

AI-Driven Academic Dishonesty in Rural EFL Writing Classrooms: Types, Rationales, Impacts, and Coping Strategies

Heri Mudra^{1*}, Eva Ardinal², Yuliandra Yuliandra³, Rodiantifitri Nengsih⁴, Yelni Erniyati⁵

^{1*,2,3,4,5} Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri Kerinci

Email: herimudra4@gmail.com

Article Info

Article history:

Received: Feb. 18th, 2026

Revised: April 15th, 2026

Accepted: May 14th, 2026

Keywords:

ChatGPT

Academic dishonesty

EFL academic writing

Rural context

ABSTRACT

While many studies discuss academic integrity in the age of generative AI tools in a general educational context, little study has been focused on its usage and impact on academic dishonesty in rural university settings. The primary purpose of this study was to investigate rural teachers' insights, students' rationales, impacts, and strategies of ChatGPT usage in students' writing English texts. This study used a survey design, and 47 English-majoring university teachers from rural Indonesia participated in the study. The participants were invited to complete an open-ended survey, asking for their responses on rural students' AI usage during several writing-related courses. Through a thematic analysis, the findings reveal several insights into academic dishonesty, such as plagiarism, disclosed assistance of ChatGPT, and paraphrasing without attribution. Students' rationales include a lack of writing competencies or anxiety about writing test failure. The impacts of ChatGPT overreliance comprise failure to develop writing skills or deficiency in developing critical thinking skills. A need for rigorous and stricter rules or adjustments in writing assessment is believed to be a proper coping strategy. Although there is a rapid trend of ChatGPT use in writing classrooms, teachers' intensive roles and students' academic self-awareness are required to control any dishonest practices.

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1. INTRODUCTION

The exposure to generative artificial intelligence (henceforth GenAI) has caused several consequential barriers in higher education (Bennet & Abusalam, 2024), and that in rural academic context is no exception. One of the AI chatbots, *ChatGPT*, emerges to be a paramount application as it allows a user to generate various responses regarding particular prompts or input. Unlike the preceding AI apps, *ChatGPT* is considerably approved as an automatic idea generator due to its function to provide complex and advanced content, which progressively causes indisputable issues such as academic or ethical integrity in scientific assessments (Melliti, 2024; Mizumoto et al., 2024; Moorhouse et al., 2023). A recent survey by Westfall (2023) reported that up to 53% of students revealed deliberate engagement to benefit from *ChatGPT* during academic task completion such as essay writing. *ChatGPT* integration in rural education seems to rise from a conventional to a technology-based learning approach. Yet, it is noticed that a greater increase in *ChatGPT* utilisation

has resulted in academic dishonesty and disruption of academic integrity in rural educational contexts.

English as a Foreign Language (henceforth EFL) writing pedagogy in a rural context shares its complexity if compared to that in an urban area. Rural EFL students, for example, were used to learning English writing through a conventional approach which does not apply any supporting technology such as generative AI tools. The learning requires laborious efforts from EFL teachers and higher discipline from the students. Fortunately, the fast advent of technical support such as internet connectivity in rural areas has encompassed some solutions for rural educational barriers, including a lack of internet access and learning technology integration (e.g., *ChatGPT*) in EFL writing classrooms. The students have begun to approve of the generative AI tool as a popular emerging assistant while learning English writing (Rahmi et al., (2024; Playfoot et al., 2024). Moreover, since the *ChatGPT* app is offered in a mobile version, it has attracted students' attention to decide a preference for the chatbot tool rather than self-thinking skills.

EFL writing, as the term implies, requires students to write an outline and a draft, collect related literature, cite sources, revise the draft, and accomplish a final review. All of which need both theoretical (e.g., framework and foundational concept) and practical (e.g., clarity, coherence, or revision) underpinnings (Derakhshan & Karimian Shirejini, 2020; Han, 2024). The emergence of *ChatGPT* offers a wide range of theoretical frameworks internalised from a variety of research findings, literature reviews, grounded theories, and expert analysis. The application provides proper models in English writing, such as interlanguage translation, grammatical structure, selective diction, and emerging ideas (Mohammadkarimi, 2023).

Meanwhile, through a study, Bonner et al. (2023) emphasised the importance of *ChatGPT* on English education development by designing a core curriculum, determining student personality, directing task completion, and engaging in students' learning improvement. In this case, rural EFL teachers have to deal not only with English teaching quality but also with ethical issues focusing on academic integrity resulting from rural students' unanticipated experience on *ChatGPT* (Perkins et al., 2024). Accordingly, researching how rural EFL teachers perceive academic integrity and what concepts are suggested to cope with academic dishonesty is exclusively needed. It is noticed that such knowledge is necessary to lead the educational process and follow study, allowing upstanding and ethical underpinnings for both rural teachers and students in employing generative AI tools such as *ChatGPT*.

By detailed focus on AI-driven academic dishonesty, specifically in the field of teaching EFL writing in rural higher education, this current study seeks to answer the following questions:

- 1) What are the types of rural EFL students' AI-driven academic dishonesty in writing English texts?
- 2) What are the rationales and negative impacts behind students' AI-driven academic dishonesty?
- 3) How do the EFL teachers cope with the academic dishonesty?

2. LITERATURE REVIEW

2.1. ChatGPT in EFL Writing

It is noticed that the paramount advantages of *ChatGPT* in EFL classrooms have been emphasised in recent previous studies. *ChatGPT* is believed to be an effective tool for students in constructing ideas and concepts when writing an English text. Its interactive features and

considerable resources enable EFL students to properly customise their linguistic intentions and comprehensive search towards language writing theories and practices (Hassoulas et al., 2023; Hong, 2023). Other benefits encompass *ChatGPT*'s potential to creatively provide terms, notions, and suggestions of language use and usage in different contexts. In this case, *ChatGPT* is stated to be highly promising for composing transformative, systematic writing experiences. Nevertheless, several barriers emerge in terms of constructively supporting *ChatGPT* in pedagogically reasonable rationales (Van Wyk, 2024). Integrating *ChatGPT* into EFL writing classes needs to be enhanced through rural teachers' creativity and students' language proficiency.

2.2. Academic Integrity within Generative AI Integration

While generative AI presents a variety of alternatives beyond rural students' expectations, ethical issues emerge as it triggers scientific dishonesty and approves academic integrity. As a popular generative AI tool, *ChatGPT* serves to be more advanced and progressive in terms of comprehensiveness and productiveness than other AI tools developed earlier (Tayan et al., 2024). Recent studies prove that *ChatGPT* is mostly used by students who intend to enact plagiarism as a fast track of task accomplishment. It is reported that utilizing *ChatGPT* leads to academic dishonesty since students' tasks are intended to be completed without any self-control (Anders, 2023; Eke, 2023; Mohammadkarimi, 2023). Such misapplication may be of diverse issues, such as acknowledging *ChatGPT*-generated content as students' effort, reducing self-thought concepts, and avoiding gradual stages of learning.

Problems of students' academic integrity due to *ChatGPT* application in learning English are mostly influenced by some facts. One of the main problems is that students are believed to avoid authentic pedagogical processes which results in a lack of self-regulated learning and worse learning management (Firat, 2023; Sullivan et al., 2023). Another fact is that *ChatGPT* is regarded as an automatic assistant in dealing with task burdens and targeted learning outcomes. The use of *ChatGPT* determines students' success under a negative attitude of academic dishonesty (Bouteraa et al., 2024; Farhi et al., 2023). Students' burnout and anxiety regarding authentic writing, linguistic complexity, grammatical structure, and integrated ideas lead them to misapply *ChatGPT* designed for language prompts.

2.3. ChatGPT and Academic Integrity in EFL Teachers' Insights

Many issues on generative AI, such as *ChatGPT*, and its impact on academic integrity have been discussed in recent previous studies. Negative attitudes towards such integrity among students may vary from the issue as they commit to plagiarising AI content, compose a text without any original ideas, refuse to cite a reference for their idea, and submit a task adopted from AI-driven content (Anders, 2023). The misapplication of generative AI such as *ChatGPT* in academic context is not without reason. Many students in rural schools, for instance, struggle to write English text even though they lack comprehension of writing rules, including syntactic, technical, or contextual models. Others are not motivated to compose a text but afford to have it completed due to academic burden (An et al., 2023; Firat, 2023; Sullivan et al., 2023). While studies on academic integrity issues impacted by the misuse of *ChatGPT* as an automated idea generator have been widely appealed (Cotton et al., 2024; Eke, 2023), EFL teachers' insights on the utilisation of *ChatGPT* by students engaged in English writing in rural schools remain undiscovered. It finally leads to a research gap, stating that it requires further inquiry into EFL teachers' attitudes and strategies towards AI-generated academic dishonesty within the realm of rural education.

3. METHOD

This current study invited EFL teachers from different tertiary education levels in rural Indonesia who registered in an online forum on generative AI tools for academic writing skills held by a private institution. The authors were permitted to propose informed consent to all university teachers attending the forum as an earlier step in determining study participants. Of 62 attendees, 15 of them refused to resubmit their consent. A total of 47 rural EFL teachers agreed on the proposal and they decided to voluntarily participate in the survey study. The participants consisted of 44.7% male and 55.3% female teachers. Their academic experiences ranged from 1 to 25 years. A vast majority of the writing lecturers (89.4%) authored and co-authored both national and international journals together with their students, indicating a noteworthy preference for AI utilisation within the realm of academic writing pedagogy in rural higher education.

The data on rural university EFL teachers' insights and strategies regarding *ChatGPT*-based academic integrity issues were collected through a self-designed, open-ended survey. This study utilised structured questions to elicit comprehensive information from every participant. Seven main questions were structurally designed to investigate participants' insights on *ChatGPT* technologies in foreign language writing pedagogy and strategies they employed to prevent students from any threat of AI excessive dependency.

Upon enrolling for the scientific forum, the authors revealed a complete description of the study objective to each participant and asked them to sign the consent online. Each informed consent was provided with several sections, including participants' information as volunteers, anonymous participation, and a statement to only utilise survey data for study objectives as a part of confidentiality commitment. In line with that, the data collection was managed by employing a trusted platform via online mode, determining privilege for every response revealed by the participants. Their responses towards the survey questions were encouraged to be forthright and comprehensive. The author allowed the participants to resubmit by four weeks or one month, ensuring they obtained sufficient time and space to deal with the survey.

This current survey study integrated two types of data analysis, including descriptive and thematic analyses. Clarke and Braun (2017) indicated thematic analysis as a "method for identifying, analyzing, and interpreting patterns of meaning within qualitative data" (p. 297). Drawing on careful procedures of thematic analysis, the first step led the authors to comprehensively scrutinise every survey response to encourage a deep understanding of raw data. Afterwards, a notional category of the responses was assembled from the contents. It was followed by undertaking an attentive review and clarification of the categories to ensure that each theme received relevant labelling. Each theme required continuous improvement as qualitative nature considers dynamic development during its process. The refinement was also impacted by the member-checking step through which targeted participants were asked to confirm their qualitative responses to emphasise both the meaning and rationale behind their thoughts.

As to descriptive analysis of rural EFL teachers' insights, each collected response was coded into some themes categorised based on thematic analysis as described earlier and determined frequencies of the themes. It is necessary to emphasise that responses from the participants were configured into related themes, stating multiple conceptions of academic dishonesty resulted from generative AI misapplication as confirmed through participants' insights. The descriptive results were, then, revealed in several forms and interpreted based on calculated data.

Such an approach contributed to the identification of iterative themes and concepts methodologically, elucidating EFL teachers' insights and strategies towards students' AI misapplication regarding foreign language writing pedagogy in rural higher education. Its quantitative procedure allowed the authors to statistically examine many aspects of academic integrity as presented in the forms of graphs and diagrams respectively. A variety of presentations helped to determine data analysis clarity and trustworthiness.

4. RESULTS AND DISCUSSION

4.1 Types of rural EFL students' AI-driven academic dishonesty

Based on teachers' responses regarding their insights of academic dishonesty resulting from generative AI utilisation in rural EFL writing classrooms were classified into seven main themes (Figure 1). Plagiarism was determined to be the uppermost insight revealed by twenty-three rural teachers (48.9%). One of the teachers pointed out that plagiarism refers to "copying others' ideas or works as our own" and "acknowledging someone else's unpublished or published works without any credit." This shows that plagiarism constitutes using others' ideas or words, but related reference or citation was not integrated into the text. Undisclosed assistance of *ChatGPT* was the second highest insight expressed by thirteen rural teachers (27.7%). One teacher, for example, admitted that English writing dishonesty emerged when "a student who finished and submitted an English text did not approve of utilizing *ChatGPT* as the only idea generator during the writing process" and when they "never mentioned that written ideas they presented were created by AI chatbot."

Lack of original written ideas or works was another form of academic dishonesty as asserted by six rural EFL teachers (12.8%). One teacher confirmed that dishonesty among students occurred as "they kept copying every word or sentence provided by *ChatGPT* and relied on the text thoroughly" or as they "were dependent upon the existing content without coming up with any effort to write own or original ideas." Not paraphrasing copied texts in *ChatGPT* was considered academic dishonesty by five teachers (10.6%) teaching English writing to rural university students. One teacher confessed that many students in writing courses "trapped themselves by copying a text generated from *ChatGPT* and submitted it in original form with no tangible struggle to change its grammatical structure and sentence meaning" and they "were aware of the advantage of paraphrasing, but they pretended not to pay attention to it as long as a text was copiable."

Last, providing irrelevant references was indicated as a type of dishonesty in writing, encompassed by two teachers (4.3%). Regarding the teacher's insight, it was noticed that students in rural writing classrooms "tended to insert an idea generated from AI chatbot into their text randomly and added a reference which had no relation to it at all." To sum up, active engagement with plagiarism and disclosed assistance of *ChatGPT* were viewed as influential forms of AI-driven dishonesty. It is vital to construct original ideas and promote academic integrity during every writing stage.

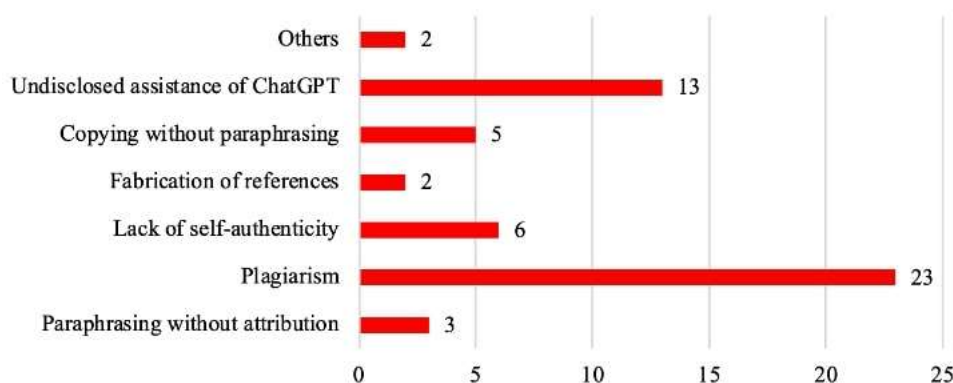


Figure 1. The Types of Dishonest English Writing Practices among EFL Students

4.2 Rationales behind academic dishonesty in EFL writing

The systematic analysis of open-ended responses disclosed seven main rationales that the teachers recognised as rural students' academic dishonesty by employing AI chatbots, such as *ChatGPT*. Lack of engagement in English writing skills was the most predominant rationale, explained by nineteen teachers consisting of 40.4% of participants. Teachers indicated this is because of the "poor linguistic competence" required for writing English text, such as "grammatical sentences or syntactic structures." Another teacher believed that rural EFL students decided to plagiarise "as contents generated in *ChatGPT* contain correct grammar" compared with that written by the students themselves. Some of them also cheated "due to the uncertainty to determine proper diction when writing a particular type of genre." Many students relied on *ChatGPT* contents as "every word, phrase, or sentence provided by the tool was considered trustworthy" and the students "determined *ChatGPT* as the right choice" during writing task completion.

The second paramount rationale, determined by eleven teachers (23.4%), was rural EFL students' anxiety about academic failure. More teachers perceived that the lowest scores leading to course failure obtained in a writing task encourage students to commit academic misconduct, such as dishonesty. One teacher, for example, believed that students "feel afraid of unsuccessful test results" because of "the complexity encountered in most writing procedures at the university level." The others proved that the students plagiarise AI content "to convince they reach a passing grade of writing test" which most students "try to avoid when it is possible."

Meanwhile, six rural teachers or 12.8% of the participants pointed out that students were not "aware of the consequence of using AI content in university writing courses." Teachers recognise students' lack of awareness as a driver of academic dishonesty, leading them to "misapply AI-generated text without conceding its negative impact on academic integrity." Another teacher admitted that students' dishonest practices are "caused by the absence of tangible sanction for those who commit academic dishonesty" and some students experience "zero impact once they cheated using *ChatGPT*." A total of five participants (10.6%) focused on a bit controversial rationale behind students' dishonesty. Inadequate support from teachers was believed to direct students' academic dishonesty. Interestingly, one teacher confessed that when there is "insufficient or no academic support at all, students finally fall into integrity violation," while another teacher explained that teacher support "does not merely incorporate students' dishonest practices, but the different individual has different views on such support."

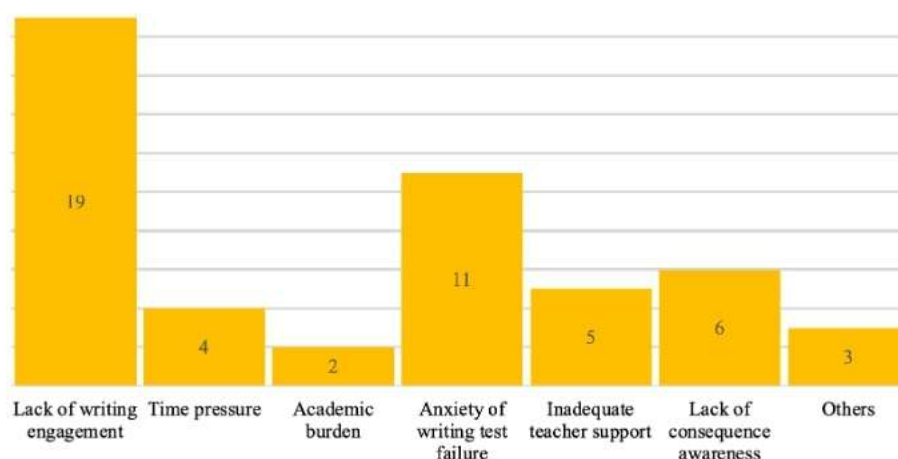


Figure 2. Rationales behind Students' Academic Dishonesty Using ChatGPT

Additionally, four rural university teachers (8.5%) expressed that limited time to complete and submit writing tasks has a negative impact on rural students' dishonest behavior. As stated by one teacher, students are “determined to cheat (using *ChatGPT*) as they were pushed by time pressure” and some others “could not rely on short time allocation to write English text” which most students consider a complicated task. On the other hand, another teacher said that although the students are provided with more time to accomplish a writing task, many of them “attempted to finish a task one day before the due date.” It proves that the students choose to procrastinate writing tasks under time pressure. The academic burden becomes the last rationale for the dishonesty decision mentioned by rural university teachers (4.3%). One teacher, for instance, emphasises that students who are expected to write English text more than their expectation prefer “cheating (using *ChatGPT*) as it is much cheaper, automatic, and considerably smart.” Another teacher believes that more students “are not ready for multiple writing tasks” and “easy access to *ChatGPT* content helps them reduce academic stress” due to unexpected academic burdens. It is necessary to point out that the advancement of technology in EFL classrooms is a solution for students to deal with the workload of writing courses. Yet, its availability remains controversial due to the higher possibility of academic dishonesty, particularly regarding English writing.

4.3 Negative impacts of overreliance on *ChatGPT* in EFL writing

The findings disclose six primary negative impacts of overreliance on *ChatGPT* in foreign language writing pedagogies as portrayed by rural university teachers. The most predominant negative impact of *ChatGPT* as expressed by twenty university teachers (42.5%) refers to students' lack of ability to develop their competencies in writing English text. One teacher depicted that students opt to “rely on text generated from *ChatGPT* as its grammatical sentences are more structured than those written by themselves,” and another teacher admitted that students “have unstoppable trust on *ChatGPT* when they expect a cohesive piece of English paper.” Writing in English is not simple for many students in rural areas, and it automatically motivates them to rely on AI tool that helps them generate free content.

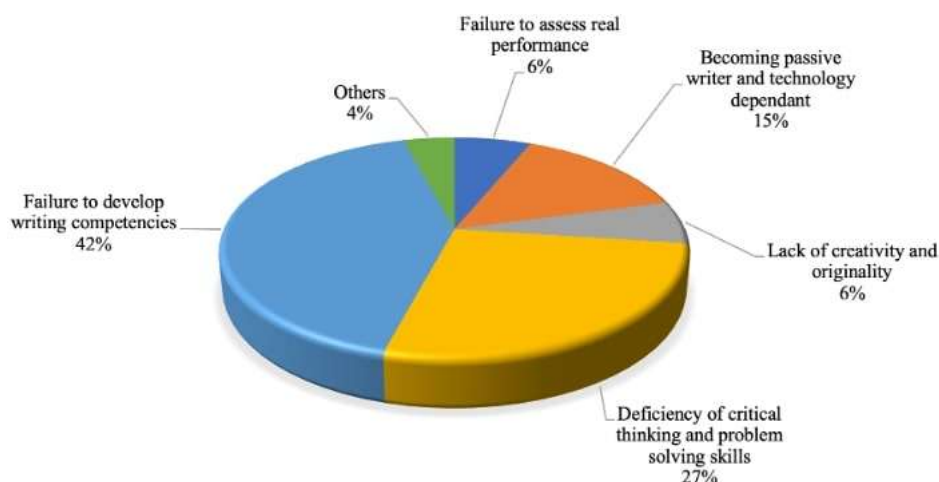


Figure 3. Responses to Negative Impacts of ChatGPT Overreliance

In line with that, thirteen teachers or 27.7% of the participants agonised over the overreliance on AI tools which leads to a deficiency of critical thinking and problem-solving when writing English text. One paper writing teacher, for example, confesses that rural students who were engaged in thinking critically “begin to benefit from *ChatGPT* when they are asked to analyze and write a text argumentatively.” Another teacher stated that this negative attitude of critical thinking reduces rural students’ opportunity to “manage their critical thought and lead them to a more creative writing process” as they cannot “escape themselves from how AI tool arranges each sentence and transform them into critical contents.” A total of seven teachers (14.9%) criticised the serious impact of overreliance on *ChatGPT* content that caused rural students to become more passive and dependent on the promising writing tool. The teachers admitted that generative AI tools such as *ChatGPT* serve “unlimited ideas, contents, or guidelines for those with writing difficulties,” and whatever the tool offers “does not resemble what the students can do.”

Several teachers (6.4%) found that the use of generative AI tools in writing English text has impacted rural students with a lack of writing creativity and originality. As one teacher stated, rural students “tend to follow all instructions and ideas generated from *ChatGPT*” and they “finish a writing task under a shorter time.” Another teacher mentioned that “most students’ completed essays were not written by themselves,” stating that there is a lack of originality in the collected tasks. This impact results from rural students’ overreliance on the use of *ChatGPT* once they are expected to construct their text and reveal creativity through written text. Meanwhile, several three teachers (6.4%) were in doubt when they expected to assess students’ real performance in writing a text. They believed that rural students’ written text contains “more duplicated sentences and plagiarised ideas” as they preferred consulting *ChatGPT* rather than their thoughts. The impact proved that there is a problem with students’ real writing products. It leads teachers to misunderstand what to evaluate in rural students’ completed writing tasks.

4.4 Teachers’ strategies to cope with rural students’ *ChatGPT* dishonesty

Having asked the question about coping strategies regarding academic dishonesty caused by *ChatGPT*, the responses of writing teachers concluded some consideration to employ for rural university EFL students. The most considerable strategy, depicted by fifteen teachers (31.9%), was integrating detailed and stricter rules to prevent rural students from using *ChatGPT* for any dishonest

practices during writing tasks. As one teacher mentioned, writing teachers would acknowledge by “implementing clear rules and control when students are writing their English texts.”

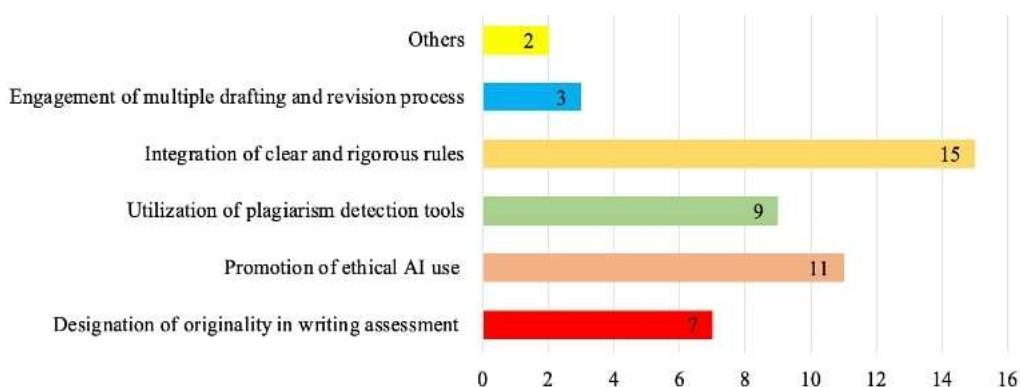


Figure 4. Coping Strategies of Academic Writing Dishonesty Using ChatGPT

A total of 23.4%, making up to eleven teachers, responded to another coping strategy regarding dishonesty in English writing by promoting the ethical use of *ChatGPT* to every student enrolled in every writing course. As depicted by some teachers, it is paramount to “pronounce what *ChatGPT* should and should not do” in a given English writing task by determining that the AI can “only be used as a supplementary tool, not as a main source of writing texts.” Nine teachers (19.1%) suggested that plagiarism detection tools are a trusted strategy to prevent rural students from violating academic integrity in EFL writing. One teacher, for example, encouraged the use of a common detection tool such as “*Turnitin* software” to guarantee that students’ written text is “not beyond a minimum level of plagiarism” or, if possible, the task is “free from any type of plagiarism.” The importance of the detection tool is also depicted by other teachers who believed that a tool like *GPTZero* “not only mark contents duplicated from *ChatGPT* but also teaches rural EFL students to write a text more honestly in the future.”

Furthermore, seven teachers, comprising 14.9% of participants, had another idea to cope with rural students’ dishonest practices in writing courses. This coping strategy allows university teachers to modify assessment design as creatively as possible to ensure students do not attempt to rely on *ChatGPT* contents whenever they are expected to write in English. As one teacher said, a writing task should encourage students to “create a critical thinking text,” ensuring it is laborious for them to rely solely on *ChatGPT* during writing assessment. It is noticed that 6.4% of three university teachers expressed that a series of drafting and revision stages may allow teachers to cope with students’ writing dishonesty. As stated by one teacher, students are required to accomplish some careful steps, ranging from “outlining, drafting, revising, and reporting final version.” The steps, as admitted by another teacher, “determine rural students’ progress during the English writing process.”

Lastly, additional coping strategies for dishonest writing practices using *ChatGPT* were depicted by two teachers (4.3%). They mentioned that encouraging collaboration among students in a writing course “enables them to have the benefit of peer discussion on writing barriers,” and they tend to “satisfactorily seek assistance” from classmates. This strategy is considered to reduce overreliance on *ChatGPT* content. For teachers, “randomly checking writing tasks” can also be a fine coping strategy to prevent students from writing dishonesty. This is because students are aware of which task will be selected for regular checks.

5. DISCUSSION

Given that a study on generative AI such as *ChatGPT* remains a prominent scope, to the authors' understanding, it is noted that this study emerges to comprehensively uncover EFL teachers' insights and roles regarding AI-driven academic integrity issues. Interestingly, this is the first study to unveil students' English writing issues in a rural university setting regarding *ChatGPT* usage. Therefore, there are some paramount points to be discussed in detail throughout this subsection.

This survey study reveals dynamic and practical insights into rural students' academic integrity violation in English writing with *ChatGPT*, varying in terms of merely copying contents or paraphrasing text without any citation or references to a more serious type of plagiarism. Among the teachers' perspectives, plagiarism emerges to be the most common issue in rural EFL students' writing. For some reason, plagiarism seems to help students accomplish writing tasks more comprehensively as *ChatGPT* provides organised and systematic content and grammatical sentences required by those with writing difficulties (Saeed et al., 2021). It is because EFL students encounter various writing barriers in terms of errors (Enesi & Trifoni, 2023). However, the findings of Sweeney (2023) proved that it remains doubtful to receive *ChatGPT* as a main source of writing correct content, because the generative AI tool may contain inaccurate information biased context (Teng, 2023). Another predominant perception refers to the undisclosed assistance of *ChatGPT* within written text. This academic dishonesty has become a serious problem which leads to a lack of writing originality as plagiarized text is determined to be own thought or creativity. Mohammad Karimi (2023) emphasized the importance of honesty in all academic contexts to guarantee the exposure of honest practices in using content from AI tools or other previous authors and researchers. Disclosing AI assistance in writing diminishes one's self-empowerment in learning to write and develop critical thinking or problem-solving skills (Tilahun et al., 2022; Xiaolei & Teng, 2024).

As this study attempted to identify detailed perceptions of rural students' dishonest practices in English writing, some other specific academic integrity violations are determined. Lack of writing self-authenticity, for instance, implies that an author prefers to imitate others' writing styles such as mimic which causes a problem in determining one's unique voice. When more content styles are duplicated from *ChatGPT*, students face an opposite concept of writing self-confidence as they only copy texts from unreliable sources without struggling to create their product. The studies of Musk and van der Meij (2024) and Playfoot et al. (2024) proved that an author has to keep self-authenticity in writing English text as it offers not only a novelty but also a significant contribution to writing style development. On the other hand, while a trend to paraphrase content from AI tools and decrease its plagiarism level arises more uncontrollably (Anders, 2023; Razi, 2015), one's commitment to dealing with correct citations and references remains questionable. This issue is said to be a new problem encountered by university teachers who administer writing tasks. In many academic cases, contents from *ChatGPT* or published papers are analyzed in terms of writing organization and word choices through another AI tool such as *QuillBot*. However, the absence of related citations and references causes academic dishonesty since the results are approved as their content rather than others' original work (Clinciu et al., 2021).

The various insights among university writing teachers in determining dishonest practices may be derived from the complex concept of academic integrity problems. It is also due to the unavailability of related particular regulations and pedagogical policies regarding academic dishonesty in the realm of *ChatGPT* as a generative AI tool during rural foreign language writing

pedagogy (Dwivedi et al., 2023). Teachers' roles are required to lead students to improve writing authenticity through regular feedback and creative writing assessment. *ChatGPT* is believed to be a new writing support which may or may not be crucial for every writing stage. Students who rely on the AI tool without any control tend to raise trust in their written text (Karatay & Karatay, 2024). Academic expectations regarding students' writing development cannot be comprehensively achieved without serious efforts.

Meanwhile, rural students' dishonest practices are caused by several rationales. Lack of English writing skills becomes the most influential rationale that leads students to commit dishonesty using *ChatGPT*. Writing in English not only consists of basic skills (e.g., grammar, vocabulary, spelling, sentence and paragraph structures), but also advanced (e.g., voice, clarity and conciseness, tone and style, coherence and cohesion) and analytical skills (e.g., critical thinking, argumentation, synthesis, and evaluation) (Pelenkahu et al., 2024). Such skills are paramount for students when writing a comprehensive English text. Yet, lack of such skills impacts not only writing quality but also students' psychological burdens such as writing stress or burnout. In line with that, (Playfoot et al. (2024) and Steiss et al. (2024) mentioned that students with writing difficulties tend to use AI tools to contribute to their proper writing tasks. Barriers to writing skills lead students to zero choice or doubtfulness that may demotivate them to write properly (Masrurroh et al., 2023). Moreover, many of students are not ready for any failure in writing tests, but engagement in quality writing is still a laborious achievement. AI-generated contents are considered appropriate to assist students succeed in every writing assessment (Sweeney, 2023). Academic dishonesty such as plagiarism appears to be an open secret among students engaging in writing tasks.

Dishonest practices in university writing are not only affected by students but also teachers. Rural students need sufficient assistance from EFL teachers to write English text satisfactorily and enable *ChatGPT* as a supplementary tool. For some context, a teacher may act as a writing mentor, collaborator or organiser rather than an assessor. In writing, teacher support varies in terms of clear syllabus and materials, corrective feedback, review and revision, positive environment, and online writing resources. A problem may emerge when students receive inadequate writing support from their teachers. Freshmen students, for example, are believed to experience some disadvantages of such inadequate support as they begin writing a text throughout basic writing courses. It impacts students' preference for another writing support such as AI tool which provides unlimited guidelines and content for most writing purposes (Lu & Deignan, 2024; Wiboolyasarini et al., 2024). While teacher support is valuable for students' successful writing, it is noted that academic burden can also be a rationale for those who select *ChatGPT* as the primary writing source. Time pressure, for instance, is a type of burden that encourages students to deal with writing faster, but systematically. Training and learning communities are important to help control technology integration in EFL classrooms (Bon & Inpin, 2024). Without teachers' intensive control, the AI tool becomes a useful choice for students to accomplish English texts (Bedington et al., 2024).

Although overreliance on *ChatGPT* in English writing is increasingly demanded among rural university students, coping strategies remain paramount to be included in the pedagogical process. The most influencing strategy refers to the integration of stricter rules for generative AI usage. Rural students have to be informed what they should or should not do when using *ChatGPT* during a writing task. Students' tendency to be more disciplined and abide by the rules offers an opportunity for both university stakeholders and teachers to prevent them from any dishonest practices in English writing. Clear and rigorous rules with consequent punishment restrict possible violation of academic

integrity (Azoulay et al., 2023; Bin-Nashwan et al., 2023). Dishonest students can be penalised with different consequences, ranging from a mere warning, redoing the task, grade penalty, to failure of the writing course. Sometimes, social and interpersonal approaches through the promotion of ethical use of *ChatGPT* and collaborative writing should be possible before such an assertive penalty (Liu et al., 2022; Musk & van der Meij, 2024; Wiboolyasarini et al., 2024). Huang (2023) emphasizes that *ChatGPT* should be collaborated when presenting English texts and it may reduce students' possibility to commit on plagiarism. In addition, writing teachers have the option to assess rural students' writing using plagiarism detection tools such as *Turnitin* or *iThenticate* to monitor what has been created by students.

Furthermore, the coping strategies can be based on a pedagogical approach to classroom activities. As for the first strategy, it is necessary for writing teachers to adjust the assessment design focusing on direct feedback, classroom discussion, and oral presentation of their written texts. Fleckenstein et al. (2024) and Mohammadkarimi (2023) stated that teachers' creativity in writing classrooms helps to encourage students' participation and uncover invisible ideas. Students are considered to have little or no time at all to deal with AI-generated content by copying and pasting it into their writing sheets. Another related strategy is that teachers have to employ multiple drafting and revision stages during the writing process. Asking students to write an outline, a first draft, a revised version of the draft, and a final text integrated with direct consultation allows teachers to control any possibility of dishonest practices using *ChatGPT* among them (Sweeney, 2023).

6. CONCLUSION

This current study sheds light on comprehensive perspectives into EFL teachers' multiple insights on and discussion about AI-driven dishonest practices, explicitly regarding the utilisation of generative AI tools like *ChatGPT* in the English writing process among rural university students. The results unveil university writing teachers predominantly perceive plagiarism, undisclosed AI assistance, lack of self-authenticity, fabrication of references, and other *ChatGPT* usage without providing citation or attribution to primary sources as core forms of dishonest practices in the realm of foreign language writing pedagogy. Rationales behind rural students to potentially engage in academic integrity violation with *ChatGPT* are determined to be lack of writing skills, anxiety of writing test failure, and inadequate teacher support, followed by academic burden and limited time allocation to attain academically. The impacts of overreliance on *ChatGPT* for writing English text are believed to earnestly prevent rural students from writing competence development, critical thinking and problem-solving skills, creative and original writing, real writing performance, and exposure to personal writing style.

This study has become one of the first inquiries concerned particularly with university EFL teachers' complex insights into *ChatGPT*, foreign language writing, and academic dishonesty, it uncovers paramount aspects of academic integrity issues in rural education settings. It specifically highlights the rationales for educational policy recommendations, praxis, and frameworks to encourage the application of EFL writing ethics, development of writing competence, and promotion of integrity within AI-driven pedagogical atmospheres. It is noticed that future studies are necessitated to elaborate the initial findings of this current study and pursue dealing with the integration of considerably positive, virtuous pedagogical policies and implications into AI-enabled EFL writing. Employing comprehensive, reflective pedagogical policies addressing human skill development and technical aspects, *ChatGPT* holds enormous capacity and prospects to progressively develop EFL writing competencies globally. In addition, this prospect requires soft

and technical skills to actively attending the academic integrity issues revealed throughout this survey study.

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