



ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY: NEW PARADIGMS IN MODERN LANGUAGE TEACHING

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ABSTRACT

Large Language Models such as ChatGPT have brought about such a significant shift that the existing models of teaching and testing writing skills for EAP through the English language can never be the same again.

Today, the existing plagiarism policy in institutions of learning, which was basically designed with AI being nonexistent in the learning process, is more of a contentious issue that falls in a grey area of law.

Teachers are left with a conundrum of trying to establish if it is the student who used the AI or cheated.

Introduction: Traditional Norms Confronting the Technological Wave

In contemporary education, especially regarding foreign language teaching, which covers English as well, the new technologies have brought in not only opportunities but also serious challenges. The latest sweeping acceptance of Large Language Models-ChatGPT and Gemini-enabled to provide instant text on any topic, has placed students and pedagogues alike before new pedagogical and ethical dilemmas. The very concept of "plagiarism"-presenting somebody else's work as one's own-has proven to be inadequate when one considers works produced by, yet not assimilated from, artificial intelligence. This situation obviously demands a basic reevaluation not only of the process of learning itself but also of the standards of academic integrity.

The Core Problem: "Policeman" or "Guide"?

The control and punitive measures in academic environments fighting plagiarism-relying, until now, on strict control-are essentially based on checks through various software, warnings, and grade penalties. However, this system is being questioned with the appearance of AI. It is possible for a student to submit a text generated by AI that will not show any "similarity" in any detection tool-it is a completely new text. It is difficult to detect, and declaring it "legitimate" or "illegitimate" is ambiguous. It is not only a pedagogical issue that arises but also a legal gray area. On what could the teacher ground their decision? Do the regulations of the institution address such a case? Therefore, the problem becomes two-sided: on one hand, it means giving students the opportunity to receive quality education by making use of modern tools; on the other, it is a matter of fair assessment and protection of intellectual property rights.

Prospects for Solution: "Teaching Integrity"

It is evident that the problem can't be solved by strict prohibitions alone. The time demands recognition of artificial intelligence as an organic part of the educational process and teaching students the limits of its acceptable and unacceptable use. This can be achieved by developing the principle of "responsible digital citizenship." The following measures could be effective:

Openness and transparency: Make the students report transparently their usage of AI while completing assignments, together with an explanation at which stage and for what purpose.

Developing Critical Thinking: Provide assignments focused on discussing AI-generated text, analyzing its strengths and weaknesses, guiding students to independently draw core conclusions.

Updated assessment methods: Shifting focus from the product to the process, assessing the drafts, annotations, discussions, or oral defenses. **Elucidation of the Legal Framework:** Every educational institution shall establish an 'AI Policy' of its own and make sure that all participants-Teachers, Students, Administration-are clearly explained on the matter. A policy stating which use cases are permitted and which constitutes intellectual fraud. **Adaptation-It's in Our Existence's Interest or Conclusion** The process of artificial intelligence technology development cannot be stopped. The task of specialists, curriculum developers, and teachers of English language teaching is not to turn away from this technology but, on the contrary, to make it a tool serving the purposes of education and students' creative and independent thinking development. Most urgently, a pedagogical and legal task of our time is redefinition of the concept "plagiarism" and readjustment of the norms of academic integrity according to contemporary conditions. Only under conditions of harmonious interrelationship among science, education, and law will it become possible to get out of this situation without losses for the principles of integrity and fairness.

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