

Bangladeshi Tertiary EFL Teachers' Perceptions of AI Regarding Academic Integrity



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Bangladeshi Tertiary Level EFL Teachers' Perceptions of AI Regarding Academic Integrity

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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A handwritten signature in dark ink, appearing to read 'Md. Mahadhi Hasan', is shown on a light-colored background.

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Dedication

The work is dedicated to my family and wife, who have supported, encouraged, and loved me throughout my path, especially to my parents, who raised me with hard work and education values, and to teachers and mentors, who have been my guide and inspiration. Also, I want to thank all the educators who, while striving to provide new standards for better teaching, inspire me to see the new borders of education. Your commitment to teaching me in an ever-changing world inspires my growth as an open-minded explorer and contributor to education.

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Abstract

The findings from this study suggest Bangladeshi EFL teachers' perceptions regarding the role of AI in language teaching in the way it affects the academic integrity; the pedagogical issues; and how these can affect the efficacy of the existing institutional policies in the teaching profession of English. My case study used descriptive quantitative research design in this case, which is based on the structured online questionnaire given to over 100 EFL teachers teaching in private universities in Bangladesh. The results found that 69.6 % of teachers were concerned about AI's ethical implications, most prominently 69.6% about the alignment with academic dishonesty. In addition, 65.2 % of the teachers revealed challenges in splicing AI into class pedagogy, with the foremost reason being 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 the AI in education. Consequently, the study emphasizes the immediate requirements for extensive training programs, sharp institutional regulations, and instruments to attain academic integrity together with implementing artificial intelligence technologies in foreign language classrooms. This research builds on and adds to the growing literature on AI in education, while capturing the context of Bangladeshi EFL.

Keywords: EFL, Artificial Intelligence (AI), Perceptions of AI, Academic Integrity, Pedagogical Challenges, Impact of AI, AI Policies.

Chapter 1

Introduction

1.1 General Overview

Artificial intelligence has changed many things in life and 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 sophistications and availability, students will abuse these tools to defeat the purpose for which it was created to thus cause 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).

But AI in vocabulary learning and language practice, studies have shown, brings technology dependence and bring ethical issues as well (Alharbi & Khalil, 2023). One of the most discussed forms of AI implementation for educational use is in a personalized education. It enables creation of user tailored learning material that suits both pace and style thus improving quality grades (Haristiani, 2019). The problem of effectively producing essays or plagiarizing assignments with AI (29).

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 far as such integration will not compromise the 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.

1.2 Background of Study

Artificial Intelligence (AI) in education and EFL teaching is a new chapter, an area where AI integration is changed from being a force acting. Knowledge of the AI technologies intelligent tutoring systems, automated grading, chat bots will enable the possibility of improving language learning through use of tools having personalized learning experience, instant correction and adaptive learning environment (Sharadgah & Sa'di, 2022). Meanwhile, AI tool usage has also raised ethical issues because students improperly use AI speech to cheat in their academic essays (Haristiani, 2019). With the rise of accessible AI tools, it is both the time and the need for us to study how AI tools can affect traditional educational values, teaching methods, and the genuineness of academic evaluations.

Integrating AI in language education is a relatively new idea in Bangladeshi. English is a compulsory and most important subject in all parts of our day-to-day life, 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).

1.3 Problem Statement

Therefore, this study investigates the views of Bangladeshi EFL teachers (with a focus on those teaching at private universities) about implementing AI technologies in language classrooms and their consequences on academic integrity. In this study, 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 study targets the private university teachers bracketing the segment of the primary adopter sector with technology in the teaching-learning scenario as per Bangladesh 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 (Khan, 2020).

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 study. Although it provides a result specific to the Bangladeshi context, it contributes to the growing body of cross-national research on the effects of artificial intelligence on academic integrity and language learning (Ahmed & Islam, 2019).

1.4 Research Objectives

The objectives of this research are,

- RO1 To identify tertiary level EFL teachers' perception of pedagogical challenges with AI in language teaching.
- RO2 To investigate EFL teachers' perception of effectiveness of current institutional policies and practices of AI.
- RO3 To explore the perceptions of Bangladeshi tertiary level EFL teachers on the impact of AI on academic integrity.

1.5 Research Questions

- RQ1 What pedagogical challenges do Bangladeshi EFL teachers face regarding the integration of ai in language teaching, particularly concerning academic integrity?
- RQ2 How do Bangladeshi EFL teachers evaluate the effectiveness of current institutional policies and practices in addressing ai-based academic integrity?
- RQ3 How do Bangladeshi EFL teachers perceive the impact of ai tools on academic integrity in their classrooms?

1.6 Theoretical Framework

In employing 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 study 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 study 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. Teachers in EFL 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, considering contributing to our understanding are teachers' perceptions of usefulness and ease of use and institutional policies that show or restrain the effectiveness of those perceptions.

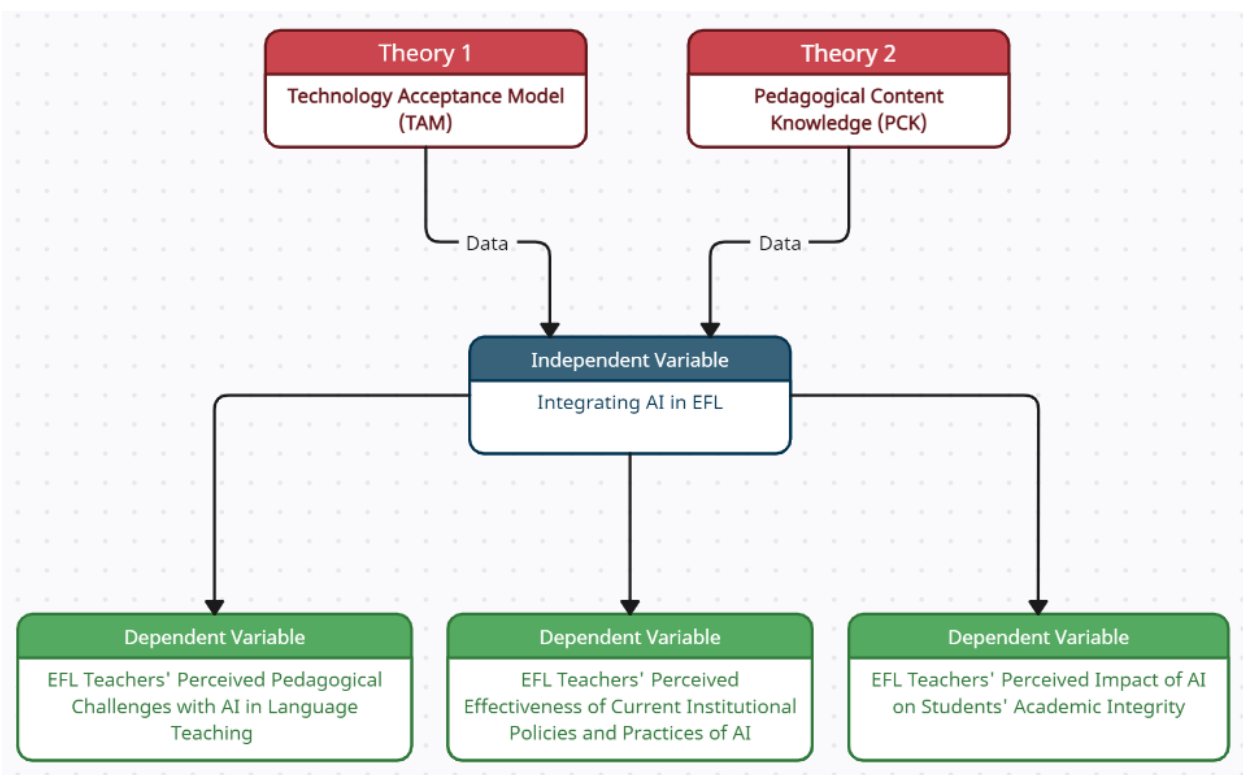


Figure 1 **Theoretical Framework**

1.7 Scope of the Study

This investigation attempts to explore Bangladeshi EFL teachers' perceptions about the effects of Artificial Intelligence (AI) on academic integrity, the difficulties they encounter when using AI tools for language teaching, and the efficiency of policy and practice presently documented at the

institution related to AI utilization. The study will engage EFL teachers in a private university context in Bangladesh, which is the focus of the pedagogical experiences of teachers as well as policies on the responsible use of AI tools in language learning.

The study is limited in scope to understand the teacher's views on AI's influence to academic integrity at its own merits, as well as the possibility of enhancing language learning as a positive experience and elements which may influence risk behavior to integrity. The study will also explore both materials, challenges faced with AI in the classroom, and policies already established at the institutional level to determine the preparedness of educational approaches and curricula related to educational AI possibilities. There is no intention or need for additional perspectives from learners, nor will the AI tool's initial examination throughout the pedagogical and ethical framework studies be the upcoming objective.

Concentrating on private college faculty permits in-depth analysis of a narrowly determined educational framework that explores whether teaching practices are consistently or incorrectly represented among various campuses in post-secondary education. While it serves as a crucial educational reflection of school environments, the results stimulate additional research within similar or dissimilar educational frameworks. Such results will encourage dialogues on the ethics of language teaching techniques and may open further possibilities for the community to explore AI's evaluation of language education plans.

1.8 Significance of the Study

This research is important for EFL learning in developing countries such as Bangladesh. Specifically, this paper examines the positivity towards AI use in other language education, and

critical obstacles and moral concerns in this use from the perspectives of Bangladesh EFL instructors. This research will contribute to input on the value of discussion on educational AI in a developed context to EFL educators, by exposing some of the unique EFL features with which educators must deal in a developing context. In the context of the education system of Bangladesh, this research will situate the contemporary international dialogue on AI and academic integrity. Thirdly, the feedback will be provided on the current use of AI in EFL classrooms to policymakers and educational administrators, as well as dangers of the academic fraud. When crafting policies and guidelines that will allow the students to benefit from AI without sacrificing academic integrity, we have the knowledge development as part of Sharadgah & Sa'di (2022). In this course of research, this research will also be useful for the teachers and educators who will understand the ways that the AI tools help make teaching and learning better. This is also because teachers of EFL in Bangladesh, as Bangladeshi teachers, would be compelled to propose these recommendations from within, based on their own lived experiences and insights (Zulkarnain & Yunus, 2023). The purpose of this investigation is to connect the technology of artificial intelligence to educational ethical standards of the improved learning effect and the integrity of academic success (Shalevska & Kostadinovska-Stojchevska, 2024).

1.9 Definition of Terms

1.9.1 Academic Integrity

In simpler terms, academic integrity is behaving within ethical principles and standards in one's academic work: the practice of honesty and fairness in the quest for knowledge (Perkins, 2023).

1.9.2 Artificial Intelligence in Language Learning

Artificial Intelligence in Language Learning refers to the actual application of the recently developed machine-learning and natural language processing AI technologies that are going to change the way people learn languages (Sharadgah & Sa'di, 2022).

1.9.3 Generative AI

According to Haristiani (2019) and Cong-Lem et al. (2024), Generative AI is a form of artificial intelligence that is capable of solving critical problems and analysis. However, it can also create new content like texts and images on the basis of its training data.

1.9.4 Customized Learning

Personalized learning is the practice of tailoring a learning experience according to the expressed needs and preferences of the learners, often driven by AI technologies (Moybeka et al., 2023).

1.9.5 AI-based Academic Dishonesty

In academia, the use of AI technologies to cheat or plagiarize has been considered one form of AI-based academic dishonesty of great concern to researchers (Cong-Lem et al., 2024).

1.9.6 Complexity of Integrating AI Tools in Language Education

The complexity relates to difficulties in effectively implementing AI technologies in language teaching, for example, in teacher training, inadequacy of infrastructure, aligning AI with pedagogical goals (Islam, 2024; Zulkarnain & Yunus, 2023).

1.10 Chapter Overview

The study is introduced with context and rationale for examining the effect of Artificial Intelligence (AI) on academic integrity in Bangladeshi EFL teaching and pedagogical challenges, besides noting institutional policies. Chapter 1.1 first provides a brief discussion on AI in education, focusing on its application in language teaching. Importantly, Chapter 1.2 highlights the key issues and gap of comprehension in how AI has influenced EFL education in Bangladesh. Chapter 1.3 outlines the aims of the study, focusing on the three key variables: Such issues as pedagogical challenges, institutional policies as well as problems of academic integrity. The questions guiding the study are presented in Chapter 1.4.

In Chapter 1.5, the Technology Acceptance Model (TAM) and Pedagogical Content Knowledge (PCK) are presented as using these as the theoretical underpinnings for exploring teachers' perceptions of AI. The boundary of research is specified in Chapter 1.6 on EFL teachers in private universities of Bangladesh. In Chapter 1.7, the potential contributions of the research to academic and practical discourse on AI in education are explained. Firstly, Chapter 1.8 provides key definitions such as academic integrity, AI tools and pedagogical challenges. Finally, Chapter 1.9 briefs the structure of Chapter 1 and its main part.

1.11 Chapter Summary

This chapter discusses research and emphasizes the value of honesty in academia in the era of AI. It explains the topic's issue and aims and provides relevant inquiries to support the analysis. Key terms are defined, and the chapter highlights the importance and range of the study to set a basis for the thorough investigation of perceptions among Bangladeshi EFL teachers in later chapters.

Chapter 2

Literature Review

2.1 Introduction

AI has recently received notable interest in English language teaching and learning, especially in foreign language contexts. This study examines the present condition of research related to AI applications in ELT, highlights its effects and challenges, and discusses Bangladesh's educational policies.

2.2 AI in English Language Teaching and Learning

Encouraging effects have been seen from AI in teaching in various dimensions of language acquisition. Based on this, EI Sharadgah & AI Sa'di (2022) conducted a thorough analysis of AI studies in ELT from 2015 to 2021 to find AI tools 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 researches 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 regards to using AI in teaching is 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.

2.3 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 some many EFL teachers that encounter roadblocks while using AI tools that carry on with earlier educating procedures and which defy attempts to accomplish the tenets of the course of study. The advancements of AI tools in 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. 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 to shift from tried and tested teaching methods to technology-oriented methods, but they also see that some AI tools could be complicated. While 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 development to incorporate AI into EFT teaching practice.

2.4 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 as an example of context- EFL.

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

As students increasingly rely on technology for learning and more and more concerns arise about the impact that AI tools will have upon educational integrity. It relates to the Song and Song (2023) research, which was looking at the impact of AI in education and how AI in education complicates the authentic learning and understanding of the students. Haristiani (2019) claimed that one of the causes is that Essay generator tools are very accessible, and these chances can make students skip education aspect and lose it by 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 as the AI tool 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 schools.

2.6 Bangladeshi EFL Teachers' Perceptions of AI Regarding Academic Integrity

Research on AI applications in English Language Teaching is increasing worldwide but continues to be necessary for Bangladesh. Ara (2020) emphasized that English is crucial to the educational framework of Bangladesh and essential for careers and economic advancement. Using AI in this area can change the methodology of teaching and learning English in Bangladesh. Roshid and Chowdhury (2013) noted that mastering English language abilities directly correlates with job prospects for Bangladeshi graduates needed to win in a global employment segment. English

language acquisition will come to be viewed as essential for economic progress with the use of AI. A study by Sikder (2024) explored student opinions on English as a global language and showed that numerous Bangladeshi students understand the need to master English language abilities. Despite their desire for English language proficiency, their rapid enthusiasm allowed the emergence of AI experiments focused on language learning. Only a few scholars have researched AI ideas in Bangladesh's context of English language learning. The capacity of AI to improve teaching productivity, foster student engagement, and decrease corruption in academic work has yet to be sufficiently researched within the ELT framework in Bangladesh.

Islam (2024) studied how well educational technology works in EFL settings at the college level in Bangladesh and offered critical findings that relate well to this study's focus on AI utilization in language teaching. The report draws attention to the positive impact of technology on students' participation and educational performance while also mentioning difficulties regarding teacher education and resources. The challenges identified in this research closely relate to the current study's second variable, which examines EFL teachers' difficulties with AI. Islam's research backs the necessity for solid policies and practices that can promote AI integration. In addition, the effects of AI on scholarly integrity are crucial despite not being highlighted in Islam's study. They are pressing in the context of AI-supported education, highlighted by studies like Islam (2024). This work from Islam strengthens the reasoning behind the demand for organized support and strategic strategies crucial for effectively leveraging AI in EFL situations in Bangladesh.

2.7 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 study 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.

The works of Roe et al. (2023) and Söğüt (2024) analyze AI incorporation in EFL/ESL education but typically neglect 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 a study of how challenging it is for educational institutions to meet the technology fast pace of AI in vogue. The research about Bangladeshi education needs to focus more about how AI is involving with the teaching and teaching process and policy for ethical practice for management. However, AI in learning would be of no use without teachers and students following defined ethical guidelines

about using the technologies. This research study contributes to the relevant literature by examining these gaps across three important areas of inquiry concerning the perceptions of Bangladeshi ESL teachers: The vocation 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.

2.8 Chapter Summary

The study shows the advantages and the obstacles of using AI in EFL teaching. Topics major problems generating ideas for improving personal interaction and learning; with serious questions involving academic honesty. In fact, related investigations stress the importance of ethical mechanisms and unequivocal directives identifying ways to keep the AI fueled academic dishonesty sources at bay, over and over again. This dialogue will be continued further in the current study with specific findings and guidelines to Bangladeshi EFL teachers revealed specifically with the findings these teachers can act on in contemporary academic papers. The advances in AI in language education are promising enough but the academic quality can only be maintained if the AI is managed effectively. This record seeks to illuminate how and why AI may have moral and pedagogical impacts utilizing Bangladeshi EFL educators considered, furthermore, make a way to guarantee and avoid instructive straight nobility in the computerized period.

Chapter 3

Methodology

3.1 Introduction

This work therefore opted to employ 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 response. 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 practiced the use of AI tools. Stratified random sampling was used as a sampling method to obtain representativeness among the different teaching experiences. Quantitative data were analyzed with descriptive methods and participants responded to a structured online survey. Other measures, which include reliability and validity of strategies developed, were pilot tested and opinions of experts were sought to ensure ethical standards were kept to the lead throughout this study.

3.2 Research Design

A survey method was employed to investigate the perceptions of Bangladeshi EFL teachers regarding the role of Artificial Intelligence (AI) on academic integrity, pedagogical challenges in integrating AI, and the current institutional policies. The selected design for this research was a cross-sectional survey, allowing one-time data collection. 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.

3.3 Population

For this purpose, participants 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 in policy (Cohen et al., 2017; Johnson & Christensen 2019). Considering the rapid growth of AI asides education, I knew their opinion was vital in determining how teaching tools should be taken to a classroom setup.

3.4 Sample

The sample for this study included EFL teachers from more than 30 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 study 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 (Denscombe, 2017; Teddlie & Yu, 2007).

3.5 Sampling Technique

The authors employed a stratified random sampling technique to select a sample representing the diverse teaching body across private universities in Bangladesh. Teachers were further stratified on 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; Neuman, 2014).

3.6 Research Instrument: Survey Questionnaire

A structured online questionnaire was used as the research tool to explore the effect of AI on academic integrity that teachers perceive, the challenges for pedagogy that they face and the efficacy of their institutional policies. 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 prior research and studies that explored AI integration in the education environment. For this purpose, the questionnaire adopted 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 validity of content of the questionnaire was confirmed by the expert review process. I consulted with faculty members with both expertise of integrating AI and EFL teaching to ensure the content of the questionnaire mirror the intricacies and diversity of how and where AI integrates with EFL teaching. They provided feedback that formed items based on study objectives, and that could be used to investigate the selected variables. 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 using established practices regarding development of instruments. This structured approach helped create a reliable, well

adapted research instrument that would help to gather the views of Bangladeshi EFL teachers on AI challenges and benefits in their teaching environments.

3.6 Data Collection Procedure

To assess teachers' perceptions of impacts AI has had on academic integrity, pedagogical challenges that accompany AI, and effectiveness of institutional policies, a structured online questionnaire was used. Likert-scale items included in the questionnaire were correlated with the three basic study variables. The clarity and reliability of the questionnaire (McMillan & Schumacher, 2010; Pallant, 2020) were refined in a pilot study with 10 EFL teachers prior to full deployment. The pilot study also meant that the instrument did capture the data as we had intended.

3.7 Data Analysis

Descriptive statistical techniques had been used in 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 study 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.

3.8 Ethical Considerations

Teachers have in an informed consent form given information about the research purpose, the research procedures and their rights and responsibilities before participants. All data will be stored in a password protected file and their responses will be anonymous. This study is voluntary, and teachers can withdrawal without any negative consequences (Creswell & Poth, 2018; Israel & Hay, 2006).

3.9 Chapter Summary

The present chapter describes the methodology used to investigate perceptions of AI in education among Bangladeshi EFL teachers. It has described descriptive quantitative design, population, sampling techniques, and data collection methods. Besides, reliability and validity measures with ethical considerations are calculated and practiced for the properness and ethics of the research process.

Chapter 4

Findings

4.1 Introduction

The survey questionnaire collected data, which were analyzed using basic statistical tools. The analyses reveal EFL teachers' perceptions of three variables: Perceived Pedagogical Challenges with AI in Language Teaching, Effectiveness of Current Institutional Policies and Practices, and Impact of AI on Students' Academic Integrity.

4.2 Demographic Information of the Survey Participants

Demographic Variable	Category	Count (n=123)	Percentage (%)
Gender	Female	63	58.4%
	Male	51	44.3%
Familiarity with AI	Yes	66	57.4%
	No	49	42.6%
Stay Updated on AI	Yes	62	46.1%
	No	53	
AI Tools Used	ChatGPT	48	41.1%
	ChatPDF	12	10.4%
	Grammarly	13	12%
Teaching Experience	Claude AI	8	6.9%
	Others	34	29%
	0-5 years	73	63.5%
	5-10 years	27	23.5%
	11-15 years	7	6.5%
	15+ years	8	7.0%
AI Training	No	107	93%
	Yes	8	7%

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

Table 1

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 seen in 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.

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

Table 2

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.

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

Table 3

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.

4.6 Chapter Summary

The quantitative data generated from the survey revealed that EFL teachers in Bangladesh face serious challenges in integrating AI tools into their practices. These include common problems, such as whether AI is used ethically or how it can be monitored. In addition, teachers are dissatisfied with present institutional policy and preparation programs, indicating a need for more support for the management of AI technologies. Last, various stakeholders perceive AI as generally creating negative impacts, such as academic integrity, lacking policies and strategies to deal with specific issues to draw benefits from AI without sacrificing integrity.

Chapter 5

Discussion

5.1 Introduction

The chapter elaborates on the findings from the descriptive statistical data and relates them to the relevant literature reviewed in this study. It also discusses the perceptions of Bangladeshi EFL teachers on integrating AI into language teaching considering existing global and local research. The study indicates gaps and implications for future practice and policy.

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

The data from this study 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's ethics, so they prevent students from abusing it and 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 demonstrate gaps in 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 which corroborates the TAM model's notion that the perception of technology ease of adoption will have an effect on the adoption of new technology. This finding also aligns with PCK in that in order to employ the 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 lack of formal training and resources.

5.3 EFL Teachers' Perception of 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 **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 it in being adopted. As clearly evidenced here, Teo (2011) highlights the importance of institutional backing for technology adoption in educational settings: a principle which 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 lack of resources.

This is corroboration by Islam (2024) that, many Bangladeshi teachers are not given enough support from their institutions when trying to integrate the educational technology.

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

The data also pointed to a 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 underscores 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.

5.5 Implications for Institutional Policy and Practice

This study 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 foster responsible and ethical use is on institutions, establishing standards that are aligned with global trends while recognizing local needs in education.

Additionally, one could discern a clear indication of the targeted professional development. For instance, teachers in the EFL context in Bangladesh face the peculiar challenge of integrating AI into their practices due to the need for more training opportunities. As Islam suggests, continuous support through professional development programs is necessary for helping teachers use technology in classrooms. According to this study, the importance of such developments is reaffirmed, indicating that ongoing training and support for teachers is essential for building their capabilities related to AI. Such training programs should be geared towards the needs of EFL teachers to enable them to navigate AI complexities and employ these tools in the service of language learning.

While affording some remedy to the teaching-related ills, institutions must also implement proactive measures for establishing academic integrity consistent with late modernity. 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.

5.6 Contribution to Knowledge and Future Research

Therefore, this study extends the developing nature of AI research in education into Bangladesh's sparsely observed EFL setting. While studies from a more comprehensive fence have analyzed the pedagogical and ethical issues posed by AI, the study has surfaced some specific problems Bangladeshi educators face concerning institutional support and considerations of academic integrity. Future iterations of research should explore localized AI tools that address the conditions encountered in the Bangladeshi Education System and the extent of efficacy of institutional policies framed for regulating AI tools.

In essence, these results reflect those obtained in research worldwide, highlighting the challenges of EFL teachers in Bangladesh. This study has identified and discerned the research gaps on how AI has impacted academic integrity, pedagogical complications, and institutional policies, thus imparting good insights to developers of strategies that would help teachers cope with the complexities of AI in education.

5.7 Recommendations

Findings of the present study indicated that there are some suggestions of 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. Since these training programs are targeted at teachers, their content should be altered to prepare teachers to acquire technical knowledge on AI tools with also using pedagogical strategies aligned to their intended teaching goals. 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 to how this will be done will balance positive uses of AI with maintaining ethical standards.

Institutions will need to invest in tools that can monitor and identify AI based content and academic integrity used by students in their submissions. Educators can use these tools to ensure content integrity and catch an AI before it is used for content that could be misused, used in plagiarism or other academic dishonesty. 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 has been noted as an important consideration into an integrated approach: its implementation, policy formulation, training, and support engagement in dealing with the concerns raised by this study.

5.8 Limitations

However, this present study on Bangladesh EFL teachers' perceptions of AI in their professional lives is not without its limitations and useful for generating any invaluable insights towards the perceptions. Firstly, the study had fixed on EFL teachers in private universities of Bangladesh as

a specific target but generalized the result of the study into other education environments inside the public universities or in the secondary schools. In the research, it has been 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 study only explored pedagogical challenges, policy effectiveness and academic integrity but not the areas that could imply AI could enhance some language skills like speaking and reading and writing to give a broader understanding of the use of AI in EFL education.

5.9 Conclusion

The study focuses on the assessment of Bangladeshi EFL teachers regarding integrating AI into language teaching, the pedagogical challenges it faces, the effectiveness of existing institutional policies, and the influence of AI on students' academic integrity. Serious concerns were raised 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 nascent literature on AI in education by highlighting challenges faced by EFL teachers in Bangladesh: institutional lack of support and teacher training.

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.

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Appendices

Appendix A

Invitation Letter for Survey

Dear Honorable Teachers,

My name is Mirajul Islam, a Master's student in Applied Linguistics and TESOL at the University of Liberal Arts Bangladesh. I am conducting research on Bangladeshi EFL Teachers' Perceptions of AI Regarding Academic Integrity under the supervision of Md. Mahadhi Hasan, PhD, Assistant Professor, DEH, ULAB.

I am inviting you to participate in a brief survey that explores Bangladeshi EFL teachers' views on using AI tools in classrooms. Your participation will be highly valuable in understanding how educators perceive the potential of AI while ensuring academic integrity.

The survey takes 2-5 minutes to complete and is completely anonymous. You will not be asked to provide your name or any identifying information. By participating, you will contribute to research that can help educators and policymakers harness the benefits of AI for language learning while safeguarding academic integrity.

Your participation is greatly appreciated. If you have any questions, please do not hesitate to contact me at mirajul.islam1.deh@ulab.edu.bd. Thank you for your time and consideration.

Sincerely,

Mirajul Islam

Appendix B

Survey Questionnaire

Demographic Variables:

Gender

- Male
- Female
- Rather not say

Familiarity with AI

- Yes
- No

Stay Updated on AI

- Yes
- No

AI Tools Used

Teaching Experience

- Less than 5 years
- 5-10 years
- 11-15 years
- More than 15 years

AI Training

- Yes
- No

Items	SD	D	N	SA	A
EFL Teachers' Perception of Pedagogical Challenges with AI in Language Teaching					
I am concerned about the ethical implications of using AI in EFL education.					
The integration of AI in EFL education poses challenges in ensuring academic integrity.					
I find it challenging to monitor and control the ethical use of AI by students in EFL classrooms.					
I find it difficult to integrate AI tools into my existing EFL teaching methodologies effectively.					
The use of AI in the classroom requires significant changes to my EFL teaching approach and materials.					
EFL Teachers' Perceptions of Effectiveness of Current Institutional Policies of AI					
Current policies in my institution effectively address the issue of AI-based academic integrity in EFL classrooms.					
The guidelines provided by my institution help teachers manage AI tools in the EFL classroom.					
There are adequate resources available to teachers for understanding the ethical use of AI in EFL classrooms.					
Training programs are available to help educators effectively incorporate AI into their English teaching practices.					
The existing policies and practices are sufficient to maintain academic integrity in the face of advancing AI technologies					
Your Institutional policies effectively prevent the misuse of AI tools by students for academic integrity in EFL classrooms.					
There are regular updates and revisions to the policies concerning the use of AI in EFL learning at my institution.					
Institutional policies are effective in promoting responsible and ethical use of AI technologies among both students and staff in EFL classrooms.					
EFL Teachers' Perceptions of Impact of AI on Students' Academic Integrity					
AI tools have made it easier for EFL students to commit academic integrity.					
The use of AI in EFL student assessments compromises the fairness of the evaluation process.					
AI technologies increase the difficulty of detecting plagiarism and cheating in EFL assignments.					
Students' reliance on AI tools undermines their academic integrity.					
AI has a negative impact on the trust between teachers and students regarding academic integrity.					
I believe that AI tools, such as plagiarism detectors, have improved the detection of academic integrity among students.					
The use of AI in language learning makes it more difficult to assess students' true understanding and abilities.					
I am concerned that students might use AI tools to complete assignments dishonestly, bypassing the learning process.					