

EFL TEACHERS' PERCEPTIONS OF AI'S IMPACT ON ACADEMIC INTEGRITY AND PEDAGOGY IN BANGLADESHI UNIVERSITIES

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Received: 2024-10-28

Accepted: 2024-12-07

Published: 2024-12-20

Abstract

The objectives of the research are to identify Bangladeshi EFL teachers' perceptions regarding the role of AI in language teaching in the way it affects academic integrity, the pedagogical issues, and how these can affect the efficacy of the existing institutional policies in English teaching profession. This study used a descriptive quantitative research design, which is based on an online questionnaire survey with 115 EFL teachers teaching in 22 private universities in Bangladesh. The results found that 69.6% of teachers were concerned about the ethical implications of AI, most prominently 69.6% about the alignment with academic dishonesty. In addition, 65.2% of the teachers revealed challenges in merging AI into class pedagogy, with the foremost reason being a lack of institutional support and training provision to integrate the lessons into class lessons. Indicatively, 74.8% of respondents stated that current institutional policies do not enable dealing with the challenges posed by AI in education. The study recommends the immediate requirements for extensive AI-related training programs, institutional regulations, and instruments to attain academic integrity in EFL classrooms. This research builds on and adds to the growing literature on AI in education while capturing the Bangladeshi EFL context. Future research can be conducted on the threats of AI-integration in EFL teaching and learning.

Keywords: *AI policy perceptions of AI Artificial Intelligence (AI); academic integrity; EFL; impact of AI; pedagogical challenges.*

1. Introduction

Teaching English in Bangladeshi classrooms has always been a challenging task for teachers due to lack of motivation, technological support, and institutional limitations (Atkar et al., 2022; Hasan et al., 2020; Rahman et al., 2018; Hasan et al., 2018; Hasan & Ibrahim, 2017, Hasan & Labonya, 2016, Hossain et al., 2015; Hasan, 2014). Artificial intelligence has changed many things in life, not least how we educate. Sharadgah and Sa'di (2022) believe that the AI tools can help facilitate autonomous learning, boost the engagement of an EFL learner, and provide its services through providing personalized feedback in the context of EFL learning. But with all these opportunities come several major problems. Academic

integrity is the first of them. The fear is increasing that with the SAS tools gaining more sophistication and availability, students will abuse these tools to defeat the purpose for which they were created, thus causing an increase in the number of academic cheating incidents (Shalevska & Stojchevska, 2024). In Bangladesh, AI integration in EFL education is at the embryonic stage. However, the impact of technology on academic integrity becomes a matter of concern since Bangladesh has its own socio-cultural and educational context. Bangladeshi EFL teachers face these challenges and opportunities. Knowing their perceptions is essential to designing strategic plans to keep pace with AI benefits while maintaining academic integrity (Ara, 2020).

However, AI in vocabulary learning and language practice, studies have shown, brings technology dependence and brings ethical issues as well (Alharbi & Khalil, 2023). One of the most discussed forms of AI implementation for educational use is in personalized education. It enables the creation of user-tailored learning material that suits both pace and style, thus improving quality grades (Haristiani, 2019). The problem is with effectively producing essays or plagiarizing assignments with AI. Therefore, this present study would add to the existing body of literature on AI in education in general and AI in EFL education in developing countries in particular. Finally, the study will provide policymakers with helpful information about integrating AI into EFL classrooms as long as such integration will not compromise academic integrity. This study's academic integrity means behaviors and attitudes that are in accordance with ethical principles. Apart from that, this research provides best practices on how educators can use AI tools in EFL classrooms. Thirdly, technology developers may find this study helpful on how they can best benefit from AI tools in classrooms to protect academic integrity.

Integrating AI in language education is a relatively new idea in Bangladesh. English is a compulsory and most important subject in all parts of our day-to-day lives, both institutional and professional. Some studies have shown that AI tools are used in different forms, ranging from language learning apps to AI plagiarism detection systems (Islam, 2024). However, adopting these technologies has far exceeded their institutional policies and teacher training programs. Teachers of AI in universities in Bangladesh, especially in the private domains, often lack this kind of training, including how to deal with the ethical as well as pedagogical implications of AI, making it challenging for them to integrate AI into their teaching practices (Zulkarnain & Yunus, 2023). A gap in investigations is also clear in this regard.

Therefore, this research investigates the views of Bangladeshi EFL teachers about implementing AI technologies in language classrooms and their consequences on academic integrity. In this research, we focus more on how the instructors understand the pedagogical challenges of AI tools. To this extent, they trust institutional policies for monitoring AI use and its probable impact on students' academic integrity. This research targets the private university teachers joining the segment of the primary adopter sector with technology in the teaching-learning scenario as per Bangladeshi studies (Islam, 2016). Given the increasing utilization of artificial intelligence in educational settings, this research is timely. It is most relevant to academic institutions working on high-quality education with technological advancements.

Besides focusing on private university educators, the research limits data collection by using only the structured questionnaire. While this approach allows for a better understanding of teachers' specific perceptions, it does not delve into the more profound

experiences or case-by-case studies that could add value to the research. Although it provides a result specific to the Bangladeshi context, it contributes to the growing body of global research on the effects of artificial intelligence on academic integrity and language learning. The research attempted to answer the following research questions:

1. What pedagogical challenges do Bangladeshi EFL teachers face regarding the integration of AI in language teaching, particularly concerning academic integrity?
2. How do Bangladeshi EFL teachers evaluate the effectiveness of current institutional policies and practices in addressing AI-based academic integrity?
3. How do Bangladeshi EFL teachers perceive the impact of AI tools on academic integrity in their classrooms?

In using the Technology Acceptance Model (TAM) devised by Davis (1989) as the theoretical basis, it should be born in mind that TAM offers a widely accepted model of how technology users accept and endorse new technologies and, on the whole, works out particularly well in educational settings. The main feature relevant to this research is Perceived Ease of Use (PEOU), the degree to which users feel the technology will not require much effort. This aspect is especially crucial when examining how easily the EFL teacher can incorporate the AI tools into their teaching practice without fearing technical glitches or dislodging interruptions. By reviewing these perceptions of how teachers assume the ease of integrating AI into language learning, TAM accounted for adoption patterns and barriers to the educational application of AI (Davis, 1989).

The following discussion is connected to the effect of AI on academic honesty. Teachers of English need to evaluate the advantages of AI for language instruction and the possible drawbacks of academic misconduct and learner abuse. EFL teachers' endorsement of AI tools in their classrooms is expected to be influenced by their prioritization of the acknowledged benefits that these tools relate to language learning and their concerns regarding academic integrity. This research also draws on insights from Pedagogical Content Knowledge (PCK) theory (Shulman, 1987), focusing on the need for technological tools to be matched with subject content and pedagogical strategies. PCK also proposes that teachers must be aware of the content area, but using technological tools can help achieve learning goals. This is particularly important in EFL settings, where the ease of using AI tools may vary according to the teacher's tech-savvy teaching experience.

How easy technology is to understand shapes the choice of adopting tools. EFL teachers may be wary of AI tools at the beginning, since they need to familiarize themselves with the application process. Teachers who need help using or applying AI tools in their lessons will probably avoid them. Consequently, the TAM framework presents a straightforward logic for why a few academic instructors may use AI technologies and favor using AI. In contrast, other educators may resist AI because of their learning curve with these AI tools. Lastly, the research acknowledges the influence of institutional policies and support, assessed in terms of the effectiveness of current policies and practices on the degree of acceptance of AI into their teaching systems. Institutional support can affect the diverged usage of AI-enabling technologies in teachers' education, while policies and training support AI acceptance into educational practices. Technology adoption in EFL teaching by teachers can be guided by external factors (Teo, 2011). The TAM theoretical framework has been proposed as the overall basis for investigating the teacher's adoption of AI technology in EFL teaching.

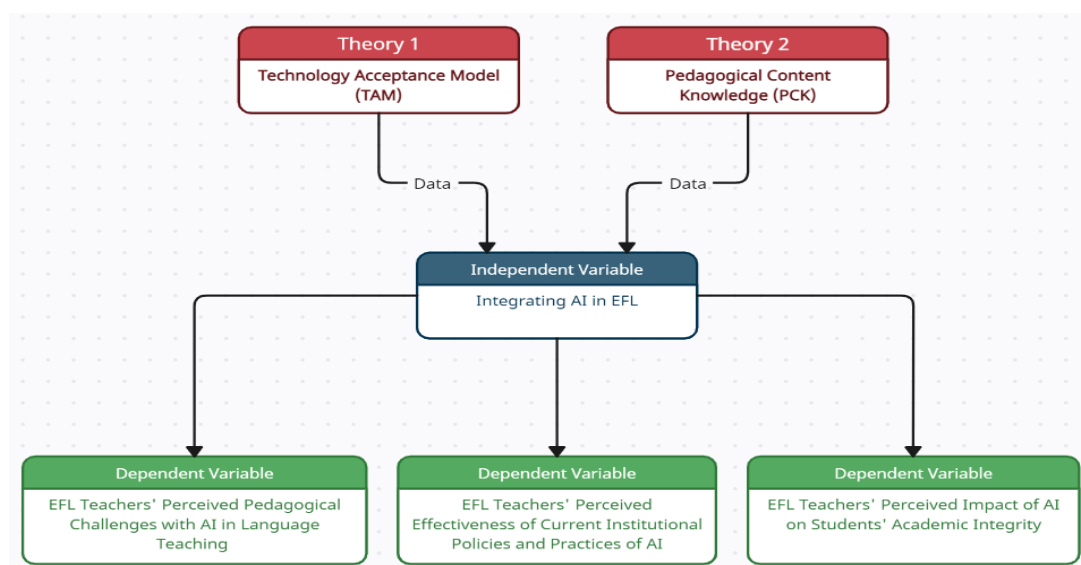


Figure 1. Theoretical Framework

2. Literature Review

2.1 AI in English Language Teaching and Learning

Encouraging effects have been seen from AI in teaching in various dimensions of language teaching. Based on this, Sharadgah and Sa'di (2022) conducted a thorough analysis of AI studies in ELT from 2015 to 2021 to find AI tools that not only enhance students' language abilities but their enthusiasm too. According to this research, chatbots and AI-equipped adaptive learning solutions help students get better at language skills. AI chatbots delivered individual learning experiences and delivered rapid feedback, which was the result of investigations done by Haristiani (2019) into AI chatbots as a method for language instruction. Klimova et al. (2024) also research how ChatGPT can be of help to foreign language learning at universities, and this backs it too. The results indicated the use of AI language models to improve students' writing and vocabulary competency. However, there is an obstacle in the adoption of AI in teaching English. The opinions of EFL teachers with regard to using AI in teaching are what Hazaymeh et al. (2024) focused on. While they acknowledged those positives, they expressed concerns around language truthfulness and concern that they may be leaning too heavily on AI in the development of these types of systems.

2.2 EFL Teachers' Perception of Pedagogical Challenges with AI in Language Teaching

Educators have been faced with several challenges to bring AI into educational systems for EFL courses. There are many EFL teachers that encounter roadblocks while using AI tools that carry on with earlier educational procedures and which defy attempts to accomplish the tenets of the course of research. The advancement of AI tools in the Bangladesh educational arena have left behind the teacher education programs, and teachers face difficulties in their applications. Weak technical facilities, such as dependable internet and devices, are huge barriers that teachers say they all observe, especially in schools lacking resources (Mishra & Varshney, 2024). Since overusing it can lead to passive learning, teachers require help in merging AI with authentic learning tasks. However, many often resist transformation, as many are not comfortable shifting from tried and tested teaching methods to technology-oriented methods, but they also see that some AI tools

could be complicated. Despite these obstacles and the inadequate support from these institutions, it's clear that there is a big demand for deep teacher training and ongoing professional (Aktar et al., 2022) development to incorporate AI into EFT teaching practice.

2.3 EFL Teachers' Perceptions of Effectiveness of Current Institutional Policies of AI

Institutional policies and practices regarding AI use in education are another critical area of inquiry. Rodrigues et al. (2024) state that many institutional policies are guided by a reactive rather than a proactive process, causing them to lag emerging technologies. Mishra and Varshney (2024) argue that many institutions need more support to integrate AI tools for teachers effectively. This lack of scaffolding can lead to inconsistent policy implementation across different institutions. Roe et al. (2023) further argue that current policies do not adequately address the ethical issues surrounding the use of AI in assessments, particularly in ensuring fairness in cases of academic dishonesty. In Bangladesh, AI was still very new at the time of publication. Yet, the policy framework still needs to be developed to provide a mechanism for what an educator is meant to do with AI (ultimately, no education via technology at the time of publishing) (Ouyang & Jiao, 2021). As noted, the literature clearly shows a need for understanding how institutional policies can assist a teacher in taking on potential challenges with AI-educational related scenarios.

2.4 EFL Teachers' Perceptions of Impact of AI on Students' Academic Integrity

As students increasingly rely on technology for learning, more and more concerns arise about the impact that AI tools will have upon educational integrity. Haristiani (2019) claimed that one of the causes is that essay generator tools are very accessible, and these chances can make students skip the education aspect and lose it through academic dishonesty. Torres et al. (2023) contend that AI tools serve to reduce the ability of ensuring academic integrity now that plagiarism cannot be identified and the involvement of the students in real academic work is diminished. According to Perkins (2023), it consequently discourages students from using AI tools to write essays with text that is generated by AI because it fails to identify the risk contributing to different academic dishonesty. Roe et al. (2023) brings it home that AI tools like ChatGPT allow students to produce content without learning. The use of AI tools, for example, an automated essay generator, is so easy to use, so easily that the risk for academic dishonesty is increased when the students get an opportunity to skip the learning process of these assignments. Torres et al. (2023) argue that the AI tool is entailed to make educators' work to uphold scholarly sincerity harder because the tool has made the detection of pervasive plagiarism more intricate, and students' involvement with real scholarly work is very restricted.

Perkins (2023) also adds that the AI tools can enable different forms of academic dishonesty, such as using AI-generated essay for essays. It makes it really challenging for the educators to assess whether the students have genuinely understood the lesson. According to Roe et al. (2023), using AI- powered tools to make the content can tremendously hinder the real learning process of the students. Artificial intelligence builds a large gap between the students' intended learning goal and what the students learn, as stated by Cong-Lem et al. (2024). Although these analyses identify the growing challenges AI brings to academic integrity, they frequently neglect the critical need for creating policies within institutions to address these risks. Institutional systems must be established to monitor AI technology use

and support academic ethical standards. Restricted regulations force learners and instructors to work in an unclear moral landscape where AI skills might be abused without severe outcomes. Creating detailed regulations and ethical standards can reduce the dangers linked to AI tools in teaching.

2.5 Research Gap

Evidence is steadily accumulating on the topic of AI infusion in EFL contexts. However, many of these studies still need gaps, especially in the Bangladeshi context, and the three primary constructs of this research are as follows: 1) The status of AI concerning academic integrity. Pedagogical obstacles for educators in the EFL domain, and 3). Institutional policies. The work of Cong-Lem et al. (2024) and Perkins (2023) analyzes the impact of AI on integrity in education and discusses likely difficulties related to it. Their research focuses on a global or area approach to the Bangladeshi environment. The research calls for new assessment techniques to challenge AI ethical standards yet needs to address the understanding of this concept in the Bangladeshi context. This matters because the educational system captures the cultural and educational situations that significantly affect the Bangladeshi EFL educator's awareness of AI and academic integrity. Roe et al. (2023) analyzed AI incorporation in EFL/ESL education but typically neglected the unique obstacles educators in Bangladesh experience. Islam (2024) investigated the tertiary institutions in Bangladesh. Few discussions occur on AI tools and how they influence teaching methods and student learning in educational settings. Data from EFL educational environments using AI shows many chances and difficulties, necessitating tailored methods and insights into teachers' expertise and readiness.

Institutional policy on AI adoption and how effective AI is in institutions worldwide is research of how challenging it is for educational institutions to meet the fast technology pace of AI in vogue. The research about Bangladeshi education needs to focus more on how AI is involved with the teaching and teaching process and policy for ethical practice in management. However, AI in learning would be of no use without teachers and students following defined ethical guidelines about using the technology. This research contributes to the relevant literature by examining these gaps across three important areas of inquiry concerning the perceptions of Bangladeshi ESL teachers: the vacation of ethical teaching as well as the rules of the school. Investigations of these elements in Bangladesh extend our understanding of the use of AI in ESL education today and identify ways of implementing effective practice and training in the use of AI to inspire academic integrity.

3. Method

3.1 Research Design

This work employed a descriptive quantitative research design to investigate what Bangladeshi EFL instructors perceive as the influence of AI on academic dishonesty and pedagogical matters and on the adequacy of institutional policy. This survey would allow a deeper analysis of teachers' perspectives and experiences regarding AI integration during their assessment period (Creswell & Creswell, 2018; Fraenkel et al., 2015). This design identifies patterns and insights from the data gathered in a snapshot and, therefore, enables one to understand the variables involved. The cross-sectional approach enabled data collection at one point for an overview of teachers' perceptions of the role of AI tools and how they practice the use of AI tools.

3.2 Population

For this purpose, respondents were inclusive of EFL educators from private universities in Bangladesh. These teachers were important because they were some of the first to integrate AI tools into language teaching and because their perspectives could illuminate what was happening to the teaching practice, honesty in the classroom, and policy (Cohen et al., 2017; Johnson & Christensen, 2019). Considering the rapid growth of AI aside from education, their opinion was vital in determining how teaching tools should be taken to a classroom setup.

3.3 Sample and Sampling Technique

The sample for this research included EFL teachers from more than 22 private universities. The sample size was chosen to balance comprehensive data collection with the practical feasibility of thorough analysis. In total, 115 teachers were included in the research whose experience in teaching with AI tools ranged. This enabled the grinding out of comparative analyses of different perspectives among members of the teaching alternative (Teddlie & Yu, 2007). The researchers employed a stratified random sampling technique to select a sample representing the diverse teaching body across private universities in Bangladesh. Teachers were further stratified by years of teaching experience and technological proficiency. Such stratification provided a balanced representation of those with different exposure levels to AI tools in language education (Lavrakas, 2008). The sampling method was clarified by detailing the stratification process, ensuring representation across key subgroups based on relevant characteristics.

3.4 Survey Questionnaire

A structured online questionnaire was used as the research tool. The questionnaire consisted of 15 items, categorized into three primary variables: Language Teachers' Perception of Perceived Pedagogical Challenges of AI in Language Teaching, Effectiveness of Current Institutional Policies and Practices, and Perception of the Impact of AI on Student Academic Integrity. The items were adapted from studies like Perkins (2023), which explored academic integrity in the realms of AI, and Zulkarnain and Yunus (2023), which highlighted the pedagogical dilemmas that teachers confront when using AI tools. In addition, questions about institutional policies were created using the findings of Rodrigues et al. (2024) concerning institutional responses to the developments in AI in education.

The research consulted with faculty members with both expertise in integrating AI and EFL teaching to ensure the content of the questionnaire mirrored the intricacies and diversity. The development of the instrument was grounded in the established practices for instrument development (Nunnally & Bernstein, 1994), and the validity and reliability of the questionnaire were supported by using established practices regarding the development of instruments. The survey questionnaire's validity was ensured through expert review and statistical analysis, including content and construct validity assessments. A pilot testing also showed that the Cronbach's alpha values range from 0.70 to 0.95, indicating good internal consistency.

3.5 Data Collection Procedure

To assess teachers' perceptions of the impacts AI has had on academic integrity, pedagogical challenges that accompany AI, and the effectiveness of institutional policies, a structured online questionnaire was used. Likert-scale items included in the questionnaire were correlated with the three basic research variables. The clarity and reliability of the questionnaire (McMillan & Schumacher, 2010; Uddin et al., 2020) were refined in a pilot research with 30 EFL teachers prior to full deployment. Potential limitations in relying on self-reported data, such as response bias and inaccuracies, were reduced through clear instructions, anonymous responses, and validation checks.

3.6 Data Analysis

Descriptive statistical techniques have been used in the analysis of the data. The analyses highlight a common theme among Bangladeshi EFL teachers: Although the utility of AI tools for promoting language learning is not lost on anyone, there are major ethical concerns, insufficient institutional backing, and the risk of academic dishonesty. The data strongly suggest that comprehensive training programs, clear institutional policies, and monitoring systems are very much needed to deal with these problems. The research identifies these trends and areas of agreement among respondents, highlighting the need for urgent intervention(s) that could help support teachers in managing the complexities, to integrate AI in EFL contexts. Data were analyzed according to Creswell and Creswell (2018) and Uddin et al. (2020).

4. Results

The findings of the research are presented here. The interpretation of the findings has been presented in the next section of the research.

4.1 Result

4.1.1 Demographic Information

Table 1

Demographic Information of the Respondents

Demographic Variable	Category	Count (n=123)	Percentage (%)
Familiarity with AI	Yes	66	98.4%
	No	49	1.8%
AI Tools Used	ChatGPT	48	41.1%
	ChatPDF	12	10.4%
	Grammarly	13	12%
	Claude AI	8	6.9%
	Others	34	29%
Teaching Experience	0-5 years	73	63.5%
	5-10 years	27	23.5%
	11-15 years	7	6.5%
	15+ years	8	7.0%

The demographic information showed that among the respondents, there were 58.4% male and 41.6% female. It also shows that 98.4% of teachers were familiar with AI tools, and a minor percentage (1.8%) were not familiar with AI tools. Among the AI tools used, the highest was ChatGPT (41.1%). Most of the teachers (63.5%) had 0 to 5 years of teaching experience.

4.1.2 EFL Teachers' Perceptions of Pedagogical Challenges with AI in Language Teaching

Table 2
Perceptions of Pedagogical Challenges with AI in Language Teaching

Items	SD	D	N	A	SA
I am concerned about the ethical implications of using AI in EFL education.	1.7%	2.6%	3.5%	69.6%	22.6%
The integration of AI in EFL education poses challenges in ensuring academic integrity.	0.9%	3.5%	3.5%	68.7%	23.5%
I find it challenging to monitor and control the ethical use of AI by students in EFL classrooms.	0.9%	2.6%	5.2%	64.3%	27%
I find it difficult to integrate AI tools into my existing EFL teaching methodologies effectively.	0%	7%	5.2%	65.2%	22.6%
The use of AI in the classroom requires significant changes to my EFL teaching approach and materials.	1.7%	2.6%	0.9%	73%	21.7%

The first variable concerns the pedagogical challenges teachers foresee when integrating AI tools into EFL education. Most teachers—however, 69.6% expressed concern about the ethical dimensions of using AI, agreeing and strongly agreeing, with 22.6% that AI raises moral issues. Similarly, 68.7% and strongly, with 23.5% see that incorporating AI brings challenges for maintaining academic integrity. Furthermore, quite notable, was 64.3% and strongly, with 27%—that monitoring and controlling ethical AI use in classrooms is sophisticated. In addition, it is quite challenging to integrate AI tools into existing teaching methodologies, with 65.2% agreeing and 22.6% strongly agreeing, whereas 73% agreed and 21.7% strongly agreed that using AI would demand a major change in teaching approaches. This suggests that teachers are worried about and face great challenges incorporating AI into EFL education.

4.1.3 EFL Teachers' Perceptions of Effectiveness of Current Institutional Policies of AI

Table 3
Perceptions of Effectiveness of Current Institutional Policies of AI

Items	SD	D	N	A	SA
Current policies in my institution effectively address the issue of AI-based academic integrity in EFL classrooms.	13.9%	74.8%	3.5%	5.2%	2.6%

The guidelines provided by my institution help teachers manage AI tools in the EFL classroom.	26.1%	61.7%	2.6%	7.8%	1.7%
There are adequate resources available to teachers for understanding the ethical use of AI in EFL classrooms.	20%	68.7%	4.3%	7%	0%
Training programs are available to help educators effectively incorporate AI into their English teaching practices.	20%	70.4%	5.2%	3.5%	0.9%
The existing policies and practices are sufficient to maintain academic integrity in the face of advancing AI technologies	24.3%	65.2%	5.2%	5.2%	0%
Your Institutional policies effectively prevent the misuse of AI tools by students for academic integrity in EFL classrooms.	18.3%	67%	7%	7.8%	0%
There are regular updates and revisions to the policies concerning the use of AI in EFL learning at my institution.	21.7%	66.1%	7.8%	3.5%	0.9%
Institutional policies are effective in promoting responsible and ethical use of AI technologies among both students and staff in EFL classrooms.	18.3%	67%	7.8%	6.1%	0.9%

The analysis offers a disquieting view of the role of institutional policies and how well they work to manage AI tools. Most of the respondents—totally, 74.8% disagreed, and 13.9% strongly disagreed—indicated that current policies effectively do not ensure AI-based academic integrity. Out of those polled, only 61.7% disagreed and 26.1% strongly disagreed about institutional guidelines, which remain unsupported by teachers in handling AI. Another point raised was that 68.7% believed there were not enough resources to help teachers understand the ethical uses of AI. Finally, 70.4% found it highly unlikely that appropriate training programs existed to integrate AI into practices. These responses signal that the existing institutional policies and resources do not adequately equip teachers to deal with AI-related problems.

4.1.4 EFL Teachers' Perceptions of Impact of AI on Students' Academic Integrity

Table 3

Perceptions of Impact of AI on Students' Academic Integrity

Items	SD	D	N	A	SA
AI tools have made it easier for EFL students to commit academic integrity.	1.7%	6.1%	3.5%	56.5%	32.2%
The use of AI in EFL student assessments compromises the fairness of the evaluation process.	0.9%	1.7%	2.6%	65.2%	29.6%
AI technologies increase the difficulty of detecting plagiarism and cheating in EFL assignments.	0%	3.5%	2.6%	73.9%	20%
Students' reliance on AI tools undermines their academic integrity.	0.9%	1.7%	4.3%	56.5%	36.5%
AI has a negative impact on the trust between teachers and students regarding academic integrity.	1.7%	2.6%	3.5%	61.7%	30.4%

I believe that AI tools, such as plagiarism detectors, have improved the detection of academic integrity among students.	0.9%	3.5%	3.5%	66.1%	26.1%
The use of AI in language learning makes it more difficult to assess students' true understanding and abilities.	0%	1.7%	3.5%	60.9%	33.9%
I am concerned that students might use AI tools to complete assignments dishonestly, bypassing the learning process.	0.9%	1.7%	1.7%	53%	42.6%

The third variable was the perceived impact of AI on academic integrity. Many respondents accepted that AI tools have contributed to students participating more easily in academic dishonesty. It made the soft consensus assign a 56.5% consensus, with a 32.2% strong consensus to value it. Furthermore, 65.2% agreed that AI reduces the fairness of assessments to students, while 73.9% agreed and further confirmed by 20% strongly agreed that AI introduces the difficulty of catching plagiarism. Also, 56.5% agree, and 36.5% strongly agree that reliance on AI tools undermines students' integrity. Finally, 61.7% agree, and 30.4% strongly agree that AI negatively impacts the trust between teachers and students. This leads to a very general assumption that artificial intelligence poses a challenge to academic integrity within EFL education, meaning it is, thus, a call to arms for the immediate tackling and addressing of such problems.

4.2 Discussion

4.2.1 Pedagogical Challenges with AI in Language Teaching

The data from this research indicates that Bangladeshi EFL teachers are most concerned with the potential of AI teaching tools to be an overwhelming pedagogical problem (69.6% of total) and as well concerned by the ethical implications of AI in education. Specifically, this corresponds to the Perceived Ease of Use (PEOU) dimension of the Technology Acceptance Model (TAM), which suggests that a technology's adoption succeeds more when users consider the technology easy to apply to existing activities (Davis, 1989). In this case, it is proving difficult for teachers to do the same with AI ethics, so they prevent students from abusing it, thus making AI less 'easy to use'. Similarly, we also apply the framework of pedagogical content knowledge (PCK) by elucidating the need for teachers to correlate their subject matter knowledge with the technology. For example, the 64.3% agree that there were difficulties monitoring AI use, demonstrating gaps in the PCK of teachers not only with respect to the technical aspects of AI use but also on how to employ it pedagogically in ways that try to avoid AI use inappropriately undermining academic integrity.

Additionally, another result was that 65.2% of the teachers stated that they had difficulties incorporating AI in how they currently teach, a finding that corroborates the TAM model's notion that the perception of technology ease of adoption will have an effect on the adoption of new technology (Hasan & Ibrahim, 2017, Hasan, & Labonya, 2016a; Hasan & Labonya, 2016b). This finding also aligns with PCK in that in order to employ AI effectively, teachers must possess both content knowledge and technological knowledge. Teachers are not trained enough to feel confident enough or skilled enough to bring AI into the world of

the classroom. Yet, Islam (2024) provides additional challenges here, as Bangladeshi teachers have found it sometimes impossible due to a lack of formal training and resources and motivation (Hasan et al., 2020, Hasan, 2014; Rahman et al., 2018; Hasan & Alam, 2016).

4.2.2 Effectiveness of Current Institutional Policies and Practices

The data considers that there is a general dissatisfaction with institutional policies, since 74.8% of the respondents claim that current policies are not enough to tackle the problem of AI-based academic integrity issues. This is consistent with the institutional support of the TAM model of how this factor impacts both the perceived ease of use and perceived usefulness of AI tools. Often, when institutional policies do not support teachers, they are less likely to see AI as a good thing, which would limit its adoption. As clearly evidenced here, Teo (2011) highlights the importance of institutional backing for technology adoption in educational settings, a principle that is repeatedly espoused throughout this thesis.

In addition, 68.7% of respondents revealed that they find lack of resources to manage AI tools as a barrier, which is supported by the PCK framework that the lack of institutional support hinders the teachers to bridge their content knowledge and technology use. Teachers are unable to develop the needed pedagogical content knowledge (PCK) to use AI effectively due to a lack of resources. This is corroborated by Islam (2024) that many Bangladeshi teachers are not given enough support from their institutions when trying to integrate educational technology.

4.2.3 Impact of AI on Students' Academic Integrity

The data also pointed to great unease about how AI can be detrimental to academic integrity, with 56.5% of teachers considering that AI helps students cheat in an easier way. Similar to the concept of perceived usefulness in the TAM model, this has something to do with teachers' perceptions of these tools as useful for certain tasks and not so for others, such as those related to maintaining academic integrity. The findings, from 65.2% of teachers, also underscore that the perceived usefulness of AI is balanced by the perception of how it can be misused. Viewed in terms of PCK, teachers' anxiety about AI disrupting the integrity of academic work refers to the necessity for teachers to clarify their understanding about how the AI should embed into their pedagogical practice to ensure honest and authentic learning is maintained. Even more, 73.9% of those surveyed appreciated the challenge of spotting the AI plagiarism. Both Perkins (2023) and Haristiani (2019) mentioned the potential harms resulting from the use of AI in the classroom, and in doing so suggest that teachers need to be ready to incorporate AI into the classroom in ways that maintain high standards of academic honesty by developing strong PCKs.

4.2.4 Implications for Institutional Policy and Practice

This research brings forth several critical considerations for reform and practice, further opening prospects for implementation. The findings reflect a strong dissatisfaction among EFL teachers regarding the pitifully low institutional support and the need for explicit guidance on integrating AI technologies in language education. Institutions, therefore, must create comprehensive frameworks that address both the ethical issues raised by AI and practical solutions for incorporating it into the academic arena. Such frameworks should introduce clear policies to govern the use of AI tools, particularly in assessments, where the

risk of academic dishonesty is significantly heightened. Following the comments by Rodrigues et al. (2024), the duty to lead in setting up guidelines that see AI-related activities fostering responsible and ethical use is in institutions, establishing standards that are aligned with global trends while recognizing local needs in education.

While affording some remedy to the teaching-related ills, institutions must also implement proactive measures for establishing academic integrity consistent with late modernity (Hasan et al., 2018). Discussions of pertinent issues concerning academic dishonesty underpinned by AI technologies suggest that institutions set more effective checks and balances to counter fraudulent practices. For example, AI-generated essay and assignment submission detection has increasingly become problematic for teachers possessing only traditional plagiarism detection methodologies. In counteraction against this, institutions must invest in better software and methodologies capable of checking AI-made outputs. Findings indicate an evident growth towards the justification of better instruments of academic honesty, bearing the work of Perkins (2023) and Torres et al. (2023) in mind. When these tools are created, institutions can ensure that academic honesty stands tall in an age where the influence of AI on education remains inexorably increasing.

4.2.5 Recommendations

Findings of the present research indicate that there are some suggestions about how to incorporate artificial intelligence (AI) into English as a Foreign Language (EFL) teaching. This would be the first thing we need: Institution-level comprehensive AI integration training programs. This training will empower educators to leverage AI better in the classroom and to better tackle their existing challenges. Secondly, the AI ethics in education should be very well articulated and clear so that an institution knows what to implement about it. To avoid violations of academic integrity, teacher and student AI tool usage must be governed by AI policies to allow AI enhancements. Practical guidelines for how this will be done will balance positive uses of AI with maintaining ethical standards. Lastly, institutions must develop the opportunity for accomplished teachers to continue with professional development. Continuous professional development of staff enables them to take advantage of up-to-date developments in AI and educational technologies to improve their teaching context with these tools. But the AI tools have been noted as an important consideration in an integrated approach: their implementation, policy formulation, training, and support engagement in dealing with the concerns raised by this research.

4.2.6 Limitations

Firstly, the research was fixed on EFL teachers in private universities in Bangladesh as a specific educational target but generalized the result of the research into other educational environments inside public universities. This research was conducted completely based on the self-reported data from the survey questionnaire, which may have been misinterpreted or may have a bias in it. Besides, this research explored only three significant issues: The research only explored teachers' perceptions of the pedagogical challenges, policy effectiveness, and academic integrity but not the areas that could imply AI could enhance some language skills like speaking, reading, and writing, to give a broader understanding of the use of AI in EFL education.

5. Conclusion

The research raised serious concerns about the ethical implications of using AI, issues monitoring AI use in the classroom, and general dissatisfaction with the status quo policies. In so doing, this extends a emerging literature on AI in education by highlighting challenges faced by EFL teachers in Bangladesh: institutional lack of support and teacher training, especially on the incorporation of AI tools in English teaching and learning. To successfully integrate AI into EFL instruction, proactive policy implications, whole-institution support structures, and instructor professional development must be implemented. Future studies are recommended to further this current research on how AI is likely to develop certain language skills and the effectiveness of its policies at educational levels throughout Bangladesh. The research also recommends future investigations on the identification of threats by incorporating AI tools in teaching English.

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