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Department of English Language and Literature

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Applied Linguistics

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**The Influence of the Use of Information and Communication Technology on the
Prevalence of Plagiarism**

The Case of Second-Year Master Students of English at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements
for the Master's Degree in Sciences of the Language

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Declaration

I, Aicha Ouazine, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

Certified: Master student, Section of English.

Signature

Dedication

I dedicate this work

To my dear supervisor Mrs. Moussaoui, Nadjet, and every single teacher who inspired me, and made my learning journey a wonderful experience.

To the person I love the most, my lovely mom

To the soul of my dear father may Allah grant him paradise.

To my sweet sisters and brothers

To my lovely aunts: Souad and Noura

To the souls of my dearest uncles: Hamid and Salim

To my Cherifa, my Nesrin, my Samia, and all my wonderful friends:

Aya, Syrín, Hafssa, Ahlam, Rihana, Rania, Rim, Hicham, Mohamed,

Ayman, Mohamed Rafik, Chikara San, and Aito San.

To All Wonderful People I Know.

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Abstract

Plagiarism has been widely talked about due to the dangerous effects it has on the scientific domain. Information and Communication Technology ICT has many uses in the field academic research. The current study attempts to explore the influence of the use of ICT by students on the prevalence of plagiarism. The researcher opts for the exploratory research design as it is the most appropriate one to understand the phenomenon deeply. The Targeted population was second year Master students of English at Mohamed Khaider University of Biskra, to whom a semi-structured questionnaire was administered in order to understand how much they are aware of plagiarism, and their attitude towards using information and communication technology as a tool to plagiarize or as a tool to avoid the problem. The finding revealed that the use of ICT helped in increasing the problem of plagiarism as the number of students engaged in ICT based plagiarism is higher than the number of the ones engaged in the traditional forms of plagiarism; however, most students think ICT can be applied to fight plagiarism too. Whether the use of ICT makes plagiarism more prevalent or less prevalent is something determined by students' intention and awareness of plagiarism.

Key words: plagiarism, ICT use, cyber plagiarism, ICT based plagiarism, plagiarism detection softwares, Reference management softwares, prevalence.

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List of Acronyms and Abbreviations

ICT: Information and Communication Technology

RMs: Reference Management Softwares

EFL: English as Foreign Language

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General Introduction:

1. Background of the Study:

Since the advent of Technology, different aspects of people's lives have changed. Things are made easier than ever before. With applications in Medicine, transportation, communication, education and scientific research, technology is unseparable part of our modern life; continuously developing and continuously reshaping what we do and how we do it. Information and Communication Technology (ICT) is a type of technology that includes a set of devices and networks used in storing, processing, and communicating information. Like other forms of technology, IC is meant to make our lives easier. The academic domain has benefited from the use of ICT.

Being a member in the academic community, teachers and students as well have concerns over the increasing problem of plagiarism due to its serious consequences; hence the research on how to stop it or at least decrease it is continuous.

2. Statement of the Problem:

Plagiarism which can be defined as intellectual property theft is a burning problem in the academic world. Intentionally or unintentionally, novice researchers can commit plagiarism risking the quality of their dissertations or even get their dissertations rejected.

Implemented in scientific research, Information and Communication Technology ICT has made things easier for researchers thanks to the smooth accessibility to resources.

This research project is to explore the influence made by the use of ICT on the prevalence of plagiarism.

3. Research Questions:

- 1) To what extent do students understand plagiarism?
- 2) Does the use of ICT contribute to the increase of plagiarism?
- 3) How can ICT be used to prevent the problem?

4. Aims of the Study:

The main objective of this study is to explore the influence of the use Information and Communication Technology (ICT) on the prevalence of plagiarism in EFL Students assignments. It also aims at knowing how students see plagiarism, in addition to understanding how ICT Use contributes to the increase of plagiarism, and how it can be avoided using ICT.

5. Significance of the Study:

The results obtained from this study would help to understand the various ways in which ICT is used to plagiarize, and the reasons leading to that, so that appropriate procedures can be done. Also, the results would help in understanding how ICT can be used to prevent plagiarism and whether it is effective or not.

6. Methodology:**6.1 Research Approach:**

The present research requires an exploratory research design which is the appropriate one to deeply understand the phenomenon being studied. It aims to find out how ICT use influences plagiarism.

6.2 Population and Sampling:

The population of this study is master two students from both specialties: Science of the Language and Literature and Civilization at Mohamed Kheider University of Biskra

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since they are in their final year with more experience of assignments than the other grades, and since they are dealing with research papers. The total population is (N=277). The Sampling type is voluntary response sampling. The researcher posted a questionnaire online and (n=45) voluntarily answered it. The choice of this type of sampling is due to the sensitive nature of the topic. The questions require a self-reported plagiarism answers, so when students voluntarily choose to answer. The researcher can ensure that they are not lying. In addition, members of the sample are second year Master students who are not available because they have other commitments.

6.3 Data Collection Tools:

In order to answer the research questions, a semi-structured questionnaire for students was posted in Face book group of Master two Students.

7. Structure of the Thesis:

This Thesis is divided into three chapters: the first two chapters are devoted to theoretical background, and the third chapter is the fieldwork. The first chapter provides a literature review on the variable of plagiarism and the second chapter contains information about ICT and its uses.

Chapter one: Plagiarism

Introduction

In this chapter, the research reviews the literature related to the topic of plagiarism. The Origins of the word along with different definitions by researchers and academic institutions are provided to ensure the readers understand what is meant by plagiarism. Then, the Researcher presents the various types of plagiarism including unconscious, deliberate, unintentional plagiarism among others. After that, reasons that push students to plagiarize are discussed. In addition to the causes, consequences of plagiarism are thoroughly reviewed. Finally, strategies to avoid plagiarism are provided.

1.1.Origins and Etymology

Park (2003) stated that duplicating others' writings is perhaps as old as writing itself, hence the phenomenon of Plagiarism is not a recent occurrence, although it was kept hidden from public view until the advent of mass-produced writing.

Etymologically speaking the Latin word *plagiarius*, which means "kidnapper" is the origin of the word Plagiarize (and plagiarism). *Plagiarius*, which comes from the Latin *plaga* ("a net used by hunters to catch animals"), was extended in Latin to include someone who stole another's words rather than their children. When plagiarism was initially introduced to English in the form *plagiary*, it retained its original meaning of kidnapping, which has since become obsolete. (Merriam-Webster, n.d.)

Yet the first usage of the word as its common meaning (Literary Theft), identified in Oxford English Dictionary, was By Ben Johnson in 1621. (Mallon, 1989,p.6).

Clarke (2006) discussed plagiarism in different domains including: journalism, creative literature, entertainment, music and Academia. This research is concerned with plagiarism in academia, hence definitions by different Academic institutions and scholars will be provided.

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Stanford University's definition of plagiarism is "use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form" (Stanford University, n.d.)

Yale University describes plagiarism as:

The use of another's work, words, or ideas without attribution. The word "plagiarism" comes from the Latin word for "kidnapper" and is considered a form of theft, a breach of honesty in the academic community. Plagiarizers suffer serious consequences in Yale College—including suspension or expulsion from school. (Yale University, n.d.)

The U.S Naval Academy libraries state that plagiarism "involves both stealing someone else's work and lying about it afterward" (U.S Naval Academy, n.d.)

Ober, Simon and Elson define plagiarism as "authoring ideas or words produced by someone else or from one's own previous publications and attempting to publish such work without properly citing the original author and publication"(Ober, Simon &Elson,2013,p.1)

Oxford University states that:

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. (Oxford University, n.d.)

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Cambridge University's statement on plagiarism reports that plagiarism means "using someone else's ideas, words, data, or other material produced by them without acknowledgement" (Cambridge University, 2019)

To sum up, there are many definitions of plagiarism, each has a different point from the other, but there is a consensus among all researchers and institutions that plagiarism means using other people's work with an absence of attribution.

1.2.Types of Plagiarism

There may types of plagiarism presented by different scholars, websites and universities. The following are the most common types:

1.2.1. Unconscious Plagiarism

According to Roig, unconscious plagiarism, also known as cryptomnesia:

Takes place when an author generates an idea that s/he believes to be original, but which in reality had been encountered at an earlier time. Given the free and frequent exchange of ideas in science and other scholarly disciplines, it is not unreasonable to expect instances in which earlier exposure to an idea that lies dormant in someone's unconscious emerges into consciousness at a later point, but in a context different from the one in which the idea had originally occurred.(Roig, 2006,p.5)

After reviewing the literature, Traniello & Bakker also discussed the phenomenon unconscious plagiarism "Unconscious plagiarism may occur when individuals make mistakes distinguishing their response from the response of others due to psychological errors involved in source recall" (Traniello&Bakker,2016,p.1790)

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This form of plagiarism is quite related to psychology. Even if they do not want to plagiarize, one may not know that they are actually plagiarizing, and hence they could be accused of an unconscious guilt.

1.2.2. Accidental plagiarism

Also known as unintentional plagiarism, Washington State University defines accidental plagiarism as:

The accidental appropriation of the ideas and materials of others due to a lack of understanding of the conventions of citation and documentation. Misuse of sources might include a lack of understanding of paraphrasing, not being clear about the parameters of common knowledge, and/or the statute of limitations on the attribution of ideas”. (Washington State University, n.d.-c)

It also pointed that “The misuse of sources can be the result of ignorance or laziness, but is not the result of a desire to cheat”

Despite the fact that there some students who plagiarize unintentionally, most universities still consider it plagiarism and take actions towards it.

1.2.3. Deliberate plagiarism:

A wide-spread type of plagiarism is deliberate plagiarism or intentional plagiarism which can be defined as the pretense to own another’s academic property. It occurs when someone tries to pass off someone else’s work as their own with a clear intent to deceive the scientific community. (Scan My Essay, 2021)

1.2.4. Complete Plagiarism:

Complete plagiarism also called global plagiarism. This type Occurs when “a person completely copies someone else’s work such as a research paper, article, image, etc., and represents it as their own work” (GeeksforGeeks, 2021)

Universities consider complete plagiarism a clear defiance; hence students who committed it would be severely penalized.

1.2.5. Direct Plagiarism

Another type of plagiarism, also called Verbatim Plagiarism, word for word Plagiarism, and copy-past plagiarism. Enago Academy states that this type:

Occurs when an author copies the text of another author, word for word, without the use of quotation marks or attribution, thus passing it as his or her own. In that way, it is like complete plagiarism, but it refers to sections (rather than all) of another paper. (Enago Academy, 2022)

This type is considered as an intentional form of plagiarism, and it is penalized accordingly.

1.2.6. Self-plagiarism

Self Plagiarism which is also known as Auto Plagiarism. Turnitin provides a definition for it as being

A type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Writers often maintain that because they are the authors, they can use the work again as they wish; they can't really plagiarize themselves because they are not taking any words or ideas from someone else. But while the discussion continues on whether self-

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plagiarism is possible, the ethical issue of self-plagiarism is significant, especially because self-plagiarism can infringe upon a publisher's copyright. (Turnitin, 2022)

Streefkerk (2022) explained that self-plagiarism as the submission of one's own already-credited work as a new one. This can include reuse of one's data, ideas or handing over one's own previous paper for new grade without permission and / or without properly citing the origin.

1.2.7. Source-based Plagiarism:

Source-based Plagiarism is another form of plagiarism. Kramer (2022) stated that:

The writer might cite their sources correctly but present the sources in a misleading way. For example, the writer might reference a secondary source in their work but only credit the primary source from which that secondary source is derived. Other examples include citing an incorrect source and even making up sources.

Citing a source is the most important step in academic writing, therefore it should be given full attention in order to avoid plagiarism.

1.2.8. Mosaic Plagiarism

Mosaic Plagiarism also called patch writing. Malnik (2022) explained that:

With this type of plagiarism, the work of someone else is simply paraphrased without proper citation. It's often difficult to detect because the plagiarized material is interwoven with many different sources, including the writer's own ideas and perspective. This type of paraphrasing can be done from one or several sources. The writer may try to change up the sentence structure or use synonyms to make it seem original. However, taking the idea of another piece is still plagiarism, even if the words are switched up a bit and intermingled with original thought.

Detecting this type of plagiarism can be a bit challenging.

1.2.9. Collusion:

Also known as contribution or collaboration plagiarism, Oxford University explained that: “This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects” (Oxford University, n.d.)

1.2.10. Hired Plagiarism:

This form of plagiarism, as explained by Plagiarism Today (2012), hired plagiarism is mainly about someone hiring someone else to do the work instead of them or buying assignments. Students opt for this type due to laziness or because they want a high-quality work which, in contrast to other types of plagiarism, cannot be detected.

We can say that this type is difficult to be detected because it’s an original work of a professional writer submitted by another one as their own.

1.2.11. Paraphrasing Plagiarism

Paraphrasing is one of the strategies of academic writing, yet it can be a form of plagiarism when it is used the wrong way. Scribbr (2021) explains that if someone rewrites a text using words of their own without due acknowledgement to the original writer, then it is plagiarism. Also, paraphrasing becomes a plagiarism even with citation of the original source in case the paraphrase is not different enough from the original text.

1.2.12. Translation Plagiarism

It is another form of plagiarism that is based on translation. According to Fox (2018), translation plagiarism occurs when someone translates someone else’s content and pretends that it is their own. This type of plagiarism is difficult for plagiarism checking software to detect because of the variety of possibilities a text can be translated to. He also pointed to a new way of translation plagiarism which he called “Back Translation” in

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which the student translates a text into another language then retranslates it into the first one.

1.2.13. Style Plagiarism:

According to Unicheck (2015) style plagiarism occurs when someone follows the same steps of reasoning used in the original source. Even if they use their own words, following the same style is considered plagiarism.

1.2.14. Metaphor Plagiarism

Metaphor plagiarism is also a form of plagiarism students may face some difficulties in avoiding it. According to Nagpal et al. (n.d.):

Metaphors are used either to make an idea clearer or give the reader an analogy that touches the senses or emotions better than a plain description of the object or process. Metaphors, then, are an important part of an author's creative style.

Using the same Metaphors used by someone else without citing them is considered plagiarism.

Many researchers have presented different topologies for plagiarism. For instance, Weber-Wulff (2014) cited in (NURUL HAYATI, 2020) categorized plagiarism into: mosaic, structural, copy and paste, shake-and-paste, disguised, self and translation plagiarism. Also, Morrison (2015) as cited in (Darmayanti et al., 2018) classifies plagiarism into two main forms which are unintentional plagiarism and intentional plagiarism which includes style, word, author, Metaphor, structure, and self-plagiarism.

The researcher believes that knowing the different types of plagiarism is fundamental because it helps students to avoid them.

1.3. Reasons Behind Plagiarism:

A study by Murtaza et al. (2013) on Pakistani Universities revealed that most university students did not know about plagiarism policies at their institutions, and only

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few of them were aware of those rules and what the penalties for plagiarizing are. In addition, students who proved guilty thought that plagiarism is not a big deal, and there should be no penalties for it. The study also pointed that students are likely to plagiarize because they want to get good grades, and when they have to submit their assignments on time.

Erkaya (2009) found that lack of motivation on conducting a research project can be one the reasons behind plagiarism, especially when the topic is imposed by the teacher not chosen by the student.

A study by Marchall and Garry (2005) cited in (Matsebatlela & Kuhudza, 2018) revealed that students knew that Duplicating others' work without proper acknowledgement is considered as plagiarism, yet they were unsure about the correct way of Referencing.

According to Abasi, Akbari and Graves (2006) as cited in (Matsebatlela & Kuhudza, 2018) students may unintentionally plagiarize because they do not consider themselves to be researchers who must significantly contribute to knowledge. Moreover, Akbult et AL 2008 as cited in (Matsebatlela & Kuhudza, 2018) stated that students think that the main objective of writing is the extensive use of citations, quotes and patch work, whereas their personal contributions is thought to be of minor importance.

Zarfsaz and Ahmadi (2017) stated that the reasons for plagiarism in EFL context are: poor command of the language, unawareness of plagiarism, in addition to fear of failure and laziness.

Mahabeer and Pirtheepal (2019) Stated that personal ambitions and desires can be a motive for plagiarizing, and that students may plagiarize because they think that getting away with it is easy since Universities do not track it.

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Traniello and Bakker stated that people may plagiarize to gain more money, time, or social status:

Individuals may benefit either financially or socially (or both) by misrepresenting the work of another as one's own if it leads to more articles appearing in the literature, reduces time to publication, or has other career enhancements. (Traniello & Bakker, 2016)

Zaman et al. stated that students' tendency to plagiarize is triggered by their poor academic skills:

Critical thinking may be applied in referencing as well as rephrasing the original contents with credits, and tendency of plagiarizing by students in a way of presenting other works as their own is caused by failure in improving and applying integral questioning skills that is essential for university students. (Zaman et al., 2020b)

After reviewing the related literature, Park (2003) comes up with a list of possible reasons for the spread of plagiarism among students as follows:

1. A genuine deficiency of comprehension: Students may commit unintentional plagiarism if they are unfamiliar with the correct referencing, citing, paraphrasing and quoting techniques, and/or because they are unsure about how to write something using words of their own, and what the term "common knowledge" mean
2. Gaining efficiency: Plagiarism is used by students to improve their grades.

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3. Time management: Students can commit plagiarism because of poor time management with pressure from family commitments, work, devotion to sport and performing activities in college, and other social life aspects.
4. Personal values: Some students may find it pointless to not plagiarize. Or they commit it due to a desire to feel good, a belief that short cuts are smart and passable, or due to peer pressure.
5. Defiance: Plagiarism, for some students, is a concrete demonstration to dissent and disrespect for authorities, and they may consider it to be neither a difficult nor a serious thing.
6. Denial or neutralization: A Student may try to convince him/herself that s/he is not cheating or justify it by blaming others.
7. Temptation and opportunity: The relative ease and quickness of access to knowledge via internet makes it temptation for students to plagiarize by
8. Lack of deterrence: Some students may think that plagiarism is beneficial more than it is risky.
9. Attitudes of students toward the class and the teacher.

Devlin and Gray (2007) presented eight categories of responses on the reasons for plagiarism:

- Inadequate admission criteria. In some universities, students can buy a place even if they do not fulfill the entry requirements, thus those students would opt for plagiarism because they are of poor level.
- Lack of understanding of plagiarism. Students' poor understanding of the nature of plagiarism can result in committing it.

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- Poor Academic skills: students' poor skills of Referencing and academic writing addition to students' poor management of time including procrastination can cause plagiarism.
- Teaching/learning issues. Students can plagiarize because of their poor understanding of the subject matter and/or the amount of assignments with regard to timing.
- Laziness/convenience. One of the causes for plagiarism is the simplicity with which it is possible to plagiarize and students' apparent reluctance to refuse possibilities
- Pride in plagiarizing. Some students plagiarize just because they enjoy it. They feel smart when they take the easier way. Others feel proud when helping other students to copy their work.
- Pressures. Plagiarism can result from different kinds of pressure student's face including time pressure, pressure from their families, and pressure from the surroundings.
- Education costs. Some Students can plagiarize because they cannot afford failure after spending too much money to join a course, and because it is expensive to retake it in case they fail. Others are just too rich, therefore they would prefer to pay for plagiarism rather than do an original work.

To sum up, researchers presented many reasons for plagiarism including: lack of time, laziness, lack of understanding of plagiarism, poor academic skills, competition for jobs and grades, the use of internet (further discussed in the second chapter), lack of deterrence, in addition to others.

1.4. Consequence of Plagiarism:

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Traniello and Bakker discussed the bad consequences plagiarist would suffer from if caught plagiarizing:

Plagiarism has serious consequences. Editors may refuse to evaluate future submission from authors that have violated ethical standards. If an article has been published online, an erratum may be placed with the article, or in severe cases, the article may be retracted. The author's institution may be informed. Integrity can be compromised and reputation negatively impacted. (Traniello & Bakker, 2016)

Newton (2016) as cited in (Traniello & Bakker, 2016) stated that behaviors towards plagiarism carried by academics who simultaneously teach and mentor students can have an impact on education, potentially providing an impression of acceptance. Novice researchers may model inappropriate standards. Plagiarism and the assumption that duplicating is a minor infraction may have their origins in undergraduate education.

Stearns (1992) cited in (Traniello & Bakker, 2016) said that: "Wrongful copying in literature or academia is called plagiarism by writers and scholars and copyright infringement by lawyers and judges"

1.4.1. Losing Trust

In an article on the web about the causes and the effects of plagiarism, the author stated that plagiarists risk losing their teachers and classmates trust and respect which would affect their learning experience. (editor, 2019)

1.4.2. Plagiarism Infringes Authors' Future Rights

According to a web article (The Ten Consequences of Plagiarism – Responsible Academia, n.d.) Authors can be victims of plagiarism ending up losing their future rights:

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When original ideas are stolen from an author, not only is he robbed of the result of his/her research, but also, if he continues to publish on his research topic he will be obliged to systematically cite his plagiarist who after all, can claim prior publication. In fact, the plagiarized manuscript is part of a chronological sequence obliging any subsequent author on the subject to cite this same manuscript. When plagiarism concerns a work the victim has already published, the damage is limited because he can claim his rights. However, this is a different matter for young authors who have only presented preliminary results at a conference or whose co-authors are dishonest. In such cases, the victim often gives up on his subject (after studying for months or even years), thereby depriving science of his skills

Plagiarism is harmful. People may think it is OK to plagiarize, but in fact they can hurt other people.

1.4.3. Inaccurate assessment

According to Northern Illinois University (n.d) Assessment and evaluation of students capacities and command of what they learn would be problematic in cases of plagiarism. Students who plagiarize give false impression to their teachers and institutions that they are skilled and hardworking which can result in them being rewarded credentials for a work they did not do, and this would result in serious problems when putting things into practice.

In a web article about the causes and consequences of plagiarism, it is said that:

Constant use of work written by other people will prevent a student from learning. If he/she submits work without studying the subject or doing research, he/she will obviously learn nothing. The plagiarism also adds to the loss of critical thinking ability. A student just gets used to taking the information he/she found as the

absolute truth and stops thinking critically. And that can also contribute to poor academic performance. (editor, 2019)

In other words, students who plagiarize themselves from acquiring knowledge.

1.4.4. Destroys Student reputation

Harms discussed the consequences of plagiarism on student's reputation. She stated academic integrity is of prime importance for the scientific community, and that:

A plagiarist is going to fight a damaged reputation in all academic institutions, and the incident can tarnish an otherwise good academic record. Teachers will look more closely at future papers a student submits after the accusation. Schools can take this further than simply a damaged reputation. Academic dishonesty can be grounds for expulsion or other disciplinary action, like loss of a scholarship degree revocation. Being accused of plagiarism in high school can make it more difficult to get into college as well. (Harms, 2022)

Students should think again before committing plagiarism in order not to destroy their reputation.

1.4.5. Effects of plagiarism on college

According to Scan My Essay (2021a), Plagiarism can have serious consequences for the school, college, or university. That has a negative impact on the value of a student's degree. As a result, the scientific reputation of the college or university is jeopardized. This has the additional impact of harming the university's brand on the worldwide market, which may deter foreign students from registering to its courses.

1.4.6. Destroyed Professional Reputation

According to Ithenticate (n.d), politician, a professional businessperson or famous person may realize that the consequences of plagiarism follow them throughout their career. They may end up be expelled from their jobs, and it will be difficult for them to find another reputable career.

1.4.7. Effect on Economy

Plagiarism has negative effects on economy as well. This is discussed by Quetext:

When people plagiarize in school, they aren't getting the education and skills their degree says they have obtained. Therefore, the value of their degree diminishes. Also, if a country or area has a cheating problem that the schools don't address, their reputation will decrease. If the international market doesn't want to hire people from a specific place, then the economy in that area can suffer from it. (Quetext, 2021)

Workers who used to plagiarize when they were Students would face many difficulties in performing the complicated tasks in their jobs as they should have, hence they would not be able to improve their career. (MTTG Staff, 2019)

1.4.8. Legal Actions:

Plagiarism may result in serious legal issues. Berlinck reviewed the literature related to plagiarism punishment and come up with the following:

The main consequences of plagiarism are penalties that can range from warnings to various forms of legal sanctions. While consensus on how, when and the way to apply such sanctions is nearly nonexistent, the consensus in applying sanctions is definitely absolute. (Berlinck, 2011)

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Nottingham University's policy statement on plagiarism reports that:

Incidences of plagiarism will first be addressed within the School, and they may apply penalties such as giving you a mark of zero for the piece of work concerned.

The University's Academic Misconduct Committee has the power to apply a range of penalties for serious or repeated cases, including terminating your course.

(Nottingham University, n.d.)

An article by Govender (2014) as cited in (Matsebatlela & Kuhudzai, 2018) reported that the University of South Africa prevented students who proved guilty for academic dishonesty from studying for three years.

To sum up, plagiarism has serious consequences not only on the individuals who commit it, but also on their institutions, economy, and of course people from whom they have plagiarized.

1.5. Avoiding plagiarism:

Having good academic writing skills is of prime importance in order to avoid plagiarism. In the section dedicated for plagiarism in Oxford University's website it is mentioned that: "The best way of avoiding plagiarism is to learn and employ the principles of good academic practice from the beginning of your university career". (Oxford University, n.d.)

Learning academic writing skills can help students avoid plagiarism in their writings.

1.5.1. Summaries and paraphrases:

In the section of Libraries in Washington State University's website, some instructions are given to teach students the right way to paraphrase and summarize, and hence, avoid plagiarism:

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Use your interpretation: Without looking at the original text, craft your paraphrase or summary. Be sure you are using unique words and phrases and reordering clauses within the sentence. It is plagiarism to simply reorder words within a sentence or sentences within a paragraph. (Washington State University, n.d.-a)

Students should follow these steps to avoid plagiarism.

Ober, Simon, and Elson stated that it is preferable to avoid paraphrasing as much as possible:

You should generally avoid paraphrasing as much as possible. Paraphrasing, or rewriting someone else's text in your own words, is acceptable only if it occurs minimally in the text (e.g., a paragraph) and the original source is cited at the end of the paraphrased passage. The easiest way to avoid any concerns about plagiarism here is to not paraphrase. (Ober et al., 2012)

Since paraphrasing can be considered as plagiarism if it is not done the right way, it is better not to use it too much.

1.5.2. Quoting:

Quoting is one of the strategies of academic writing that is used to incorporate words, sentences, or passages from another author's work to once work with no changes. In the section of academic writing courses in the Website of Carlton College, some instructions about quoting says: "format the quote in a way that makes it absolutely clear where the words taken from your source begin and end. This is usually accomplished by putting quotation marks around the other author's words" (Carlton College, 2022)

In the course about how to avoid plagiarism by Jackson State Community College (n.d), it is mentioned that to when working with quotations "Use the source material's author in the sentence, when possible, and cite your quoted material properly".

1.5.3. Referencing and Citation

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Citations need to be added whenever the writer summarizes, paraphrases, or quotes. In a worksheet about referencing, citation and plagiarism, Bryson (2012) stated that citation means “goes into the text and the references go at the end of the work in numerical or alphabetical order”. Adding citation and references is mandatory to avoid plagiarism.

To sum up, researchers agree that if students follow academic writing strategies, they can avoid plagiarism.

Conclusion

This chapter represents a literature review on plagiarism. Its definition, types, causes and effects in addition to how to avoid it are all provided. Plagiarism is a serious problem that can be intentional or unintentional. There are many reasons for it that need to be considered in order to fight it. Plagiarism has negative impact on individuals and institutions and on different domains. A good strategy to avoid plagiarism is by helping Students improve their academic writing skills.

Chapter Two: The Use of Information and Communication Technology

Introduction:

This chapter represents a literature review on the topic of Information and Communication Technology (ICT) and its relation to plagiarism. The researcher started with presenting some definitions of ICT. Then, the different applications of ICT during the research process were provided. After that, the research presented findings from different research that tackled the topic of ICT impact on the rise of plagiarism. There was a consensus that ICT did not create plagiarism, but rather changed it, and facilitated it. Cyber Plagiarism can exist in many forms, mainly as: copy-past plagiarism, hired plagiarism, translation and back translation plagiarism. Finally, ways that technology is assumed to provide in order to prevent the problem, mainly Referencing Management softwares (RMs) and Plagiarism Detection Tools and their effectiveness were also discussed.

2.1 Definition of ICT:

Techopedia defines Information and Communications Technology (ICT) as:

“Technology that is used to handle communications processes such as telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions.”(Techopedia, 2020)

A definition presented in a web article considers Information and Communication Technology ICT as “an electronic medium for creating, storing, manipulating receiving and sending information from one place to another” (YOUiversityTV, 2017)

In an internet article entitled “information and Communications Technology or technologies “, Pratt (2019) stated that:

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Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined allow people and organizations (i.e., businesses, nonprofit agencies, governments and criminal enterprises) to interact in the digital world.

A web article titled "What is ICT? What is the Meaning or Definition of ICT", Giles (2018) stated that what the acronym ICT stands for is ambiguous. Whereas some people may think of the meaning of ICT as "information and communication technology", John Giles view that the acronym should stand for "information, communication and technology" claiming that the first interpretation is limited in a way that makes "information" or "communication" linked to technology, and cannot stand alone, while in his suggested interpretation, ICT can widely stand for: "information" by its own, "communication" by its own "information technology" and "communication technology".

		information	communication	information technology	communication technology
1	information and communication technology			✓	✓
2	information, communication and technology	✓	✓	✓	✓

Table 2.1: The difference between the two interpretations of ICT (Giles 2018)

The distinction between the two interpretations is shown in the table above

Giles claimed that ICT system resembles the plumbing system:

- In the plumbing system, there are tanks to store water in, similarly, in the ICT system; information technology consists of devices to store data.
- Communication technology (internet protocol for instance) is similar to the pipes through which water flows.
- Information is similar to standing water.
- The equivalent of communication is flowing water.

He explained this analogy by saying that “Information (stored water) is stored using information technology (storage tanks) and a communication (flowing water) reaches the recipient through communications technology (pipes)”

2.2 I CT Applications in Research:

According to (Scholarify.in, 2022) information and communication technology is used in research in all its steps:

“In Pre-Data Analysis”:

- Searching for information. Before the advent of ICT, searching for literature was done manually in libraries, and the sources available were limited, but ICT provides multiple sources using database and search engines like: Google Scholar, Microsoft Academic Search, etc.
- Collection of data. Online Tools such as Google Forms and Survey Monkey makes the step of data collection easier and faster, and also makes it possible to export the data to statistical softwares directly.
-

“In Data Analysis”:

- Statistical softwares and packages like Microsoft Excel, Matlab, and Statistical Package for Social Science (SPSS) have a vital role in the process of data analysis.

"In Post Data Analysis”:

- Reference and Bibliography softwares.
- Anti-plagiarism softwares.
- Communication between supervisees and their supervisors, sharing documents, seeking advice from experts is made easier by the use of ICT.

2.3 Plagiarism and ICT

Plagiarism increased since people started using technology. Some may think that plagiarism is a technology-born problem, but in fact, this is not the case; technology just makes it easier: “plagiarism has been occurring since the beginning of time (Shakespeare 'borrowed' all of his plots from other sources). But the Internet has made it far easier to plagiarize than ever before” (Essay Scam, 2018)

An empirical study by Ison (2015) revealed that the percentage of plagiarism in doctorate dissertations in the pre- internet era is nearly the same as the one in the post internet era.

Talking about how ICT affects plagiarism, Forgas et al (2006) stated that “Plagiarism is a long standing problem in academic work but ICT has created a vastly expanded opportunities to plagiarize, given the range of resources now accessible via a desktop”. The authors also pointed out that the “freely and instantly” vast amount of sources offered by the internet changes the academic processes completely. The authors also added that:

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“Plagiarism in the digital era is seen in basically the same terms as it existed in the past. The changes lie in the way plagiarism is practiced and in the tools (and especially the ease of access to them) used to commit it” (Forgas et al 2006)

Branigan (2001) reported that a study from Rutgers University affirms that academic dishonesty is facilitated by the use of the internet, and that:

More than half of the 4,500 students from the 25 high schools participating in the study say they use the internet to plagiarize. But it appears the internet is merely the means not the primary motivation for those students who copy text from the web and pass it off as their own. Most of the cheaters said they would have plagiarized anyway.

Discussing the changes the internet made on plagiarism, Bailey went to point out that:

The impact of the internet on plagiarism has been widely misunderstood. The internet didn't create the problem of plagiarism, it merely changed it. Plagiarism, contract cheating, citation standards issues and plagiarism education were all challenges before the internet, the shape of them just changed. (Bailey, 2017)

Bailey (2017) also stated that plagiarism became more widespread, or at least more tempting, as a result of the internet. Things that are easy to obtain attract more people. It even changed the reasons why individuals plagiarize. Back then, plagiarism was nearly as time-consuming as creating original material. Students would plagiarize cover up their poor writings rather than taking a shortcut, but all this changed after the internet and word processing technology appeared. Whereas many people plagiarize to strengthen their writing, it is much more likely for others to plagiarize out of laziness, lack of time, or even lack of interest in the topic.

Washington State University libraries pointed out that technology is making plagiarism easier:

The question as to whether technology is contributing to plagiarism in college classes seems simple. From a purely technical standpoint, sure, it's easier to copy-and-paste chunks of text from one window on a computer to another than it is to re-type entire passages, or even papers. There are even web companies willing to supply would-be plagiarists with canned or customized papers for a fee. (Washington State University, n.d.-b)

According to an article by Scan My Essay, competition in the job market and students' awareness that highly paid companies' hiring requirements are limited to students who have highest grades leaves no chance for other students but to plagiarize to assure success. This temptation to plagiarize goes in parallel with "the ease with which they can access subject relevant information over the internet. The internet has also increased the speed with which students can formulate an answer to an essay or report question" (Scan My Essay, 2021a).

Forsyth et al. (2018) as cited in (Nwosu & Chukwuere, 2020) Reported that findings of a research by the Adaptive Trust-based e-assessment System learning (TeSLA) project confirmed that the students' intention to plagiarize is influenced by the chances technology provides.

2.4 Types of Plagiarism Facilitated By Technology:

Kauffman and Young (2015) cited in (Ebardo,2018) pointed out that students already used to plagiarize in various ways, and what technology did is just creating a cyber version of plagiarism by changing these strategies, and increasing its negative effects.

Forgas et al (2006) and Fox (2017) pointed out that cyber plagiarism can exist in the following forms:

- Copying information fully or partially from a digital source without referencing and submitting it as one's own.
- Downloading or purchasing an essay from term paper mill online
- Translating a text/ essay from a different language and submitting it as one's own.
- Translating a text into a language, then translating it back to the original language and submitting it as one's own.

2.4.1 Copy-past Plagiarism:

Šprajc, Urh, Jerebic, Trivan, and Jereb (2017) as cited in (Ebardo,2018) stated that abundance of information in the internet, and the ease to copy and paste provided by technology contributes to cyber-plagiarism.

More and shelar point out that the ease access to different types of resources available in the internet contributes to the spread of this type of plagiarism:

Before widespread access to the internet, cheating was laborious, as plagiarists had to find appropriate works from a limited pool of resources available in nearby library and copy them by hand. Since these resources were almost always professionally written, the risk of detection was very high. The internet made it easy to find thousands of relevant sources in seconds, and in a few minutes a plagiarist can find, copy, and paste together an entire paper or essay. File transfer programs make it easy to trade copyrighted files, which most people would never think to steal in physical form.(More & Shelar 2011,p.471)

2.4.2 Hired Plagiarism/ Essay Purchasing:

Hired plagiarism, as discussed in the first chapter, means a student can hire someone to write the work instead of them or buying a pre-written paper. Groak, Oblinger and Choa (2001) stated that this phenomenon of term paper mill and essay banks existed long before the use of the internet. Advertisements by companies offering these services were found in magazines and on campus. Thanks to the internet, these services are available online now. Students can purchase assignments, or obtain one in exchange of another to turn it in as their own.

2.4.3 Translation Plagiarism:

Although it seems relatively new, Fox (2017) stated that “In fact, translation plagiarism existed long ago before Internet has gained worldwide fame”.

As mentioned in the first chapter, translation plagiarism, according to Deep (2014), "involves taking written content and translating it to another language". Students opt for this strategy “in hopes of reduced plagiarism detection”. Deep, also pointed out that “Translated plagiarism is based on the thought that some level of rewriting is involved when an article is put through an automatic system, which will lower the possibility of detection programs flagging it as plagiarized work”.

2.4.4 Back Translation Plagiarism :

It is a new type of plagiarism in which a person uses Translation Machines to translate a passage into a language and translate it back into the original language. Jones and Sheridan (2014) explained that:

A more recent development in techniques for student plagiarism – especially for those attending English-speaking institutions from non-English speaking

backgrounds – is to make use of the advanced technologies now available on the internet to translate the text they cut-and-paste in the hope that their cheating will be completely disguised. With tools such as (Babelfish or Google for instance) students can easily convert the English language text that they have copied to a different language (Spanish for example) and then retranslate these converted words back into English.

According to the authors, students created this plagiarism strategy to subvert the plagiarism detection and prevention technologies, since the later works by detecting similarities between texts which would vanish when translated.

To sum up, it is usually thought of plagiarism to be rooted in the advent of information and communication technology ICT, however, literature about plagiarism shows that it is an old occurrence. According to researchers, technology did nothing but to facilitate it. The time consuming process of duplication is now done in no time. Students also can buy assignments online or use translation machines to translate content and submit it as theirs. The temptation of the ease access to the multiple and vast number of sources in the internet triggers students' intention to plagiarize.

2.5 ICT Applications in Avoiding Plagiarism

2.5.1 Plagiarism Detection Softwares:

Plagiarism Detection tools/ softwares are one of the ways technology provides users with to check their content for plagiarism. The way plagiarism detection tools work is explained in an article by Turnitin as follows:

The way that plagiarism detection software works is to identify content similarity matches. That is, the software scans a database of crawled content and identifies the text components and then compares it to the components, or content, of other work.

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Based on that comparison, the software will generate a report that highlights the content matches. (Turnitin, 2016b)

According to Kernohan (2019), before technology, teachers used to check plagiarism in a traditional way relying mainly on “knowledge of both the key literature of a subject area and the likely capabilities of a given student” but this was not enough to determine if plagiarism happened.

There are many plagiarism detection softwares/ tools available, some of which are free, and others are paid. Examples of them are: Turnitin, Quetext, Scribbr, Copyleaks, Grammarly, etc.

Copyleaks, an AI-powered detection tool stated that “Plagiarism checking is essential for all content creators to avoid plagiarism. They must look for copied content before submission or publication of their works”. (Copyleaks, 2022)

Plagiarism Checker, a free plagiarism detection website stated that many students do not like using plagiarism detectors because they believe they did nothing wrong, and that their work is original. However, using a plagiarism detector is recommended because “Plagiarism checking software is also the last line of defence for accidental plagiarism, and no matter how honest and hard working you are, mistakes can and will be made!” (Plagiarism Checker, 2021)

While there are many supporters of the use of plagiarism detection softwares, many scholars have a different opinion.

A research by Sarwar, Moin and Mehlah revealed that plagiarism detection softwares are “unable to detect material that is paraphrased, put in inverted commas and unpublished material. Limited access to research scholars and failure to check the authenticity of citations are also the limitations of the software” (Sarwar et al., 2016)

Professor of media and computing at the HTW Berlin – University of Applied Sciences, Weber-Wulff (2019), stated that she spent more than 15 years testing these softwares and found that The results of given by these softwares are not easy to interpret and sometimes are wrong. She stated that most Academics rely only on the reports of the softwares, and do not recheck b themselves “Teachers want the software to flag up the ‘bad’ papers, so they don’t have to read them”. But the reports of plagiarism detection softwares can be wrong sometimes: “Actually reading the reports produced by the software can reveal correctly quoted material, such as a properly referenced methods section, marked as plagiarism”. Weber-Wulff stated the decision whether there is a plagiarism or not must be taken by a person by reading the content, and checking whether the references are consistent or not, because plagiarism detection softwares can only point to similarities between texts, they can be helpful to flag up potential plagiarism but cannot determine it.

In addition, determining whether a suspected case is a case of plagiarism or just a result of poor referencing and academic writing skills depends on student’s intent, however, “it is important to clarify that plagiarism detection software doesn't specifically identify plagiarism. No software will ever be able to accurately determine intent” (Turnitin, 2016b)

In a section dedicated for teaching students how to avoid plagiarism in University of Leeds stated that :

We strongly advise that you do not use any “essay checker”, “note sharing” or “plagiarism detector” service before submitting your assignments. Submitting your work to these “essay checker” websites may result in your essays being sold to other students, and could mean that your work shows up as being stolen or plagiarised when you submit it through Turnitin. (University of Leeds, 2022)

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Students are advised not to use plagiarism detectors because they are not secure.

A Research by Essay Scam (2018) revealed that most plagiarism detection softwares can store content and that “the content can be used as a feeder to ‘article / content spinning software’ that relies on original and unique text to produce paraphrased copies of content on the same subject”. Therefore, it has been suggested not to use them: “using such tools could be very risky as far as protecting the submitted content from privacy or intellectual property violations are concerned”

A table showing the percentage of plagiarism detection softwares that save content and use it, in addition to the governing country was also provided.

Saving / Storing Content	Using Content	Governing Country
Yes: 25%	Yes: 13%	USA: 19%
No: 28%	No: 31%	Ukraine: 16%
Unknown: 44%	Unknown: 56%	Cyprus: 3%
		Australia: 3%
		Hong-Kong: 3%
		Pakistan: 3%
		Germany: 3%
		UK: 3%
		Russia: 3%
		Unknown: 41%

Table 2.2: Plagiarism Detection Tools - Reviews : Plagiarism Testing Tools. (Essay Scam, 2018)

With many contradictory opinions concerning the use of Plagiarism Detection Softwares, Martins (2019) explained the criteria for choosing a good Plagiarism detector. According to him, Safety comes as the first thing the person should think about when looking for a plagiarism detector because there are many softwares that can reuse the content or sell it to a third party, therefore, reading the privacy policy statement is a must. In addition, price is an important criterion to take into account; it is recommended not to use free plagiarism detection tools because they are inefficient, and their results can be wrong. Another point Martins suggested to be considered is effectiveness; the database of the software should be wide including results from journals, presentations, etc. Furthermore, Martins recommended that a good Plagiarism Detection Software should provide the user with a detailed report about the sources, in addition, a good software should give the user a percentage of similarity because there is a percentage of plagiarism that is allowed in some universities, and by using a software that gives an accurate percentage, the writer can ensure that s/he did not exceed that percentage.

To sum up, technology has contributed to the field of plagiarism detection by the creation of online tools and softwares, and while there are many software owners claiming that their products are effective, and can detect plagiarism, many researchers and even universities see that these softwares cannot do the job because they can give false negative or false positive results. They can even be unsafe. Some softwares can reuse the content and feed it to essay mill websites. Plagiarism detectors can be used to flag up potential plagiarism attempts, but the decision should be made by a person after a careful reading of the content and the references.

2.5.2 References Management Softwares (RMs):

Plagiarism is known as taking other's work, and submitting it as one's own work. In order to avoid plagiarism, students are advised to cite everything they take from others: "Citing your sources properly is the BEST defense against plagiarism---by citing your sources, you are acknowledging that the words or ideas are borrowed, not your own" (College of DuPage Library, n.d.)

Unintentional plagiarism can result from inaccurate referencing. Inland Norway University of Applied Sciences (n.d) stated that "Plagiarism is not always a conscious act, but may occur as a result of poor understanding of referencing requirements"

Referencing may be seen as difficult task , and hence may result in plagiarism. In an article entitled "Plagiarism or Poor Referencing", Jacobs said:

Let's not forget that referencing is extremely difficult, especially for students with Specific Learning Difficulties or even those who, due to the pressures of life, find themselves completing work in a hurry in order to meet a deadline. (Jacobs, 2018)

In addition, the process of referencing can take a significant amount of time when it is done manually. In an article about management of References, Fenner et al stated that:

Reference Management is perceived to be tedious and time consuming by many researchers, especially when it is done manually. In the past, references used to be written on index cards and stored in boxes. Reference management software allows for the digitalization of a personal collection of relevant scholarly publications. (Fenner et al., n.d.)

Therefore students and academics can use referencing management softwares (RMs) to make sure that they are properly referencing their sources.

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In an article by AJE Scholar entitled “Reference Manager Software: What Is It and What Can It Do”, a definition of these softwares is provided as follows:

RMs are software packages designed for scholars and authors to build local libraries that they can then use to organize, sort, and reference when writing. RMs can typically be “plugged in” directly to the researcher’s word processing software or web browsers. By inserting code associated with a given reference, such RMs will automatically create bibliographies formatted to a journal or style manual’s specific requirements. (AJE Scholar, n.d.)

There are many supporters of the use of referencing management softwares, as it can preserve time, and ensure that the sources are cited correctly, and hence, avoid plagiarism. In an article in Technological University Dublin libraries, it is stated that “The best way to avoid plagiarism is to use a system to reference the information you use when researching for your essays, assignments and dissertations”. (Tu Dublin Library Service, 2021)

In an article from Institute of Science and Technology Austria the benefits of using RMs are emphasized:

These programs will let you import citations from various databases and websites, build and organize bibliographies and format citations for papers. They can also save and organize PDFs, screenshots, graphs, images and other files for your research.

Also, a table that contains information about some Referencing management softwares is provided. The table shows the pricing, capacity, the way they work, supported devices and other information. Examples of these softwares are: Zotero, Mendeley, Papers, and JabRef. (Institute of Science and Technology Austria, n.d.)

Name of the software	Zotero	Mendeley	Papers	JabRef
How much does it cost?	Free (300 MB), Open Source	Free (2 GB), commercial (Elsevier)	Fee (e.g. single licences from 3-10 USD)	Free, Open Source
How does it work?	Web (platform-independent); Desktop-App with plugin (Firefox, Safari, Chrome)	Web (platform-independent); Desktop client (Windows, Mac, Linux)	Web (platform-independent); Desktop client (Windows, Mac)	Desktop client (Windows, Mac, Linux)
Search in databases?	yes, but ISBN, DOI, arXiv-ID or PubMed-ID only	Web only	yes	yes
Mobile Device Application?	mobile version of zotero.org; third-party apps	App for iOS and Android (synchronization)	App for iOS and Android (synchronization)	Windows tablets
Can datasets be linked?	yes	no	no	yes
Export to BibTeX?	yes	yes	yes	yes
How many citation	+9.000	+9.500	8,000 CSL styles + 5,400 from	Native BibTeX

styles are available?			scientific journals	and Biblatex support
Can I collaborate with others?	yes	yes	yes	yes
Social software functions	Exchange via interest groups; own researcher profile; people search	personal profile; Followers; publishing of research data; Information on open positions, funding	no	no

Table 2.3: Comparison between reference Management Softwares. (Institute of Science and Technology Austria, n.d.)

Conclusion:

The information provided in this chapter concentrated on the variable of ICT use. First of all, different definitions of ICT were given, in addition to its uses in the academic research domain. After that, the impact of the use of ICT on the prevalence of plagiarism was deeply discussed. Lastly, researchers' representation of references generating softwares in addition to plagiarism detectors as a preventing strategy to the problem of plagiarism was reviewed.

Chapter three: The Fieldwork

Introduction:

In the first two theoretical chapters, we presented a literature review on plagiarism and on the use of ICT. This chapter represents the fieldwork of this study where we used a semi-structured questionnaire administered to second year Master students of English to collect data that, we believe, can answer the research questions.

3.1 Students Questionnaire:**3.1.1 Aims of the Students' Questionnaire:**

The Questionnaire aims to collect data necessary to understand the influence of the use of ICT on the prevalence of plagiarism in assignments of Master two Students of English during their whole academic years at university.

3.1.2 Description of students' Questionnaire:

The Questionnaire contains 16 questions, with semi-structured questions and unstructured questions. It is divided into three sections. The first section consists of 7 questions about plagiarism awareness, four of them (1,2,3,6) were taken from questionnaire by Matsebatlela and Kuhudza (2018).

The second section contains 5 questions (7 to 11). One question is about the use of ICT in research, in addition to questions about students attitude and perception of some forms of plagiarism in comparison to their cyber versions. Four of them (8.A, 8.B, 9.A, 9.B) were taken from a questionnaire by Scanlon & Neumann (2002), and modified to fit the purpose of the Study. Students were given statements and asked whether they have done them in their assignments during their whole academic years. The research chose to ask about assignments in the whole academic years and not master thesis to make sure that students will not be reluctant to honestly answer the questionnaire out of fear if the

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findings of this study results in uncovering possible plagiarism practices in their thesis. Students were asked to justify their answers in every case. Along with the first section, the second section aims to answer the first research question which is: “To what extent do students understand plagiarism?”, and also answers the second research question which is: “Does the use of ICT contribute to the increase of plagiarism?”.

The third section contains of 5 questions (12 to 16) about the usefulness of ICT in fighting plagiarism which aims to answer the third research question which is: “How can ICT be used to prevent the problem of plagiarism?”

3.1.3 Validation and Administration of the Questionnaire:

The first draft of the questionnaire was sent to the supervisor via email. And after given the approval, the questionnaire was posted on Facebook group of the targeted population. A sample with a number of 45 students responded to the questions voluntarily.

3.1.4 Analysis of the Questionnaire:

The quantitative data obtained was analyzed using Statistical Package for Social Science (SPSS) which helped creating the following tables, whereas the qualitative data was analyzed using thematic analysis.

SECTION ONE: Students’ Awareness of Plagiarism

Item 1: I am aware of what constitutes plagiarism

	Frequency	Percent
YES	35	77,8
NO	1	2,2
NOT CERTAIN	9	20,0
Total	45	100,0

Table 3.1: Students’ Awareness of What constitutes Plagiarism

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The table above shows that a percentage of 78% claim that they are aware of what constitutes plagiarism, beside a percentage of 20% said that they are not certain about what can constitute it, while only 3% represent students from the population stated they do not know what can constitutes plagiarism.

Item 2: My lecturers explained what plagiarism is.

	Frequency	Percent
Valid YES	36	80,0
Valid NO	9	20,0
Total	45	100,0

Table 3.2: Teacher's explanation of plagiarism

The table above declare that, an increased number with a percentage of (80%) claim that yes their teachers explain to them what is plagiarism, while only 20% from students state that their teacher did not explain to them the term of plagiarism.

Item 3: I have read the University policy document regarding plagiarism.

	Frequency	Percent
Valid YES	14	31,1
Valid NO	31	68,9
Total	45	100,0

Table 3.3: Reading the university document regarding plagiarism

An increased number with a percentage of (70%) claim that they did not read the university document regarding plagiarism. However, only (31%) stated that they have read it.

Item 4: How can you define plagiarism?

Students define plagiarism as:

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- **Absence of source Acknowledgement:** *“Using materials without proper acknowledgement of the source”, and «It is to take an information from other researches and using it without acknowledging the author of the original resource”.*
- **A Theft:** *“the practice of taking someone else's work or ideas and passing them as your own work”, and «It is, generally, considered scientific theft that is to pretend that someone else's work and ideas are originally belongs to one's own”, and «It means stealing others' ideas without referring to them or documenting their ideas in the wrong way. It can be done consciously or unconsciously”.*
- **A shortcut:** *“doing a work with an easy way”.*

Item 5: I think it is OK to plagiarize

		Frequency	Percent
Valid	YES	9	20,0
	NO	36	80,0
	Total	45	100,0

Table 3.4: Students attitude towards normalizing plagiarize

The table above indicates that, most of the population state that they are against the use of plagiarism with a percentage of 80%, while a percentage of 20% agreed that it is ok to plagiarize.

Justification of students who responded with Yes:

- **Attribution is not necessary:** *“I think it's not a Big deal I mean it's just data why we should mention the source”.*
- **A small amount is accepted:** *“From time to time, but not everything , just a little bit”.*

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Justifications of students who responded with No:

- **Unethical:** *“Because it is unethical, and unprofessional”, and “It is an unethical practice and needs strict penalties”.*
- **Illegal:** *“Plagiarism is illegal practice , academics should have a severe punishment for a student committing plagiarism”*
- **Selfish:** *“It’s so selfish”, and «I cannot accept if I work hard and someone else takes my work easily”.*
- **Dangerous:** *“It may cost you academic penalties” , and «It makes a lack of credibility in the work”*
- **Hinders the learning process:** *“You have to have your own touch in life”, and «Student should make some efforts to understand the fieldwork ”.*

Tem 6: I think students should be penalized for committing plagiarism.

	Frequency	Percent
YES	29	64,4
NO	16	35,6
Total	45	100,0

Table 3.5: student attitude toward penalizing plagiarists

The table shows that most of students with a percentage of 64,4% state that they are with the idea of penalizing plagiarists, and 35,6% from students reported that they are against the idea.

Justifications of students who responded with Yes:

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- **To ensure Justice:** *“Because it’s not fair to steal someone's work without being punished”, and «Students should be penalized to decrease plagiarism and give an equal chance to good learners”.*
- **To deter Future attempts:** *“If they don't get punished, they'll end up repeating it again and again, nothing will change”, and «In order not to repeat it and other student will fear to do it”*
- **To ensure the development of knowledge:** *“To create new theories and ideas otherwise we will run in the same cycle”*
- **If it is deliberate:** *“Yes if they do it on purpose because it is hard work for another person not and it is unfair”*

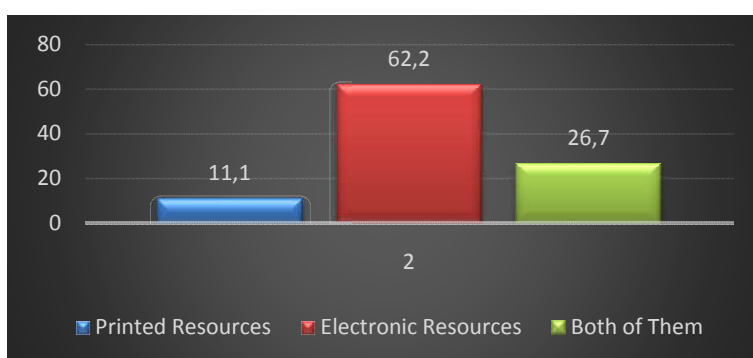
Justifications of students who responded with No:

- **Ignorance or lack of understanding of plagiarism and how to avoid it should be tolerated:** *“They are not that skilled and aware enough about how to avoid it and they can't afford the paid plagiarism checker online”, and “Maybe some students don't really understand the plagiarism or lack some instruction to avoid it», and “Most of students are not aware that they plagiarize”*
- **Unavoidable and should be normalized:** *“Because plagiarism is unavoidable. Scientific research depends heavily on reviewing the previous literature. The same ideas are repeated everywhere, and it is hard to avoid plagiarism”, and “I think this educational systems should see plagiarism a normal thing”.*
- **Warning is better:** *“It don’t really have to be penalized. Warning would be enough”.*

Section Two: Students attitude towards some forms of plagiarism and their cyber versions

Item 7: When I have an assignment I usually use

		Frequency	Percent
Valid	Printed Resources	5	11,1
	ElectronicResources	28	62,2
	Both of Them	12	26,7
	Total	45	100,0

Table 3.6: The students' preferred type of resources**Graph 3.1:**The students' preferred type of resources

The table above indicates that 62,2% from students claim that they use the electronic resources, and 26% of students stated that they use both of the electronic and the printed versions, while only a percentage of 11% of students stated that they use the printed resources.

Justifications of students who chose "Electronic Resources":

- **Abundance and Availability:** *"I prefer searching on Google because it offers me a great amount of options", and "Printed not always available», and "sources are more available on the internet. The faculty library is nothing but a building ...no interesting books are available there», and " Electronic sources are multiple and many"*
- **Accessibility:** *"Easy to access and find"*

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- **Time preserving:** *“doesn't take much time to look for information”, and “save time and effort”*
- **Free:** *“Most of them for free”, and “Printed resources are expensive to purchase which is the opposite for the online sources”*

Justifications of students who chose “Printed Resource”

- *“Printed books contains all the information needed for citation: the author's name , date of publication”*
- *“Printed resources always help in memorizing information quickly”*

Justifications of students who chose “Bothe of them”

- *“I use them both since they serve my topic , I use any valuable information from printed or online sources”*
- *“To diverse my sources”*
- *“Equally important”*

During my academic years I have

Item 8.A:Duplicated, fully or partially, information I find in printed materials and submitted it without mentioning the source

	Frequency	Percent
Valid YES	20	44,4
Valid NO	25	55,6
Total	45	100,0

Table 3.7: Students attitude towards submitting information copied from printed resources without referencing.

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56% from the population assume that they did not submit any information from a printed tool without mentioning the source, while a percentage of 44% state the opposite.

Justifications of students who responded with Yes:

- **Lack of awareness of plagiarism and Referencing:** *“I was unaware of the meaning of plagiarism back then”, and “I wasn't aware of citation and its significance” , and «I did not know how to make a text-citation and a list of references. I was not familiar with the APA style. I did not know how to do paraphrasing, summing up, and quoting. So, my lack of knowledge of methodology made me do this” , and “I forget the sources and sometimes I just hate to cite”, and “I did in my assignments but in my dissertation no I didn't”, and “Because they didn't teach us how to add references and why it is important until the last year for the thesis”.*

Justifications of students who responded with No:

- **Not using printed materials:** *“I do not search information on printed materials”*
- **Awareness of plagiarism:** *“Because it is a type of plagiarism”, and “I prefer to make an original work even if it's not perfect”, and «I mention the sources for the sake of avoiding plagiarism and giving credits to the previous researchers”.*

Item 8.B: Used electronic resources to copy information, partially or fully, and submitted it without mentioning the source

		Frequency	Percent
	YES	27	60,0
Valid	NO	18	40,0
	Total	45	100,0

Table 3.8: Students attitude towards submitting information copied from electronic resources without referencing.

60% that they have submitted information from an electronic tool without mentioning the source, while a percentage of 40% state the opposite.

Justifications of students who responded with Yes are the same as Justifications in the previous question. In addition to laziness: “In all honesty, it was just me being lazy and negligent”, and lack of time: “cuz I run out of time”

Item 9.A: Purchased or requested assignment to hand it in as my own from people who provide these services

	Frequency	Percent
Valid YES	6	13,3
Valid NO	39	86,7
Total	45	100,0

Table 3.9: students’ attitude towards purchasing an assignment to hand it as their own

The table above represent that the majority of students with a percentage of 87% claim that they did not requested or purchased an assignments done by others to hand it as their own, while only 13% agreed on the opposite.

Item 9.B: Purchased or requested an assignment to hand it in as my own from websites or people providing these services online

	Frequency	Percent
Valid YES	6	13,3
Valid NO	39	86,7
Total	45	100,0

Table 3.10:students attitude towards purchasing or requesting an assignment online to hand it as their own

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The table above indicates that the majority of students with a percentage of 87% stated that they have not purchased an assignments from websites to hand it as their own, while only 13% reported that they have done the opposite.

Justifications of students in both cases (9.A and 9.B) are the same:

Justifications of students who responded with Yes:

- **Poor skills:** *“I was not capable to do good work in order to have good marks”*
- **Luck of time:** *“I haven't much time to do it alone”*

Justifications of students who responded with No:

- **Awareness of plagiarism:** *“ it's a plagiarism and cheating” and “Only lazy, spoiled people do that. I don't rely on others to do my duties.”*
- **Expensive:** *“We don't have extra money and it's somehow expensive”*

Item 10.A: Translated a text using a printed dictionary and submitted it without mentioning the source

		Frequency	Percent
Valid	YES	14	31,1
	NO	31	68,9
Total		45	100,0

Table 3.11: students' attitude towards translation plagiarism using a printed dictionary.

The table above illustrates that the majority of students with a percentage of 69% stated that they have not translated a text using a printed dictionary and submitted it without mentioning the source. However, 31% of students reported that they have done that.

Item 10.B: Translated a text using Translation Machines (e.g. Google translate) and submitted it without mentioning the source

		Frequency	Percent
	YES	24	53,3
Valid	NO	21	46,7
	Total	45	100,0

Table 3.12: students' attitude towards translation plagiarism using a printed dictionary.

Table () shows that the students with percentage of 53,3% reported that they have translated text using translation machines without mentioning the source when submitting the work, and 46,7% of students claimed that they have not done that.

Justification of students who responded with Yes in both cases (10.A and 10.B) is:

- **Lack of understanding of plagiarism:** *“With changing the language it won't be considered plagiarism”*.
- In addition, the justification that “it is faster” was only found in (10.B)

Justifications of students who responded with No in both cases (10.A and 10.B) are:

- **Awareness of plagiarism:** “ It is plagiarism”
- And the justification that it is time consuming was found only in 10.A.

Item 11.A: Translated a text into a language and translated it back into the original language using a printed dictionary and pass it as my own

		Frequency	Percent
	YES	0	0
Valid	NO	45	100,0
	Total	45	100,0

Table 3.13: Students' attitude towards back translation using printed dictionary

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The table indicates that all students (45) stated that they have not translated a text into a language and translated it back into the original language using a printed dictionary and pass it as their own.

Item 11.B: Translated a text into a language and translated it back into the original language using Translation Machines (e.g.: Google translate) and pass it as my own

		Frequency	Percent
Valid	YES	11	24,4
	NO	34	75,6
	Total	45	100,0

Table 3.14: students' attitude towards back translation using Translations Machines

The table above shows that the majority of students with a percentage of 75, 6% state that they did not Translate a text into a language and translated it back into the original language Using Translation Machines (e.g.: Google translate), and pass it as my own. While a percentage of 25, 4% state that yes, they have done that.

Justifications of students who responded with Yes in this case (11.B) are “*Quick service. Easy, effortless*”, and “*Because Google makes everything easy*” and “*this strategy can facilitate understanding text we have to summarize in French module by translating it in English and retranslate it to a simpler French*”.

Justifications of students who responded with No in both cases (11.A and 11.B):

“This is plagiarism”, and statements like “*it is difficult and consumes time*” In addition that “*it doesn't make sense*» another student said I “have never thought about this technique and I would never try it” were only found in (11.A)

Item 12: Do you think ICT can be useful to fight plagiarism

		Frequency	Percent
Valid	YES	35	77,8
	NO	10	22,2
	Total	45	100,0

Table 3.15: students' attitude towards ICT use against plagiarism

The table above indicates that most students with a percentage of 78% agreed on that the ICT tools could be useful to fight the plagiarism, while a percentage of 22% of student's stat that, it cannot be useful.

Justifications of students who responded with Yes are :

- **Use of detection programs:** “ *We can use anti plagiarism website*”, and that *ICT can “Provide knowledge and awareness”*.

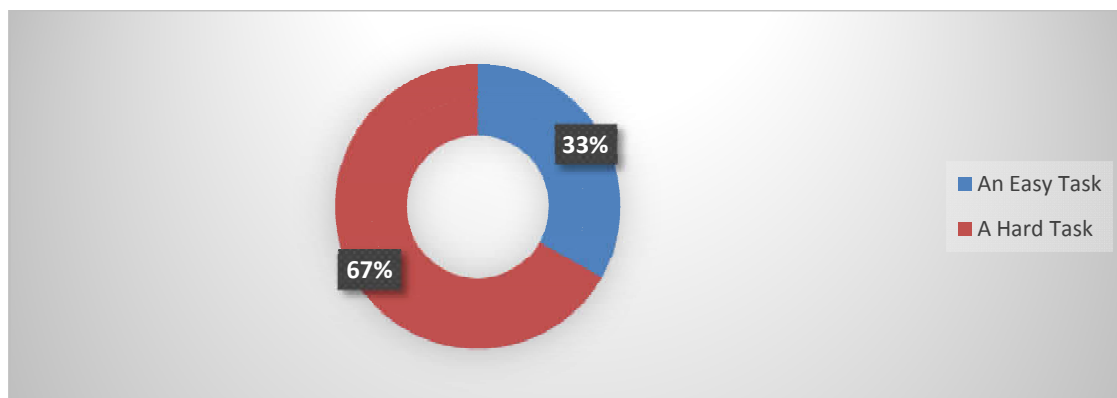
Justifications of students who responded with No:

- **The use of ICT to fight plagiarism is not effective:** “*I think ICT help students to do plagiarism*” and that “*it's not enough cuz in one hand it helps to plagiarize and in the other hand can't detect everything*”

Item 13: How do you find the task of referencing

		Frequency	Percent
Valid	An Easy Task	15	33,3
	A Hard Task	30	66,7
	Total	45	100,0

Table 3.16: Student opinion about the referencing task



Graph 3.2: Student opinion about the referencing task

The majority of students from the population with a percentage of 67% state that the referencing process is a hard task, while only a percentage of 33% of student think that the referencing process is an easy task.

Justifications of students who responded that it is a “hard task”:

- **Complicated:** *“It’s so complex and requires full attention”*
- **Time consuming:** *“ it takes a lot of time”*

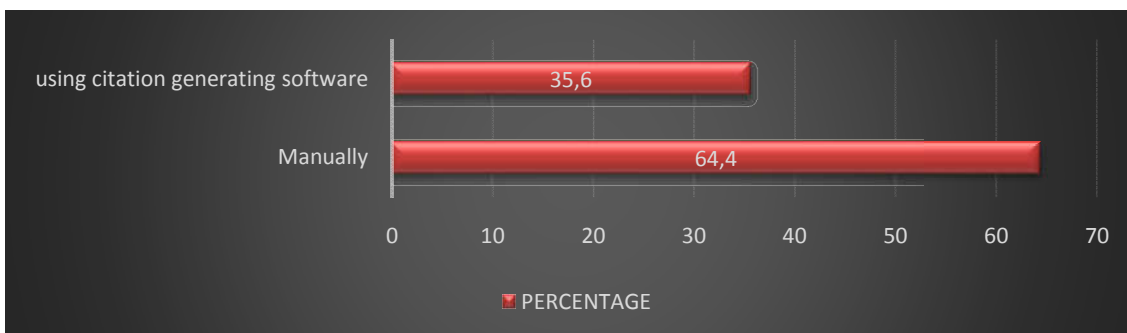
While justifications of students who responded that it is “an easy task” is

- *“We have learned how to reference last year in methodology module”.*

Item 14:How do you insert citations and references

	Frequency	Percent
Manually	29	64,4
Valid using citation generating software	16	35,6
Total	45	100,0

Table 3.17: Students’ preferred way of reference insertion



Graph 3.3: Students' preferred way of reference insertion

A percentage of 64,4% of students' preferred type to referencing is the manually process, while a percentage of 35,6% of students stated that their preferred way is by using citation-generating software.

Justifications of students who responded that they do it “manually” are:

- **Unfamiliar with these softwares:** *“I don't know how to use these softwares ”.*

Justifications of students who responded that they do it using citation generating software are:

- **Time Preserving:** *“I can save more time when using citation generating tools”*
- **To avoid mistakes:** *“I can't trust my referencing skills that's why I use websites to generate them to avoid mistakes”*

Item 15: How do you check your work for plagiarism?

- **Paraphrasing and referencing:** *“As long as I keep Paraphrasing and mention the sources I know that I don't have any plagiarism in my work”*
- **Use of plagiarism checker:** *“ I use websites to check my work for plagiarism”*

Item 16: Do you think Plagiarism Detection Tools are useful?

		<i>Frequenc</i>	<i>Percent</i>
	YES	38	84,4
Valid	NO	7	15,6
	Total	45	100,0

Table 3.18: Students attitude towards the usefulness of the plagiarism detection tools

The table above indicates that the majority of students from the population with a percentage of 83% claim that the plagiarism detection tools are useful, while only 16% of students from the population thought that the plagiarism detection tools are not useful.

Justifications of students who responded with Yes:

- **To avoid plagiarism:** they give chance to avoid plagiarism: “*plagiarism detection website give a percentage of similarity that help to see where we make plagiarism so we can correct our work to avoid it*”

Justifications of students who responded with No:

- **Plagiarism Detection tools are unreliable:** “some detection website specifically free ones give wrong results”

Discussion of the results:

Responses on the first section of the questionnaire show that most students reported that they are aware of what constitutes plagiarism. Their knowledge about plagiarism comes mainly from their teachers' explanation. Nevertheless, some students said that their teachers did not explain what plagiarism is, and only few students have read the University policy document on plagiarism. Most students define plagiarism as a Theft or absence of attribution. Although most students are against normalizing plagiarism giving justifications that plagiarism is unethical, illegal, selfish, and dangerous, fewer students think that plagiarizing a small amount is fine, showing an intention to commit such practice. Also, whereas the majority of students go for penalizing plagiarist in order to deter Future attempts and ensure Justice, some students see that warning is enough because students' plagiarism can be unintentional, and it is unavoidable.

In the first question of the second section, students were asked about the resources of information they usually use when they have an assignment. The analysis shows that most students prefer to use electronic resources because they think it is more abundant, available, ease of access, time preserving, and free, and that only few students use printed resources in their search for information. The answers of this question would pave the way to the coming question.

The rest of the questions in the second section aim to explore students' attitudes and perception of some traditional forms of plagiarism in comparison to their cyber versions. These forms of plagiarism are: duplicating plagiarism, hired plagiarism, translation plagiarism, and back Translation plagiarism. The number of students who said that they have used electronic resources to copy information and submit it without mentioning the source is higher than the number of students who did the same thing using printed resources. Students

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who said that they did not do that in both cases showed an awareness of plagiarism, however, some students said that they did not copy information from printed materials because they do not use them, this may imply an intention to plagiarize if electronic resources are used, and also this can indicate a lack of understanding of plagiarism. Students who reported that they have done that in both cases gave justifications as they were not aware of the meaning of plagiarism and citation conventions or that they only forgot to cite. However, answers like: running out of time and laziness were only given to justify copying from electronic resources, this goes in accordance with what More and shelar (2011) and Bailey (2017) stated that Technology made plagiarism, which used to consume time when written manually, easier due to the ability to copy and paste, and that the internet changed the reasons why students plagiarize because students now can plagiarize out of laziness not out of concern over their poor writing abilities.

The number of students who reported that they have purchased or requested assignment to hand it as their own from people who provide these services is the same number of students who reported doing the same thing using websites. Students who responded with Yes in both cases, justified their answers by saying that they did not have time to do their assignments by their own or because they are not capable to do the assignments by their own. While justifications of students who responded with No were that this is plagiarism, and that they like to do their work by themselves even if it is not good. However, some students justify their answers by saying that they do not have money to purchase assignments and these services are expensive, which again shows their intentions to plagiarize if it was free or at least cheaper.

Students who reported translating text using a translation machine and submitting it without mentioning the source are more than those who did the same thing using a printed dictionary. This shows that the use of translating systems increases this type of plagiarism as

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it is mentioned by Fox (2017) in the second chapter. Students who responded with No in both cases said that this is because it is plagiarism to do so, others said that they never need translation because all sources are available in English, this suggests that maybe students from other fields can commit this type of plagiarism. Others said that they did not do that because using a printed dictionary to translate is time consuming implying that they do not know this is a type of plagiarism or maybe they have intention to do so if translation machines are used instead. Concerning students who responded with Yes in both cases think that this is not plagiarism: *“With changing the language it won't be considered plagiarism”*, yet only students who used machine translation said that is faster.

The number of students who reported engaging in back translation plagiarism using printed dictionary was zero, while the number of students doing the same thing using translation Machines was 11 out of 45. Students justified not committing back Translate plagiarism using dictionaries that *“it is difficult and consumes time”* In addition that *“it doesn't make sense»* another student said I *“have never thought about this technique and I would never try it”*. This can be explained that back Translation is a new type of plagiarism created by technology, because students who admitted doing it using translation Machines gave justifications as *“Quick service. Easy, effortless”*, and *“Because Google makes everything easy”* and *“this strategy can facilitate understanding text we have to summarize in French module by translating it in English and retranslate it to a simpler French. This is not plagiarism”* and *“Due to timing, Topics where too boring to work on”*. Students who said they did not do it even with translation machines showed an understanding that it is plagiarism.

The results discussed so far provide an answer to the first research question which is: *“To what extent do students understand plagiarism?”* Although most students reported that they are aware of what constitutes plagiarism and gave definitions for it in the first section of the questionnaire, the second section revealed that they did practiced plagiarism in their

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previous assignments because they did not know about it «*It happened that I was not aware to the meaning of plagiarism back then*», and that their teachers did not teach them about the importance of referencing and its conventions until their last year: “*Because they didn’t teach us how to add references and why it is important until the last year for the thesis*” which made them plagiarize unintentionally during their previous years of study. As mentioned in first chapter, studies by Marchall and Garry (2005) cited in (Matsebatlela&Kuhudza, (2018) Zarfsaz and Ahmadi (2017) , Devlin and Gray (2007), Park (2003) revealed that students can unintentionally plagiarize because of ignorance or lack of understanding of plagiarism, and referencing.

As an answer to the second research question which is: “Does the use of ICT contributes to the increase of plagiarism?” The discussed results revealed that the percentage of ICT based plagiarism done by students is higher than the percentage of traditional plagiarism. The reasons why the number of students who uses ICT to plagiarize is increasing, are the same reasons why the number of students using ICT in their research is higher than the ones using printed materials; more students using ICT in research automatically means that more students use ICT to plagiarize. Most students rely only on electronic resources in searching for information because of the multiple and vast number of sources it provides, the fast and easy access to them, and that most of them are free, in addition to their nature which supports sharing, exporting quotes. In parallel, with an intention to plagiarize or even ignorance or lack of understanding of plagiarism, ICT use facilitated the already-existed ways students use to plagiarize. Copying information is made effortless, hence more students copy and paste information from electronic resources, than printed resources. This goes in accordance with what Šprajc, Urh, Jerebic, Trivan, and Jereb (2017) as cited in (Ebardo,2018)stated.

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In the third section, students were asked whether they think ICT can be useful to fight plagiarism or not. Most of them responded with Yes and justified that the use of plagiarism detection softwares and software can help fighting plagiarism, also other said that “*Provides knowledge and awareness*”. Whereas students who responded with No say that ICT cannot help to fight plagiarism, but rather increases it “*I think ICT help students to do plagiarism*” and that “*it’s not enough cuz in one hand it helps to plagiarize and in the other hand can’t detect everything*”. Also the results showed that although most students find the process of referencing a hard task because “*it takes time and needs full concentration*”, only few of them opt for using referencing management softwares, who justified that they are afraid of making mistakes that is why they use softwares, and that softwares saves time. Whereas students who said they insert citations manually justified that they are not familiar with referencing management softwares and do not know how to use them. In addition, most students think that plagiarism detection software are useful because they give them chance to avoid plagiarism and correct their work, whereas few students think they are not useful because they give wrong results and are not reliable.

The results discussed in this section can provide an answer to the third research question which is: “how can ICT are used to prevent plagiarism?” Among the two strategies that ICT provides to fight plagiarism which are refreshing management softwares and plagiarism detection softwares, most students show positive attitude towards the use of plagiarism detectors. In addition, although students admitted that the process of referencing is hard only few of them uses referencing management softwares, this is because they lack the necessary literacy to use them.

To summarize the whole thing, the researcher would like to present the following table which aims to explain the influence of the use of ICT on the prevalence of plagiarism.

Awareness of plagiarism	Intention of plagiarism	ICT use	Prevalence of plagiarism
+	+	+	+
+	-	+	-
-	-	+	+

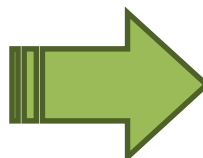


Table 3.19: the influence of the use of ICT on the prevalence of plagiarism.

(+) means existence while (-) means absence.

- If there is an awareness of plagiarism, nevertheless, there is an intention to commit it, hence the use of ICT would make it more prevalent.
- If students are aware of what constitutes plagiarism, and they do not have any intention, they would not use ICT to plagiarize, but rather to avoid plagiarism this would make plagiarism less prevalent.
- When there is no awareness of plagiarism, even if students do not have intention to commit it, they may use ICT improperly, which can result in plagiarism being more prevalent

General Conclusion

The present study is an attempt to understand how ICT use by students influence the prevalence of plagiarism. It aimed at exploring the forms of plagiarism students engage in, and whether the use of ICT facilitated them, and how can ICT be used to solve the problem.

The thesis is divided into three chapters. The first one is devoted to reviewing the literature on plagiarism. The phenomenon has been defined, and its various types are provided. In addition, the reasons leading to plagiarism are given along with the consequences. And finally, the chapter is concluded by giving strategies to avoid plagiarism.

The second chapter sheds light on the use of ICT. Definition of ICT and its uses in the field of academic research is discussed. In addition, literature that tackled the influence of information and communication technology on the increase of plagiarism is reviewed. Lastly, ICT applications that are assumed to prevent plagiarism are presented.

The third chapter is allotted to the fieldwork. The researcher attempts to describe the collected data, and discuss the results and interpret them. The chapter provides answers to the research questions. Data was collected by using a semi-structured questionnaire that was distributed online to Master two Students of English at the University of Biskra. Students were asked about their awareness of plagiarism, and their attitude towards using ICT to plagiarize was assessed in comparison to their attitude towards some forms of traditional plagiarism. In addition the questionnaire collected data on students' use of ICT to avoid plagiarism.

The findings proved that ICT use by students have an influence on the prevalence of plagiarism, yet it does not cause it directly. Intention and awareness of plagiarism are factors that should be taken into consideration to determine whether the use of ICT makes plagiarism more or less prevalent.

Recommendation:

Based on the results of this study, the researcher would like to recommend that:

- Teachers start teaching their student about plagiarism and make them aware of its different types, and how to avoid them since the first academic year, in order to avoid any sort of unintentional plagiarism.
- Teachers should ask their students to mention the source of any information they use, and teach them about the importance of references and citations, and how to use them.
- Students need to have lectures on ethics, so that their intention to plagiarize would be reduced.
- Students need to have training on the ethical use of ICT, and how to use ICT to avoid plagiarism.

Limitations of the Study:

There were some problems that faced the researcher during this project which are:

There were no educational emails for students, which are required to access the sources needed. Websites and electronic journals offered the possibility to borrow the paid articles via access with educational email, yet when the administration did not give us any.

Also, the sample of the study were Master two Students of English, hence there is a probability that the results would change if the sample changes..

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Appendix

Questionnaire to students

Dear students, you are kindly asked to answer this questionnaire which aims to collect data necessary for a research paper about the influence of information and communication technology (ICT) on the prevalence of plagiarism. Be sure that your responses will be kept ANONYMOUS and will be used for research purposes only.

Section one: Students' awareness of plagiarism

Q1.: I am aware of what constitutes plagiarism*

1. Yes
2. No
3. Not certain

Q2. My lecturers explained what is plagiarism*

1. Yes
2. No

Q3.: I have read the University policy document regarding plagiarism.*

1. Yes
2. No

Q4: How can you define plagiarism*

.....

Q5.: I think it is OK to plagiarize*

1. Yes
2. No

Justify your answer:.....

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Q6: I think students should be penalized for committing plagiarism.*

1. Yes

2. No

Section Two: Students attitude towards some forms of plagiarism and their cyber versions

Justify your answer:.....

Q7: When I have a assignment I usually use*

1. Printed resources (books, magazines, journals, etc.)

2. Electronic resources (websites, blogs, ebooks, social network, etc.)

3. Both of them

Justify your answer:.....

During my academic years I have:

Q8.A: Duplicated ,fully or partially, information I found in printed materials and submitted Without mentioning the source.*

1. Yes

2. No

Justify your answer:.....

Q8.B: Used electronic resources(websites, blogs, ebooks, etc.) to copy information, partially or fully, and submitted it without mentioning the source.*

1. Yes

2. No

Justify your answer:.....

Q9.A: Purchased or requested an assignment to hand it in as my own from people who provide these services.*

1. Yes

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2. No

Justify your answer:.....

Q9.B: Purchased or requested an assignment to hand it in as my own from websites or people providing these services online*

1. Yes

2. No

Justify your answer:.....

Q10.A: Translated a text by my own or using a printed dictionary and submitted it without mentioning the source.*

1. Yes

2. No

Justify your answer:.....

Q10.B: Translated a text using translation machines (e.g. Google translate) and submitted it without mentioning the source.*

1. Yes

2. No

Justify your answer:.....

Q11.A: Translated a text into a language and Translated it back into the original language using a printed dictionary and pass it as my own.*

1. Yes

2. No

Justify your answer:.....

Q11.B: Translated a text into a language and Translated it back into the original language using translation Machines (e.g. : Google translate) and pass it as my own*

1. Yes

2. No

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Justify your answer:.....

Section Three: Students attitude towards using ICT to fight plagiarism.

Q12: Do you think ICT can be useful to fight plagiarism*

1. Yes

2. No

Justify your answer:.....

Q13: Knowing that the core of academic integrity is to properly cite the source of information, how do you find the task of referencing*

1. An Easy task

2. A hard task

Justify your answer:.....

Q14: How do you insert citations*

1. Insert citation manually

2. Using software/ online tool to generate citations

Justify your answer:.....

Q15: How do you check your work for plagiarism?*

Q16: Do you think Plagiarism Detection Tools are useful*

1. Yes

2. NO

Justify your answer:.....

السرقة العلمية مشكلة تهدد مصداقية البحوث الأكاديمية، ولها نتائج وخيمة على مختلف الأفراد و المؤسسات في مختلف الميادين. مع التطور التكنولوجي، أصبحت تكنولوجيا المعلومات والاتصال جزءاً لا يتجزأ من عملية البحث العلمي لما لها من تطبيقات عديدة تسهل على الباحثين القيام بمختلف المهام الضرورية في بحوثهم. هذه الدراسة تمثل محاولة لفهم تأثير تكنولوجيا المعلومات والاتصال على انتشار ظاهرة السرقة العلمية. عينة البحث تمثل في طلبة ماستر اللغة الانجليزية من كلا التخصصين المتابعين، حيث تمت عملية جمع البيانات من خلال استبيان يحوي أسئلة حول مدى فهم الطلبة لمعنى السرقة العلمية و موقفهم من استعمال التكنولوجيا كوسيلة لسرقة العلمية، أو كوسيلة لتجنبها. النتائج بينت أن إستعمال تكنولوجيا المعلومات والاتصال يؤثر على مدى انتشار السرقة العلمية لكنه لا يسببها بطريقة مباشرة، بل هناك عوامل أخرى تؤثر على ذلك و هي مدى إدراك الطلبة لمت أشكال السرقة العلمية و كذلك نيتهم في ارتكابها او اجتنابها.

Resummer:

Le plagiat scientifique est un problème qui menace la crédibilité de la recherche universitaire et qui a des conséquences désastreuses pour diverses personnes et institutions dans divers domaines. Avec le développement technologique, les technologies de l'information et de la communication sont devenues partie intégrante du processus de recherche scientifique en raison de leurs nombreuses applications qui permettent aux chercheurs d'accomplir plus facilement les différentes tâches nécessaires à leur recherche. Cette étude représente une tentative de comprendre l'impact des technologies de l'information et de la communication sur la propagation du phénomène de vol scientifique. L'échantillon de recherche est représenté par des étudiants en master de langue anglaise des deux disciplines, où le processus de collecte de données a été effectué au moyen d'un questionnaire contenant des questions sur la mesure dans laquelle les étudiants comprennent la signification du plagiat scientifique et leur position sur l'utilisation de la technologie comme moyen de plagiat, ou un bon moyen de l'éviter. Les résultats ont montré que l'utilisation des technologies de l'information et de la communication influe sur l'étendue du plagiat scientifique, mais qu'elle n'en est pas directement la cause. Ainsi que leur intention de le commettre ou de l'éviter.