MLS - EDUCATIONAL RESEARCH (MLSER)
http://mlsjournals.com/Educational-Research-Journal
ISSN: 2603-5820

(2025) MLS-Educational Research, 9(2), 256-279. doi.org/10.29314/mlser.v9i2.3246.

STUDENT HONESTY AND THE ROLE OF ARTIFICIAL INTELLIGENCE IN TASK SUBMISSION IN FACE-TO-FACE FOREIGN LANGUAGE CLASSES

HONESTIDAD ESTUDIANTIL Y EL PAPEL DE LA INTELIGENCIA ARTIFICIAL EN LA PRESENTACIÓN DE TAREAS EN CLASES PRESENCIALES DE LENGUAS EXTRANJERAS

Bessy Mendoza Navas
Universidad Nacional Autónoma de Honduras, Honduras
[bessymendoza7@yahoo.com] [https://orcid.org/0000-0003-1898-256X]

Manuscript information:

Recibido/Received:06/12/2023
Revisado/Reviewed: 19/01/2024
Aceptado/Accepted: 22/02/2024

Keywords:
validity, reliability, artificial intelligence, academic honesty, foreign languages.

ABSTRACT

Artificial intelligence (AI) technology is significantly influencing how students in the foreign languages program at the National Autonomous University of Honduras (UNAH) complete their assignments. This study explores the perception and use of AI tools among university students in face-to-face foreign language classes. The research follows non-experimental, ex post facto field methods, using a mixed exploratory-descriptive approach with a self-selected sample of 37 subjects in a single cross-sectional design. A mixed, self-administered questionnaire with both closed and semi-closed items was applied, focusing on the use, impact, and perception of AI in the academic setting. The study analyzed students' behaviors and attitudes regarding the validity and reliability of their assignments. The findings reveal that AI use in the academic environment presents both benefits and risks. 64.7% of students believe excessive AI use can limit the development of autonomous skills and negatively impact competencies like critical thinking. Additionally, AI is perceived as lacking personalization, hindering deep learning. AI supervision is considered stricter in face-to-face environments, highlighting the need for better regulation in virtual settings. While 55.9% of students report improved grades due to AI, many feel it does not significantly contribute to language skill acquisition. The study concludes that a balanced and ethical use of AI in education is essential.

Palabras clave:
validez, confiabilidad, inteligencia artificial, honestidad académica, lenguas extranjeras.

RESUMEN

La tecnología de inteligencia artificial (IA) está influyendo significativamente en la manera en que los estudiantes de la carrera de lenguas extranjeras de la Universidad Nacional autónoma de Honduras (UNAH) completan sus tareas. Este estudio explora la percepción y el uso de herramientas de IA en estudiantes universitarios en clases presenciales de lenguas extranjeras. La investigación llevada a cabo se inscribe dentro de los métodos de investigación en aprendizajes de lenguas como un estudio no experimental ex post facto de campo, de nivel mixto exploratorio-descriptivo, sobre una muestra autoseleccionada de

	37 sujetos en corte transversal único, a la que se le aplicó un cuestionario mixto auto-administrado con ítems, tanto cerrados como semicerrados sobre el uso, impacto y percepción de la IA en el ámbito académico, se analizaron comportamientos y actitudes de estudiantes respecto a la validez y confiabilidad de sus tareas. Los resultados revelan que el uso de inteligencia artificial (IA) en el entorno académico presenta tanto beneficios como riesgos. Un 64.7% de los estudiantes señala que el uso excesivo de la IA puede limitar el desarrollo de habilidades autónomas y afectar negativamente competencias como el pensamiento crítico. Además, la IA es percibida como poco personalizada, lo que impide un aprendizaje profundo. La supervisión del uso de IA es vista como más estricta en entornos presenciales, lo que plantea la necesidad de mejorar la regulación en modalidades virtuales. Aunque la IA ha mejorado las calificaciones para un 55.9% de los estudiantes, muchos creen que no contribuye significativamente a la adquisición de competencias lingüísticas. El estudio concluye que es esencial un uso equilibrado y ético de la IA en la educación.

Introduction

The emergence of digital tools and artificial intelligence has transformed the way academic tasks are presented and developed. In the context of foreign language teaching, students have access to multiple technological resources that can facilitate the learning process, but also raise concerns about the validity and reliability of the tasks presented. Academic honesty is a crucial component in ensuring fair and meaningful assessment of student performance, and the influence of AI raises questions about its impact on the development of real foreign language competencies.

This study aims to explore how AI is being used by foreign language students at UNAH in the presentation of assignments and how this affects the perception of validity and reliability by teachers and students. The aim is to analyze whether the use of AI contributes to an improvement in learning or whether, on the contrary, it favors behaviors that affect academic integrity.

To complete the theoretical framework of the article "*Validity and Reliability in the Digital Age: Student Honesty and the Role of Artificial Intelligence in Task Submission in Face-to-Face Foreign Language Classes*", a literature review of recent studies addressing academic honesty, the use of artificial intelligence (AI) in education, and how these factors affect the validity and reliability of assessments in the context of foreign language teaching is essential.

Academic Honesty and Validity in Foreign Language Testing

Academic honesty in the educational context is crucial to ensure the validity of learning outcomes and the authenticity of the competencies developed by students. According to Tertiary Education Quality and Standards Agency (TEQSA) (2017), academic integrity is defined as a commitment to act ethically and honestly in all aspects related to education. Honesty in the submission of assignments is essential to maintain confidence in the assessment processes and to ensure that students' actual skills are assessed.

The study by Löfström, E., & Bosström, K. (2021), on challenges related to academic integrity; the authors found that easy access to online resources, translation tools, and information sharing platforms, such as forums or social networks, pose significant challenges to academic integrity. This is because these tools facilitate plagiarism, lack of originality and misuse of material without the development of autonomous skills in the target language. Both teachers and students perceive that the use of technology in language tasks can sometimes affect the authenticity of the results. Students tend to see the use of digital tools as a way to facilitate their work, while teachers express concern about the authenticity of the skills demonstrated.

The authors suggest that it is crucial to develop pedagogical strategies that promote academic integrity, such as:

- Educate students about the ethical implications of using digital tools in language learning.
- Create activities and assessments that value the learning process and are difficult to complete with automated tools.
- Encourage autonomy and the development of real language skills, minimizing dependence on digital tools to complete tasks.

Teachers should establish clear communication about expectations around academic honesty and design assignments that assess both the process and product of learning to detect and prevent technology misuse.

In conclusion, Löfström & Bössström's study highlights the need to balance the use of digital tools with the promotion of academic integrity in foreign language learning, and proposes didactic approaches that can help mitigate the risks associated with technology misuse.

Use of Artificial Intelligence (AI) in Education

The rise of AI has brought significant benefits to the teaching-learning process, such as content personalization and quick access to relevant information. However, it also raises questions about its impact on student autonomy and the authenticity of their work. Selwyn (2019) argues that AI can generate both opportunities and challenges in education, depending on how it is used and the ethics with which it is incorporated into the learning process.

In their study entitled "Should robots replace teachers? AI and the future of education," examines the potential effects of artificial intelligence (AI) in education, analyzing both its benefits and risks. The study focused primarily on how AI transforms teaching and learning, and how these transformations may influence the future of education. In the results, the following were found

AI has the potential to adapt content and teaching methods to the individual needs of students. This can facilitate more personalized and effective learning. AI tools can take on administrative and routine tasks, such as grading exams, managing records and evaluating papers. This allows teachers to focus more on teaching and interacting with students. AI can provide fast and efficient access to educational resources, in addition to offering support through virtual tutors and learning platforms that facilitate knowledge acquisition.

Selwyn raises ethical concerns related to the use of students' personal data and privacy. AI technologies rely on large amounts of data, which raises questions about how that data is collected, stored and used.

While AI can automate certain aspects of teaching, there is also debate as to whether it can replace the complexity of human teaching, especially in the development of social-emotional skills and critical thinking. There is concern about the influence of AI on student autonomy, as excessive use of these tools could lead to a decrease in the development of problem-solving and independent thinking skills. Selwyn argues that while AI has the potential to transform education, it should be seen as a tool to complement teaching and not as a replacement. It emphasizes the need for a balanced approach in which technology enhances the capabilities of teachers and fosters meaningful interaction between students and teachers.

The study recommends a critical and ethical approach to AI implementation, ensuring that these technologies support the needs of students and teachers in an inclusive and fair manner. In addition, Selwyn suggests that educators should develop competencies to manage and evaluate the use of AI in the classroom, avoiding over-reliance and ensuring the integrity of the educational process.

The study concludes that AI presents both opportunities and challenges for the future of education, and stresses the importance of considering ethical, pedagogical and social aspects when integrating these technologies into teaching and learning processes.

AI and its Effect on Task Submission

The use of AI to complete tasks has raised concerns about the validity and reliability of the assessments. Buckingham Shum et al. (2018) note that while AI can facilitate the learning process, it can also affect students' perception of effort and skill

development. AI can help improve writing, translation and grammar, which can lead to the results presented not accurately reflecting the learner's actual language skills.

The study by Buckingham Shum et al. (2018), entitled "Artificial Intelligence, Learning Analytics, and Ethics: A Question of Trust," analyzes the impact of artificial intelligence (AI) and data analytics tools in higher and secondary education, emphasizing ethical dilemmas and the perceived validity and reliability of assessments. This study found that AI and data analytics can provide detailed, real-time feedback, which helps personalize the learning experience. These systems allow students to know their strengths and weaknesses, which can lead to an improvement in their academic results.

AI tools are increasingly used by students to complete assignments, improve writing, translate texts and check grammar. This use has a direct impact on the quality of the work submitted and the educational experience of the students. The widespread use of AI to complete tasks raises questions about whether the tasks delivered truly reflect students' skills and competencies. This affects the perceived validity and reliability of the assessments, as the results may not correspond to the student's actual effort or skills. The use of AI also introduces ethical challenges, such as the possibility of over-reliance on digital tools and the potential for diminished academic integrity. The ability of AI to automatically improve work and correct errors could lead to assessments that do not reflect students' actual proficiency in certain content, such as language skills or understanding of subject matter.

The study notes that while AI tools can be valuable for learning, trust in these systems by teachers and students is critical for them to have a positive effect. Lack of understanding of how these technologies work can lead to mistrust and questions about their ethical and fair use. It is important that educational institutions develop clear policies on the use of AI and learning analytics to ensure academic integrity and promote ethical and responsible use of technology. This includes educating students on how to use these tools properly and ethically.

The study suggests that AI should be used as a support for learning and not as a substitute for fundamental skills. The integration of AI in education must be accompanied by a balanced approach that encourages learner autonomy and that technological tools are used as a means to enhance learning, without compromising the authenticity of assignments and assessments.

In summary, Buckingham Shum et al. (2018) highlight that while AI and data analytics have great potential to enrich learning and teaching, there are significant concerns about their impact on the validity and reliability of assessments, ethics in their use, and the need to foster a culture of academic integrity in an increasingly digitized educational context.

Approaches to Promote Integrity and Accountability in the Use of IA

In foreign language teaching, it is crucial to promote an ethical and responsible use of technology. Soto-Santiago et al. (2020) suggest that, in addressing the issue of academic integrity and the use of AI, teachers should encourage discussions about ethics, develop activities that evaluate both the learning process and the learning product, and implement plagiarism detection strategies.

The study by Soto-Santiago et al. (2020), entitled "Digital Literacy and Academic Integrity: The Role of Technology in Higher Education," explores the relationship between digital literacy, the use of technology (especially AI), and academic integrity in the context of higher education in Puerto Rico and other Latin American regions.

The authors point out that digital literacy is key to fostering the ethical use of technology. When students understand the implications of using digital tools and

respecting intellectual property, they are better able to avoid dishonest practices, such as plagiarism or misuse of AI to complete assignments. There is a need to educate students on how to use technology ethically. This includes teaching them to distinguish when it is appropriate to use AI tools and how they can complement (but not replace) their learning processes.

Some challenges encountered in promoting academic integrity with the use of AI:

Difficulties in monitoring the use of technology: Teachers and institutions face the challenge of identifying when students are using AI tools inappropriately. This can be especially difficult with the growth of platforms and applications that perform complex tasks such as grammar correction, text paraphrasing and real-time translation.

Influence of academic culture: The study highlights that the promotion of academic integrity is influenced by cultural and social factors. In Latin American contexts, attitudes towards technology and education may vary, requiring specific approaches to teaching and promoting digital ethics.

The authors recommend designing tasks and assessments that focus on the learning process and not only on the final product. This allows teachers to assess students' actual skills and encourages self-reflection and commitment to autonomous learning. Incorporating discussions and activities focused on digital ethics and academic integrity into curricula can help raise awareness among students about the appropriate use of technology and the potential consequences of misusing digital tools. The implementation of plagiarism detection tools and resources to monitor the use of technology is suggested as part of a preventative approach to maintaining academic integrity. In addition, the authors highlight the importance of establishing clear policies on the use of AI and digital technologies in the performance of tasks and assessments.

The study by Soto-Santiago et al. (2020) highlights that promoting academic integrity in the age of AI and digital tools requires a combination of digital literacy, ethics education, and assessment design focused on the learning process. Emphasizes the need for approaches adapted to the cultural and technological context of students to encourage the responsible and ethical use of technology in higher education.

Impact of Technology on Foreign Language Assessment and Teaching

Assessment in foreign language teaching has been impacted by technology and the use of AI tools, leading to debates about the validity and reliability of these assessments. Chapelle & Voss (2020) discuss how technology can be both an ally and a challenge in language teaching, and highlight the importance of designing tasks and assessments that promote authentic learning.

The study by Chapelle & Voss (2020), entitled "Validity Argument in Language Assessment: The Role of Technology," examines how technology affects foreign language assessment, specifically addressing the validity and reliability of assessments in educational contexts that incorporate digital tools.

The study shows that the use of technology has significantly transformed foreign language assessment practices. Traditional assessments (such as written and oral exams) are being supplemented or replaced by online tests, automated correction software, and other digital tools, offering new opportunities to measure language skills.

The authors stress the need to ensure that the technology used in language assessments maintains a high degree of validity. This means that tests must accurately measure students' actual language skills and reflect practical language use, without the technological medium distorting the results.

1. Benefits and challenges of using technology in evaluation:

- Benefits: Technology allows for more efficient, accessible and adaptable assessments to meet the needs of students. For example, online tests can automatically adjust to the student's skill level, allowing for a more personalized assessment.
- Challenges: However, reliance on technology can present challenges in terms of interpreting the results. Factors such as students' familiarity with digital tools, the quality of the technological resources and the possible automation of certain answers may affect the validity and reliability of the assessment.

2. Role of technology in different language skills:
    - The authors discuss how technology affects the assessment of specific skills (such as listening, speaking, writing, and reading comprehension). Each skill can benefit from different technological tools, but also faces unique challenges. For example, listening tests may be more effective in a digital format that allows audio playback, but speech and pronunciation assessment presents challenges for automated assessment technology.
3. Recommendations for effective technology integration:
    - Balance between technology and learning objectives: Chapelle & Voss propose that technology should be integrated in a way that serves learning and assessment objectives, not the other way around. Assessments should be designed with both the potential of technology and the need to measure actual language skills in mind.
    - Development of digital competencies for students and teachers: To ensure the validity of assessments, it is crucial that both students and teachers develop digital competencies. This includes the ability to use technology tools effectively and an understanding of how these tools impact the evaluation process.

The study concludes that technology has the potential to enrich foreign language assessment, provided that a critical approach to its implementation is maintained and the validity of the assessments is assured. Careful and balanced integration of digital tools can improve the accuracy and adaptability of assessments, but ethical, technical, and pedagogical challenges need to be addressed to maintain the reliability and validity of the results.

Method

Design

The research carried out is part of the research methods in language learning as a non-experimental ex post facto field study, at a mixed exploratory-descriptive level, on a self-selected sample of 36 subjects in a single cross-section, to which a mixed self-administered questionnaire with items, both closed and semi-closed, was applied. Although the sample is small, it provides an initial perspective that could be compared with similar studies in other contexts.

In addition to the response frequency of each item, presented in tabular and graphical form, mean difference, variance, correlational and factorial analyses were also carried out, which will allow us to establish significant response patterns.

Participants

The study was conducted with students of Foreign Languages, specifically English and French. These classes were selected because they constitute the environment in

which I work as a teacher. This environment has allowed me to closely observe teachers' concerns regarding the authenticity of assignments submitted by students, as well as the possible use of artificial intelligence (AI) tools in their development.

Instrument

For this research work, the questionnaire was used as the research instrument. This questionnaire was posted online through Google Form (https://docs.google.com/forms). The first approaches to the questions originated with representations of the teaching practices of colleagues and practitioners during chat sessions and at conferences. Informal interviews were conducted with language students, which helped with the creation of the options to be included in the questionnaire. Six procedures were used to validate the questionnaire:

Construction of the questionnaire, expert validation, application of the pilot test, Cronbach's alpha, application of the questionnaires and analysis of the results.

Five objectives were proposed for this questionnaire:

a. Collect information on AI tools used by students for academic assignments and projects in their language classes.

b. Collect data concerning how often and on what types of assignments students employ AI tools in their academic work.

c. Collect information on perceived threats to validity and honesty in academic work as a result of the use of AI tools.

d. Collect information on students' opinions on the level of supervision in the use of AI in different learning modalities (face-to-face vs. virtual).

e. Gather feedback on the perceived benefits and disadvantages of using AI tools in the context of foreign language learning.

f. Gather suggestions from students on how AI tools could be incorporated and better utilized to enhance their academic and language learning experience.

The questions in the questionnaire were designed in accordance with the research objectives and taking into account the population to be studied, the circumstances of the application and the characteristics of the software used. Different types of questions were used: dichotomous questions giving only one option of two yes/no answers; closed polytomous or categorized questions in which the respondent selected different answers; numerical and open-ended questions.

Data Analysis

As for the data collection and analysis process, the following steps were carried out:

a. Development and implementation of a questionnaire to collect prior information about students' perceptions of the role and impact of AI tools in the academic and language learning environment from the students' perspective.

b. After developing the first version of the questionnaire and obtaining the responses for the pilot evaluation, an invitation was sent to the authorities, professors, graduating students and experts of the Language Department of the UNAH to take the questionnaire and provide feedback. The questionnaire was voluntary and anonymous to try to control for possible limitations of the pilot study.

c. The Googleform online service was used to create a first questionnaire, which was accessed through a link, since this company allows choosing totally flexible templates to carry out the survey in an individualized manner and to choose the format considered most appropriate. Before conducting the pilot study, three experts in language teaching were consulted: two teachers of English and one teacher of French. These specialists

reviewed the format of the instrument and provided comments to ensure its validity and reliability in the measurement of the established variables. After the implementation of the instrument, the data collected were processed, organized, coded and statistically tabulated, thus ensuring a rigorous and structured analysis.

Being an exploratory-descriptive study, the responses to the questionnaire were processed using different analysis techniques. First of all, we considered describing each of the items separately, in order to know the frequency distribution of the answers given by the students; this was done through the elaboration of tables and graphs, and allowed us to answer the research questions.

Results

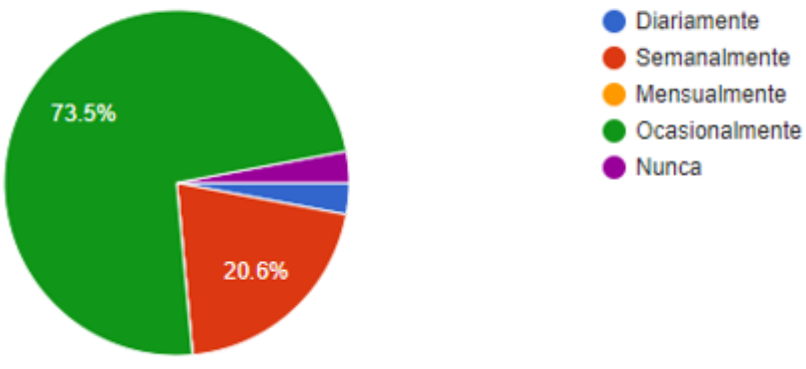
The incorporation of artificial intelligence (AI) tools in education has revolutionized the way students approach their academic tasks, especially in foreign language learning. These technologies, ranging from automatic proofreaders to text generators and virtual assistants, offer a wide variety of resources that facilitate written production, organization of ideas, and formal presentation of work. While these tools are widely valued for their ability to improve the technical quality of tasks, their use has raised concerns about their impact on authentic learning and the acquisition of language skills.

This study aimed to analyze students' perceptions of the use of AI tools in the context of their foreign language classes, assessing both perceived benefits and limitations. Through a survey, we explored how students use AI to improve their assignments, its impact on the quality and structure of submitted work, and the possible technological dependence that may arise in the process. In addition, the implications this use has on the authenticity of language skills were investigated, with a focus on how AI may affect active practice and knowledge retention in language learning.

The results reveal that while a significant percentage of students recognize the value of AI in optimizing their work, there is growing concern about its potential to undermine the development of autonomous and authentic language skills. This highlights the need to balance the use of technology with pedagogical strategies that foster deep and active learning in foreign languages.

Figure 1

Frequency of AI use



The results reveal that the majority of students (73.5%) use artificial intelligence (AI) tools occasionally, while (20.6%) do so on a weekly basis. This data reflects that more than 90% of students resort to AI with some frequency, indicating a considerable integration of technology in their academic process.

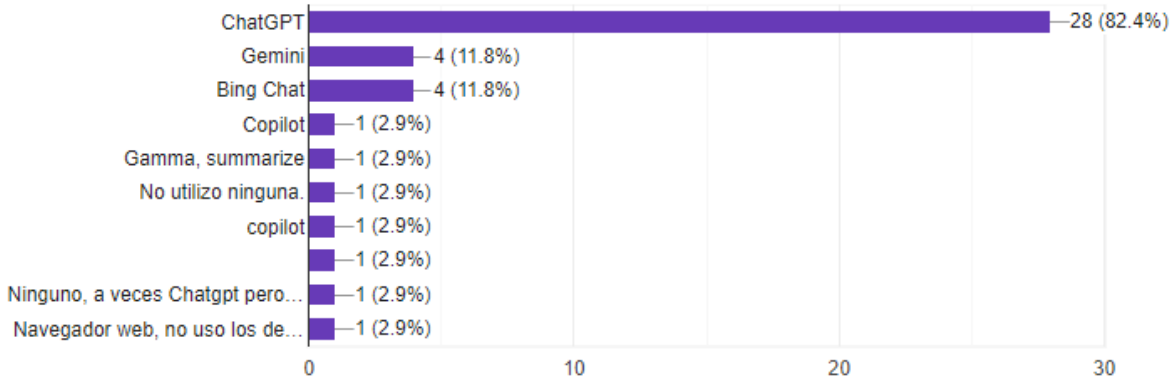
Although daily use of AI is not common, this moderate-frequent usage pattern suggests that students are using these tools primarily for specific academic tasks, such as research, data analysis, idea generation, or the production of written content. These results are consistent with other studies, such as Löfström & Bosström (2021), which show that students tend to adopt AI in a targeted and selective manner, rather than using it intensively and on a daily basis. This reflects the ad hoc nature of academic tasks requiring technological assistance and the tendency of students to employ AI only when needed for particular activities.

In addition, the moderate frequency of AI adoption may be linked to the perception of AI as a complementary tool in the educational process, rather than as an indispensable resource in day-to-day life. Students seem to resort to these tools mainly when they need additional support for information gathering, complex data analysis or idea generation, especially at times when the academic load is higher, such as before exams or in the preparation of research papers.

This finding underscores the increasingly important role of AI in higher education and raises the need for further exploration of how these tools can be optimized to provide greater academic support without generating over-reliance.

Figure 2

Most commonly used AI tools



The study shows that ChatGPT is the most widely used artificial intelligence tool among students, with 82.4% of respondents indicating a preference for this platform. It is followed by Gemini and Bing Chat with 11.8% each. This predominance of ChatGPT could be related to its ease of access, as it is a widely available and easy-to-use platform, characteristics that students highly value in technological tools. In addition, ChatGPT's popularity has increased due to its ability to generate fast and accurate responses, which improves the efficiency of academic tasks.

These results are consistent with previous studies that highlight the tendency of students to prefer tools that provide an intuitive and user-friendly experience. According

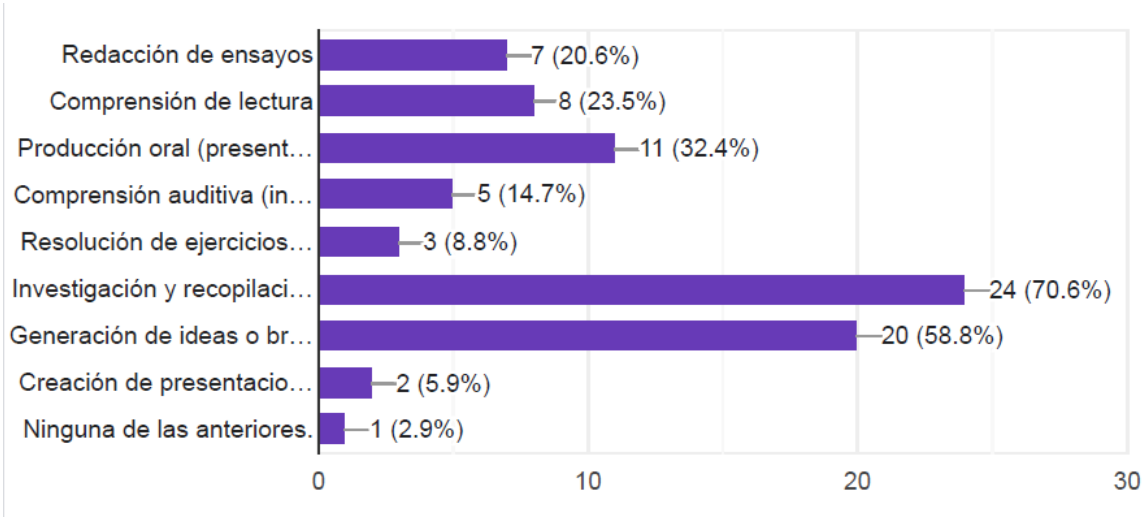
to Buckingham Shum et al. (2018), platforms that combine ease of use with fast delivery of accurate results tend to be the most popular among users, especially in educational settings, where speed and accuracy are essential for research and problem solving.

In addition, the widespread use of ChatGPT may be due to its versatility in a variety of applications, from information gathering to idea generation and written production. This suggests that, beyond ease of use, students are recognizing the value of ChatGPT as a comprehensive tool that allows them to address multiple aspects of their studies efficiently.

This finding underscores the need to further explore how students interact with these tools and the impact they have on their academic performance, which could guide future decisions about the integration of AI technologies in the educational setting.

Figure 3

Types of Tasks



The study identified that artificial intelligence (AI) tools have a significant impact on various aspects of the educational process. The data reveals that the majority of respondents use these tools primarily for research and information gathering (70.6%), reflecting the relevance of AI in the accessibility and efficiency of obtaining up-to-date and accurate knowledge.

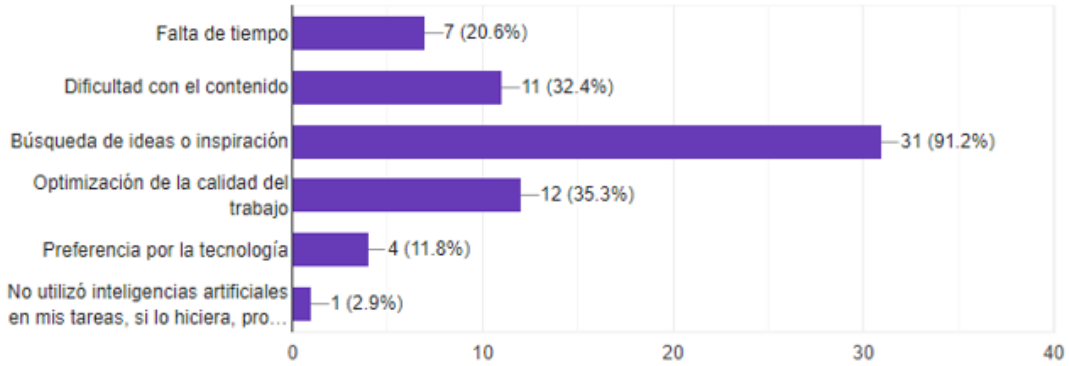
Likewise, the use of AI for idea generation stands out (58.8%), suggesting that these tools play a crucial role in supporting creativity and critical thinking, facilitating innovation and the development of original solutions in various disciplines.

To a lesser extent, AI tools are also used in oral production (32.4%), highlighting their usefulness in the development of communicative skills, such as pronunciation, fluency and correction of oral discourse. This use, although less frequent than the previous ones, underlines the potential of AI to complement language learning and improve users' language proficiency.

This finding is evidence that, although AI tools are used in a variety of ways in education, there is a strong focus on supporting research and innovation, with potential growth in areas such as speech production and communication skills development.

Figure 4

Reasons for use



This finding highlights several key reasons why students turn to artificial intelligence (AI) tools in their academic process. The most common reason is the search for ideas or inspiration, reported by 91.2% of respondents, underscoring the creative function of AI as a source of support for generating novel ideas and enriching critical thinking. This trend indicates that students see AI as an effective way to overcome creative blocks and find new perspectives that they can apply to their academic work.

In addition, 35.3% of students use AI for the optimization of the quality of their work, implying that these tools are perceived as a means to refine and improve the accuracy of their assignments, from correcting grammatical errors to refining writing style or organizing ideas. This finding highlights the growing importance of AI not only as a creative resource, but also as a tool to ensure academic excellence.

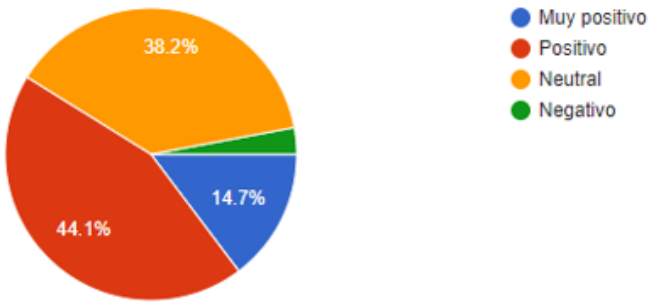
Difficulty with the content is another significant reason for resorting to AI, mentioned by 32.4% of students. This suggests that AI is being used as a compensatory resource to address complex or difficult to understand topics, offering clear and accessible explanations that help students overcome barriers in their learning process.

Finally, 20.6% of students indicated lack of time as a reason for using AI, highlighting the role of these tools in time management and academic efficiency. This is consistent with previous research, such as that of Selwyn (2019), who identifies that quality improvement and time savings are common motivations among students to adopt technological tools in their studies. The ability of AI to provide quick responses and optimize the academic process allows students to meet tight deadlines without compromising the quality of work.

Taken together, these findings reinforce the idea that AI tools are consolidating as multifaceted resources, which not only improve the efficiency and quality of work, but also serve as a key source of academic support in areas where students face difficulties, either due to lack of time or complexity of content.

Figure 5

Impact on task quality



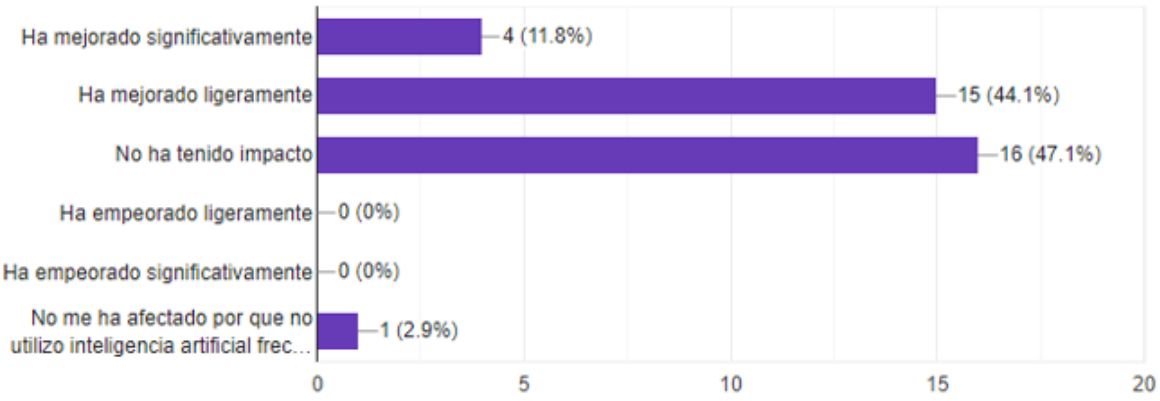
The study reveals that 44.1% of students believe that the use of artificial intelligence (AI) tools has a positive impact on the quality of their academic papers, especially improving aspects such as presentation and structure. These students value AI for its ability to organize ideas coherently, correct grammatical and stylistic errors, and help them present more polished and professional work.

However, the study also highlights that a significant percentage of respondents acknowledge that the use of these tools may have limitations. Some students express that AI, while useful in formal aspects, may restrict their deep understanding of the content, suggesting that over-reliance on it may affect the authenticity of learning. This is in line with concerns raised in previous studies, such as that of Soto-Santiago et al. (2020), who warn about the risk that the frequent use of technological tools may generate a more superficial learning based on efficiency rather than on the critical assimilation of concepts.

This finding highlights a paradox in the use of AI in academic settings: on the one hand, students value its ability to improve the final product of their work, but on the other, they recognize that there may be a decrease in the depth of their conceptual understanding. This reflects the need to find a balance in the use of these tools, so as to take advantage of their benefits without sacrificing the quality of learning.

In addition, this finding may suggest that students are becoming increasingly aware of the benefits and risks associated with AI. While they value the support it provides in improving the formal quality of their tasks, they are also attentive to possible limitations in their intellectual and personal development. This highlights the importance of designing educational strategies that more consciously integrate AI tools, encouraging a more critical and reflective use that promotes both quality improvement and deep learning.

Figure 6
Effect on the learning process



Most of the students in the study report that the use of artificial intelligence (AI) tools has little impact on their language learning and acquisition process. Although they turn to AI to improve the quality of their tasks, many do not see these tools as having a significant impact on deep language learning. This finding suggests that, for students, AI is seen more as a technical support tool than as a pedagogical resource that fosters language proficiency. Despite its usefulness for grammatical correctness, improved presentation of ideas and text structure, students seem to perceive that AI does not directly contribute to their development of communicative skills or their understanding of the language at a more advanced level.

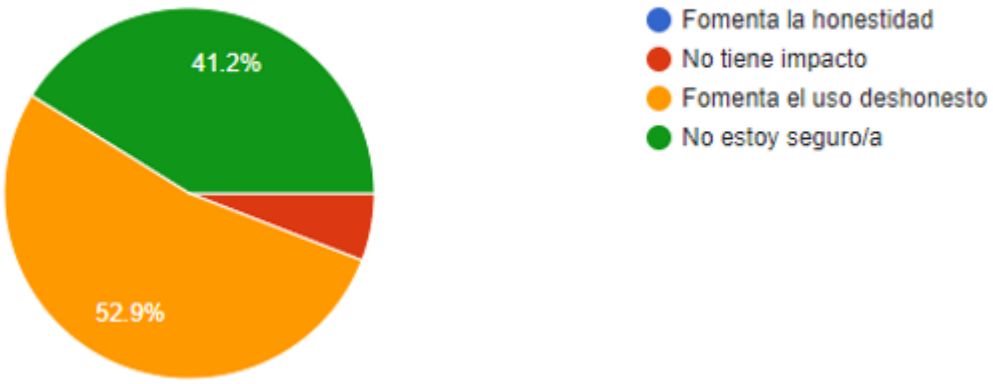
On the other hand, the perception of the impact of AI on academic performance is more diverse. 44.1% of students believe that there has been an improvement in their grades, either significant or slight, reflecting that AI can help optimize certain aspects of their assignments and papers, such as clarity of ideas and error correction, elements that are likely to have a positive impact on their academic evaluation. These students value AI as a resource that facilitates the quality of the final product, allowing them to obtain better results in written assignments or presentations.

However, 47.1% of students indicate that AI has not had a noticeable impact on their learning process. This could be related to the nature of their use of these tools, mainly for task optimization rather than as an instrument for active language practice or deepening linguistic concepts. This group of students may be using AI in a more mechanical way, without exploiting its full potential for autonomous learning or the development of more complex language skills.

This finding highlights a duality in students' perceptions of AI: although many recognize improvements in the quality of their work and grades, they do not necessarily feel that these improvements translate into deeper learning or noticeable progress in their language acquisition. This highlights the importance of designing pedagogical strategies that more effectively integrate the use of AI to support both academic development and language learning, enhancing its use not only as a technical tool, but also as a resource to foster critical thinking, creativity and linguistic competence.

Figure 7

Influence on academic honesty



The majority of students (52.9%) perceive that the use of artificial intelligence (AI) tools in academia encourages dishonest behavior, reflecting a growing concern about academic integrity in an environment where these technologies are becoming more common. This finding suggests that many students see AI as a way to automate tasks in ways that could reduce the authenticity of their work, turning to technology not only as a support, but as a direct substitute for academic effort, raising serious ethical challenges.

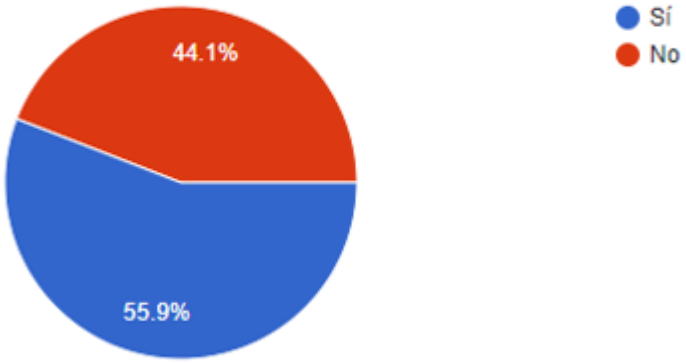
In addition, a considerable portion of students believe that teachers cannot easily identify the use of AI in the tasks presented, which may be contributing to a more frequent and uncontrolled use of these tools without fear of consequences. This perception highlights the technology gap that can exist between students and teachers, with the former feeling more familiar with emerging technologies and the latter facing difficulties in detecting when and how they are used.

In this sense, many students consider that the regulation of AI use should be clearer and more structured by teachers, suggesting that there is not enough guidance or control in the use of these tools within the classroom. This lack of regulation may be generating an over-reliance on AI, contributing to the inappropriate use of technology to the detriment of genuine learning and the development of critical skills.

These findings are aligned with studies such as Chapelle & Voss (2020), which warn about the tendency of students to rely excessively on technology to complete academic tasks. This unregulated use may ultimately compromise students' ability to develop autonomous thinking and authentic academic skills as they rely more on technology to perform tasks that should foster active learning and cognitive effort.

Therefore, this study highlights the need to establish clear policies around the use of AI in the educational context, promoting an ethical and conscious use of these tools. Teachers must take a more active role in the regulation and technological education of students, providing both boundaries and guidance on how to use AI in a way that complements, but does not replace, the learning process. This would reduce the risks of dishonest behavior and, at the same time, optimize the educational potential of AI within an ethical and responsible framework.

Figure 8
Impact on ratings



Some 55.9% of students surveyed believe that the use of artificial intelligence (AI) tools has had a positive impact on their grades. This data underscores the role of AI in optimizing academic results, as it allows students to improve the presentation of their work and ensure that it conforms to the required formal standards, such as grammatical correctness, coherence in structure and clarity in the exposition of ideas. However, despite this benefit in academic assessment, there is a discrepancy regarding its impact on the learning process.

44.1% of the students consider that, although AI improves the formal quality of the final product, it does not significantly affect their acquisition of the foreign language. This indicates that many students perceive AI as a useful tool to refine and better present their assignments, but not necessarily as a resource that fosters deep learning or enhances their language skills. Reliance on these tools for quick corrections or to generate structured content seems to limit active interaction with the language, which is essential for foreign language acquisition and proficiency.

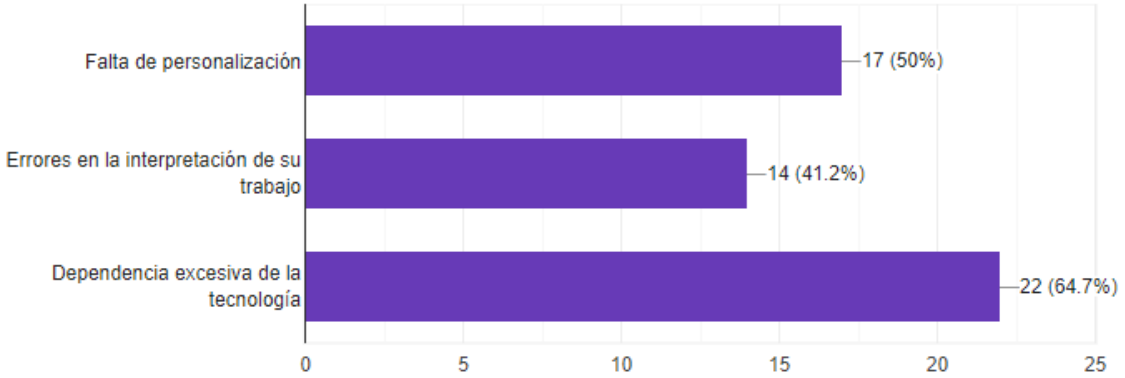
This finding reflects a possible imbalance between the positive impact on academic performance and genuine learning. Although AI can facilitate better presentation of work, the process of learning a language requires active practice, critical reflection and cognitive effort, aspects that are not always promoted by the use of AI. In fact, the constant use of these tools could be decreasing students' active participation in their own learning process, as they rely on technology to perform tasks that previously required more personal dedication.

This phenomenon aligns with research indicating that the use of AI in education can have a mixed effect: improvement in immediate outcomes, but a limitation in long-term learning. While students see tangible improvements in their grades, this benefit may be superficial, as it does not necessarily reinforce the fundamental language skills that are necessary for real language proficiency.

Thus, this finding suggests that while AI is a powerful tool for improving visible academic performance, it is crucial that teachers and students understand the importance of balancing its use with methods that promote deeper immersion in foreign language learning. This could include activities that integrate AI in a more active and participatory way, so that students not only improve their results, but also develop their communicative skills and comprehensive understanding of the language.

Figure 9

Threats to the Validity of the Assessment:



The study points out that one of the main perceived threats in the use of artificial intelligence (AI) tools is over-dependence on technology, identified by 64.7% of students. This finding suggests that many students recognize that, while AI can be a useful resource, there is a risk that its continued use can undermine the development of autonomous skills and limit students' ability to meet academic challenges without technological assistance. Over-reliance on AI could reduce personal initiative and problem-solving skills, skills that are critical not only for academic learning, but also for long-term career development.

Another major threat is the lack of personalization in the use of AI tools, which can affect the student's ability to develop more authentic learning tailored to their individual needs. While AI can offer quick solutions and efficient responses, many times these responses lack a personalized approach that considers each student's specific learning style and areas of development. This can lead to the learning process becoming a mechanized exercise, where students simply receive predetermined answers rather than engaging in a reflective and critical process that fosters true mastery of concepts.

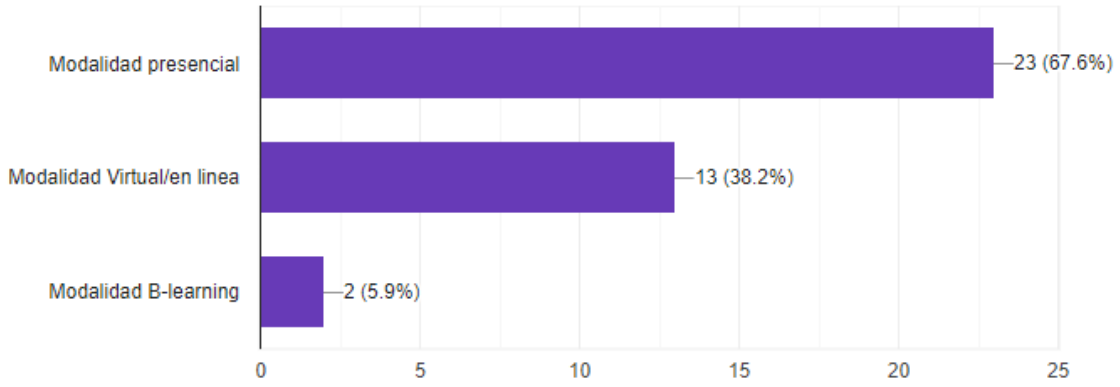
The combination of technological dependence and lack of personalization can lead to superficial learning, where students complete tasks without really understanding the topics addressed in depth. This phenomenon can limit students' ability to develop advanced cognitive skills such as critical thinking, creativity and independent decision making. In addition, the lack of opportunities to personalize learning can inhibit the development of an academic self-identity, as students are not having enough space to experiment with different approaches and discover what their most effective learning style is.

These threats are aligned with previous research that warns of the dangers of overuse of technology in education. Studies have pointed out that while AI can be an effective tool to improve efficiency and accuracy in certain tasks, its prolonged use without proper pedagogical integration can have a negative impact on student autonomy and their ability to learn in an active and self-regulated manner. Instead of being a complement to skill development, AI could become a crutch that impedes academic and personal growth.

In summary, these threats highlight the importance of using AI in a balanced and strategic way, ensuring that students do not become overly dependent on technology and that they continue to develop autonomous and authentic skills through personalized learning methods. To achieve this, it is essential that teachers incorporate AI within an educational framework that fosters self-regulation, critical thinking, and individual

reflection, allowing students to use technology as a complementary resource, but not as a substitute for their intellectual effort.

Figure 10
Supervision and Responsible Use Modality



The study reveals that supervision of the use of artificial intelligence (AI) tools is significantly stricter in the face-to-face modality, with 67.6% of students indicating that professors exercise greater control over the use of these technologies in face-to-face classes. This increased level of vigilance may be due to the ability of teachers to directly observe how students interact with the AI during the development of activities, which allows for closer monitoring and early detection of inappropriate behaviors such as the misuse of these tools to copy content or to avoid personal effort in the completion of tasks.

In contrast, students perceive that in non-face-to-face modalities, such as online or hybrid learning, supervision is much more lax, which can lead to more unrestrained or irresponsible use of AI. The lack of control in these virtual environments could encourage dishonest behavior, such as plagiarism or over-reliance on technology to perform tasks automatically. This underscores the importance of designing appropriate monitoring strategies for online learning environments so that students feel equally committed to using AI ethically and responsibly.

Students also recommend a more critical and conscious approach to the use of these tools, suggesting that AI should be seen as a support for autonomous research and not as a tool for copying content without personal effort. This recommendation reflects a growing realization that AI, when used correctly, can enhance the independent learning process, helping students explore new ideas, organize information, and develop analytical skills. However, the risk of AI being used simply to reproduce content without reflection remains high if more thoughtful and critical practices are not promoted in its implementation.

Critical use implies that students should be encouraged to actively interact with AI, using it not only to generate answers, but also to evaluate, interpret and contextualize the information obtained. This approach encourages autonomous learning and self-regulation, allowing students to benefit from technological support without compromising their ability to develop deeper intellectual skills. In addition, strict supervision, both in the face-to-face and virtual contexts, must be accompanied by technology education on the limits and ethical potentialities of AI use, ensuring that students understand their responsibility in the use of these tools.

This finding is aligned with the growing concern about how new technologies can affect academic integrity if not used appropriately. Previous studies highlight the importance of fostering an ethical and critical use of technology, where AI is not a crutch that replaces effort, but a complementary resource that enhances intellectual curiosity

and independent thinking. Thus, the successful integration of AI in education depends on both adequate supervision and thoughtful pedagogy that empowers students to use these tools responsibly and constructively.

The results of this study are consistent with previous research that identifies both the advantages and risks of using AI in educational settings. The work of Selwyn (2019) and Buckingham Shum et al. (2018) also highlight the potential of AI to improve learning efficiency, but at the same time caution against lack of authenticity and possible over-reliance on the technology. In addition, studies such as that of Soto-Santiago et al. (2020) highlight the need to foster digital and ethical literacy in the use of AI, educating students on how to use these tools responsibly to complement their learning.

To improve validity and reliability in the assessment of language skills, it is recommended to incorporate pedagogical strategies that evaluate both the process and the product of learning. The inclusion of tasks that are difficult to complete with AI could contribute to more authentic skill development. It is important to develop clear policies and guidelines on the use of AI in academic settings. Creating activities that promote critical reflection and original production will help minimize dependence on technology. In addition, training teachers in the ethical and educational use of these tools is crucial to ensure that they become a resource that enhances learning and not a substitute for the student's personal effort.

Discussion and Conclusions

The findings presented in this study shed light on the changing dynamics in the use of artificial intelligence (AI) tools within the academic environment and their positive as well as negative implications for learning. From the data obtained, it is possible to identify a number of key trends and challenges that require attention from teachers, students and educational institutions.

Technology Dependence and Its Impact on Learning

One of the most salient issues is the concern about over-reliance on technology. A significant percentage of students (64.7%) recognize that the constant use of AI may limit their ability to develop autonomous skills and authenticity in their learning. This finding is particularly important as it reflects an emerging trend towards the use of AI as a substitute for personal effort, which may negatively impact the acquisition of cognitive skills such as critical thinking, problem solving and creativity. In the long run, this could lead to a generation of students who are more technologically dependent and less able to face challenges independently.

The lack of personalization in the use of AI has also been identified as a threat. While AI can provide quick and accurate answers, many learners perceive that these solutions tend to be generic and not tailored to their individual needs, preventing authentic and meaningful learning. This highlights the need to develop AI tools that can better adapt to students' learning styles, promoting a more reflective and contextualized interaction with the content.

Monitoring and Regulating the Use of AI

Another important finding indicates that students consider supervision of AI use to be stricter in the face-to-face modality (67.6%), while in virtual environments they perceive less oversight. This situation could facilitate the inappropriate use of these tools, such as plagiarism or excessive automation of tasks. The discrepancy observed between

face-to-face and virtual modalities underscores the need to implement effective and equitable supervision strategies in both contexts. This would make it possible to encourage an ethical use of AI by learners, regardless of the learning format.

Students also recommend a more critical and conscious use of AI, where these tools are employed as a support for autonomous research rather than a resource for copying content. This approach suggests that students are aware of the benefits of AI, but also recognize the associated risks if it is not used thoughtfully. Promoting responsible and ethical use of AI should be a priority for teachers, who should integrate this technology within a pedagogical framework that promotes self-regulation and critical reflection in the use of digital tools.

Impact on Academic Performance

Although 55.9% of students believe that AI has had a positive impact on their grades, there is a notable discrepancy regarding its impact on the learning process. Many students (44.1%) feel that, while AI improves the presentation of their final papers, it does not contribute significantly to foreign language acquisition. This imbalance between visible grade improvement and genuine learning poses a major challenge for teachers, who must find ways to use AI not only to improve immediate academic performance, but also to foster deep and lasting learning.

AI, when used strategically, can enhance the educational process by helping students organize information and generate ideas, but its use must be complemented by activities that promote active interaction with the content. AI integration should focus on engaging students critically in their learning, rather than relying on technology for automatic and superficial responses.

In summary, the findings suggest that, although AI tools have the potential to improve certain aspects of academic performance, their excessive or inappropriate use may limit deep learning and the development of autonomous skills. It is essential that teachers and educational institutions adopt a more balanced and regulated approach to AI integration, promoting an ethical and conscious use of these tools.

To optimize the educational potential of AI, it is essential that academic policies set clear boundaries and encourage a reflective pedagogy that engages students in active learning. The goal should be to use AI as a complementary resource, not as a substitute for personal effort or critical reflection. With the right approach, AI can be a powerful tool to enrich the educational process without compromising the academic integrity and autonomy of students.

Future Lines of Research

The findings of this study open up multiple opportunities for future research, particularly in the field of artificial intelligence (AI) integration in education. Below are some key lines of research that could be pursued to further explore the impact of AI on learning processes, academic ethics and autonomous skills development.

1. Long-term impact of the use of AI in deep learning

While this study reveals a discrepancy between improved grades and deep learning, studies exploring the long-term effects of AI use on cognitive and language skill development are needed. Future research could examine how frequent use of AI affects knowledge retention and skill transfer to more advanced and complex contexts. It would also be important to analyze whether students who use AI on a regular basis develop surface learning patterns and how these patterns impact their ability to master more complex concepts in later phases of their education.

2. Personalization of AI tools in learning

One of the main concerns identified in the study is the lack of personalization in AI tools. A relevant line of research would be to explore how personalization of AI platforms can enhance student learning. This would include research into AI tools that can adapt to individual learning styles, offer more contextualized feedback, and provide more personalized guidance for specific tasks. This type of study could help identify how tools can be developed that offer more authentic and deeper learning, rather than simply improving the presentation of tasks.

3. Development of pedagogical strategies for the critical and ethical use of AI

Given that students recommend a critical and conscious use of AI, an important line of research would be to explore pedagogical strategies that promote the ethical and reflective use of these tools. This could include the development of technology curricula focused on training students to critically evaluate AI-generated information, recognize its limitations, and foster autonomous learning. In addition, it would be valuable to investigate how these strategies can be integrated into various academic areas, especially in fields such as the humanities and social sciences, where critical thinking and deep interpretation are key.

4. Evaluation of the effectiveness of supervision in the use of IA

The difference in monitoring AI use between face-to-face and virtual modalities raises questions about the effectiveness of current monitoring strategies. Future research could focus on developing and evaluating innovative methods for monitoring the use of AI in online and distance learning environments. This would include exploring the use of advanced technological tools that allow teachers to more efficiently detect the use of AI in academic tasks, as well as strategies that promote student responsibility and self-regulation in the use of these tools.

5. Relationship between the use of AI and the development of autonomous skills

This study reveals that reliance on AI can affect students' ability to develop autonomous skills. A crucial line of research would be to examine how the use of AI affects the development of competencies such as critical thinking, creativity and problem solving. Future studies could explore how regular use of AI influences self-regulation of learning, as well as identify what types of tools or methodologies help balance technological assistance with autonomy development.

6. Comparative analysis between different groups of students

Another interesting line would be to carry out a comparative analysis between different educational levels or cultural contexts to see how the perception and impact of AI on learning varies. This type of research could examine whether students in specific disciplinary areas, such as the exact sciences versus the humanities, exhibit different usage patterns and whether these influence their learning and academic development differently. In addition, a comparison between students from different cultural backgrounds could provide valuable information on how social norms and academic expectations affect the way AI is perceived and used in education.

7. Effects of AI use on academic integrity and ethics

Given that many students in the study acknowledge that AI may encourage dishonest behaviors in the academic context, it would be essential to further investigate how AI integration affects academic integrity and what measures may be effective in promoting ethical use. This could include studies on the implementation of educational policies that encourage responsible use of technology and explorations of how to educate students about the ethical risks associated with inappropriate use of AI.

8. Exploration of new evaluation models integrating AI

With the increased use of AI in education, a key line of research would be to explore new assessment models that effectively integrate technology. Future research could focus

on how to design more dynamic assessments that not only measure students' ability to produce results, but also their learning process and their critical interaction with AI. This could include assessment of critical thinking, creativity, and the ability to analyze and contextualize AI-generated information.

Conclusion

These lines of research have the potential to expand the understanding of how AI is transforming the educational landscape and offer innovative solutions to address current challenges. The goal of future research should be to optimize the use of AI in education, ensuring that it promotes not only academic achievement, but also deep, ethical and autonomous learning. With a rigorous, multidimensional approach, future studies may shed light on how to take full advantage of AI capabilities without compromising students' intellectual development and academic integrity.

References

Buckingham Shum, S., Ferguson, R., & Martinez-Maldonado, R. (2018). Artificial intelligence, learning analytics, and ethics: A question of trust. In *Proceedings of the 8th International Conference on Learning Analytics and Knowledge*, (pp. 7-16). https://doi.org/10.1145/3170358.3170421

Bretag, T. (2019). *A handbook of academic integrity*. Springer. https://doi.org/10.1007/978-981-13-1049-3

Chapelle, C. A., & Voss, E. (2020). *Validity argument in language assessment: The role of technology*. Routledge. https://doi.org/10.4324/9781003122443

Deeley, S. J. (2014). Summative co-assessment: A deep learning approach to enhancing employability skills and attributes. *Active Learning in Higher Education*, *15*(1), 39-51. https://doi.org/10.1177/1469787413514649

García-Peñalvo, F. J., & Conde, M. Á. (2015). The impact of a mobile learning application on students' learning outcomes. *Educational Technology Research and Development*, 63(4), 651-672. https://doi.org/10.1007/s11423-015-9381-2

Löfström, E., & Bösström, K. (2021). Challenges in academic integrity in language education: A critical review. *Journal of Educational Integrity, 17*(2), 53-66. https://doi.org/10.1007/s1162-021-9363-4

Macfarlane, B., Zhang, J., & Pun, A. (2014). Academic integrity: A review of the literature. *Studies in Higher Education*, *39*(2), 339-358. https://doi.org/10.1080/03075079.2012.709495

Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism. *TESOL Quarterly*, *30*(2), 201-230. https://doi.org/10.2307/3588141

Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. *Learning, Media and Technology, 44*(2), 154-166. https://doi.org/10.1080/17439884.2019.1614952

Soto-Santiago, S., Flores-Meléndez, G., & Ramírez-Torres, L. (2020). Digital literacy and academic integrity: The role of technology in higher education. *Journal of Educational Technology, 17*(3), 255-270. https://doi.org/10.1080/15391523.2020.1716358

Tertiary Education Quality and Standards Agency [TEQSA]. (2017). *Academic integrity in higher education: A comprehensive overview*. Australian Government Publishing Service.