et al. (1999, p. 157) are “characterized by low degrees of issue – relevant elaboration.” In the same vein, Cacioppo et al. (1994, p. 266) asserted that “occurring as a result of some simple cue in the persuasion context (e.g., an attractive source) that induces change without necessitating scrutiny of the merits of issue-relevant information.”

Attitude formation is concerned with how people develop various attitudes that are useful in the construction of perceptions and application of those perceptions in perceiving and judging events in a particular environment (Ibrahim, 2017). Psychologists identified three factors that influence the formation of attitude: social influence; cognitive influence; and behavioral influence.

- **Social Influence**

It is referred to as the influence of other people. In addition, is about how we perceive and behave toward others. For example, at the early stage of a child's development, his attitude is being dictated or influenced by the parents and later on by peers (Ibrahim, 2017). This means it is about how we affect others to lead them to change their beliefs or attitude.

- **Cognitive Influence**

It involves the analysis of information, reinforcement, and identification that we derived from other people and figure things out for ourselves (Ibrahim, 2017).

- **Behavioral Influence**

It refers to our behavior, but, sometimes, behaviors have been found to influence attitude like the theory of cognitive dissonance (Ibrahim, 2017).

1.2.2. Awareness

1.2.2.1. Definition. The notion of awareness has several definitions or descriptions. The word awareness is defined in Oxford's Learner Dictionary as "knowing something; knowing that something exists and is important." Gafoor (2012, p. 2) stated that "To be aware means to know, to realize or interested in knowing about something or to know that something is important." So, awareness is the person's ability to be conscious and to have knowledge about something. Another description is provided by Liechti and Sumi (2002, p. 1), they believed that "Awareness is often meant as awareness of other people, and refers to the ability to maintain some knowledge about the situation and activities of others."

1.2.2.2. Types of Awareness. There are many types of awareness. Liechti & Sumi (2002) mentioned four main types of awareness as follows.

- **Group Awareness**

It is defined as the ability that peers may have to stay in touch and to keep track of each other activities (Liechti & Sumi, 2002). That is to say, all the members of the group have an idea about, and can mutually understand each other.

- **Workspace Awareness**

It refers to the fact that awareness emerges when people share a space, or at least when they share artifacts (Liechti & Sumi, 2002). In others words, to work effectively and collaborate with each other when sharing the same place.

- **Peripheral Awareness**

It is the human ability and capacity to process information at the periphery of attention with very low overhead. (Liechti & Sumi, 2002) It is about the capacity of an individual to feel or sense what occurred around him.

- **Contextual Awareness**

It is the ability of a system to adapt its behaviour to the current situation; that is, the situation of the system itself, of its environment, and its users. (Liechti & Sumi, 2002)

1.2.2.3. Measurement of Awareness. According to Gafoor (2012), scales, tests, and questionnaires can all be used to assess and measure awareness. Measurement can take the shape of a question/ opinion format, with the opening emphasizing the appropriateness of answers such as "hasn't heard" or "don't know" work well. self-perception, domain knowledge, and social awareness items might take the form of a questionnaire or self-reports to questions like "do you think that...." with responses like "haven't heard about this", "don't know" or true, not true, or don't you. Opinion statements can be followed by options such as "tell me if you agree, disagree, or have no opinion." Tests also can be used to measure awareness. It has two types formats: selection and completion.

1.2.3. Attitudes and Awareness Toward Plagiarism

Orim (2017, p. 233) claimed that attitude toward plagiarism is "referred to as the tendency to intentionally partake in unacceptable academic conduct which could result in plagiarism or condoning the act of plagiarism." So, it is how to feel and think about it. Similarly, attitude toward plagiarism can be positive or negative. Rodhiya et al. (2020) suggested that when a student has a positive attitude toward plagiarism, it will encourage him to plagiarize. However, if he has a negative attitude, it will prevent him from plagiarizing and lead him to write his own work.

According to Orim (2017, p. 229), Plagiarism awareness is “The state of being conscious of the existence of the concept of plagiarism.” Therefore, plagiarism awareness is the person's ability to be aware and to be conscious of the concept.

Conclusion

Learning about plagiarism is very important for students to have an idea about what is it and how to avoid it. Furthermore, university learners are required to be aware of this notion. For that reason, this chapter presented literature areas that are relevant to our dissertation. Our research represents some definitions of plagiarism, which many researchers and dictionaries agree on the fact that it is an academic dishonesty, its types and forms. In addition, it introduced plagiarism's main reasons, consequences, and some techniques to avoid it, some available detection software, and some teaching tips. Furthermore, it introduced the concept of attitude. It presented some definitions of attitude and its types. It provided an explanation related to attitude formation and change, attitude measurement, and its components. At the end of the chapter, the last section tackled key concepts such as awareness definition, types, and measurement.

Chapter Two: Practical Part

Introduction

While the first chapter was devoted to the literature review, this chapter is dedicated to dealing with the practical part. It concentrates on gathering data to answer the research questions and achieve the aim of the study. This chapter mainly consists of two sections. The first section is devoted to indicating the sample and describing the data collection tools. Then, it discusses the description and administration of both students' and teachers' questionnaires. The second section deals with the analysis and the discussion of both questionnaires in addition to the main findings. Moreover, it deals with the limitations of the study. At the end, some recommendations are provided based on the analysis and interpretation of the findings.

Section One: Research Methodology

2.1.1. Sample

The current study is conducted at Mila University. The population with which the study is concerned is second year students of the English language at the Department of Foreign languages in the academic year 2021/2022. We selected 70 students out of 142 as the sample of the study. The reason behind choosing second year students for this study is that they were introduced to the notion of plagiarism, as well as to the techniques of avoiding plagiarism like paraphrasing, summarizing and quoting .In addition, we randomly selected 12 teachers of English Language from the Department Foreign languages at Mila University the entire population.

2.1.2. Data Collection Tools and Procedure of Data Analysis

To investigate the students' attitudes and awareness toward plagiarism, we conducted two questionnaires as data collection tools and administered them to both students and teachers. As well as this research incorporates a mixed method. It relies on a quantitative

method used to analyze and interpret statistical data by using figures, and a qualitative method to describe and analyze and interpret the main findings to reach the general results.

2.1.3. Description and Administration of the Students' Questionnaire

The students' questionnaire of this study was addressed to 70 second year EFL students at Mila Center University in the academic year 2021/2022. It attempts to investigate students' awareness and attitudes toward plagiarism. The questionnaire composes of 23 questions mixed between open and close-ended questions. It is divided into three main parts.

The first part is about general information. It consists of two close-ended items. It aims to know some information about: students' gender and how long they have been studying English.

The second part, entitled "Plagiarism", is composed of six close-ended questions and one open-ended question. It is devoted to checking if students have background knowledge about plagiarism.

The last part is about attitudes and awareness toward plagiarism. It is made up of twelve close-ended questions and two open-ended ones. This part sheds light on students' awareness and attitudes toward plagiarism whether they are aware of it or not, and what are their attitudes toward it.

The questionnaire is administered to students at the University inside their classes. The process of collection of data has taken about two weeks.

2.1.4. Description and Administration of Teachers' Questionnaire

The teachers' questionnaire is designed to make the data more valid and reliable. It was addressed to twelve teachers of English at the Department of Foreign Languages at Mila University in the academic year 2021/2022. The questionnaire holds 15 questions, and it contains three sections.

The first section is composed of a multiple-choice question and an open-ended question, aiming at gathering general information about the participants, their proficiency, and their experience in teaching English.

The second section, entitled “Plagiarism”, consists of six open-ended questions to express their knowledge and opinion freely and two close-ended questions answered by Yes / No. It is designed to describe plagiarism from the teachers’ perspectives.

The last section is concerned with students’ attitudes and awareness toward plagiarism from the teachers’ perspectives. It contains two open-ended questions that help them express their views freely and three close-ended questions.

The questionnaire was given both in hand and via email, and in order to collect the sample needed we spent 4 weeks.

Section Two: Analysis and Discussion of the Main Finding

2.2.1. The Analysis of Students’ Questionnaire

Part One: General Information

Q1: what is your gender?

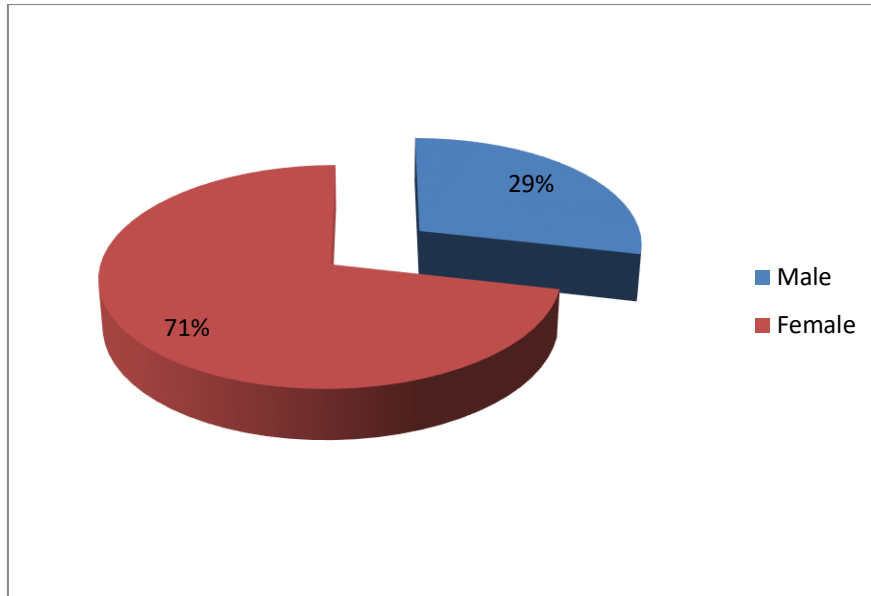


Figure 1 Students' Gender

The responses are from genders, males and females. The figure shows that out of 70 participants, 20 students are males representing a percentage of **29%**, while 50 participants representing **71%** are females. This reflects the fact that females at the English department of Mila University are more than males.

Q2: How long have you been studying the English language?

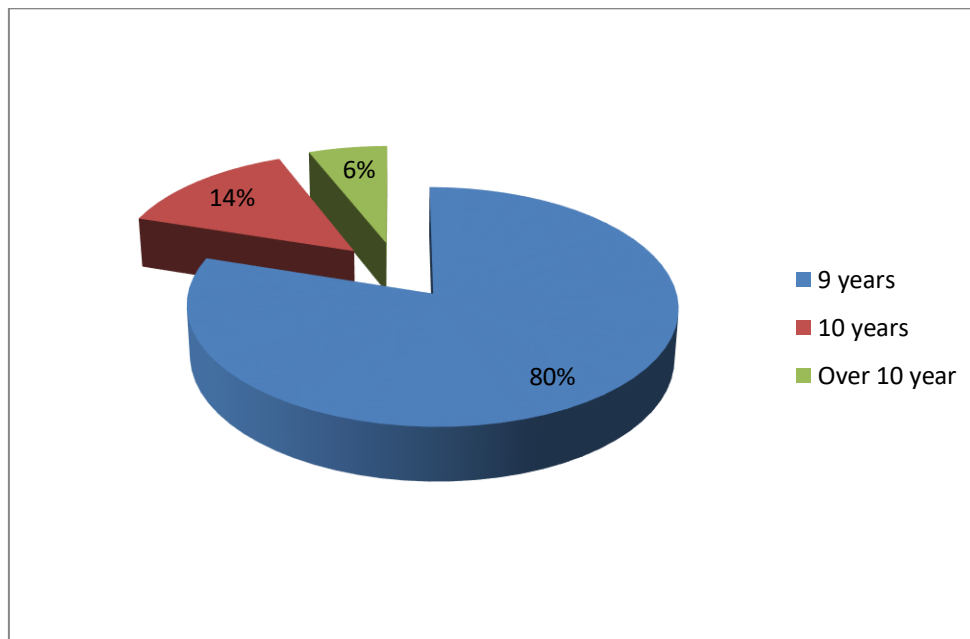


Figure 2 Students' Period of learning English

This question aims to investigate how long students spent learning the English language. The result shows that the vast majority of students (**80%**) have been studying English for nine years because students started counting from the middle school, so they spent four years in the middle school, three years in secondary school, and two years in university. On the other hand, 10 out of 70 students (**14%**) spent ten years learning English, while only 6% studied English over than ten years. This might be due to failing a year or so of studying.

Part Two: Plagiarism

Q1: Have you ever heard about the word Plagiarism?

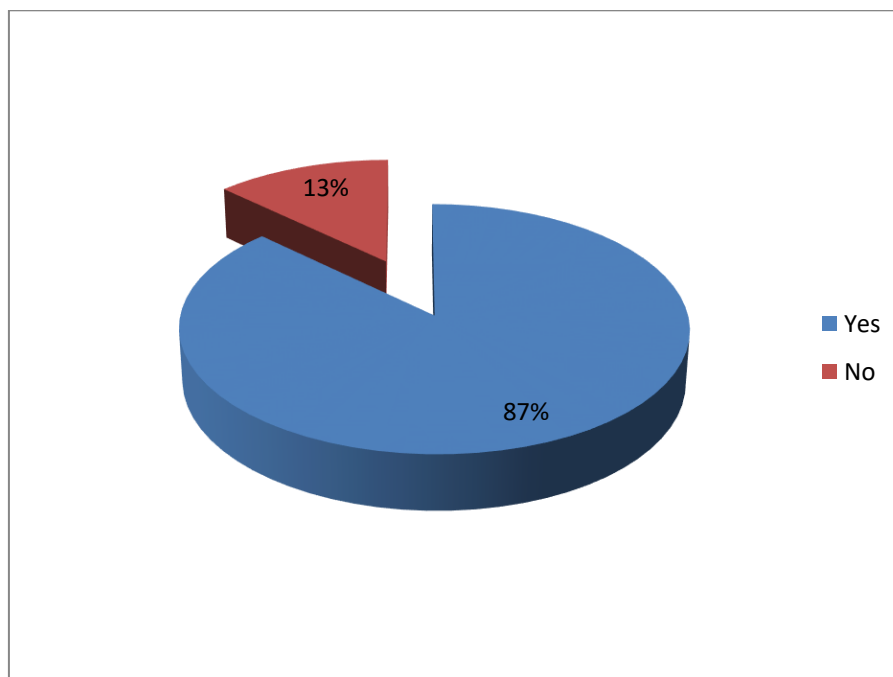


Figure 3 Students' Recognition of Plagiarism

This question seeks to unveil if students have previous information about the concept of plagiarism. The majority of them, 61 students (**87%**) out of 70, responded with yes, as the figure shows. However, 9 students (**13%**) out of 70 stated no. This shows that most students have already heard of the word plagiarism from their teachers since they started to introduce this notion for them from the first year of their studies.

Q2: Do you have any idea about what is meant by plagiarism?

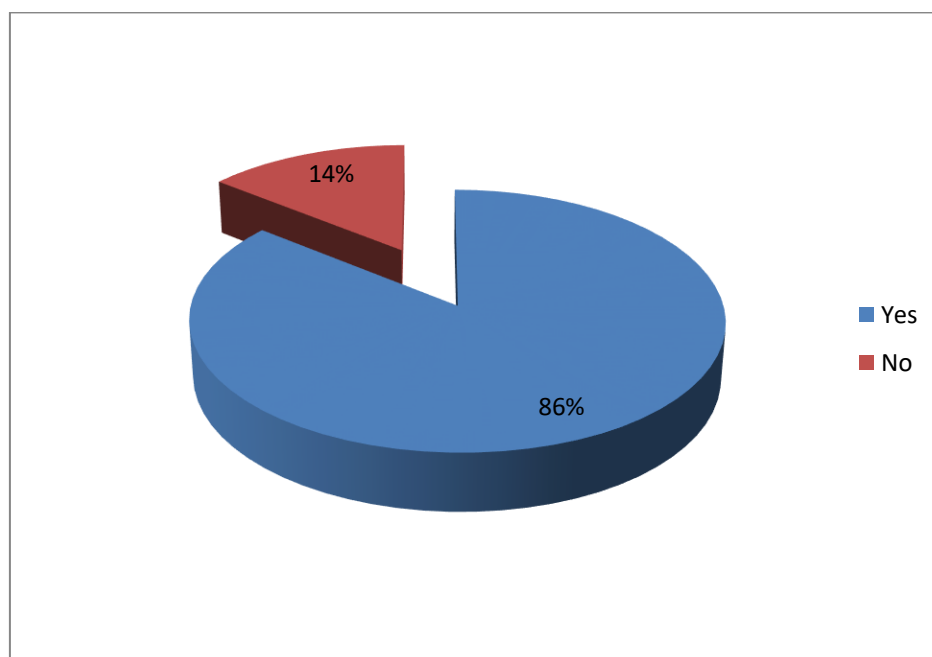


Figure 4 Students' Awareness of Plagiarism

When we asked whether students have any idea about what plagiarism means, the majority of 69 students (**86%**) responded with yes, which means they are aware and conscious of plagiarism this explains that they are familiar with plagiarism and have previous knowledge about it, since they studied it before as well as it is included in the curriculum and it is taking into consideration by teachers. While a minority of 10 students (**14%**) responded

with no. This shows that some students are still unaware of what constitutes plagiarism even though they have been introduced to it in the previous and the current year.

If yes, explain it, please

This question is designed for students who responded with Yes in the previous question. The number of students concerned with this question is fifty-nine rather than 70. Students give some definitions to the notion of plagiarism. According to their answers, it means using someone else's work without giving them proper credit. Furthermore, plagiarism is when you steal someone else's work and write it on your paper as if it is yours. Others refer to it as unethical behavior, which means stealing others' work and putting it as your own. From the given answers, it is using someone else's production (oral or written) with the exact words or ideas without acknowledging the original author or the source. The answers given by students are all correct and they can be considered as a primary definition to plagiarism which reflects their awareness of the concept.

3: In your opinion, why do students tend to plagiarize?

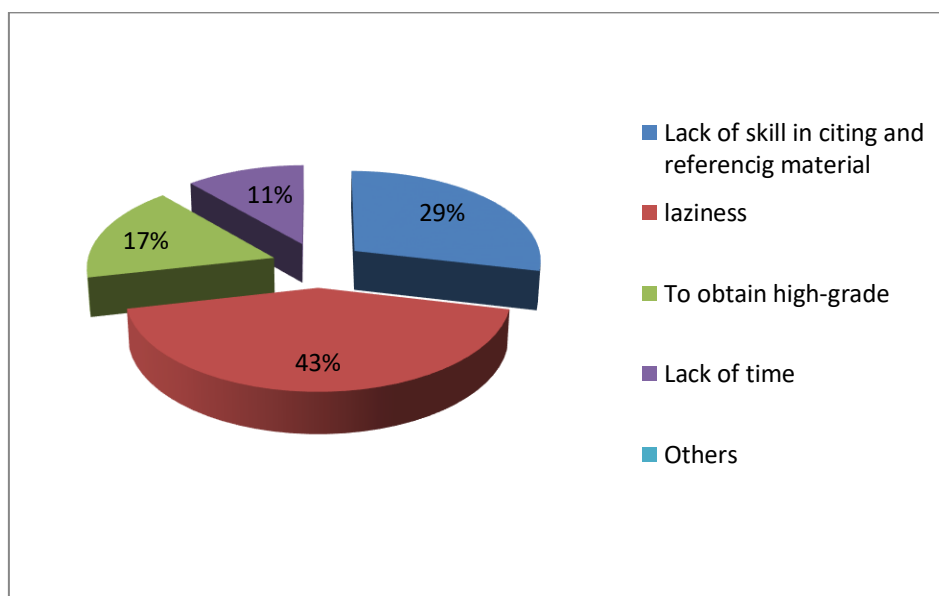


Figure 5 Students' Reasons for Plagiarising

This question sought for investigating students' points of view about the causes of plagiarism. The figure above clearly demonstrates that thirty students (**43%**) out of seventy stated that laziness is the principal cause of plagiarism, followed by 12 students (**17%**) who saw that the main factor leading to plagiarism is to obtain a high grade, while 8 students (**11%**) believed that the cause which leads them to plagiarize is the lack of time. This demonstrates that students are aware of plagiarism but they do it intentionally. On the other hand, 20 students (**29%**) revealed that the lack of skill in citing and referencing material is one cause of plagiarism. These findings indicate that there could be many reasons behind plagiarism, yet the laziness of students is the number one reason.

Q4: Do you believe that you have enough information that prevents you from plagiarism?

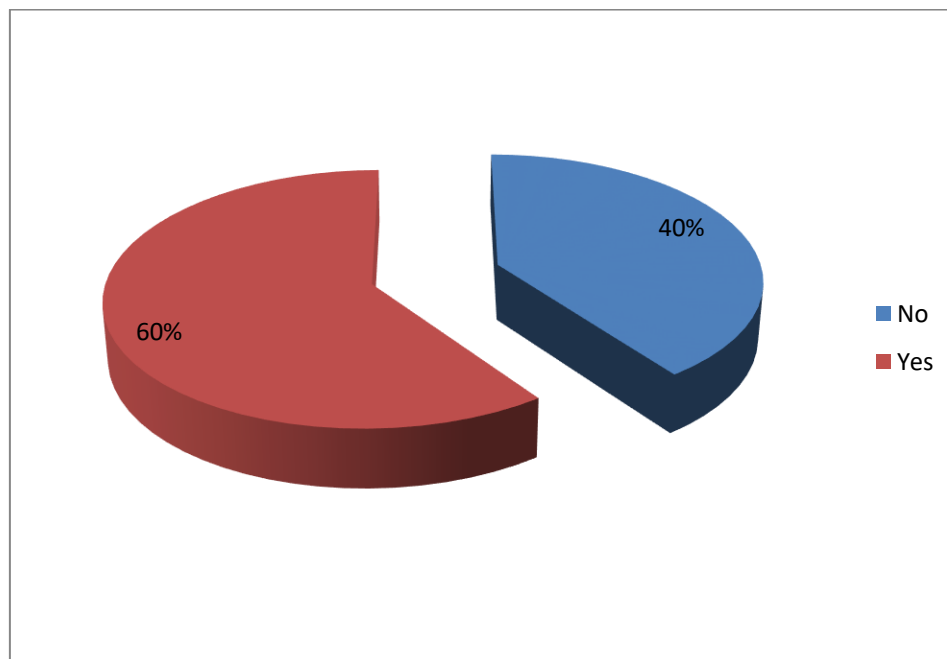


Figure 6 Students' Knowledge about Avoiding Plagiarism

By asking this question, we aim to investigate if students have enough information that might prevent them from plagiarizing. As the figure above shows, 42 students (**60%**) who represent the vast majority responded with yes they have previous knowledge about avoiding

plagiarism because they have already dealt with it before, while the rest of students (**40%**) responded with no. This indicates that even though students were instructed about how to avoid plagiarism, some of them are still ignorant of the way to.

Q5: Do you support using plagiarism checkers?

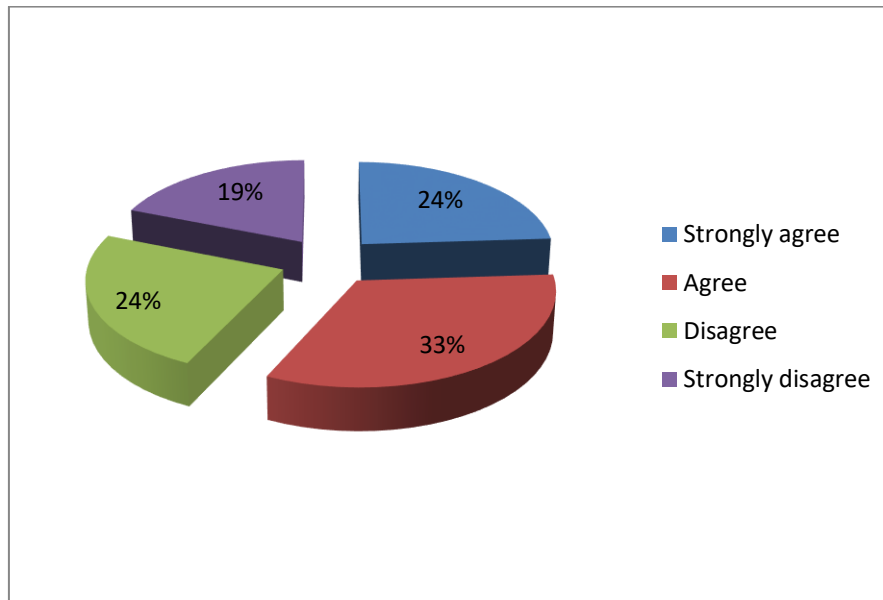


Figure 7 Students' Point of View on the Use of Plagiarism Checkers

The question aims to know if students support the use of plagiarism checkers. According to data analysis, the majority of the **33%** responded by agreeing, while **24%** stated they strongly agree, this prove that students are aware of the seriousness of plagiarism, and that plagiarism should be prevented for that they support using plagiarism checkers. On the other hand, **24%** responded by disagreeing, and **19%** strongly disagree. This reflects the opposing views of students: some are for avoiding and checking plagiarism whereas the others are against the use of plagiarism checkers.

Q6: Have you ever used detection software before sending a university assignment?

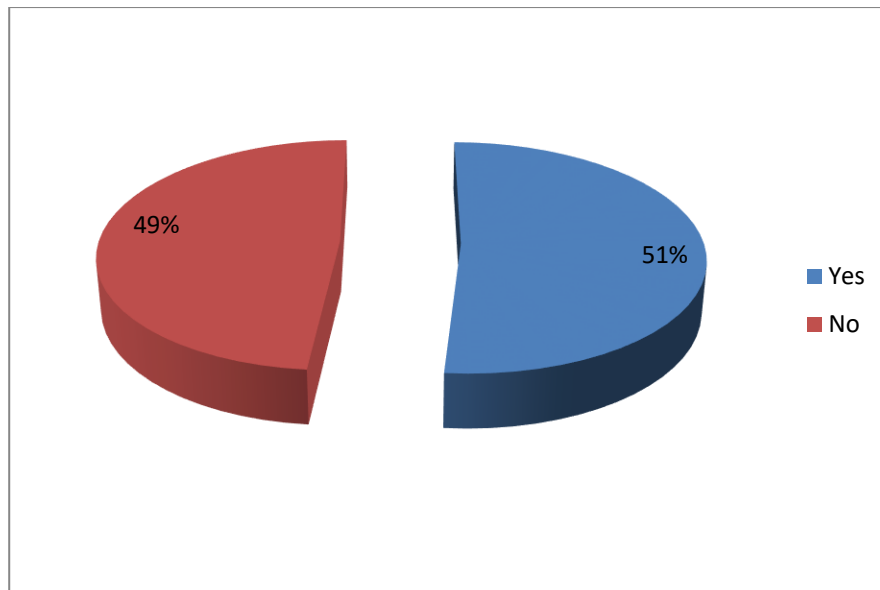


Figure 8 Students' Use of Detection Software

This question aims to know if students use detection software before sending their assignments. As the figure above shows, 36 students (**51%**) out of 70 responded with yes, this confirms that students have a negative attitude toward plagiarism, so they try to avoid it by using detection software. On the other hand, 34 students (**49%**) responded no which reflects their laziness of using the detection software and tolerance toward plagiarism.

Part Three: Students' Attitudes and Awareness towards plagiarism

Q1: Do you have any difficulties with writing assignments?

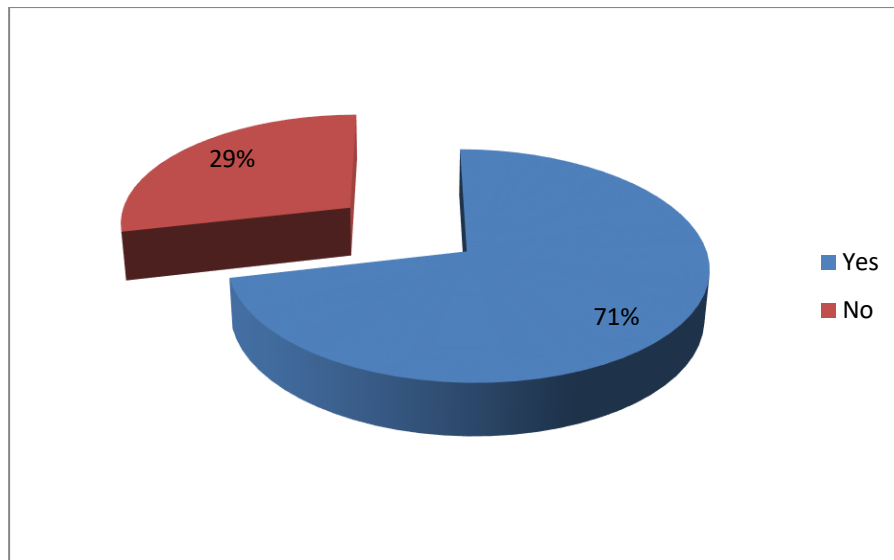


Figure 9 Students' Difficulties in Writing

The question intends to check whether students can write without any difficulties. As the figure shows, the majority of the students, **71%**, responded with yes, this might indicate that they have a lack of vocabulary and ideas. However, a minority of **29%** of students responded with no; they do not have any difficulty in writing. This shows that most students are not skilful writers. The lack of basic academic writing skills may be a very strong reason for which students commit plagiarism, nonetheless.

Q2: How often do you use the net for a university written work?

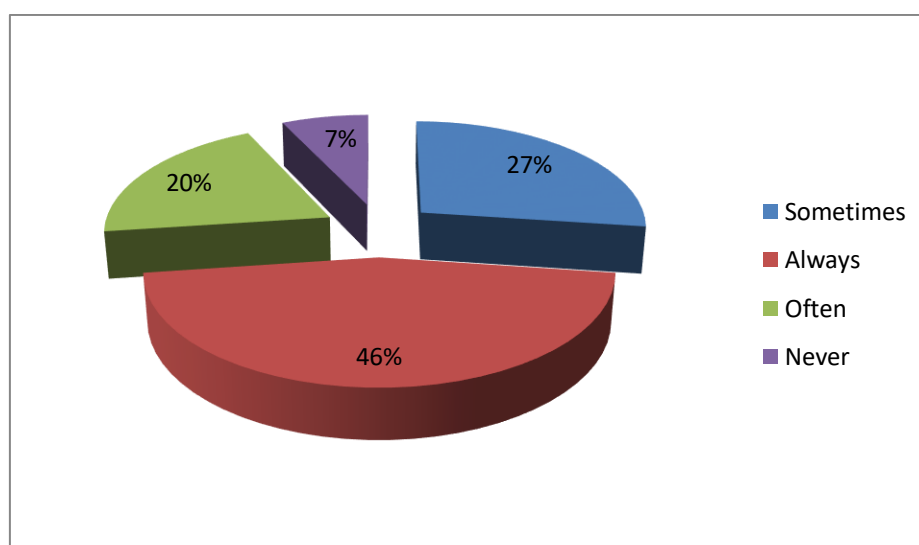


Figure 10 The Frequency of Students' Use of the Net

This question is raised to investigate the students' frequency of using the net in accomplishing their assignments. As the figure above shows, 19 students (**27%**) claimed they sometimes rely on the net. However, 32 students (**46%**) used the net always. This indicates that they rely on net because it is the easiest way to complete their written works without efforts. On the other hand, 14 students (**20%**) stated that they referred to the net often, and only 5 students (**7%**) said that they never used the net to complete their assignments. These findings explain that students usually rely on internet sources for accomplishing university assignments because they are plenty and easily accessed.

Q3: What resources do you usually use when writing?

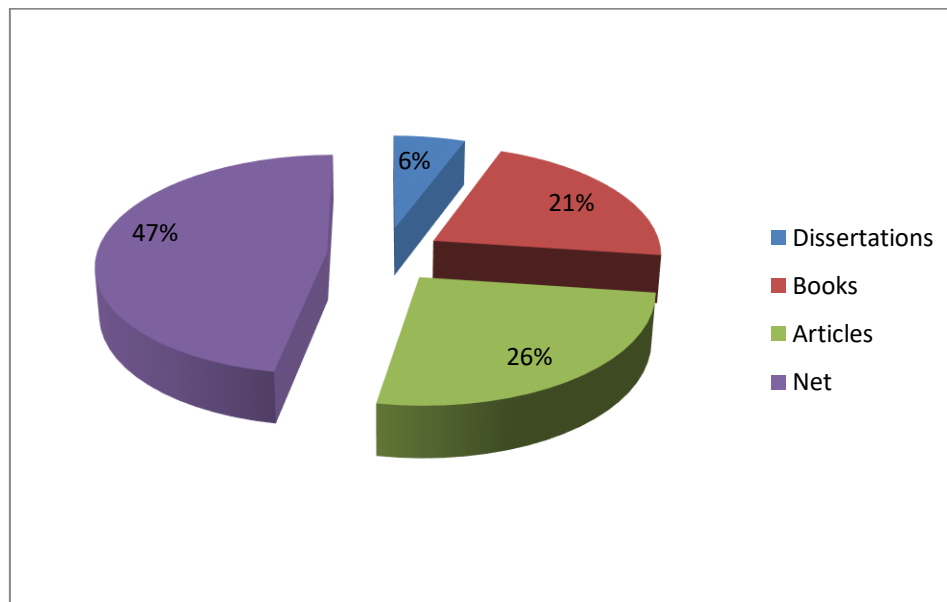


Figure 11 The Resources Used by Students

This question aims to know the different resources used by students. As the figure demonstrates, 33 students (**47%**) claimed that they used the net because of the easy access to unlimited number of information, On the other hand, 18 students (**26%**) who stated that they used articles, followed by 15 students (**21%**) said they used books; and the remaining 4 students (**6%**) declared that they used dissertations. This reflects that they prefer to read and to search by themselves.

Q4: When you use them, how often do you reference them?

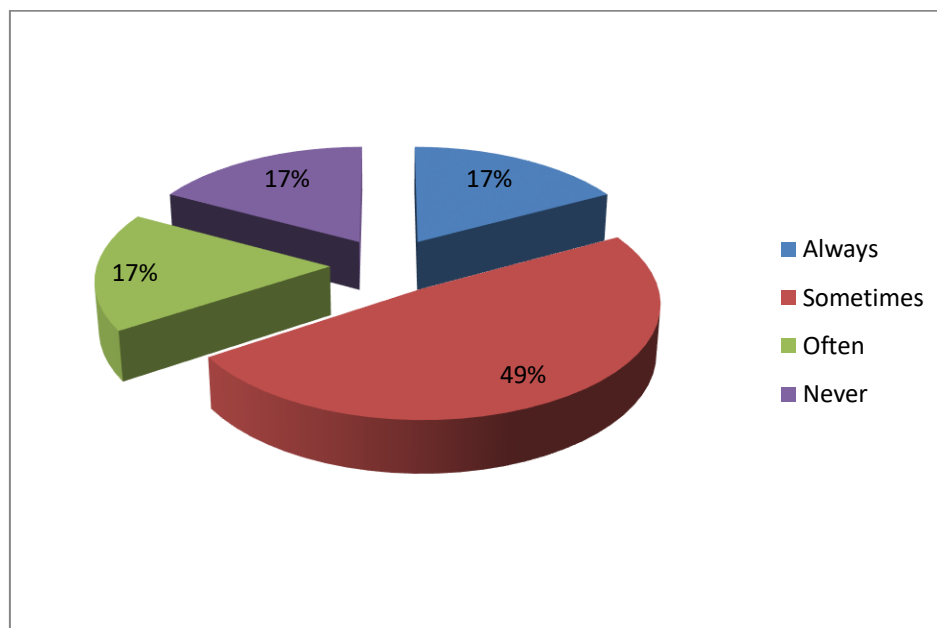


Figure 12 The Frequency of Indicating References

This question is intended to check the frequency of indicating references. According to the data analysis, 34 students (**49%**) who represent the majority of participants claimed that they sometimes reference their works, explains the students negative attitudes of taking others' work, ideas without giving credit. On the other hand, 12 students (**17%**) reported that they always added a reference to their work. On the other hand, 12 students (**17%**) often reference their work, and 12 students (**17%**) stated that they never reference their works. This explains that many students do plagiarize by not citing the used references as well as because of laziness.

Q5: How do you consider plagiarism?

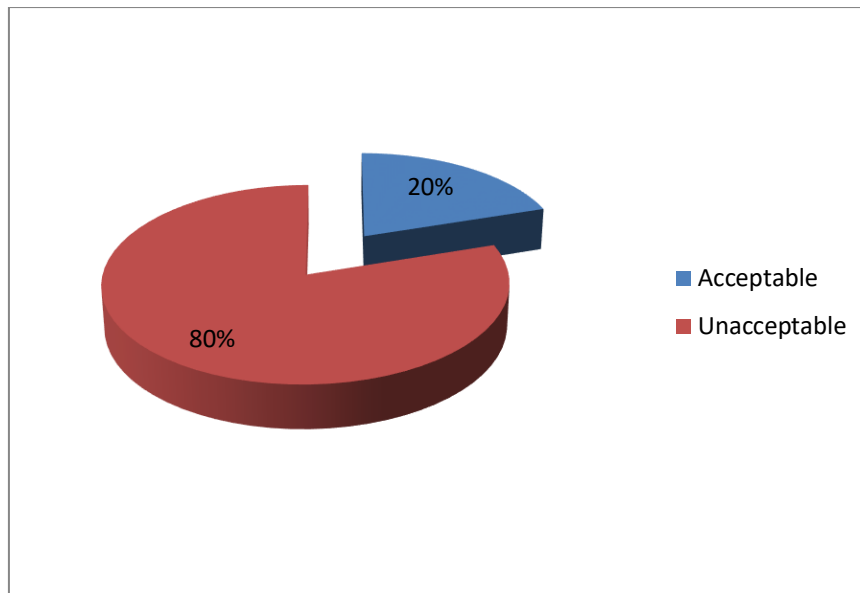


Figure 13 Students' Views about Plagiarism

This question tries to know how students consider plagiarism. The figure above clearly demonstrates that the vast majority of 56 students (**80%**) saw it as an unacceptable act. So, they hold a negative attitude about plagiarism, while a minority of fourteen out of seventy participants (**20%**) claimed that plagiarism is an acceptable act. So, in contradiction with previous students' answers, and though they do commit some types of plagiarism, still they know that it is unacceptable.

Q6: Do you use other works when writing your assignments?

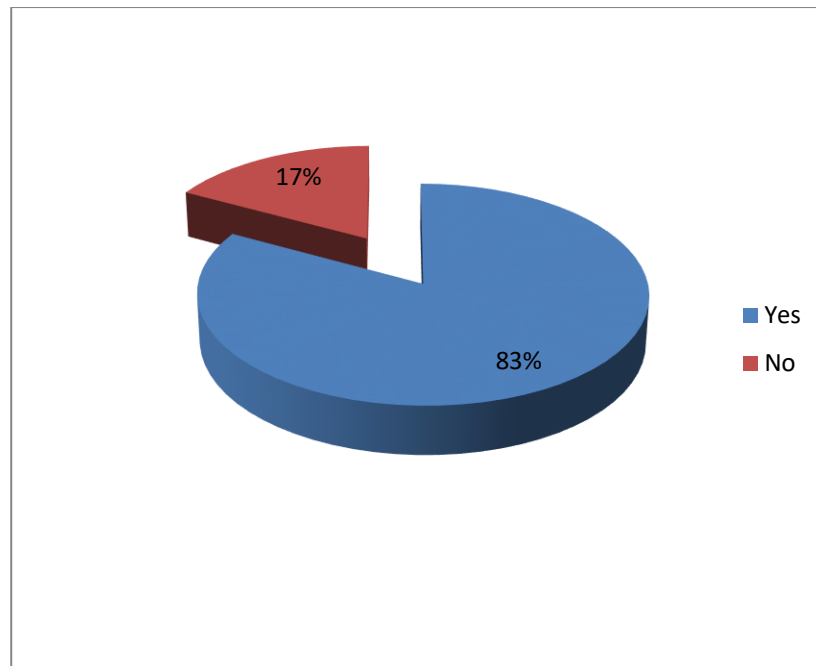


Figure 14 Students' Referring to Other Works

This question is designed to investigate if students can write without referring to others' works. From the figure above, 58 students (83%) responded with yes; this reflects that students have difficulties in writing skill, for that they use others works due to the lack of ideas and vocabulary. However, 12 students (17%) responded with no. So, most students tend to use other sources to ground their writings.

Q7: If yes, did you cite the source?

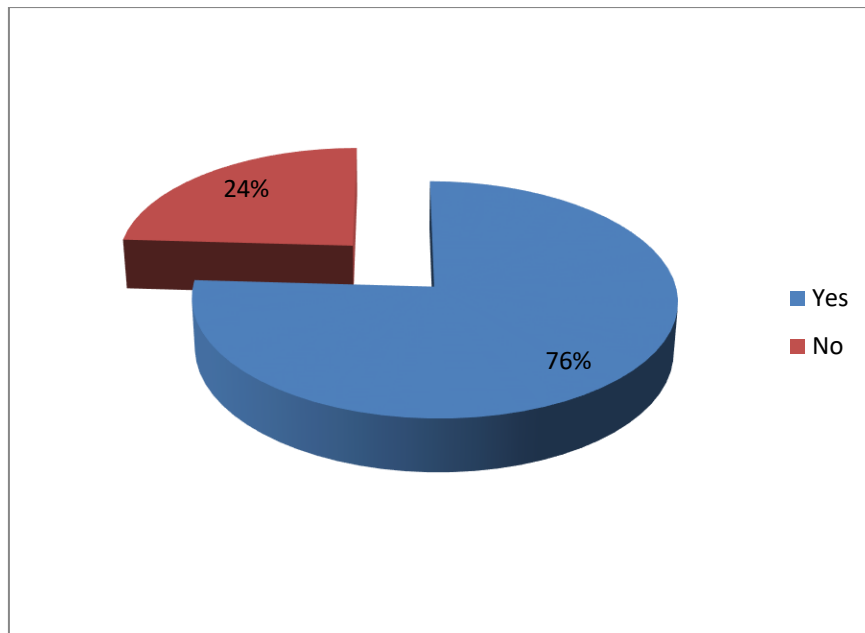


Figure 15 Students' knowledge about Citation

This question is designed for students who opted yes in the previous question. So, the total number is 58 rather than 70. The main aim behind this question is to know if students cite the sources or not. The vast majority of them, **76%** responded with Yes, they cite the sources, indicating that their willingness to avoid plagiarism through citing sources. On the other hand, **24%** responded with no, explaining their unconsciousness of doing something wrong.

Q8: Do you know ways and techniques for avoiding plagiarism?

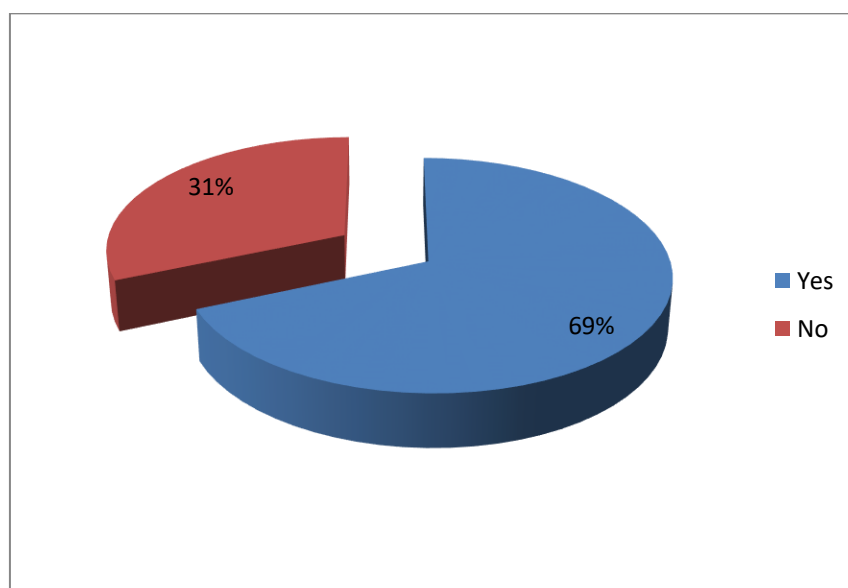


Figure 16 Students' Awareness about Techniques to Avoid Plagiarism

The aim of asking this question is to check if students are aware of the main techniques used to avoid Plagiarism. The figure shows that the majority of 48 students (**69%**) responded with yes, which means that students are aware of the techniques used to avoid Plagiarism. Conversely, 22 students (**31%**) said no. This indicates students have already been introduced to some ways to reduce plagiarism although some of them may have experienced a lack of practice.

If yes, please mention them

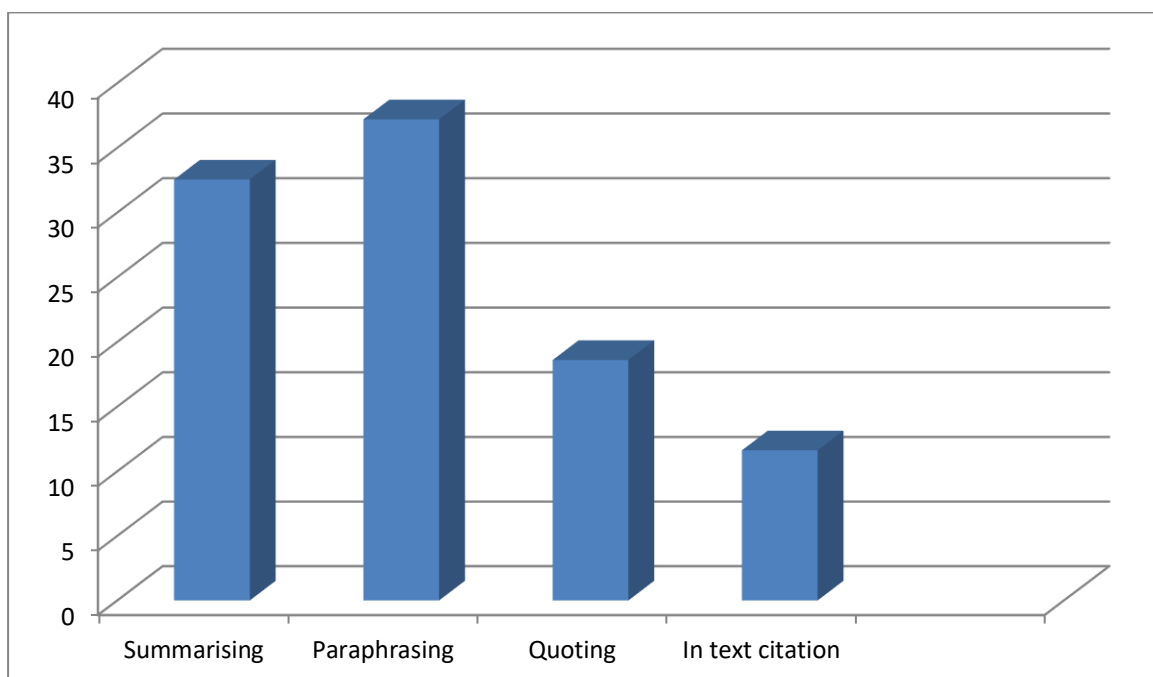


Figure 17 Students' Awareness about Techniques to Avoid Plagiarism

As the previous question showed, most students know the techniques to avoid plagiarism. This question is designed for students who opted for Yes. So, the total number of them is 43 rather than 70. Based on students' answers, the majority of them are aware of the paraphrasing technique. Some of them mentioned summarising. On the other hand, some students answered with quoting and others with in-text citations. It is noticeable that the students are highly aware of the different techniques used to avoid plagiarism.

Q9: Do you think that your teacher uses plagiarism checkers?

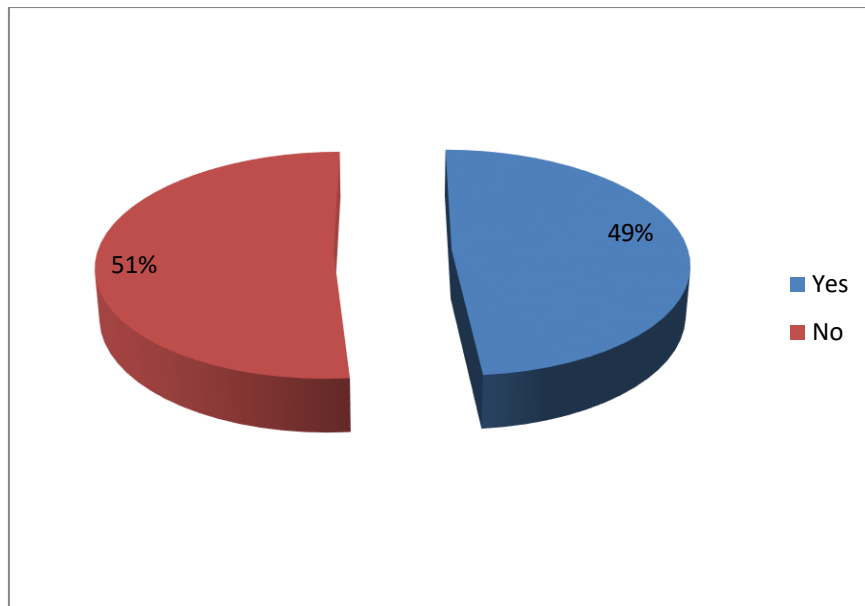


Figure 18 Students' Points of View about Teachers Using Plagiarism Checkers

This question is addressed to students to see whether they believe that their teachers use plagiarism checkers or not. Among the two options, (51%) said no while (49%) said yes, they believe that their teachers use plagiarism checkers. These results indicate that students may be in the habit of plagiarizing because they believe their teachers do not use plagiarism checkers or perhaps their teachers do not usually mention that they do. Students' belief that teachers use such tools may be result in reducing plagiarism considerably, however.

Q10: According to you, what would happen to a student when committing plagiarism?

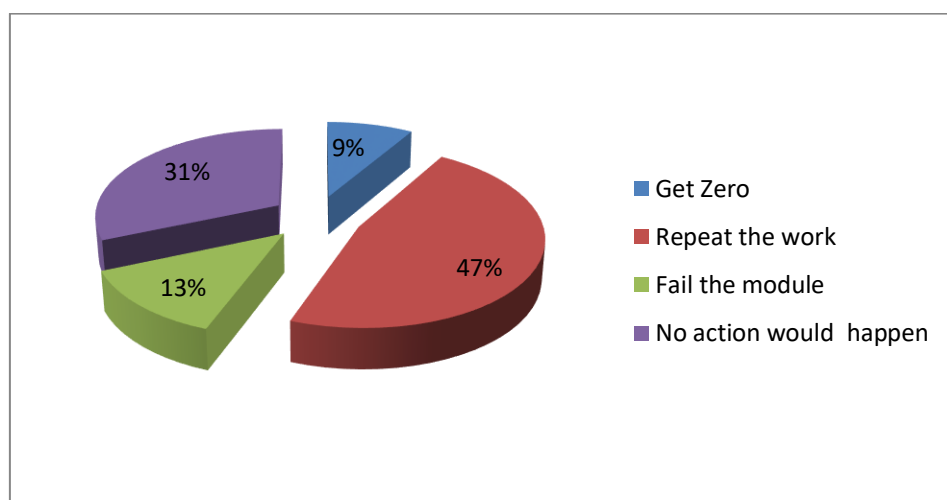


Figure 19 Students' Points of Views about the Consequences of Plagiarism

The main aim of this question is to investigate students' awareness of the possible consequences of plagiarism by giving them options to select. The figure reveals that the majority of students which represent (47%) believed that repeating the work is the main consequence of plagiarism. (9%) claimed that getting zero is the consequence whereas (13%) chose the third option, failing in the module. This reflects that they received a strict punishment. However, (31%) thought that no action would happen. This indicates that, many students do not think there would be serious punishments; they underestimate plagiarism consequences.

Q 11: Do you consider plagiarism a crime?

Please justify your answer

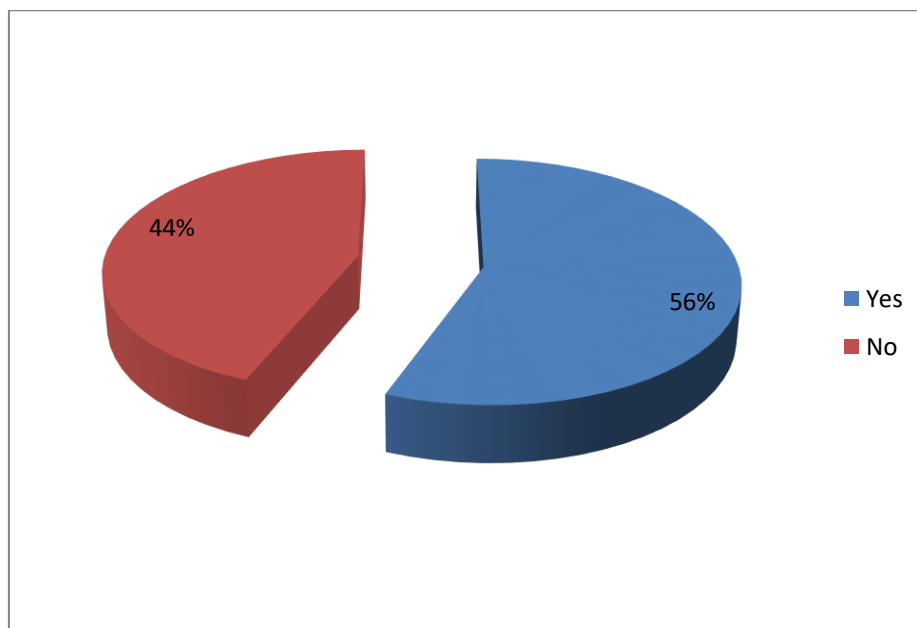


Figure 20 Students' Point of View about Plagiarism

This question aims to explore the students' attitudes toward plagiarism and how they consider it. The figure above shows that the majority of students (56%) said yes, plagiarism is a crime which indicates that they have a negative attitude toward plagiarism whereas a very close portion (44%) said no, plagiarism is not a crime

Please justify your answer

This question was neglected by many students. Some of them gave us their justification for how they see plagiarism, about 44 out of 70. Therefore, they gave us different views. Students who thought it is a crime justified that plagiarism is unacceptable and it is stealing others' work as well as it is inappropriate to take someone else ideas and effort. Others added that plagiarism leads to getting zero or repeating their work. This confirms their awareness and their negative attitude toward plagiarism. However, students who believed that it is not a crime explained that it is not a big deal; it is just taking some information about something. They confirmed that it is just a way to obtain a high grade, this indicating and explaining the reason why they do it deliberately.

2.2.2. Analysis of the Teachers' Questionnaire

Part one: Background Information

Q1: What is your educational grade?

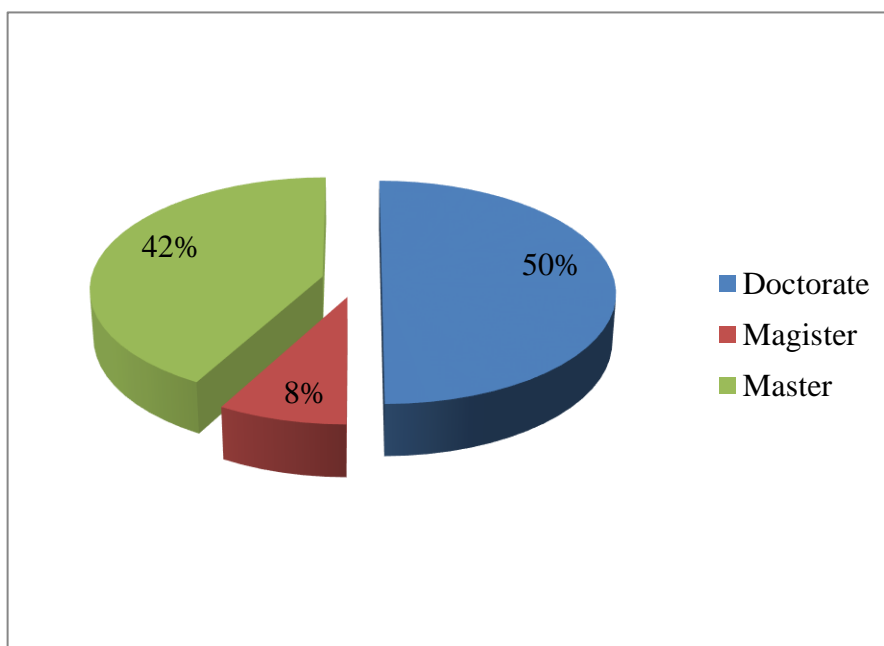


Figure 21 Teachers' Academic Degree

This question put stress on determining the educational degree of teachers. The figure shows that, most teachers have a doctorate (**50%**). While (**42%**) have a master's degree and magister in this sample represents only (**8%**). This indicates that all teachers have a high level of proficiency due to the academic degree they hold.

Q2: How long have you been teaching English?

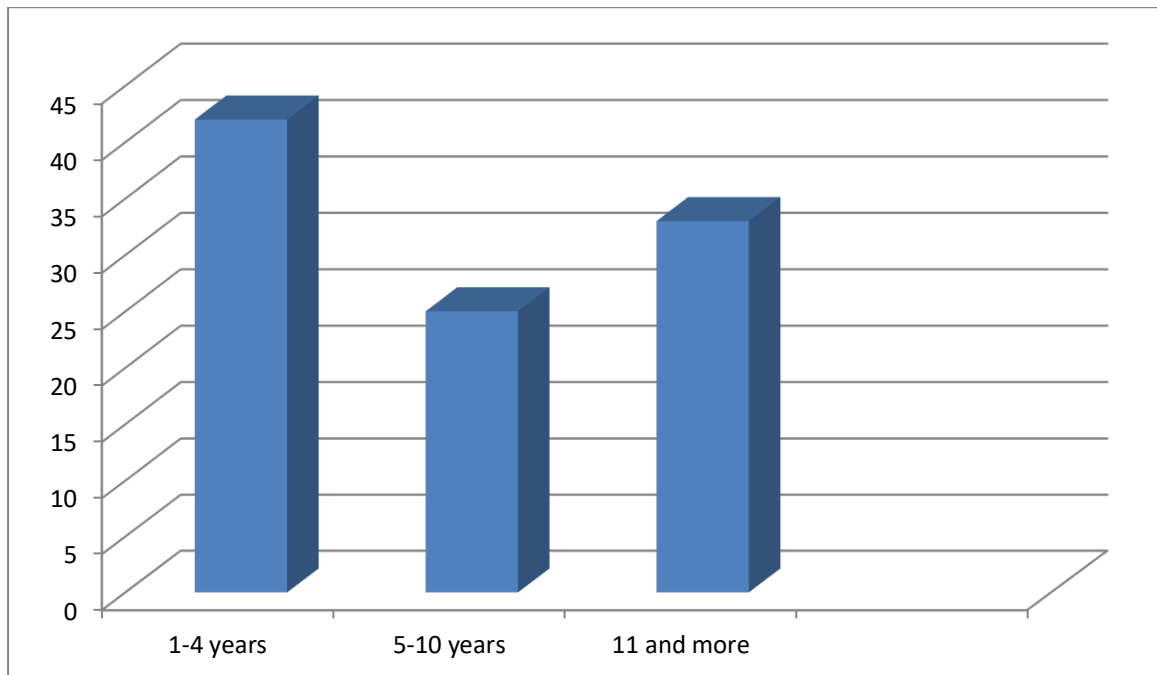


Figure 22 Teachers' Experience in Teaching English

The question is designed to demonstrate teachers' experience in teaching English. The figure indicates that **5** teachers (**42%**) have been teaching English for less than five years (**1-4 years**) while **3** Teachers (**25%**) have been teaching English for more than four years and less than eleven years (**5-10 years**). The remaining **4** teachers (**33%**) have an experience in teaching English of more than ten years. This indicates that most teachers have experience in teaching English which proves their proficiency, as well.

Part two: Plagiarism

Q1. How would you describe plagiarism?

This open-ended question tends to describe the notion of plagiarism from teachers' perspectives and how would teachers see this act. The majority of them described it as unethical act. Additionally, they referred to it as stealing someone else's work without giving credit. Therefore, some of them saw it as an academic theft and unacceptable act. This reveals that all teachers agree on the fact that plagiarism is a serious issue as well as being an unethical act.

Q2: According to you, what are the main factors that lead students to plagiarize?

Through this open-ended question, we want to determine the major causes that lead students to plagiarize according to the teachers' point of view. So, teachers listed some different factors like, Lack of awareness, Lack of self confidence, Lack of knowledge in methodology. This results reflect that students are unaware about the notion also they tend to plagiarize unintentionally. Other teachers provided us with other reasons. For instance, they want to get good grades, they hold a fear of failure or fear taking risks in their own work, they lack motivation, they are lazy, etc. This indicates that students are aware of plagiarism. However, despite this awareness, they plagiarize intentionally.

Q3: In your opinion what are the consequences of plagiarism?

This open-ended question is designed to investigate the consequences of plagiarism according to the teachers, and to determine the seriousness of this act. The teachers provided the following answers: it will result in non-acceptable research papers and the research work will be repeated. Others mentioned that students will get a lower grade or fail, while some of them shed light on the fact that plagiarism results in making one's research lose validity and

hinder the improvement of the academic writing skill. This reflects that plagiarism has many various serious effects on both students' achievements and on their academic development.

Q4: Did your students tend to plagiarize?

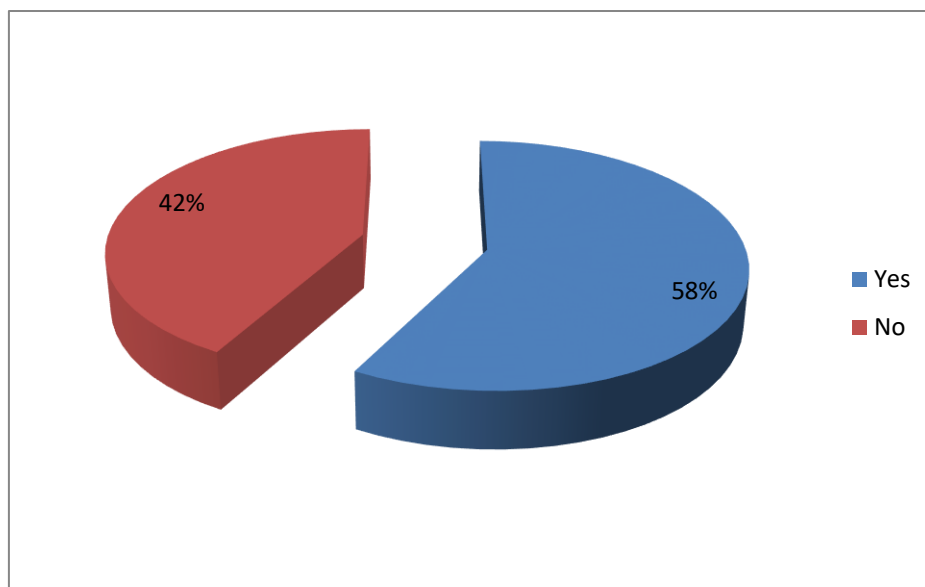


Figure 23 Teachers' Opinions about Plagiarism by their Students

This question's aim is to know from the teachers whether their students tend to plagiarize or not. As we see in the figure above, (58%) stated that "Yes" their students tend to plagiarize which depicts the majority of them although; the remaining (42%) who declared "No" are a considerable portion too. Such contradictions in the findings may be traced to the differing practices of teachers: while some teachers insist on avoiding plagiarism and insuring punishing students who plagiarized when giving them assignments, some other teachers might only occasionally mention it and rarely punish it, if ever.

If yes, how often?

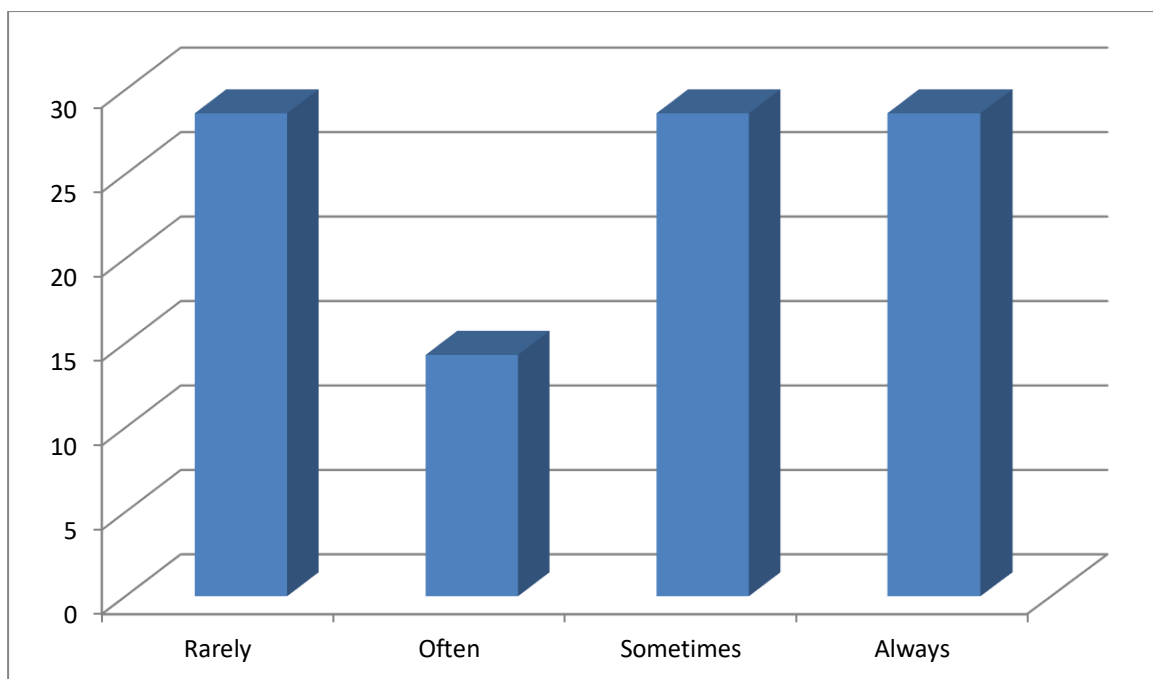


Figure 24 Teachers' Opinions about Plagiarism by their Students

This question is a follow up to the previous one and it addresses the teachers who answered by “Yes” to clarify how often their students plagiarize. As shows in the figures above (28, 6%) indicated that the students rarely plagiarize, (14,3%) claimed that students often plagiarize. However, the graph demonstrates that (28, 6%) sometimes plagiarize and (28,6%) always plagiarize. This confirms that students still plagiarize even though they are aware about plagiarism.

Q4: If you find one of your students plagiarizing, how would you react in this situation?

Such open-ended question was directed to the participants to determine how teachers would react when their students plagiarize, and what ways of punishments they use to make their students avoid plagiarism. Teachers use different types of punishments according to the

degree of the act. Some teachers use strict punishments like, repeating the whole work, getting a lower grade, or giving them zero which indicates that teachers take plagiarism as a serious problem. Such strict punishments may help some students more to be aware of the seriousness of the act of plagiarism. Although, other teachers use more tolerated punishments for instance, giving them another chance, explaining and guiding them to use their words to paraphrase and summarize, and advice them. This reveals that teachers did not consider plagiarism as a harmful issue that students faced and this lead to decrease students' awareness toward plagiarism.

Q5: What are the different techniques you use to teach your students to avoid plagiarism?

By raising this question, we aim to investigate the various techniques used by teachers to teach students to avoid plagiarism. The vast majority of them agree on the following: using summarizing, paraphrasing, quoting, and citation, provide them with resources, improve their writing skill. Which shows that teachers teaching different techniques that might help students to avoid plagiarism in order to awake their awareness of plagiarism.

Q6 : Do you use plagiarism detection software?

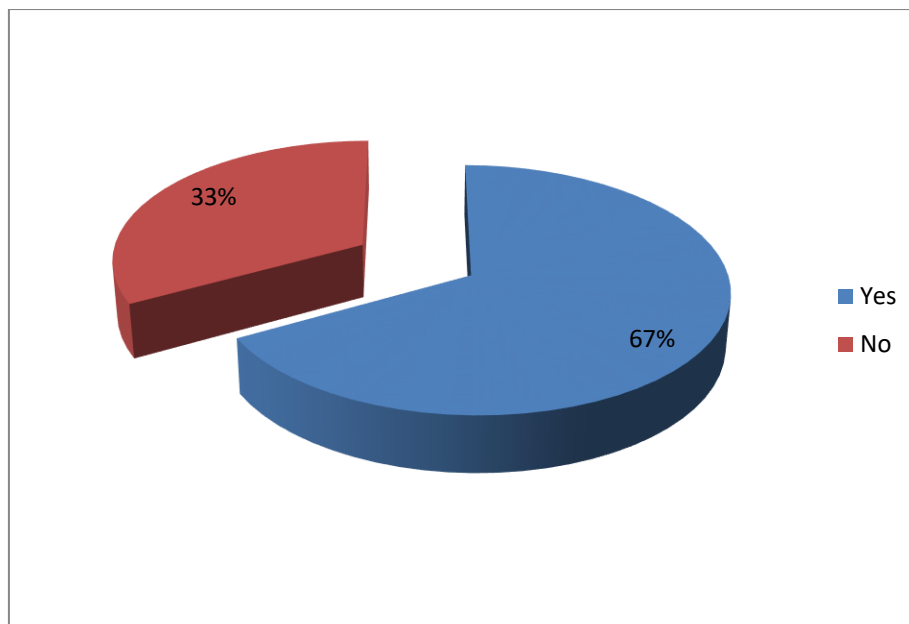


Figure 25 The Use of Plagiarism Checkers by the Teachers

This question focuses on whether the teachers use plagiarism checkers when they assess their students' work or not. As illustrates in the figure most of them responded with "Yes" (67%). This demonstrates that teachers consider it as the easiest way to check for plagiarism. Whereas (33%) of them responded with "No" which reveals that teachers rely on others methods for checking plagiarism.

Part 3: Awareness and attitudes towards plagiarism

Q1: Do you think that your students are aware of the notion of plagiarism?

If yes, to what extent?

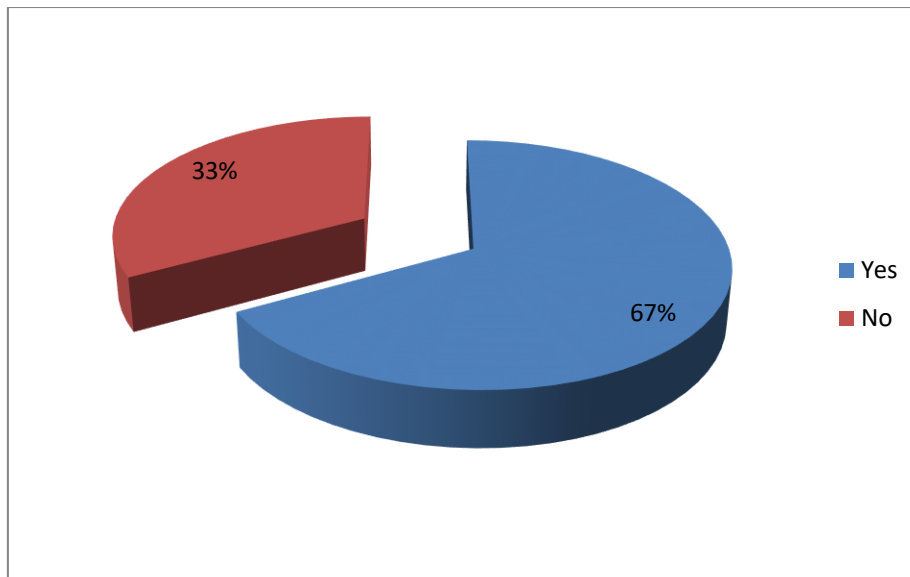


Figure 26 Students' Awareness According to the Teachers

These two parts questions are designed to enable us to see the awareness of students from teachers' perspectives. The first part of the question is to describe how the teachers think about their students and whether they are aware of plagiarism or not. Whereas the second part is specified to the teachers who said yes only in order to see to what extent their students are aware.

The graph reveals that eight teachers responded with "Yes" (67%) which indicates that their students are aware of the notion. The rest four teachers answered "No" (33%) that their students are not aware. In addition, for those who answered yes give us some clear statements to justify to what extent their awareness for instance, teachers admit that it is not a great one, it is average, students know the term but do not know how to avoid it, and students know what it is but they ignore it. The results indicate that students are aware but this awareness is not apparent.

Q2: When you give your students assignments, do they cite the references or sources used?

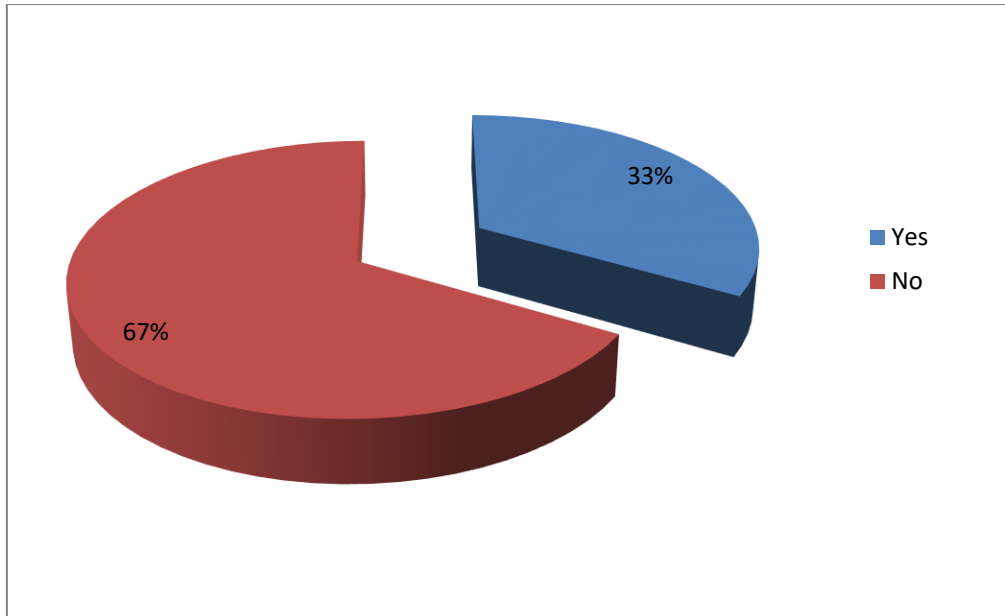


Figure 27 Students' Citation from Teachers Perspective

Concerning this question, is aiming to investigate the frequency of citation when teachers give students assignment. The figure above demonstrates that (33%) said "Yes" their students cite when they use others work. This results reveal that students have a negative attitude toward plagiarism. But the majority of the sample (67%) responded with "No" they don't use citation which confirm that students have lack of citation skill.

Q3: Do you believe that your students have enough information about techniques used to avoid plagiarism?

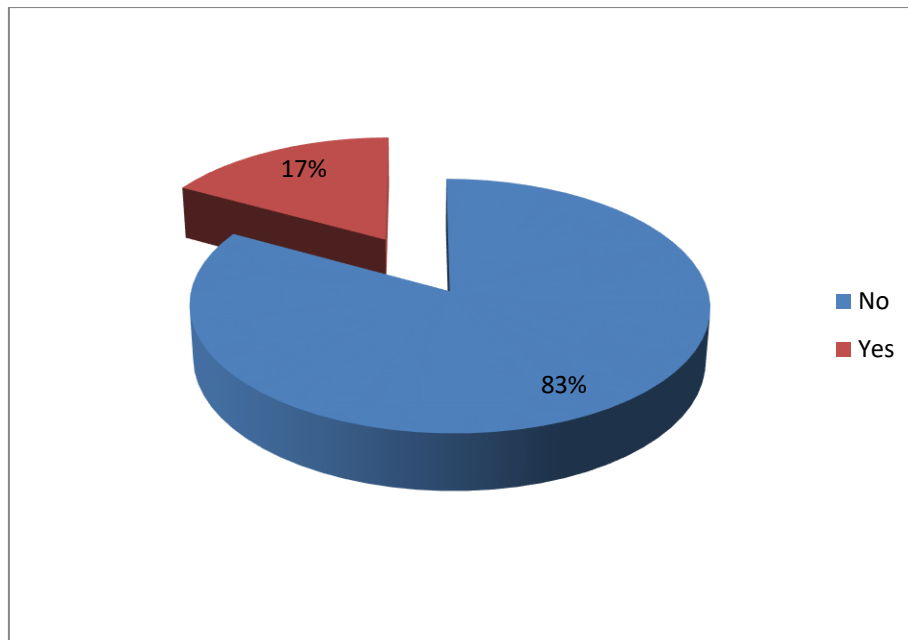


Figure 28 Teachers' Views about Students' Prevention of Plagiarism

This question is asked to know if students have enough information and techniques to avoid plagiarism from teachers' perspective. The data demonstrates that ten teachers (**83%**) said No they don't have enough information. This reflects that students are aware about plagiarism and techniques used to avoid it but they ignore them. Two teachers (**17%**) said yes they have enough techniques which prevent them from plagiarizing which shows students' awareness toward using techniques to avoid it.

Q4: In your opinion, what are the main solutions to reduce plagiarism?

This open-ended question is suggested for teachers to give us their ideas and opinions about ways to reduce the notion of plagiarism and avoid it. Most of them saw that raising students' awareness about plagiarism by explaining consequences and causes, as well as simplifying their teaching techniques about how to avoid it. While some of them believed to teaching students how to write by giving them activities about the writing skill or reading skill.

2.2.3. Discussion of the Main Findings

The purpose of this study is to investigate students' attitudes and awareness toward plagiarism. The findings of this research are drawn from the students' questionnaire analysis and teachers' questionnaire analysis which allow us to know their awareness and attitudes toward the notion.

After analyzing the students' questionnaire, the results indicate that they are familiar and aware of plagiarism, all of them referred to it as stealing someone work and using it as one's own; this reveal their awareness of plagiarism. Furthermore, the results show that laziness is the major factor behind students' plagiarizing. Moreover, the results show that the repetition of the work is often the main consequence of plagiarism. Similarly, the analysis of teachers' questionnaire demonstrates that laziness is the main cause of plagiarism, and the possible consequence is the fact that the students work will be repeated.

Based on the students' questionnaire analysis, students admitted that they have enough information that might prevent them from plagiarism. Moreover, regarding referencing and citing, the results demonstrate that most of them referred to others' work while writing their assignments by giving credit to each work. This might reflect their awareness of plagiarism and their negative attitude toward taking others' works without credit. Besides, they expressed their negative attitude toward plagiarism by considering it as an unacceptable act. However, from the teachers' questionnaire analysis, the results indicate that students are aware of plagiarism yet this awareness is not fruitful since they still plagiarize. In contrast to the students' claims, the teachers' questionnaire results demonstrate that students do not cite sources when they use others' work due to laziness or lack of time , and do not have enough information that prevent them from plagiarizing.

2.3. Limitations of the study

Several limitations are confronted during the completion of the research. Some teachers didn't allow us to access the classroom to distribute the questionnaires, so, we handed it in at the end of the session or outside the classroom, which is a difficult situation. Additionally, students neglected the open-ended questions, and most of them refused to answer them. Moreover, most teachers didn't answer the questionnaire that we sent via mail.

2.4. Pedagogical Recommendations

Based on the findings of the research, we suggest some recommendations to the students and teachers.

2.4.1. Recommendations for Teachers and Researchers

Teachers, of course, play a vital role that help students to avoid plagiarism. This can be achieved through:

- The use of strict punishment,
- Teaching them the main techniques to avoid plagiarism like summarizing, paraphrasing, quoting, and citing,
- Supporting and motivating students to use their original words and ideas,
- Raising students' awareness toward plagiarism,
- Using different research means such as: Experiments, tests..., and
- Using modern plagiarism checking applications and programs.

2.4.2. Recommendations for Students

Many students do not know what is really meant by the notion of plagiarism. To raise the awareness of students and their consciousness about plagiarism and make them avoid it, we suggest:

- The need to practise quoting, paraphrasing , and summarizing,
- The use of online free plagiarism checkers before submitting any assignment,
- The use of one's own ideas, and words like writing your personal experiences,
- Avoiding writing everything that is difficult to understand, and
- Learning more about how to cite and reference others' work.

Conclusion

This chapter presented the analysis of the collected data, which is gathered through two instruments to examine the university students' awareness and attitudes toward plagiarism. Based on an analysis of the students' questionnaire, the results showed that second year EFL students are aware of plagiarism and the majority of them know what it is. Besides, they have a negative attitude toward it. Most students stressed that plagiarism is an unacceptable act. Additionally, the analysis of the teachers' questionnaire reveals that students are aware of plagiarism, but this awareness is not apparent because they do not know how to avoid it. Also, they have a positive attitude toward it since they still plagiarize i.e. they do it intentionally despite their awareness of it.

General Conclusion

Plagiarism is one of the academic obstacles that EFL students face during their learning process. During this research work, an attempt was made to investigate the awareness and attitudes of second year EFL students toward plagiarism.

The research comprises two main chapters; the first one covered the theoretical part which consisted of two sections. On the one hand, the first section attempts to describe and familiarised the seriousness of plagiarism. On the other hand, the second section sheds light on presenting the two concepts: attitude and awareness. The second chapter of this dissertation attempts to cover the practical part of the research. It is composed of two parts: the first one is devoted to the description of the sample and the population, the research tools, in addition to the description of students' and teachers' questionnaires; the second part is devoted to the analysis and the discussion of the main findings of both questionnaires. In addition, it suggests some limitations and pedagogical recommendations.

To answer the research questions, two questionnaires are used: a students' questionnaire which is addressed to seventy second year university students and a teachers' questionnaire which is addressed to twelve teachers from the department of English at Mila University Centre.

The first results for this investigation provide two opposing views revealed by students and teachers. On the one hand, second year EFL students claim an awareness of the concept of plagiarism and having a negative attitude toward it so that they do not want to commit it. In the same vein, the teachers' questionnaire analysis reveals that students are aware of plagiarism yet they ignore it, as well as they still commit due to many factors such as laziness, lack of time; this indicates that students do it intentionally.

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Appendices

Appendix A

The Students' Questionnaire

Dear Students,

This questionnaire is part of a research for the realization of Master Degree in Language Sciences and Didactics of Language entitled "Students' Attitudes and awareness towards plagiarism". We would be grateful if you could answer these questions to help us to fulfill our research. Thank you in advance for your collaboration.

Please , tick the choice that corresponds to your answer or make a full statement when it is require.

PART 1: GENERAL INFORMATION

Q1- what is your gender?

a. Male

b. Female

Q2- How long have you been studying the English language?

a. 2 years

b. 3 years

c. More...

PART 2: Plagiarism

Q1- Have you ever heard about the word Plagiarism?

a. Yes

b. No

Q2- Do you have any idea what is meant by plagiarism?

a. Yes

b. No

If yes, Explain it, please

.....

Q 3-In your opinion, why do students tend to plagiarize?

- a. Laziness
- b. lack of skill in citing and referencing material
- c. To obtain high-grade
- d. Lack of time
- e. Others

Q4-Do you believe that you have enough information that prevent you from plagiarizing?

a. Yes

b. No

Q5- Do you support using plagiarism checkers?

a. Yes

b. No

Q6- Have you ever used detection software before sending a university assignment?

a. Strongly agree

b. Agree

c. Disagree

d . Strongly disagree

PART 3: : Awareness and Attitudes Toward Plagiarism

Q1- Do you have any difficulties with writing assignments?

a. Yes

b. No

Q2 - How often do you use the net for a university written work?

a. Never

- b . Sometimes
- c. Often
- d. Usually

Q3- What resources do you usually use when writing?

- a. Dissertations
- b. Books
- c. Articles
- d. Net

Q 4- When you use them, how often do you reference them?

- a. Never
- b . Sometimes
- c . Often
- d. Usually

Q5- How do you consider plagiarism?

- a . Acceptable
- b. Non-acceptable

Q6- Do you use other works when writing your assignment?

- a. Yes
- b. No

Q7- If yes, did you cite the source?

- a. Yes
- b. No

Q8- Do you know ways and techniques for avoiding plagiarism?

- a. Yes
- b . No

If yes, please mention one of them

.....

Q9 - Do you think that your teacher uses plagiarism checkers?

a. Yes

b. No

Q10 - According to you, what would happen to a student when committing plagiarism?

a. Get zero

b. Repeat the work

c. Fail the module

d. No action would be happen

Q 11 – Do you consider plagiarism a crime?

a. Yes

b. No

Please justify your answer

.....
.....

Thank you for your collaboration

Appendix B

The Teachers' Questionnaire

Dear Teachers,

This questionnaire is part of our research work to accomplish a Master's Degree in Language Sciences and Didactics of Language, entitled "Students' Attitudes and awareness towards plagiarism." We would be grateful if you could answer these questions to help us to fulfill our research. Thank you in advance for your collaboration.

Please, tick the choice that corresponds to your answer or make a statement when is required.

Part 1: Background information

Q1: What is your educational grade?

- a Licence
- b Master
- c Magister
- d Doctorate

Q2: How long have you been teaching English?

.....

Part 2: Plagiarism

Q1: How would you describe plagiarism?

.....
.....

Q2: According to you, what are the main factors that lead students to plagiarize?

.....
.....

Q3: In your opinion, what are the consequences of plagiarism?

.....
.....

Q4: Did your students tend to plagiarize?

- a Yes
-

b No

If yes, how often?

.....

Q5: If you find one of your students plagiarise, how would you act in this situation?

.....
.....

Q6: What are the different techniques you used to teach your students to avoid plagiarism?

.....
.....

Q7: Do you use plagiarism detection software?

a Yes

b No

Part 3: Awareness and Attitudes Toward Plagiarism

Q1: Do you think that your students are aware of the notion of plagiarism?

a Yes

b No

If yes, to what extent?

.....
.....

Q2: When you give your students assignments, do they cite the references or sources used?

a Yes

b No

Q3: Do you believe that your students have enough information about techniques used to avoid plagiarism?

a Yes

b No

Q4: In your opinion, what are the solutions to reduce plagiarism?

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

Thank you for your collaboration

ملخص

يهدف هذا البحث إلى دراسة موقف ووعي طلبة اللغة الإنجليزية كلغة أجنبية في جامعة عبد الحفيظ بالصوف بميلة حول السرقة العلمية. حيث تتطرق هذه الدراسة لوصف الأسباب الكامنة وراءها وعواقبها. علاوة على ذلك، تم اقتراح مجموعة من التقنيات حول كيفية تجنبها، وللوصول إلى نتيجة تم طرح أسئلة البحث التالية: هل طلبة السنة الثانية لغة إنجليزية كلغة أجنبية على وعي السرقة الأدبية؟ وما هي مواقفهم اتجاهها؟ بصدد الإجابة على هذه الأسئلة، وزع استبيان على 70 طالبًا من طلبة السنة الثانية لغة إنجليزية على مستوى قسم اللغات الأجنبية في جامعة ميلة، بالإضافة إلى استبيان آخر وزع على 12 أستاذًا من قسم اللغات الأجنبية بجامعة ميلة. تشير أهم النتائج المترتبة عن البحث إلى أن الطلبة لديهم موقفًا سلبيًا تجاه السرقة العلمية كما أنهم على دراية بمفهوم السرقة العلمية كنوع من النزاهة الأكاديمية لكنهم ليسوا على دراية بكيفية تجنبها لأنهم لازالوا يرتكبونها وهذا راجع لعدة أسباب من بينها التكاسل.

الكلمات المفتاحية: السرقة العلمية. الوعي. الموقف. موقفًا سلبيًا. التكاسل.

Resumé

La présente étude vise à enquêter sur les attitudes et la sensibilisation des étudiants EFL envers le plagiat à l'Université de Mila. De plus, cette étude tente de décrire les causes sous-jacentes et ses conséquences du plagiat. Pour cela, il est suggéré un ensemble de techniques sur la façon de le réduire et de le prévenir. Donc, les questions de recherche sont : Dans quelle mesure les étudiants EFL de deuxième année sont-ils conscients du plagiat ? Et quelles sont leurs attitudes envers le plagiat ? Afin de répondre à ces questions, nous avons fait un questionnaire pour 70 étudiants de l'Université de Mila, et un autre questionnaire a été distribué à 12 enseignants du département de langue étrangère de l'Université de Mila. Les résultats indiquent que les étudiants sont conscients du plagiat en tant que type d'intégrité académique, mais ne savent pas comment l'éviter, ils le font encore pour un certain raison, y compris la paresse.

Les mots clés : Plagiat. Les attitudes. La sensibilisation. Une attitude négative. la paresse.