Cong-Lem, N., Tran, T. N., & Nguyen, T. T. (2024). ACADEMIC INTEGRITY in the AGE of GENERATIVE AI: PERCEPTIONS and RESPONSES of VIETNAMESE EFL TEACHERS. *Teaching English with Technology*, *24*(1), 28–47.
https://doi.org/10.56297/FSYB3031/MXNB7567

ACADEMIC INTEGRITY in the AGE of GENERATIVE AI: PERCEPTIONS and RESPONSES of VIETNAMESE EFL TEACHERS

Ngo Cong-Lem[1,2], Tin Nghi Tran[3], Tat Thang Nguyen[2]

[1] Monash University, [2] Dalat University, [3] Ho Chi Minh City University of Industry and Trade

Keywords: academic integrity, ChatGPT, English as a foreign language, teacher perception, academic dishonesty, language assessment

https://doi.org/10.56297/FSYB3031/MXNB7567

Teaching English with Technology

Vol. 24, Issue 1, 2024

This study examines the perceptions and responses of Vietnamese teachers of English as a Foreign Language (EFL) to academic integrity concerns that arise from the use of AI, specifically chatbots like ChatGPT, in foreign language education. The study employed an open-ended survey to collect data from 31 Vietnamese EFL teachers who were asked to share their views on AI-based academic dishonesty, identify perceived causes, outline consequences for students engaging in AI-based plagiarism, and articulate their pedagogical responses to the issue. The study found that teachers primarily attributed students' AI-driven plagiarism to a deficiency in original ideas, poor learning attitudes and motivation, and students' linguistic competencies. The over-reliance on AI was identified as a hindrance to the development of knowledge and skills such as critical thinking and language proficiency. In response to academic dishonesty, teachers advocated for increased regulations, the implementation of AI-based plagiarism detectors, and education on responsible AI use. The findings underscore the importance of adapting language teaching pedagogies and assessments to incorporate personalised learning and process-oriented teaching approaches that support critical thinking and genuine learning motivation. The insights derived from this research contribute to a deeper understanding of EFL educators' perspectives, offering valuable input for the development of policies and practices aimed at promoting academic integrity in the AI era.

1. Introduction

The advent of generative artificial intelligence (AI) chatbots such as ChatGPT has been postulated as causing disruption to traditional higher education. ChatGPT, for example, is an AI program that generates responses based on users' written input or prompts. Compared to previous AI tools, ChatGPT is particularly popular and influential due to its capability to generate quality and sophisticated content, which increasingly raises concerns for ethical and academic integrity in assessment practices (du Boulay, 2022; Pedró et al., 2019; Sullivan et al., 2023). According to Westfall (2023), in a survey report, it was found that up to 89% of respondents admitted to using ChatGPT to assist with their homework assignments. The increasing popularity of ChatGPT in the educational context necessitates further attention to explore perceptions of educational stakeholders regarding ChatGPT-based dishonesty in educational contexts.

Within the realm of English as a Foreign Language (EFL) education, language learning becomes a complex process where the writing skill is considered one of the most demanding skills to master for language students (Derakhshan & Karimian Shirejini, 2020). Previous research has underscored the potential of generative AI in supporting language educators, including applications in

curriculum design, personalised learning, assistance in student assessment, and fostering engagement among language learners (Bonner et al., 2023). In this new AI-driven educational context, EFL educators are tasked not only with effectively teaching the English language but also with addressing potential issues of academic integrity arising from students' use of ChatGPT (e.g., Perkins, 2023). Therefore, it is crucial to investigate the perceptions and practices of EFL educators on academic integrity (Firat, 2023; Ngo, 2023). This information will serve to guide educational training and further research, providing support for both teachers and students in utilizing ChatGPT ethically and responsibly.

This paper embarks on a comprehensive exploration of the multifaceted issue of AI-enabled academic dishonesty in EFL education. It does so by first probing into the perception of EFL educators on what they personally consider as acts of dishonesty within academic settings, then what are the potential factors that drive students, particularly those in the EFL context, to engage in dishonest behaviours, the potential consequences—both intended and unintended—of academic dishonesty, and lastly, the strategies and interventions that educators employe or contemplate to reduce or prevent dishonesty among their EFL students.

In pursuit of a comprehensive understanding of academic dishonesty, particularly in the realm of teaching English as a foreign language in Vietnam, this study endeavours to answer the two following research questions:

- RQ1: How do Vietnamese EFL teachers perceive students' engagement in dishonest practices using AI in terms of their understanding of the meaning of academic dishonesty enabled by AI, the underlying causes, and potential consequences for the students?
- RQ2: What strategies do Vietnamese EFL teachers believe could be effective in preventing dishonest behaviour among their students in the context of English language learning?

This paper adds to the current body of literature by delving into the ethical and pedagogical dimensions of AI-influenced academic dishonesty in EFL education. It aims to elucidate the intricacies of this issue while providing valuable insights and potential solutions. By gaining insight into what is perceived as dishonesty, understanding its underlying motivations, and acknowledging its impacts on students and educators according to teacher perspectives, we hope to contribute to a collective effort in shaping a more honest and ethically grounded educational landscape.

2. Literature review

2.1. AI chatbots in foreign language education

Recent studies have highlighted the potential benefits and opportunities of AI chatbots like ChatGPT for enhancing foreign language teaching and learning. Chatbots can provide customised language practice through conversational interactions. They also enable access to extensive authentic linguistic resources (Hong, 2023). Additional advantages include chatbots' ability to adaptively explain concepts, terminology, and give text examples in different genres to support language development (Kohnke et al., 2023). Furthermore, some scholars note the promise of ChatGPT for creating more engaging, personalised learning experiences (Hong, 2023; Kohnke et al., 2023). However, challenges remain regarding effectively leveraging chatbots in pedagogically sound ways (Kohnke et al., 2023). This requires developing teacher and student competencies for effective chatbot integration (Hong, 2023).

2.2. Academic integrity concerns with generative AI

While AI chatbots offer new possibilities, significant concerns arise regarding their potential to facilitate dishonesty and compromise academic integrity. This concern is particularly pronounced with the emergence of generative AI tools like ChatGPT, which surpass previous AI tools in complexity and sophistication (Cotton et al., 2023). Research reveals students admit using ChatGPT to plagiarise and short-cut learning tasks (Azoulay et al., 2023; Yan, 2023). Teachers also report perceiving plagiarism as a core form of ChatGPT dishonesty (Firat, 2023). Related issues include submitting AI-generated text as one's own work, lacking original ideas, and bypassing the learning process altogether (Bozkurt et al., 2023; Sullivan et al., 2023).

Various factors have been found to drive students toward academic dishonesty involving chatbots. Poor learning motivation and negative attitudes are commonly cited reasons, with students perceived as lazy or disinterested in authentic learning (Firat, 2023; Sullivan et al., 2023). Intense pressure to achieve high academic results is another contributor, as students use chatbots hoping to raise their grades through dishonesty (Dwivedi et al., 2023). Lack of original ideas, language skills, and understanding of responsible AI use further enable misuse (Perkins, 2023; Sullivan et al., 2023).

Overdependence on chatbots like ChatGPT is widely considered detrimental for students' development. It is seen to impede building real comprehension, critical thinking capacities, and language proficiency (Hapsari & Wu, 2022). Educators also report concern about inability to accurately assess student abilities when AI dishonesty is unchecked (Firat, 2023).

2.3. Educator perspectives on generative AI and academic integrity

Recent studies reveal nuanced teacher perceptions regarding AI chatbots and academic integrity issues. Common perspectives include identifying various dishonesty behaviour enabled by ChatGPT involving plagiarism, lack of original ideas or citations, and submitting AI-generated text (Firat, 2023; Perkins, 2023; Sullivan et al., 2023). Teachers also recognise problematic factors driving students to potentially misuse chatbots, like poor motivation, achievement pressure, and lack of skills (Firat, 2023; Sullivan et al., 2023). While research on the potential threats to academic integrity posed by generative AI chatbots has rapidly evolved, there remains a dearth of studies exploring the perspectives of EFL teachers regarding academic dishonesty within the domain of language teaching and learning. This gap in research warrants further investigation to better understand how language educators perceive and respond to the unique challenges posed by AI-driven academic dishonesty in the context of language education.

3. Methods

3.1. Participants

The study involved EFL teachers from various institutions in Vietnam who enrolled in a webinar on AI technologies in foreign language education organised by the authors. A total of 31 individuals voluntarily registered for the webinar and participated in the study survey. Their professional experience varied from 0.5 to 28 years. The majority of participants (82.3%) held positions as EFL lecturers or teachers at the tertiary level, demonstrating a notable interest in the application of AI within the context of higher education.

3.2. Data collection

A structured, open-ended survey was designed to collect data on the perceptions and experiences of Vietnamese EFL teachers regarding AI-based academic dishonesty. The survey consisted of 8 main questions aimed at eliciting detailed responses from participants. The questions were carefully crafted to explore participants' perspectives on AI technologies in foreign language education and their views on potential challenges related to academic integrity.

3.3. Procedure

Upon registering for the webinar, participants were provided with information about the research purpose and were given an opportunity to provide their informed consent online. The consent form outlined the voluntary nature of participation, assured anonymity and confidentiality, and explained the use of their responses for research purposes only.

The survey was administered electronically through a secure online platform, ensuring the confidentiality of participants' responses. Participants were encouraged to provide detailed and candid responses to the open-ended questions. Data collection took place over three weeks, allowing participants ample time to complete the survey.

3.4. Data analysis

Thematic analysis (Braun & Clarke, 2006; Clarke & Braun, 2017) and descriptive statistics were utilised for data analysis in this study. According to Clarke and Braun (2017), thematic analysis is "a method for identifying, analysing, and interpreting patterns of meaning ('themes') within qualitative data" (p. 297). Drawing on the thematic analysis guidelines (Braun & Clarke, 2006; Clarke & Braun, 2017), the authors conducted a comprehensive reading of the participants' responses to develop an overall impression. Subsequently, the text was organised into more abstract categories. A careful review and refinement of these categories was then performed, resulting in the meaningful naming of these themes. It is important to highlight the dynamic and iterative nature of the qualitative analysis process, wherein the themes undergo ongoing refinement.

For quantitative insights into teachers' perceptions, the authors systematically coded responses into the themes identified in the thematic analysis above and calculated their frequencies. It should be noted that each participant's response might be coded into multiple themes, acknowledging the diverse interpretations of AI-based academic cheating expressed in responses to the open-ended question.

This approach allowed the research team to identify recurring themes and patterns systematically, shedding light on the perception and agency of Vietnamese EFL teachers regarding (potential) AI-based academic dishonesty. Moreover, it facilitated the quantification of the frequency with which various aspects of the dishonesty concern were articulated.

The coding and analysis processes were initially conducted by one researcher (CN) and they were subsequently subjected to verification by other team members (TN, TT).

4. Results

4.1. Teachers' perceptions of AI-based academic dishonesty meaning

The analysis of teachers' responses regarding their perception of dishonesty revealed six main categories (See Figure 1): (1) copying and using exact texts without proper citations; (2) copying texts without paraphrasing; (3) plagiarising; (4) using whole essays generated by AI chatbots, (5) lacking original ideas or efforts from the learners; and (6) others. While these categories may overlap, as seen in the encompassing nature of plagiarism, which inherently involves the replication of ideas and words without appropriate

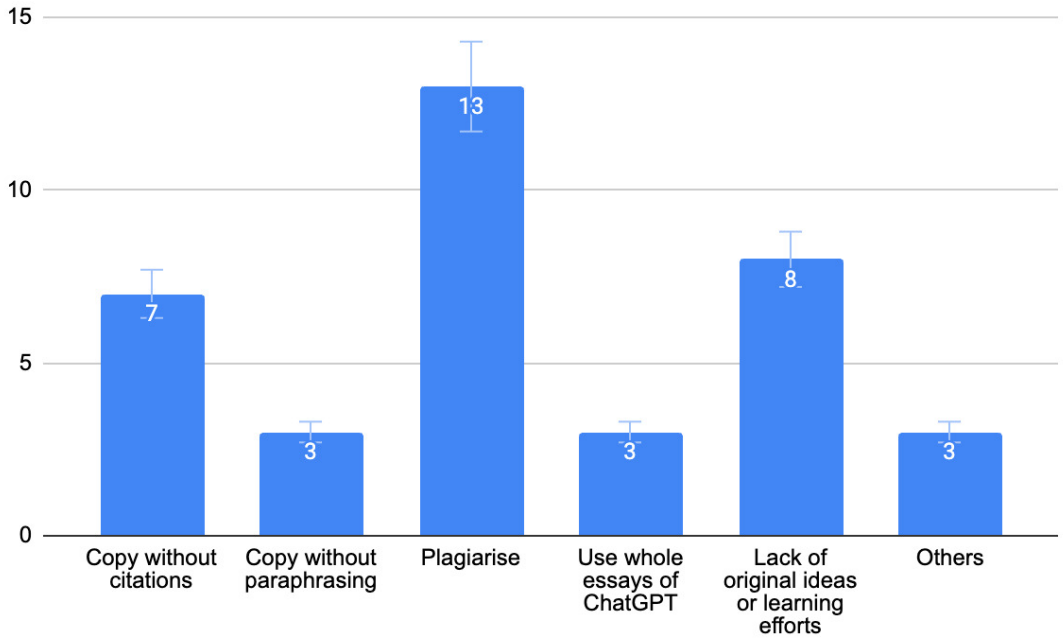

Figure 1. Vietnamese EFL teachers' perception of AI-based academic dishonesty (n=31)

attribution, the authors have chosen to maintain these distinctions as articulated by the participants. This decision is made to ensure that the findings accurately capture and convey the nuanced understanding of the participants concerning their perceptions of academic dishonesty.

Plagiarism was the most predominant perception, expressed by 13 teachers (40.6%). As one teacher stated, plagiarism involves "representing another's work as one's own" and "copying someone's words or ideas without citing". This indicates using others' work and ideas without proper attribution.

Lacking original student effort was another key perception, indicated by eight teachers (25%). For instance, one teacher commented that dishonesty occurs when "a learner accomplished something without making his own effort but using other's assistance" or when students "take others' work as [their own]".

Copying content verbatim without citations was viewed as dishonesty by seven teachers (21.9%). According to one response, this includes "copy from another source without citing the source".

Getting AI tools to generate essays was seen as dishonesty by three teachers (9.4%). One teacher explained this is when "students themselves do not write a composition but they have chatbots to do it for them".

Lastly, three teachers (9.4%) specifically identified "copy and paste" as dishonesty. This involves directly copying content without paraphrasing.

Additional responses reflecting perceptions of dishonesty include:

"For me, copyright violation is dishonesty. Namely, products generated by AI chatbots belong to these chatbots' copyright."

"The essay is not based on original ideas."

"Copying every single word or structure from their reference."

"Using materials in examinations in case of no permission, plagiarism in writing tests, copying other students' papers."

"Plagiarise."

In summary, the teachers predominantly viewed plagiarism and lack of original student work as main forms of AI-enabled dishonesty. Original ideas and effort were seen as vital.

4.2. Main causes of students' dishonesty

The survey analysis uncovered six primary causes that teachers perceive for students' dishonesty by using AI tools.

Students' poor learning motivation and attitudes were the most frequently cited cause, indicated by 14 teachers comprising 38.9% of respondents. Teachers expressed this is due to "laziness" and "poor attitudes toward learning" demonstrated by some students. As one explained, certain students may cheat "due to their fear of failure and laziness to learn". Others cited noticing "laziness and poor attitudes toward learning" in those who cheat along with a focus on simply attaining "marks and degrees/certificates, not for knowledge and skills". This data suggests teachers strongly perceive weak intrinsic motivation and negative learning attitudes as a major driver pushing students toward dishonest academic practices. They believe some students lack a genuine interest in learning and cheat to achieve grades and credentials through shortcut means rather than engaging meaningfully to develop knowledge and abilities.

The second most commonly perceived cause, identified by five teachers, or 13.9% of respondents, was pressure on students to achieve academically. Some teachers felt the pressure to obtain high scores on tests and assignments motivates dishonest behaviour. For instance, one teacher said students want to "get high scores" due to facing intense "score pressure" while another noted students cheat to achieve "marks and degrees/certificates". This demonstrates that the pressure-cooker academic environments students often face, which emphasise high performance on grades, can drive some to cut corners and cheat to achieve high goals. Teachers recognise these competitive pressures students feel can lead them astray into academic dishonesty out of a desire to excel.

A related cause tied to the previous one is students' lack of original ideas, also indicated by five teachers or 13.9% of the sample. Teachers identifying this factor believe some students cheat because they lack their own ideas to

complete assignments satisfactorily. As one stated, students may cheat because of "the students' lack of ideas and/or structure and vocab to articulate their ideas" on their own. Another cause mentioned by three teachers (9.4%) is limited linguistic skills and resources, with one citing "weaknesses in language competence" as a factor that can lead to dishonesty when facing challenging language tasks. Together, these perspectives recognise that some students struggle with conceptualizing original ideas and expressing them due to insufficient language mastery, which can create motivations to obtain AI assistance. When students feel unable to generate adequate content and articulate it well linguistically, they may be more inclined to misuse AI-generative tools.

Additionally, three teachers (9.4%) thought students' lack of knowledge about AI systems and how to properly utilise them facilitates dishonest behaviour. As one explained, "they lack their knowledge and experience" needed to use AI tools appropriately. This viewpoint indicates teachers feel inadequate student preparation and training on AI technologies enables misuse for dishonest purposes, as students do not understand ethical constraints and standards for use. It highlights the need for comprehensive training for both students and teachers on how to integrate AI judiciously and honestly into academics rather than banning it entirely.

A final cluster of factors cited by teachers included heavy student workload, a perception that dishonesty is easy using AI tools, and general unawareness of consequences for academic dishonesty. Regarding the workload, some teachers felt students with very packed schedules and demands across classes may resort to dishonesty with AI helpers simply to complete all required tasks on time. In terms of ease, one teacher stated bluntly, "It's so easy to cheat [using AI]", indicating the view that the incredible generative capacities of tools like ChatGPT almost tacitly encourage misuse by students. And some noted that younger students especially may cheat in part because they lack awareness and education regarding academic honesty standards and potential penalties for infractions.

Analysis of teachers' own words demonstrates they view deficient student motivation, intense pressure to achieve, and lack of original ideas as the primary drivers leading students toward AI-enabled dishonesty (See Figure 2).

The insights highlight the need for comprehensive training for both students and educators on judiciously leveraging AI while upholding academic integrity. With proper understanding of ethical AI use and motivation focused on authentic learning rather than just high scores, the promise of AI in education can be fulfilled while avoiding potential downsides. This will require research-driven policies and pedagogies that continue elucidating optimal integrations of emerging technologies and timeless educational values.

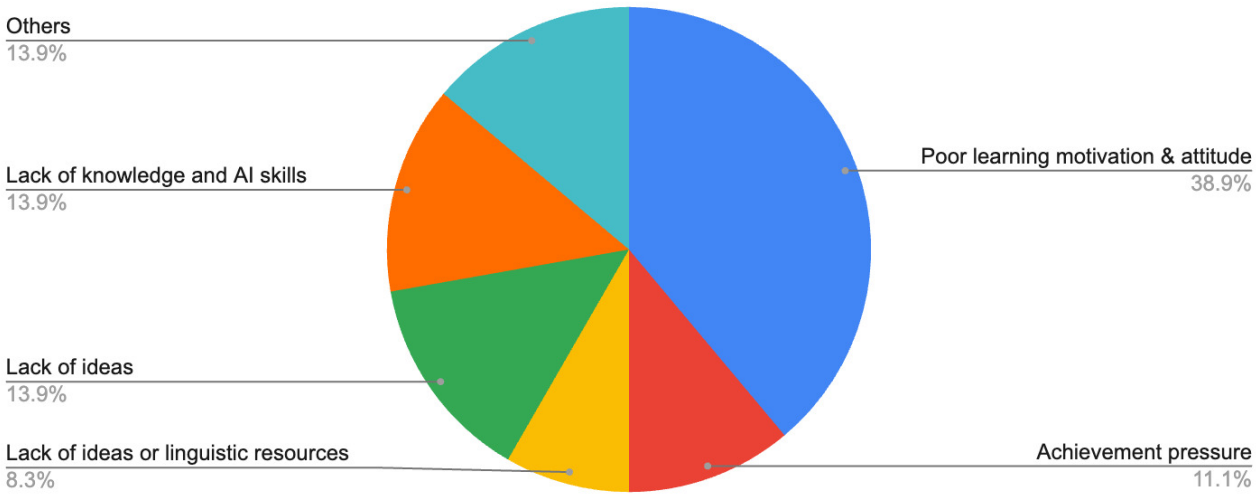

Figure 2. Perceived causes of students' dishonesty using AI (n = 31)

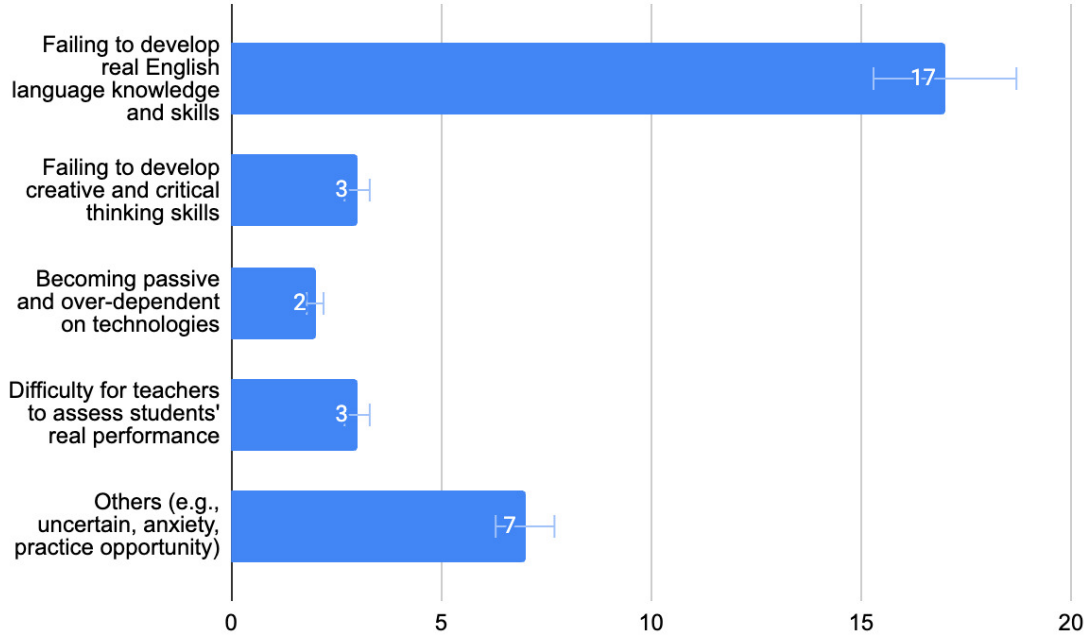

Figure 3. Teachers' perceived developmental consequences of students' dishonesty with AI tools (n = 30)

4.3. Consequences of over-reliance on AI tools

As depicted in Figure 3, the analysis unveiled four prominent negative outcomes associated with students' utilisation of AI tools, as perceived by educators. They include (1) failing to develop real knowledge and skills, (2) failing to develop creative and critical thinking skills, (3) becoming technology-dependent, and (4) creating difficulty for teachers to assess students' work.

The most commonly cited consequence was that over-reliance on AI tools fails to help students develop real, comprehensive knowledge and skills. This concern was raised by 17 teachers, making up 56.7% of respondents. As one explained, overuse of AI leads to "poor knowledge and skill", while others said students "learn nothing" and it means "learning outcomes not achieved".

Relatedly, three teachers (10%) felt that depending too much on AI tools hinders students' ability to develop critical thinking capacities. As one teacher commented, over-reliance means students "cannot develop critical thinking abilities" optimally.

Additionally, two other teachers (6.6%) specifically cited increased dependence on technology itself as a potential adverse outcome. One teacher warned that students become "unproductive and dependent" on AI systems when utilising them excessively.

Some teachers also raised concerns about the inability to properly assess students' abilities when AI dishonesty is prevalent. Three teachers (10%) mentioned that overuse of generative AI makes it very "hard to assess my students' EFL learning outcomes" and for teachers to "precisely evaluate their abilities".

Furthermore, another teacher cautioned that students' creativity may be negatively impacted by over-reliance on AI tools, warning it could result in students "being less creative".

Finally, several additional concerns raised in the participants' responses encompassed a sense of uncertainty among some teachers regarding the impact, apprehension regarding potential heightened anxiety among students if AI tools were unavailable, and the perception that excessive use contributes to "unfair assessment".

In summary, the teachers predominantly perceived excessive student dependence on AI tools as failing to adequately build real knowledge, skills, critical thinking capacities, and independence. They also expressed concerns about AI overuse further complicating the ability to accurately assess student abilities.

4.4. Teachers' response to students' (potential) AI dishonesty

Out of the 31 total participants, 28 teachers responded to the question asking what actions they take or would consider in response to students' potential dishonesty with AI tools like ChatGPT. As illustrated in Figure 4, analysis of these 28 responses identified four major categories of approaches suggested by the teachers.

Introducing stricter regulations. The most common response, indicated by eight teachers (28.6%), was introducing stricter regulations to prohibit inappropriate use of AI tools for dishonest purposes. As one stated, they would

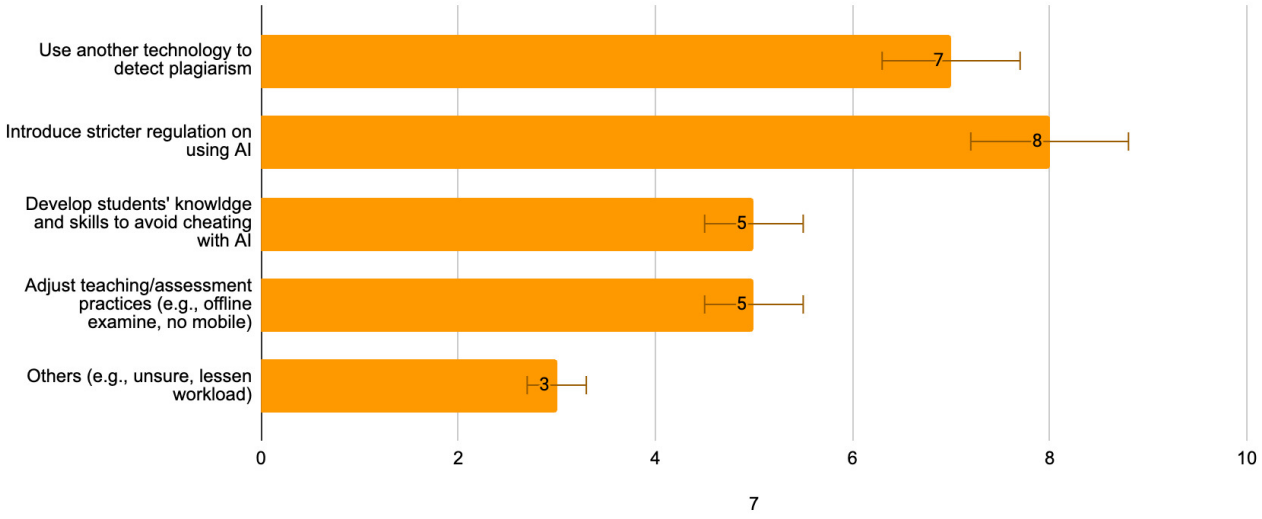

Figure 4. Teachers' self-reported response to potential academic dishonesty from students (n = 28)

respond by "apply[ing] strictly regulations and disciplines during the tests". Others suggested "punishment for students" who violate policies against AI dishonesty and the need for "strict regulations" overall. Some even called for schools to "punish harshly" students caught being dishonest with ChatGPT and similar tools.

Utilising technology to detect text generated by AI. The second most supported strategy, proposed by seven teachers (23.3%), was using technologies like Turnitin or Google Classroom to detect potential plagiarism in student work. One teacher responded they would "use Turnitin" to screen assignments while another said they already "use Google Classroom to discover plagiarism". The perception was that currently available AI-based plagiarism checkers may help identify some instances of improper AI use. However, this can be challenging, as current technologies have not proven efficient in detecting AI-generated text, as reported in the literature (e.g., Elkhatat et al., 2023; Perkins et al., 2023).

Developing students' knowledge and skills. Five teachers (17.9%) suggested the need to teach students directly about how to use AI tools appropriately and avoid being dishonest with them. They advocated "help[ing] students understand how to avoid dishonesty" through training on responsible AI use. Others aim to "teach them how to use the tools" properly and also enhance their own skills "to recognise AI-generated texts better". One explained their response is to "raise students' awareness of the importance of their own ideas".

Adjusting design of assessments. Another five teachers (17.9%) proposed adjusting their assessments and testing practices as a way to discourage potential dishonesty with ChatGPT and related tools. Suggestions included "organis[ing] training workshops on how to avoid dishonesty" and "focusing

on what [students] can produce themselves, not on what they have to learn". Some advised using "offline" assessments where mobile device and internet access is prohibited.

Considering but have not taken any action yet. A few teachers admitted they were unsure how to respond or had not taken action yet against potential AI dishonesty. One acknowledged, "I haven't done anything, yet the way I assess students could be changed." This demonstrates that teachers are still actively considering how to address AI dishonesty.

Other perspectives. There were a few additional perspectives on responding to AI dishonesty. One teacher suggested directly "making the lesson plans with more productive activities, giving less homework" to make dishonesty less necessary for students. A couple mentioned they were unsure or lacked knowledge on how to address the issue at this stage.

Overall, most teachers expressed support for multifaceted approaches encompassing increased regulations, using AI content detection software, developing pedagogy that focuses on original thinking skills, and adjusting assessments. However, some admitted to uncertainty or lacking strategies so far. The findings make clear that continued training, open discussions, and research are needed to identify optimal, ethically-grounded techniques for minimising dishonesty and fostering integrity in the age of increasingly advanced generative AI. While regulations and technology can help detect AI dishonesty, long-term solutions require equipping students with motivation and capacities for original, self-directed learning. With thoughtful policies and pedagogies, AI's promises can be fulfilled while upholding academic values vital to meaningful education.

5. Discussion

5.1. Teachers' perception of academic dishonesty with generative AI

Given that research on ChatGPT is still an emerging area, to the authors' knowledge, this is the first study to comprehensively unpack EFL educators' perception and agency in response to AI-related integrity issue.

This study first revealed the complex and multifaceted perception of students' academic dishonesty with AI, ranging from simpler forms of copying ideas or failing to acknowledge the source with proper citation to more serious plagiarism. The diverse perspectives among language teachers in conceptualising academic dishonesty may stem from the intricate nature of the issue and/or the absence of specific policies and guidelines addressing academic integrity in the context of generative AI within the local setting. While this seems to be the case for most dishonesty, it might be challenging to find a solution, as it is controversial whether ChatGPT can be cited as a valid or authoritative source given concern for potentially biased and inaccurate information (Stokel-Walker, 2023).

Secondly, concerning the causes of dishonesty, teachers observed that students' poor motivation and attitude seemed to be significant driving factors. This aligns with the meta-analytic review by Krou et al. (2021), which suggested a positive association between academic dishonesty and amotivation, as well as extrinsic goal orientations. However, it is worth noting that Krou et al.'s (2021) study predates the emergence of ChatGPT. The findings in our study imply that previous insights into the reasons for academic dishonesty may still be relevant in the era of generative AI. However, assessing the extent to which students are increasingly prone to academic dishonesty with the rise of generative AI needs further examination. According to language teachers in Mohammadkarimi's (2023) study, there is a contention that students might be more inclined to utilise AI tools for cheating. Additionally, our study indicates that students' insufficient linguistic resources could be another factor potentially influencing their use of AI for dishonest practices. This resonates with the findings of Rahimi and Goli (2016) where students' language achievements were significantly associated with their cheating behaviours.

Third, the educators appeared to hold a negative perception of the use of ChatGPT in students' learning, pointing out the potential hindrance to their real acquisition of knowledge and academic progress, and becoming adversely dependent on the AI tool. This corroborates the finding of Mohammadkarimi (2023) who found that Iraqi EFL teachers unanimously agreed that AI tools adversely affected their students' commitment to upholding academic integrity.

There seems to be a notable gap between the EFL teachers' perception of the causes of students' academic integrity and their responses. While they have been able to indicate a range of issues and causes for using ChatGPT in academic dishonesty, especially lack of learning motivation and attitude and academic pressure, their responses were mostly limited to using existing digital tools such as Turnitin to detect students' plagiarism.

This discrepancy raises questions about the effectiveness of the current strategies employed by EFL teachers in addressing the challenges posed by generative AI in academic settings. Despite their awareness of various factors contributing to academic dishonesty, the teachers appear to rely predominantly on traditional tools like Turnitin for plagiarism detection. This suggests a potential gap in adapting to the evolving landscape of technology-enabled cheating. With the identified causes, such as lack of motivation and academic pressure, it becomes essential to explore more comprehensive approaches that go beyond plagiarism detection alone. The discrepancy between recognising the issues and employing appropriate countermeasures may indicate a need for professional development or awareness programmes for educators to better equip them in dealing with the nuances of AI-driven academic dishonesty. As the landscape of education technology continues to

evolve, educators might benefit from a more proactive and versatile approach to address the underlying causes and implications of students resorting to tools like ChatGPT for dishonest practices.

5.2. Implications for language teaching, assessment and professional development

There are several implications that the findings of this study have for language teaching and assessment practices. First, regulations need to be put in place concerning where, when, and how ChatGPT is or is not allowed to be used (Hong, 2023). For instance, relevant stakeholders, such as educators, need to collaborate and discuss which assessments and tasks students can use ChatGPT to assist them, and which they cannot. Second, it is also clear that educators and students alike need to be equipped with knowledge and skills regarding the merits and shortcomings of ChatGPT (Kohnke et al., 2023). This is to ensure that ChatGPT is used responsibly and ethically and to emphasise the need for users to review (and validate if possible) the information ChatGPT generates.

Third, with the increasing prevalence of ChatGPT use in academic settings, it is critical that teaching and assessment practices evolve to address the new educational dynamics. Language assessment may need to become more integrative and holistic. Since dishonest use of generative AI tools, such as ChatGPT, can be difficult to detect even by using existing technological tools and trained academic staff (Perkins, 2023), a potential solution is to integrate some speaking or interviewing activities as part of the assignment to ensure students are assessed more holistically. While this may also mean additional workload and administrative procedures to be arranged, it holds the potential to ensure that the writing products are outcomes of the students' genuine work. Cotton et al. (2023) suggest a few other strategies for preventing academic dishonesty in students' assessment in addition to using plagiarism detection tools, such as asking students to provide drafts of their work, using clear rubrics to assess students' writing, and setting clear guidelines on the use of ChatGPT for the assignment.

A significant number of educators tend to associate students' inclination to employ AI chatbots for academic dishonesty with factors such as insufficient learning motivation, attitude, and a perceived lack of pertinent digital knowledge and skills. These attributions suggest a compelling need for more holistic educational interventions focused on cultivating students' learning motivation, knowledge/skills and responsible AI use. On the one hand, this finding suggests the need for teachers to consider a range of possible actions to support students' development of genuine interest in learning, for instance, by adopting more interactive and personalised learning tasks. On the other hand, it underscores the evolving role of educators in the AI era, wherein they assume a dual function as learning co-facilitators alongside AI chatbots (Jeon & Lee, 2023) and as technical trainers responsible for developing students' AI literacy. Consequently, educators themselves require adequate training and

competence to address potential issues related to academic integrity within the AI context. In addition to AI-based plagiarism detection tools, Mohammadkarimi (2023) pointed out the need for EFL teachers to play a role in identifying instances of potential breaches in academic integrity among their students.

At a broader level, the issue relating to academic integrity associated with AI use should further prompt educators to question the existing educational goals, means or methods, and the expected outcomes. In terms of the goals of education, the focus of teaching may need to gear more toward students' learning process and higher order thinking skills than the students' examination outcomes. Given that ChatGPT can effectively answer most common knowledge and language questions, process-oriented pedagogical approaches and the role of teachers as facilitators of students' learning should become increasingly important where a flipped classroom approach or portfolio-based teaching can serve as two exemplary pedagogical process-oriented approaches (e.g., Hong, 2023; Walland & Shaw, 2022). For instance, the use of portfolio-based teaching has been associated with learners' increased motivation and language achievements (Beckers et al., 2016; Cong-Lem, 2020; Segaran & Hasim, 2021). In addition, integrating AI into course assignments, whether done individually or in groups, is something educators should consider. For example, one approach could involve instructing students to generate an essay using ChatGPT, grade the essay using a rubric provided by the teacher, and then submit their own self-written essays as part of the same assignment (Technology Enhanced Learning Centre, n.d.).

5.3. Research implications

The affordances of ChatGPT for language education are promising but in order to use it effectively and responsibly, users need to possess adequate knowledge related to its merits, drawbacks and usage methods. One possible research avenue is to explore different types of competencies needed to use ChatGPT effectively. For instance, Kohnke et al. (2023) discuss three specific forms of digital competence needed to utilise ChatGPT efficiently including technological proficiency (i.e., knowledge of features and developing relevant prompts), pedagogical compatibility (i.e., ways to teach with ChatGPT), and social awareness (i.e., knowledge of limitations of ChatGPT and ethical issues involved). These competencies should be explored as potential starting points of ChatGPT-based teaching/learning competencies. Another area of research could involve conducting educational interventions, including professional development for educators, to empower learning and teaching with new AI tools. Lastly, additional research is needed to explore ways to deter potential academic dishonesty among students using ChatGPT. This may include integrating various strategies or approaches, as recommended in the literature.

6. Conclusions

This study offers valuable insights into Vietnamese EFL teachers' complex perceptions of and concerns about AI-based academic dishonesty, particularly involving the use of generative chatbots like ChatGPT. The findings reveal teachers predominantly view plagiarism, lacking originality of ideas, and using AI-generated text without proper attribution as core forms of academic dishonesty in the context of language education. Key factors driving students to potentially cheat with AI tools are perceived to be poor motivation and learning attitudes, combined with intense pressures to achieve academically. Over-reliance on AI for generating content and ideas is seen to seriously hinder the development of students' genuine skills, critical thinking, and deeper language competencies.

As one of the first investigations focused specifically on EFL teachers' multifaceted perceptions of AI, language education, and academic integrity issues, this study sheds important light on the complexities involved. It underscores the challenges for policy, pedagogy, and practice in promoting ethics, human skills development, and integrity in an AI-influenced educational landscape. Further extensive research is warranted to build on these initial findings and continue working toward shaping optimally effective, principled policies and pedagogies for integrating AI in education. With thoughtful, holistic policies and pedagogies attending to both technical and human aspects, AI holds immense potential to meaningfully enhance language teaching and learning worldwide. But fully realising this potential necessitates understanding and proactively addressing the academic integrity challenges illuminated by this study.

Acknowledgements

We would like to express our sincere gratitude to all the participants who took part in this study. We are also grateful to Dr. Tran Ngoc Tien (Vietnamese - German University) for his invaluable support during the research project implementation. We would like to thank the editors and anonymous reviewers for their constructive feedback and suggestions that helped improve the quality of this manuscript.

Funding

The authors did not receive financial support or resources from any funding agency or organization

Conflict of interest

The authors have no conflicts of interest to disclose.

Author contributions

CL: study conceptualization, design, data collection, analysis, and manuscript preparation; TN: study conceptualization, design, data collection, analysis, and manuscript preparation; TT: study conceptualization, design, data collection, and manuscript preparation.

Submitted: January 19, 2024 EET

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Appendix
Language Teacher Perception of AI-Related Dishonesty Questionnaire

Background Information

Name:

Affiliation/University:

How long have you been teaching English as a foreign language?

Perception and Responses to AI-Related Academic Dishonesty

Q1. For you, what is considered AI-based academic dishonesty?

Q2. What do you think are the main reasons or causes of dishonesty among your EFL students?

Q3. What do you think are the consequences of dishonesty for your EFL students and yourself?

Q4. Have you previously encountered instances of academic dishonesty involving AI chatbots among your students? If yes, how did you address such situations? Alternatively, if you haven't encountered such incidents, what measures would you contemplate taking in response to the potential use of AI chatbots for dishonest practices by your students?

Q5. What measures have you implemented or are contemplating to mitigate or prevent instances of academic dishonesty among your EFL students?