"CTRL + C, CTRL + V": ACADEMIC INTEGRITY IN ONLINE LANGUAGE LEARNING

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Abstract

This qualitative study aims to explore academic integrity in terms of plagiarism issues in online language classes at Camarines Sur Polytechnic Colleges. The study has two research questions: (1) What types of plagiarism do online submitted outputs of students in online language classes fall? (2) What strategies do college instructors use to prevent and detect plagiarism in their language classes? Turnitin and content analysis were utilized to identify types of plagiarism committed by students, while structured interviews and thematic analysis were used to gather data on strategies used by college instructors. Results indicated that among the five types of plagiarism, Badyal (2018) has categorized, Mosaic Plagiarism or Patch Writing was the most prevalent, while Structural Plagiarism had the least number of cases identified, and no instances of Self-Plagiarism were found. Nonetheless, some outputs were plagiarism-free. The study also identified language instructors' strategies to prevent and detect plagiarism in their classes. The study recommends that academic institutions prioritize creating a culture of honesty and ethical behavior in academic writing, educate students on clear citation guidelines, and implement stricter penalties. The study's results can assist policymakers and educational institutions in creating practical measures to encourage academic honesty and avoid plagiarism in online language classes.

Keywords: Camarines Sur Polytechnic Colleges; Academic Integrity; Plagiarism; Turnitin; Online Language Learning

Abstrak

Penelitian kualitatif ini bertujuan untuk mengeksplorasi integritas akademik dalam kaitannya dengan masalah plagiarisme pada kelas bahasa online di Camarines Sur Polytechnic Colleges. Penelitian ini memiliki dua pertanyaan penelitian: (1) Jenis plagiarisme apa yang termasuk dalam hasil karya siswa yang dikirimkan secara online di kelas bahasa online? (2) Strategi apa yang digunakan pengajar perguruan tinggi untuk mencegah dan mendeteksi plagiarisme di kelas bahasa mereka? Turnitin dan analisis konten digunakan untuk mengidentifikasi jenis plagiarisme yang dilakukan oleh mahasiswa, sedangkan wawancara terstruktur dan analisis tematik digunakan untuk mengumpulkan data tentang strategi yang digunakan oleh pengajar perguruan tinggi. Hasil penelitian menunjukkan bahwa di antara lima jenis plagiarisme, Badyal (2018) mengkategorikan, Plagiarisme Mosaik atau Penulisan Tambalan adalah yang paling umum, sedangkan Plagiarisme Struktural memiliki jumlah kasus teridentifikasi paling sedikit, dan tidak ditemukan kasus Plagiarisme Mandiri. Meskipun demikian, beberapa keluaran bebas plagiarisme. Penelitian ini juga mengidentifikasi strategi instruktur bahasa untuk mencegah dan mendeteksi plagiarisme di kelas mereka. Studi tersebut merekomendasikan agar institusi akademis

memprioritaskan penciptaan budaya kejujuran dan perilaku etis dalam penulisan akademik, mendidik siswa tentang pedoman kutipan yang jelas, dan menerapkan hukuman yang lebih ketat. Hasil penelitian ini dapat membantu pembuat kebijakan dan lembaga pendidikan dalam menciptakan langkah-langkah praktis untuk mendorong kejujuran akademik dan menghindari plagiarisme dalam kelas bahasa online.

Kata kunci: Camarines Sur Polytechnic Colleges; Integritas akademik; Plagiarisme; Turnitin; Pembelajaran Bahasa Online

1. INTRODUCTION

Academic Integrity

The 21st century has seen a significant increase in the flow of information, which has led to a more complex world. This increase in the flow of information is mainly due to advancements such as the internet, innovations, and more affordable telecommunications technology, which have significantly changed the world compared to how it was just a few years ago. With high pressure on students, teachers, and institutions to succeed, there has been a rise in instances of academic integrity being compromised.

Academic integrity refers to the ethical values of honesty, fairness, respect, trustworthiness, and responsibility that are vital in all educational activities (TEQSA, n.d.). It is crucial for the credibility and reputation of academic institutions and students and essential for personal intellectual growth. Academic dishonesty or misconduct, on the other hand, refers to actions that undermine or violate academic integrity (Brimble & Stevenson-Clarke, 2005, cited by Baran & Jonason, 2020). The violation of academic integrity can manifest in various ways, including but not limited to plagiarism and exam cheating. It is essential for all individuals involved in academia, including educators, learners, scholars, and leaders, to maintain and promote academic honesty.

Academic dishonesty has recently become a significant issue in higher education. Plagiarism, a contentious problem, refers to utilizing another person's words or thoughts without giving appropriate credit. This problem is becoming more common among students and is a burning issue in today's online-based education era. Though online education has begun later than traditional learning, it is perceived that academic misconduct often occurs in online learning (Srirejeki et al., 2022 & San Jose, 2022). Nonetheless, since face-to-face classes have long been exercised, local and international researchers in academic integrity have focused on this classroom setup.

In the Philippines, over a year into the country's education system's distance and blended learning setup under the COVID-19 pandemic, the problem of plagiarism has been a persistent issue at all educational levels. For the past two academic years, there is no denying

that the pandemic created a situation that had a negative impact on students' learning motivation and environment (Baticulon et al., 2020). Plagiarism has become more prevalent due to the internet's easy accessibility to information, particularly in academic settings, where students rely heavily on online resources. Previously, students had to spend time manually copying texts from books, encyclopedias, and newspapers (Bautista, 2022). Nevertheless, now this time-consuming task has been shortened and replaced by two new simple commands, "CTRL + C" and "CTRL + V," or the "copy and paste" function. In addition to having easy access to the internet, one of the leading causes of the inevitable and ongoing rise in plagiarism cases is that many people in the Philippines still do not understand what plagiarism is (Pagaddu, 2021), resulting in unintentional plagiarism. Consequently, students are more tempted to download and plagiarize articles and other materials if they appropriately credit the original authors. This is a growing issue that educational institutions must address to maintain academic integrity.

We occasionally come across anecdotal evidence of plagiarism, and the ironic part is where these incidents occur - in universities or while doing coursework (Resurreccion, 2012, cited by Abel et al., 2020). Before the pandemic, there were already a number of studies indicating an increase in academic misconduct in Philippine academic institutions, which goes against the fundamental purpose of these institutions. There is a need for more research on the prevalence of plagiarism and effective strategies for preventing and addressing it. Previous research on academic integrity in the Philippines has focused chiefly on cheating on exams and assignments, with most studies involving secondary and tertiary education. However, there is a lack of literature on plagiarism-related academic integrity violations specifically affecting college students in online Language learning courses at the onset of the COVID-19 pandemic and in the digital age. This paper is another attempt to review and synthesize research on higher education's academic integrity, focusing on Online Language learning.

In the field of language study, it is especially important for students to construct their own work and ideas rather than relying on the words and ideas of others. By understanding the importance of academic integrity and the consequences of plagiarism, language students can ensure that they are producing original and authentic work that reflects their understanding and knowledge of the subject. Moreover, a thorough understanding of the types of plagiarism by online language students will enable educational institutions to make informed decisions about the prevention and resolution of student plagiarism issues, ensuring that students receive a quality education and earn degrees that genuinely reflect their knowledge and abilities. These reasons motivate the researchers to study the extent of academic integrity of college students in Online Language Learning classes in terms of plagiarism issues.

Additionally, this study aims to explore the extent of academic integrity of college students at Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines in Online Language Learning classes in terms of plagiarism issues, thus, the researchers believed that utilizing the Types of Plagiarism proposed by Badyal (2018) and Social Cognitive Theory (SCT) by Albert Bandura (1986) would help strengthen the study.

This study has two main objectives: 1. Identify and categorize the types of plagiarism exhibited in online submitted outputs of students in online language classes; 2. Determine the strategies used by college instructors to prevent and detect plagiarism in their language classes.

2. METHODOLOGY

Research Method

This study was conducted using a qualitative research design. A qualitative research design uses different procedures that present adequate and accurate context descriptions to be more credible. This qualitative research incorporated interviews to have a high-reliability outcome as a research method. The researchers also considered descriptive content analysis to gather data. This is a very flexible method that allows the researchers to collect data in their chosen location and time and avoid misremembering data. A human investigator was used as the primary tool to interpret the data from this study, which was presented in the form of words rather than numbers.

Participants of the Study

For this study, the researchers interviewed eight (8) Language instructors as the participants in research question two. Aside from the Language Instructors, the researchers also utilized outputs in this study. It was the source of data required to complete research question one. The outputs are acquired from the participants in research question two.

Inclusion and Exclusion Criteria
Instructors

The Language instructors should be from the Department of College of Arts and Sciences (CAS) of Camarines Sur Polytechnic Colleges. Have handled at least one (1) Language subject from the second semester of the academic year 2019-2020 or until the first semester of the current academic year 2022-2023 in an online-based output submission setup. The responses on the provided informed consent form were used to determine which

participants were selected for the study. All instructors who met these criteria and were interested in participating in the study were interviewed according to availability.

Online Submitted Outputs

The outputs should be for an English Language subject, a writing task type of output (Reflection Papers, Essays, Research Activities, Narrative Reports, Paper Reviews) with no less than a minimum of 200 words, encoded and handed in during the height of online instruction. The outputs submitted for this study should adhere to the file type requirements set by Turnitin. Failure to comply with these requirements may result in the outputs being deemed ineligible for the study.

Research Instruments

The researchers sent a request letter to the CSPC-Center for Research and Development office to request access to a Turnitin account. In addition, the researchers sought assistance from experienced Turnitin users to help them understand how to utilize this plagiarism detection service. This software helps the user check their output to see if any existing match material was published or submitted on any website.

In the later part of the study, the researcher utilized 15-30 minutes either in-person or via an online meet interview with the participants. An in-person interview is more dominant than the other types of interviews based on the amount of data that can be collected or gathered (Opdenakker, 2006, as cited by Krouwel et al., 2019). The researchers conducted a structured interview with predetermined guide questions to be answered by more than a yes or no or short-word response. The researchers used the structured Interview in a way that respected the participants' schedules and required minimal time commitment.

Data Gathering Procedures

The researchers conducted a content analysis on the online submitted outputs by first obtaining permission from the instructors, who were also the participants of the study, to acquire the outputs of the students. With the aid of Turnitin, a plagiarism detection tool accessible via the Internet, the researchers closely reviewed the outputs with the help of an expert. Following the acquisition of the outputs, the researchers utilized Turnitin as a tool for identifying and categorizing the types of plagiarism in the gathered outputs. The researchers manually uploaded the outputs. After Turnitin electronically analyzed the outputs, the researchers again manually checked the results and classified the detected plagiarism in

accordance with Badyal's (2018) types of plagiarism. The researchers checked all the analysis findings to ensure the work was completed correctly.

The researchers carefully examined the gathered data from the interview to find recurring themes, concepts, or patterns. The researchers used these to make some preliminary judgments about the participants' viewpoints, knowledge, or experiences. After reviewing the responses several times, the researchers manually clustered the data into groups identified by their "code." These codes gave the researchers a condensed overview of the main points and patterns identified in the data and sorted these codes into themes. After the researchers identified the themes, they made sure that they accurately represented the patterns in the responses and then made interpretations that led to the final research findings.

Thematic Analysis was also utilized as this qualitative research method can be applied to various epistemologies and research inquiries. It involves identifying, analyzing, organizing, describing, and presenting themes within a data set, as explained by Nowell et al. (2017) and cited by Kiger and Varpio (2020). The second research question was also looked into, which the researchers need to determine the instructors' strategies to prevent and detect plagiarism in their language classes. Researchers used thematic analysis to examine the qualitative information in this question. The researcher examined the data to look for recurring themes. The researchers conducted a structured interview to gather the required data. The participants' responses were audio recorded as they were made during the interviews, and they were later transcribed. After transcribing the interviews, the researchers analyzed the participants' responses thematically. This process was done by listening to the audio recordings of the interviews and reading the transcriptions.

3. RESULTS/FINDINGS AND DISCUSSION
Identification of Plagiarism Types in the Online Submitted Outputs Based on Badyal's Types of Plagiarism

This section presents the data to answer the first research question concerning the types of plagiarism in the online submitted outputs. In answering this matter, the researchers utilized Badyal's proposed Types of Plagiarism (2018) as a framework to identify and categorize instances of plagiarism in the study. Badyal's proposed Types of Plagiarism are divided into five types; a) Direct or Verbatim Plagiarism; b) Mosaic Plagiarism or Patch Writing; c) Unintentional Plagiarism; d) Structural Plagiarism, and e) Self Plagiarism.

Table 1 shows the frequency and percentage distribution of the online submitted outputs identified based on Badyal's Types of Plagiarism. The data shows that most of the student's

online submitted outputs are identified as Mosaic Plagiarism, also known as Patchwriting, representing 57 or almost 34%, followed by Direct or Verbatim type of plagiarism having 43 or 25%, Unintentional Plagiarism with 28 or almost 17%, and Structural Plagiarism with 6 or 3.48% of the total analyzed outputs. On the other hand, it should be noted that this study has a limitation as it did not detect any instance of Self Plagiarism. In contrast, 38 or almost 23% of 172 online outputs have been determined not plagiarized.

Table.1. Identification of Plagiarism Types in the Online Submitted Outputs based on Badyal's Types of Plagiarism

Types of Plagiarism	Frequency	Percentage
Direct or Verbatim Plagiarism	43	25%
Mosaic Plagiarism or Patch Writing	57	33.14%
Unintentional Plagiarism	28	16.28%
Structural Plagiarism	6	3.48%
Self Plagiarism	0	0%
No Plagiarism Found	38	22.10%
TOTAL	**172**	**100%**

As shown in Table 1, Mosaic Plagiarism is the most prevalent type of plagiarism committed by Language students. The presented data indicate that many students combine excerpts from various sources while producing their output, substituting original words with synonyms and preserving the original structure and meaning of the text without appropriately acknowledging the sources. Based on the high determined percentage of Mosaic Plagiarism or Patchwork, it can be inferred that this type of plagiarism is relatively easy to commit; this is likely due to the difficulty of keeping track of multiple sources and pieces of information, which can make it tempting for students to take this shortcut.
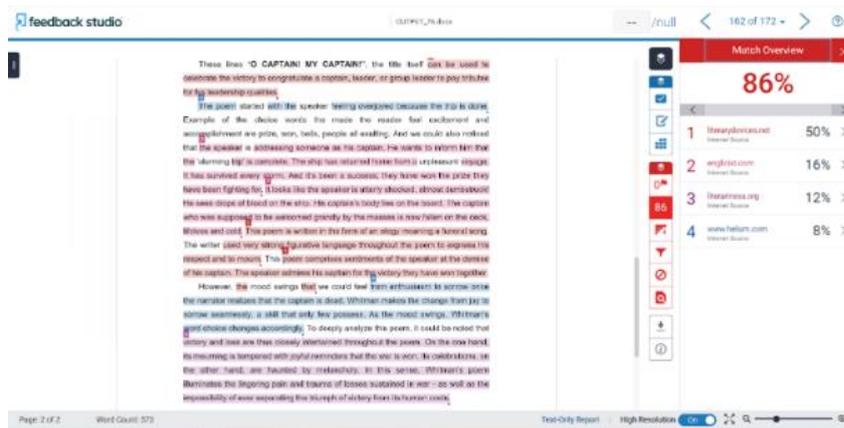
Figure 1. **Mosaic Plagiarism or Patchwriting Example**

Figure 1 shows an example of Mosaic Plagiarism or Patchwriting. It was discovered that the student had incorporated phrases and ideas from four different online sources into the essay without correctly paraphrasing or providing proper credit to the sources. In line with Bonifacio's (2020) statement, this problem may be attributed to the fact that many students opt to copy and paste information from various sources directly and fail to recognize the importance of providing proper credit to the original author/s.

Bretag and Mahmud's (2019) study supports the analysis presented, as it revealed that patchwriting was the most frequently observed form of plagiarism among university students in their sample of online submissions. The study further found that patchwriting was more prevalent among students with inadequate academic writing abilities or lacking confidence in their writing skills.

Direct or Verbatim Plagiarism got the second-highest number of occurrences. 43 or 25% of students directly copied from the source, word-for-word, without providing any acknowledgment or citation of the source. In contrast to Mosaic Plagiarism, which involves combining different sources, Direct or Verbatim Plagiarism is a more blatant and intentional form of plagiarism. Students are more likely to struggle academically, which could be due to a variety of reasons, such as poor understanding of the course material, compliance, or lack of motivation.

Figure 2 shows that the student had directly copied (word-for-word) several paragraphs from the internet source. The student provides no citation or acknowledgment of the source.
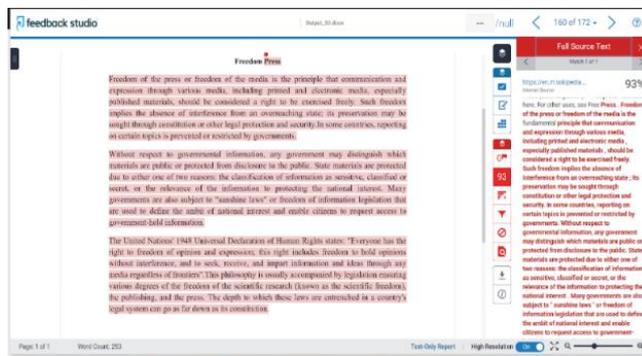
Figure 2. ***Verbatim Plagiarism Example***

On the other hand, unintentional plagiarism got the third-highest number of occurrences, with 28 or almost 17%. As per Badyal (2018), unintentional plagiarism, also known as accidental plagiarism, occurs when someone, as the term suggests, accidentally omits to cite the source due to a lack of self-awareness. Students who do not learn to cite properly may struggle to produce high-quality work in their future academic and professional endeavors. Proficiency in writing and citation is a fundamental skill necessary for success in many fields, and students who do not master these skills may be at a disadvantage in their future academic and professional pursuits. In this case (*see Figures 3 and 4*), the students are unaware of the ethics of writing or do not know how to cite and thus generate a similarity index.
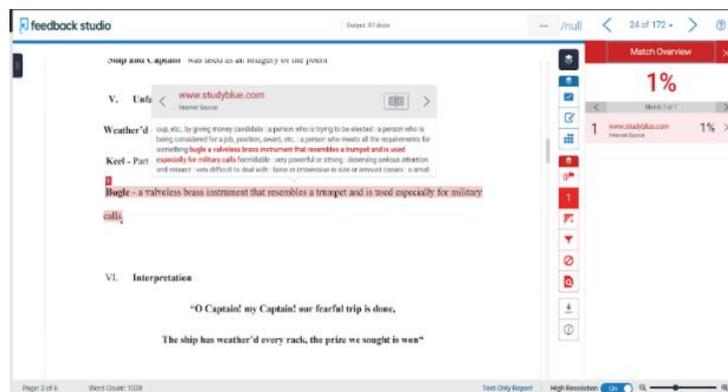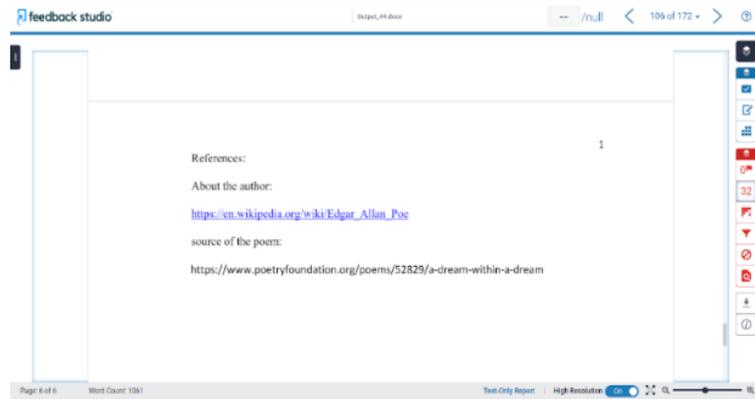

Figure 3. ***Unintentional Plagiarism Example***

*Figure 4. **Incorrect Citation Formatting Example***

Incorrect citation formatting is another common mistake that can lead to unintentional plagiarism. In Figure 6, the student used an incorrect format within a given citation style, such as using a URL instead of the proper citation format (e.g., APA, MLA). Using an incorrect citation style or format can result in a similarity index indicating plagiarism, even if the student did not intentionally plagiarize.

Bayram and Tikman (2022) cited the study of Ennam (2017), which highlights the significance of acknowledging the sources of ideas used to support one's arguments, even if the ideas are rephrased in one's own words. One key feature shared across various definitions of plagiarism, including those mentioned in Ennam's study, is the lack of proper referencing. This serves as a tool for measuring or detecting instances of plagiarism.

Cited by Knight (2018), in her study Exploring Adjunct Instructors' Decisions to Pursue Disciplinary Action for Plagiarism, contrary to the study of Soppe (2013), which stated intentional or intended plagiarism is rare, whereas accidental plagiarism is more prevalent. The present study's findings showed that the incidence of unintentional plagiarism in the outputs of Language students is lower than that of other types of plagiarism, like verbatim plagiarism and patchwriting. Although unintentional plagiarism occurred in the outputs, the percentage showed a rare occurrence. Language students are expected to ensure that they acknowledge and attribute the sources of the ideas they utilize by citing them appropriately. This responsibility is imposed on them because it is essential to give credit where it is due and maintain their work's integrity.

Following Unintentional Plagiarism is Structural Plagiarism. As shown in Table 1, this type of plagiarism is one of the minor occurrences accounting for only six (6) instances or approximately 3.48%. The accuracy of Turnitin in detecting this type of plagiarism may be limited, which could contribute to this phenomenon. As a result, the researchers manually compared the outputs to their sources to ensure the accuracy of the findings.

To support this claim, Bonifacio's (2020) study about the most dominant type of plagiarism revealed that none of the participants were found to have committed paraphrasing

plagiarism. However, the study's limitation was that the plagiarism detection software used could not detect this type of plagiarism. This highlights the importance of not relying solely on text-matching tools and the significance of manually reviewing student outputs to identify potential cases of plagiarism.

The word order, rephrased sentences, modified words, and sentence structure were all elements that the researchers thoroughly checked in this case before classifying it as structural plagiarism. Alvi, Stevenson, and Clough (2021) supported this analysis and stated that some of the frequent paraphrasing tactics utilized by plagiarists had been recognized as a synonymous replacement, word reordering and insertion/deletion.
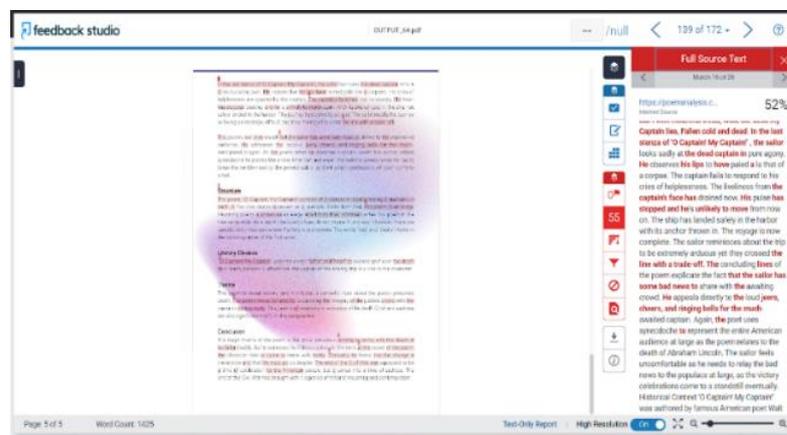

*Figure 5. **Structural Plagiarism Example***

According to Badyal (2018), self-plagiarism can occur when students reuse their work, such as a previously submitted paper. In order to detect self-plagiarism, the student or their supervisor would need to manually review the submitted work alongside any previous works by the student. This can be a time-consuming process and may require expertise in the subject matter to determine if there is significant overlap or duplication. Considering the instrument used in this study, although Turnitin is a widely used tool for detecting plagiarism in academic writing, its ability to detect self-plagiarism can be limited. This is because Turnitin works by comparing the submitted work against an extensive database of previously published materials, which may not include the student's previous work.

*Figure 6. **Example of No Plagiarism Found***

Additionally, out of the 172 outputs reviewed, 38 of them, almost 23%, did not indicate any plagiarism according to the Turnitin software (see Figure 6). This may suggest that these 38 students properly paraphrased the information and cited their sources correctly. To verify the absence of plagiarism, the researchers thoroughly examine the 38 outputs that were not flagged and decide based on their assessment of whether plagiarism has occurred or not.

According to Figure 6, no highlighted sentences mean it exhibits no indication of plagiarism, and the similarity index recorded by the Turnitin tool is at 0%. These findings suggest that the sentences in question were composed by the student and were not taken from any external sources, indicating the originality of the work. As plagiarism is considered a severe offense in academic writing, these results demonstrate the student's ability to produce original work with integrity and credibility.

Instructors' Strategies to Prevent and Detect Plagiarism

The second research question sought to identify the strategies employed by language instructors to prevent and detect plagiarism in their classes. The researchers were able to interview eight (8) Language instructors, utilizing a structured interview approach with seven guide questions. The interviews were carried out both in person and virtually through Google Meet. The data collected also served as the primary source of data for the study.

Plagiarism Prevention

Theme 1: Embedded in the Course Syllabi

Academic courses typically offer a course syllabus that contains essential details about the course, such as its goals, schedule of activities and assignments, necessary textbooks and materials, and guidelines for communicating with the instructor beyond regular class meetings. Additionally, the syllabus usually outlines the course's general policies, such as attendance guidelines, academic integrity, and a grading system that explains how student performance will be assessed**.**

According to the participants' interview responses about Plagiarism prevention, a well-crafted course syllabus is one of their main strategies for preventing plagiarism. The inclusion of plagiarism prevention measures in the course syllabus highlights the importance of academic integrity and ethical behavior and provides a clear framework for students to understand what is expected of them. By embedding these measures in the syllabus, instructors are making a deliberate and conscious effort to ensure that students are aware of the policies and guidelines and clearly understand what constitutes plagiarism and how to avoid it.

The participants in the study highlighted that preventing plagiarism is given significant importance in their classes through their classroom policies. The participants mentioned that they include as many plagiarisms prevention strategies as possible in their syllabi, include academic integrity in their classroom policy, and conduct an orientation for their students regarding the class rules.

"...the syllabus that we have…we have the prerogative to include as many as we can, the kind of strategies that we want. ...especially for me, I always make it to a point na may plagiarism aspect dyan." – I2

"...nasa classroom policies ko sila (plagiarism prevention and academic integrity) talaga. ...it's part of my classroom policy, na may orientation talaga kami when it comes to rules in the class." - I1

Similarly, other participants stated that they meet their students at the beginning of the semester to provide an orientation and explain the guidelines every student should follow. They emphasize the consequences of plagiarism and cheating and clarify what actions they take against students who cheat.

"...of course I have to emphasize (plagiarism prevention)... binabasa ko talaga yung rules and regulations in my course. It's included... na if ever I caught them cheating... all types of cheating as well as plagiarism, I will have to report them to the college." -I3

"...every time, at the start of the semester, I make it to a point that I meet my students for orientation. That's where I explain all those reminders, all those guidelines that each student in my class should observe. And I give emphasis to Plagiarism and cheating. I tell them outright as to what I do to students who cheat." -I6

"...at the first meeting palang talagang very important na ino-orient mo sila regarding plagiarism issues, na it's not advisable, it is not necessary to plagiarize something." -I5

An established classroom policy is integral to the course syllabus as they establish the expectations and guidelines for a successful and rewarding learning experience. It is often included in the syllabus as it provides guidelines and expectations for student behavior and conduct in the classroom. According to Emmer and Stough (2003), cited in Wang (2020), highly effective instruction and guidelines can help reduce but not eliminate instances of plagiarism. The relationship between behavior management and quality instruction is reciprocal, with each component vital in ensuring overall learning success. Based on the findings in research question one, with a high percentage of the language students' research outputs not containing any detected plagiarism, the researchers implied that the employed prevention strategy had been deemed effective.

Clear and explicit classroom rules and regulations about plagiarism and cheating can promote a culture of academic integrity and create a level playing field for all students. It signals to students that academic integrity is a core value of the course and that they will be held accountable for their actions. This can help establish a culture of trust and respect between students and the instructor and among students. By promoting academic integrity, instructors can help to prepare students for success in these settings and help to promote a more ethical and responsible society overall.

Theme 2: Educational Intervention for Referencing and Citations

Referencing and citation is a process of acknowledgment of the sources used when writing research, essays, and any written outputs. There are different types of plagiarism, but their problem is the same: the lack of proper references and citations. To combat this type of plagiarism, college instructors create educational interventions. These interventions include

designing lessons, conducting seminars for correct referencing and note-taking, and developing activities promoting accurate source citation.

According to the participant, they were conducting a seminar on referencing and citation, which would cover the rules and factors to consider when citing sources. The participant stated they provided an overview of adequately citing references from the beginning. The significance of referencing and citation was emphasized, emphasizing the importance of accurately citing sources without altering the information. The participant recommended using phrases such as *"according to (author, year),"* *"from a book by (author),"* or *"from an article by (author)"* to properly reference sources. The participants also encouraged students to incorporate their ideas based on the information cited from external sources. As per one of the participants, a preventive approach towards ensuring proper referencing and note-taking would involve teaching lessons on these topics and following them up with related activities. The participants also backed up their argument by suggesting that an orientation on referencing fundamentals should be conducted.

"I would give them a sort of… para syang seminar na na sabi ko, kasi binibigay ko yung mga rules and considerations when it comes to referencing and citations. Diba? yung dalawang yan ang importante kasi like, If really… you cannot change what is stated in a certain source, you just cite. Sabihin mo nalang na from…, according to ganyan, (2023), from a book of…, article of… tapos you give now your own idea out of that." -I1

"...I have a lesson about referencing and notetaking. I emphasize the importance of properly citing the sources and I teach them how to do it… and I give activities on how to properly do them.." -I3

Moreover, one participant pointed out that instructors have advanced knowledge of referencing and citing correctly, implying that English instructors are obligated to lecture and orient students about how to cite an online source to prevent plagiarism.

"dapat ang instructor din ay nagtuturo papaano gumawa ng referencing." -I8

These steps of prevention imply how essential correct reference and citation are. Teaching the students about the rules and factors of citing sources is a way of preventing plagiarism. Implementing a seminar or orientation about proper ways of citing sources is one way of teaching the students. This is supported by Selemani (2018), who conducted a study

that showed the most common types of plagiarism students commit are the improper use of quotation marks and failure to provide appropriate references. The study also cited Scouller et al. (2008), which examined students' abilities in referencing and citation. Scouller's study revealed that while most students were proficient in referencing and citing, their written work still contained errors in the proper citation and orderly arrangement of reference lists. This suggests that some students struggle with adequately citing sources, even if they have previously been taught the basics. Therefore, additional educational interventions and orientations may be necessary to reinforce these skills and prevent plagiarism.

Theme 3: Conditioning

Plagiarism is a misdeed that breaches the academic integrity of an academic institution. Albert Bandura's theory, Social Learning Theory, suggests that behaviors are acquired by observing and imitating others, which is achieved through conditioning (Kurt, 2020). In conditioning, for the person to be able to behave in a certain way, there will be a corresponding reward or conditions for a specific action that will be performed. Without corresponding penalties for violation acts, it will promote more academic unethical behavior toward the environment.

According to some participants, conditioning (giving rewards and punishments) became an effective strategy for some instructors to prevent plagiarism. Some have highlighted that a remark is given that corresponds depending on the student's submitted output. A positive remark on quality and actual output while reporting to a higher position in the academic institution is considered when academic dishonesty is performed. A participant even explained that by giving comments on the student's outputs, they would be aware that the instructors are checking their work and for them to be aware of their deeds, whether it is positive or negative.

" Even before, when I was still teaching in high school, the essays that I always check, there is a set of remarks there, even if it's positive, pag positive syempre I would say this is very well written, this is completely original and all that. And then I would have some corrections if there are grammatical lapses. During online scheme in the Google classroom, I also put private comments there. So, kasi the thing about the, thing about addressing it to the person himself is that he knows, he will be able to know that I know what he's doing, and I'm aware of what he's doing, what the students are doing. Siguro magre-report, usually hindi naman talaga 'ko nagrereport sa higher positions when there are cases like this, because I think I can... teachers can handle naman." -I2.

"Third one is, if for example, it's the third time that he's been plagiarizing, then therefore that's the time, that would be the only time that I will report it to, for example, the Department chair., the Program chair. of English Department or if not even to the Dean of the College of Arts and Sciences." -I7

Moreover, aside from giving feedback and taking into account reporting to higher positions, several participants tend to focus on giving warnings and imposing grade deductions or incentives based on the student's behavior. Some give a warning first, while others apply deductions on the student's grades as a call that what they are doing is unethical.

"Oo, siguro ano na muna, first warning. Kausapin ko na muna siya personally and then if maulit ulit so definitely ano yun, well for me hindi naman aabot sa point na irereport ko to someone or that concerned office. Siguro for me, I will not accept their paper, not unless organized na yung ano and no plagiarism issues."-I5

"If for example, after two warnings, still the student kept on doing it, therefore come on maybe somehow somewhere there will be some kind of deduction from the grades as a consequence for his or her act. And at the same time so that he can feel, so that more or less he would be more remorseful regarding the action that he had or she had. Like for example, if I will be deducting like 20 points. 20 points is like oh my god, hey come on that's something, right? If for example, I'll be deducting certain points from their grades, then therefore I think I can also prevent Plagiarism in doing such." -I7

"Na if ever I caught them cheating, all types of cheating as well as plagiarism, I will have to report them to the college. And syempre kailangan mag-reflect sa grades nila." -I3

"Kasi lagi ko yun ini-emphasize, "na mas mataas ang grades n'yo kapag sigurado kong gawa n'yo yun". -I4

This strategy implies that giving rewards and penalties as a response to students who commit dishonesty is believed to prevent plagiarism and encourage good behavior among students. This can be accomplished by offering incentives such as positive feedback, recognition, or even extra credit to students who consistently demonstrate honesty and integrity in their academic work. Conversely, students who engage in plagiarism or other forms of academic dishonesty can be penalized through grade deductions, loss of privileges, or other disciplinary actions. The hope is that this approach will deter students from engaging in dishonest behavior while setting a positive example for others in the classroom.

A quite similar study by Ting et al. (2014), cited by the study of Alajami (2021), claimed that if there is no action being implemented against the plagiarism act, and students, as well as academics, are not penalized, it may convey that the misdeed is acceptable. This purports that academic dishonesty (e.g., plagiarism) cannot be dealt with by giving awareness through proper citations and referencing instructions alone. Thus, committing such an act must have corresponding penalties for the violators to feel and reflect that what they do is a severe offense.

Plagiarism Detection

Theme 1: Computer-Aided Plagiarism Detection

Computer-aided plagiarism detection uses computer-based plagiarism software, including Google, as an assistant to detect similarity index, which helps determine whether a text is plagiarized. There are several plagiarism detection tools, both offline and online. In the study of Foltýnek et al. (2020), some of the web-based plagiarism detectors are; DupliChecker, Akademia, Copyscape, PlagAware, Plagiarism Software, Plagscan, Unicheck, Turnitin and many more.

Computer-aided detectors act as a support, especially for instructors, to find any similarity in their student's outputs to other sources. The participants have stated that they use software such as Turnitin, Grammarly, Quillbot, and free plagiarism detectors. While there are some, who validate outputs using Google by copy-pasting student's work to detect plagiarism. Some mentioned that, through these computer-based tools, looking for plagiarism became a lot easier and is a great help, for it may store information that the instructors need to become more familiar with. According to various participants,

"These Plagiarism apps are helpful, these are helpful tools to aid teachers most especially in detecting, you know, cheating and Plagiarism among works or outputs of students. So, this is actually a big help, it really makes our life easier because not everything we see, we are familiar with. Marami din naman kaming hindi pa nababasa and these tools are really helpful in order for us to detect if a certain work is plagiarized."-I6

"And one of the strategies also, I have to copy and paste just some handful statements from the essay and kind of paste it online. And from there, I could see if it was plagiarized. " - I2

This was supported by another participant who stated that, *"So if ever I'm doubting the originality of the work, then I copy the sentence, I paste it sa Google, yung parang nag-sesearch*

ka lang kasi mag-aappear naman yan diba? And another way, if tinatamad ako na isa-isahin then I use free plagiarism detector. Yung mga libre lang, like makikita nyo naman sya online."
-I3

In addition, many participants reported using Turnitin as their primary plagiarism checker. Turnitin is a widely used software tool that compares submitted papers to a vast database of sources to check for instances of plagiarism. In the academe, this software is the plagiarism detection tool available to instructors.

" Yes. The school is subscribed to TURNITIN. So yun, it's also through TURNITIN that we detect Plagiarism. That's our Plagiarism detection app here in school" -I6

"Dito sa CSPC ang in-ano tayo is Turnitin. So ako personally, I don't have any application to check or evaluate, assess plagiarism or plagiarized outputs, so it's Turnitin pa rin. Sa Spark meron kaming Turnitin, diba sa research meron tayong Turnitin? Sa CSPC may Turnitin tayo". -I4

The researchers imply that the participants utilize a plagiarism detection tool that, if not free, is easily accessible. Also, using software for plagiarism detection allows the instructors to locate plagiarism in many outputs for a short period quickly. This also implies that Turnitin is the available plagiarism tool in the institution. Thus, it is the most popular and adopted plagiarism software used by language instructors in the academic institution. Similar to this implication, Nketsiah et al. (2023) claimed in their study that Turnitin text-matching software is the widely adopted solution for detecting plagiarism incidents. Catching plagiarism using computer-based detection tools became a lot easier, especially for instructors with a large class population.

Theme 2: Manual Plagiarism Detection

Detection of plagiarism can be done manually, and it is called Manual Plagiarism Detection or also known as Human Detection. This is a traditional form of identifying or checking plagiarism from a written work or output. Instructors' ability to detect plagiarism has improved because of the help of detection software, but some still use the traditional method of detection. According to the participants, manual detection is still used because plagiarism software is time-consuming.

"Those (plagiarism detectors) are very helpful personally, but time is your opponent. Time is your opponent. Just imagine hundreds of students every semester, minimum of, say, 50

per class, and you're handling five or six sections. So it's tedious, realistically speaking, it's very laborious, one by one, every single word to be copied and pasted and be checked on the internet and other platforms." -I2.

As an instructor, time is crucial for them, especially when it is time to check outputs. They prefer manually detecting the outputs submitted to them to lessen themselves from pasting them online. Four (4) participants use manual checking on their students' online submitted outputs, and they identify different ways of manually checking. According to one of the participants who pointed out that by just knowing the student's capacity, it would be identified if that student is capable of plagiarizing output, and the other participant also supported this.

" I have to have a keen pagdating sa pagbabasa ng outputs, creative man ito or not. That syempre we know the capacity of the student base sa kanilang performance sa klase." -I8

"We also counter check Plagiarism by means of, you know, how consistent students are in terms of their outputs, whether it's written or spoken." -I6

As their instructor, they have little idea how the students perform in class, written and oral. The other participant uses word-to-word manual checking using a comprehensive way of reading. This kind of manual checking can quickly identify how sure the output made is from the student itself, even on observation. It was the same with the other participants who used the familiarization of words from what they read on the internet.

" I checked these things manually. And I do check, sabihin na natin, corny as it may seem but I definitely check it word for word, and definitely I can spot it right from the start." -I7

"Since nagbabasa ako ng articles online, nafa-familiarize ako kaya pag nababasa ko sya parang sabi ko "ay may something hawig 'to eh", or yung background ko na when it comes to that article." -11

There are so many articles on the internet that it is more prone to plagiarism, but it is also more accessible for the instructors to read on the internet. In manually checking, using the idea or stock knowledge from reading articles may help identify some plagiarism, like direct copying. It implies that instructors are always ready for their given task because they have background checks about the topic they were given.

This implies that not all institution instructors rely on Computer-based detection software. They have their way of checking that, for them, is very helpful and not that consuming yet effective. According to Ali et al. (2011), cited by Gañan, D. (2020), a manual

plagiarism detection approach is used chiefly by university lecturers for scanning students' assignments. This is supported by Aithal & Kakde (2020), who state that it is suitable to use manual detection for teachers to check assignments and tests of students and not for more important documents. However, this type of detection has its pros and cons; for instance, a teacher may be able to easily recognize similar assignments submitted by their students through manual inspection, but identifying instances of plagiarism using online resources would necessitate manually entering portions of the work into search engines line by line. According to Mansoor and Al-Tamimi (2022), their study suggested that the abundance of freely available online content has made manual plagiarism detection more challenging. Others have also acknowledged that manual detection can be difficult, indefinite, and time-consuming due to the vast amount of online resources, making it challenging for individuals to compare their work to current data.

Theme 3: Subjective Approach in Plagiarism Detection

The subjective approach to plagiarism detection involves instructors relying on their judgment to identify instances of academic dishonesty. This approach is typically used when instructors review assignments or papers that they suspect may contain plagiarized material. This approach can be practical in some cases, particularly when an instructor has a good sense of a student's writing style or is familiar with the student's previous work. One participant supported this claim by stating that;

"The technique that I use… Gut feeling, and you know the student well…kapag kilala ko yung estudyante and you are feeling like… I've known this for quite some time, I know his ability, so I think benefit of the doubt…" – 12

The instructor's method for detecting academic dishonesty involves relying on their gut feeling or intuition to identify suspicious behavior. In addition, the instructor has mentioned several specific factors they look at when trying to identify plagiarism. According to the statement, When evaluating these factors, the instructor considers the student's capabilities and past performance. For example, if a student who has consistently struggled with writing suddenly submits a highly polished and well-written paper, this may raise suspicions of plagiarism. Similarly, another participant states that,

"…for one semester, more or less should know the writing style of the students etc. And well, it's so easy to spot whether it's copy and pasted… if it's nearly perfect… no grammar errors, no spelling errors, it's definitely perfect. Then, therefore, it's very evident there is

Plagiarism somehow. Right? Another one, it's something to do also with the use of words. Well, I've been telling you that of course, I know their styles, their writing styles." -I7

This assertion is backed by McKeever (2006), as cited by Perkins et al. (2020), who suggests that while it is unclear how many teaching staff use automated detection software to identify plagiarism, it seems that many rely on their common sense, and intuition to spot instances of academic dishonesty. The author argues that human beings may be better suited to detecting plagiarism than automated services since humans can pick up on subtle clues such as changes in writing style, outdated or non-existent references, and disjointed text. The author notes that there will always be students who attempt to plagiarize, but there are often tell-tale signs that an experienced marker can pick up on.

However, this approach can also be risky, as it can lead to false accusations of plagiarism if an instructor misinterprets a student's work or misidentifies the source of a particular passage. As a result, many instructors prefer to use more objective and reliable methods for detecting plagiarism, such as software tools like Turnitin, which are designed to provide a more thorough and accurate analysis of student work. Nonetheless, some instructors may still use their instincts to supplement these tools, particularly when they have reason to believe that a particular student may be engaging in dishonest behavior.

4. CONCLUSION

In summary, some believe that the internet makes it easier for students to plagiarize. So, when the pandemic struck, and the online classes were implemented, students had the chance to let them work easier. The researchers found that most AB English students tend to plagiarize their online submitted output during the pandemic. Different types of plagiarism used were identified. Plagiarized work is very prevalent in the outputs believing that available online content can be found easily, and students choose to copy without citation or reference to the source they used. The most used type of plagiarism in the data is Mosaic or Patchwriting. So, Language students must learn how to cite sources correctly. However, there are still AB English students who did not engage themselves in plagiarism and used their creativity in their written outputs.

Also, plagiarism is a type of deception that needs to be prevented and detected. Understanding that plagiarism is a problem for the personal morale of each person is needed because it is an intentional act of the individual who plagiarizes. There is much online content on the internet that may tempt students to copy and paste. Educators are interested in ways to assure the academic integrity of their students' work. English educators must teach students

how to cite and reference correctly. With the new technology, plagiarism is now easy to track using detection software, but some educators are still using manual and subjective tracking to detect plagiarism on outputs that they have.

Taking into consideration the findings obtained from research question one and research question two. The recommendations presented in this study are based on the conclusions drawn from the findings.

Academic institutions should prioritize fostering a culture of honesty and ethical behavior in academic writing. This can be accomplished through awareness campaigns, workshops, and online tutorials for students and instructors. Clear guidelines on citation and original work should be provided, along with an understanding of plagiarism consequences. Plagiarism detection software like Turnitin and Grammarly should be used to identify and address plagiarism, aiding students in improving their writing skills and avoiding ethical and legal repercussions.

Academic institutions should impose strict penalties, such as course failure, suspension, or expulsion, to discourage plagiarism in online language learning. By doing so, institutions uphold academic integrity, hold students accountable, and emphasize the seriousness of plagiarism. Clear guidelines and expectations must be provided to students, and instructors should receive training and support to implement these policies fairly and effectively. The fear of consequences serves as a deterrent, but it is crucial for students to be aware of plagiarism policies from the beginning of their academic journey.

While this study provides valuable insights into the prevalence and types of plagiarism in academic settings, further research is needed to fully understand this phenomenon's complex nature and develop effective prevention and detection strategies. Due to the limited scope of this study, it is recommended that further research be conducted on a larger and more diverse sample size to provide a more accurate picture of the prevalence and types of plagiarism in online language learning. Moreover, future research should consider investigating the effectiveness of various plagiarism prevention and detection strategies. This could help educators and academic institutions to develop more targeted and effective prevention and detection strategies, ultimately leading to a more robust and practical approach to combating plagiarism.

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