English Lecturers' Strategies for Detecting and Responding to Students' AI Misuse in Higher Education

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Abstract

As artificial intelligence (AI) continues to advance rapidly, the education sector faces an unprecedented challenge: the potential misuse of AI by students, particularly in higher education contexts. Current literature on AI predominantly addresses general perceptions and policy implications, whereas the misuse of AI tools has received limited scholarly attention. To fill the gap, the current study aims to examine how English lecturers perceive the use of AI in education and the strategies they employ to detect, mitigate, and address potential student misuse of AI tools. This study adopted an exploratory qualitative research design. Data were collected through an open-ended questionnaire completed by twenty-six lecturers teaching English-related subjects from diverse backgrounds. The responses were analyzed using thematic analysis. The results showed that lecturers generally showed a positive outlook on the use of AI. To detect AI misuse, lecturers generally combined human approaches with AI detection tools, such as using Turnitin, Undetectable AI, AI Content Detector, Copyleaks, and ZeroGPT, while also drawing on their knowledge of students' abilities from day-to-day teaching and comparing students' current work with their previous performance. To mitigate and handle AI misuse, they generally preferred to educate students on how to use AI responsibly. A key practical implication is that strengthening AI misuse education can be an effective, implementable strategy for mitigating AI-related risks while fostering students' responsible engagement with the rapidly evolving AI landscape.

Keywords: *AI misuse, detecting, mitigating, handling, lecturers*

INTRODUCTION

The unprecedented pace of AI development is beginning to change how the teaching-learning process unfolds. One of the most widely used AIs nowadays, ChatGPT, has gained popularity at an exponential rate since its first introduction in November 2022 (Yu, 2023). Its ability to generate almost anything, ranging from answering questions and creating academic essays to producing images or even videos, may raise concerns worldwide.

At this rate of growth, education in the era of AI is now facing challenges that did not exist before. Since AI is still arguably in the early stages of development, the risk of it being misunderstood or misused remains relatively high (Megahed et al., 2024). It may also lead to people's dependence on AI, which may, in turn, reduce their capacity for human cognition and judgment (Yu, 2023). It is hypothesized that it will take time for educators to adapt to the drastic changes brought about by AI (Oran, 2023). Researchers are concerned with the possibility of generative AI being misused by students, for example, by using it during tasks or exams to cheat or even writing a whole academic essay (e.g., Achruh et al., 2024; García-López & Trujillo-Liñán, 2025; Sullivan et al., 2023; Suresh & Parikh, 2025). This effect might be daunting, as there is a high likelihood that AI could deceive AI detectors, which may label any text as human-authored (Pegoraro et al., 2023). Furthermore, generative AI misuse is worse than plagiarism because it is harder to detect

and easier for students to use, leading to more widespread plagiarism (Cotton et al., 2024). There are also many false positives from AI detectors (Giray, 2024). As such, because of their unreliability, it becomes harder to know whether a student is misusing AI.

These challenges also apply to English as a foreign language (EFL) educators, especially at the tertiary level. Research has shown that generative AI such as ChatGPT can address questions related to grammar, vocabulary, communication, and comprehension (Kim et al., 2023). Furthermore, due to its generative capabilities (i.e., the ability to produce an essay from scratch), many EFL educators view generative AI as particularly prone to misuse and as a threat to academic integrity. Yet, as generative AI becomes an integral part of people's daily lives, the responsibility for teaching and modeling its ethical use largely falls to EFL educators (Gozali et al., 2024).

Opportunities and Misuses of AI in EFL Learning

In exploring its potential, a growing body of literature has shown that generative AI can be highly beneficial for improving teaching and learning. For students, generative AI can provide differentiated instruction tailored to each student's abilities, with adaptive and personalized feedback (Gozali et al., 2024). For educators, it can help automate administrative tasks, allowing them to focus on more meaningful interactions with students. Researchers have also highlighted that AI can assist in delivering more accurate assessments, providing adaptive feedback, and personalizing instruction to align with students' diverse needs (Fauziddin et al., 2025). These findings suggest that, if used deliberately and responsibly, AI can complement traditional teaching practices and provide necessary support tailored to individual needs, so that no students are left behind.

On the other hand, AI in education can also be prone to misuse. With minimal prompting, students may exploit it for plagiarism and other forms of academic dishonesty, posing a threat to assessment (García-López & Trujillo-Liñán, 2025). AI misuse in learning is the use of AI tools that replace or bypass the higher-order thinking and cognitive effort required for meaningful learning, emphasizing task completion over genuine engagement in the learning process (Yeung et al., 2026). By this definition, the use of AI in the same learning activity can be categorized as either appropriate use or misuse, depending on how it is employed by the learner. Yeung et al., (2026) provide three instances where the benefits of AI can be overlooked if it is used inappropriately. First, regarding its ability to provide feedback, using AI to provide proofreading feedback and learning from its suggestions is appropriate, whereas asking AI to proofread and automatically revise a paper without understanding its feedback constitutes a misuse. Second, regarding idea generation, which includes critical thinking and problem-solving, using AI to explore a topic and refine one's own ideas is appropriate, whereas relying on AI to generate arguments rather than developing one's own critical thinking constitutes misuse. Third, regarding the verification of accurate information, using AI to identify relevant sources or summarize background information while verifying its accuracy against original sources is appropriate, whereas accepting AI-generated information without verification or consulting original sources constitutes misuse.

Ultimately, the way AI reshapes education will depend less on the technology itself and more on how educators, as frontline decision-makers, balance innovation with responsibility. Research has shown that educators' perceptions of AI tools strongly influence how they integrate them meaningfully in classrooms (Amal, 2025; Nofirman et al., 2025; Oran, 2023). Educators are expected to work with what they have rather than fearing or even avoiding AI (Kamalov et al., 2023). They have to be ready and capable of distinguishing human-generated text from AI-generated text (see Pegoraro et al., 2023) and, therefore, detect and handle potential AI misuse, particularly when conducted by students. They also need to teach and model the ethical use of generative AI without sacrificing critical thinking. However, educators often experience tension between

recognizing AI's benefits for efficiency and creativity and fearing its misuse that erodes learning integrity (Rane et al., 2023). On top of that, they have to operate with limited preparedness, unreliable detection tools, and the absence of clear institutional guidance (Cotton et al., 2024).

Lecturers' Strategies to Detect, Mitigate, and Handle AI Misuse

Systematic reviews on generative AI and academic integrity indicate that, although generative AI can enhance student learning, it also poses new challenges to academic integrity and ethics (Bittle & El-Gayar, 2025). These studies emphasize the need to better understand how educators respond to AI misuse, not only through detection methods but also through pedagogical approaches to mitigating and handling it.

These pedagogical approaches can first be understood through the lens of the Technological Pedagogical Content Knowledge (TPACK) framework and self-efficacy. The TPACK framework sees effective responses to generative AI require educators to integrate technical knowledge of AI tools with pedagogical knowledge of teaching and assessment, and the content of the subject being taught (Mishra & Koehler, 2006). Yet, just possessing this knowledge does not ensure that educators will apply it confidently when addressing AI misuse. Educators must also possess strong self-efficacy to be confident in their responses to AI misuse (Bandura, 1997). Taken together, TPACK becomes the technical knowledge, while self-efficacy reflects how confident and consistent educators are in applying that technical knowledge to detect, mitigate, and handle AI misuse.

In terms of detection and mitigation, recent literature highlights a shift from relying solely on AI detection software to a more robust assessment design that focuses on students' processes and engagement with the lesson. The examples are process-based assessments, in-class writing, oral presentations, and reflective reporting as mechanisms that make unauthorized AI use more difficult (Evangelista, 2025). She also pointed out that educators should establish clear expectations around AI use.

When handling suspected AI misuse, researchers argue that educators should shift from disciplinary action to responses that inform students about the academic and ethical risks of AI misuse (Gray et al., 2025; Lund et al., 2025). Instead of treating AI-flagged content as definitive evidence of misuse, recent literature suggests treating it as an unverified report that requires a thorough investigation, such as conducting oral interviews or checking document edit histories to confirm authorship (Gray et al., 2025). In addition, researchers support a "pedagogy-first" approach that focuses on teaching and guidance rather than immediate punishment. This approach encourages constructive conversations to help students understand the unclear line between acceptable help and academic dishonesty (Cotton et al., 2024; Gray et al., 2025).

The Present Research: Indonesian Context

In Indonesia, while many acknowledge AI's potential to improve assessment practices and personalize learning, they also emphasize the lack of clear guidelines and institutional support for ethical use as a deterrent (Fauziddin et al., 2025). This situation reflects broader structural challenges within the Indonesian education system, where rapid technological innovation is not always accompanied by systematic professional development or policy readiness. As a result, educators often navigate AI adoption on personal judgment, as there are few to no shared institutional regulations.

Educators with limited digital competence often perceive AI as difficult to regulate and potentially harmful to academic integrity, particularly regarding student plagiarism and overreliance on AI-generated outputs. Educators in Indonesian contexts have reported ethical dilemmas and challenges in identifying inappropriate AI use, noting that unmonitored AI assistance can undermine students' ownership of learning and lead

educators to question the authenticity of students' work (Yunita et al., 2025). Similarly, Margono et al. (2024) reported that unresolved AI literacy among tertiary instructors contributes to heightened concerns around academic integrity. Lecturers and academic staff explicitly outlined the potential for AI use to be perceived as cheating or plagiarism when adequate monitoring, policy, and literacy support are lacking. These concerns are echoed by Yunita et al. (2025), who reported that Indonesian EFL lecturers in higher education perceive generative AI tools as difficult to regulate within existing assessment frameworks, particularly when institutional policies and technical detection skills remain underdeveloped. These concerns reveal that without clear policies and practical guidance, perceptions of AI are dominated by uncertainty rather than opportunity.

In terms of research, Indonesia has seen a growing body of literature examining the use of artificial intelligence in educational contexts, particularly regarding teaching innovation, assessment practices, and educators' perceptions of AI. Several studies have highlighted the potential of AI to support personalized learning, automate feedback, and enhance instructional efficiency (Gozali et al., 2024), while also raising ethical concerns, including academic integrity and unequal access to technology (Yunita et al., 2025). More recent research has begun to explore educators' attitudes toward generative AI tools, including ChatGPT, revealing a combination of optimism and caution among Indonesian teachers and lecturers (Fauziddin et al., 2025). However, despite this growing interest, existing studies largely focus on general perceptions and policy implications, leaving questions about how educators practically address the misuse of AI tools in classroom settings insufficiently explored. Therefore, it is intriguing to conduct research on this matter, particularly to address the research gap and contribute to the existing literature. To guide and maintain the focus on the present study, two research questions are formulated as follows: (1) *How do English lecturers perceive the use of AI in education in general?* and (2) *What strategies are used by English lecturers to detect, mitigate, and handle the possibility of students' AI tools misuse?*

METHOD

Research Design

The present research investigates how English lecturers generally perceive the use of AI in education and the strategies they employ to address its potential misuses, particularly how they detect, mitigate, and handle them. In examining the emerging phenomena, exploratory qualitative research design was employed to understand them and identify patterns related to the topic (Creswell & Poth, 2018; Stebbins, 2001). This design allowed flexibility in conducting inquiries into the participants' perspectives and strategies.

Respondents

Twenty-six lecturers of diverse ages (26–64 years), academic qualifications (master's degree to doctorate), teaching levels (diploma to doctorate), professional ranks (lecturer to professor), and teaching institutions (South Sumatra, West Java, Central Java, Special Region of Yogyakarta, East Java, and East Nusa Tenggara) voluntarily participated in this study. All of them were teaching English-related subjects at the tertiary level and had experience encountering student use of AI tools. They were purposively selected to ensure diverse backgrounds and to capture a broad range of perspectives. To protect participants' identities, pseudonyms were assigned to all respondents and are used when presenting excerpts.

Instruments and Data Collecting Procedure

The main data for the research were collected using an online questionnaire. There are two main parts of the components. The questionnaire included closed-ended items on participants' backgrounds and general views on AI use in education, including a rating of

their preferred level of AI regulation. These were followed by open-ended questions inviting participants to explain their responses and elaborate on their strategies for detecting, mitigating, and handling potential AI misuse. Open-ended questionnaires are considered an appropriate qualitative data collection method, particularly when the goal is to understand participants' perspectives in their own words (O'Cathain & Thomas, 2004). Furthermore, the open-ended questionnaire was developed based on the currently available literature on the use of AI in education, educators' attitudes toward technology and self-efficacy, and academic integrity. The questions were designed to be open and reflective, allowing participants to share their experiences in their own words rather than giving short or fixed answers. Before data collection, the questionnaire was reviewed by experts to assess the relevance, clarity, and appropriateness of the items in relation to the research objectives. Feedback from the validation process was used to refine the wording and organization of the questions prior to distribution.

The questionnaire was distributed online using Google Forms to reach respondents across various regions of Indonesia. This online approach also allowed respondents to provide their responses at their convenience, given that they were lecturers with demanding schedules. The data collection process lasted approximately three months to allow sufficient time for the questionnaire link to circulate through academic networks.

Data analysis

The study followed Braun and Clarke's (2006) six-phase thematic analysis. In the first phase, data familiarization, the researchers read and reread the data to gain an understanding of it. Then, in the second phase, initial code generation, the researchers highlighted and recorded the keywords for each response to code the dataset. For example, the phrase "*issue a warning*" written as one of the participants' responses to how to handle AI misuse was highlighted and coded as a distinct unit of meaning. In the third phase, during theme searching, related codes were grouped into several potential themes. For example, the code above, along with similar codes, was grouped under the "*disciplinary management*" theme. The fourth phase, reviewing themes, involved checking the coherence of the themes both against their coded extracts and against the entire dataset. In this phase, for instance, the themes of "*disciplinary management*" and "*encouraging student*s" were combined into a broader theme of "*educating*" to reflect how lecturers handle AI misuse. In the fifth phase, defining and naming themes, the researchers collaboratively checked and refined the themes to ensure they were clear, coherent, and relevant to answering the research questions. Finally, in the sixth phase, producing the report, the refined themes were written up into coherent narratives. The researchers also included excerpts from the responses to illustrate the descriptions.

Trustworthiness of the Study

The trustworthiness of the qualitative analysis was established based on credibility, dependability, confirmability, and transferability (Lincoln & Guba, 1985). Credibility was supported through collaborative coding, in which the researchers discussed the codes and emerging themes until agreement was reached (Nowell et al., 2017), while member checking was conducted to ensure that the researchers' interpretations appropriately represented the participants' responses. Dependability was maintained by applying the same coding procedures consistently across all participants' responses, while confirmability was strengthened by repeatedly checking the developed themes against the original responses. Finally, transferability was supported by providing descriptions of the participants, research context, and data collection procedures so that readers can assess the applicability of the findings to similar educational contexts (Shenton, 2004).

RESULTS

Based on the analysis of quantitative data, participants generally showed positive attitudes toward the use of AI in general and toward its use in the classroom in particular. The following subsections discuss the findings in response to each of the research questions.

English Lecturers' General Thoughts on AI

The analysis of the quantitative data showed that the majority of participants demonstrated a favorable outlook. Of the 26 participants, 24 seemed supportive of using AI in education, while the remaining 2 expressed disapproval. Figure 1 shows a more detailed depiction of these contrasting responses.

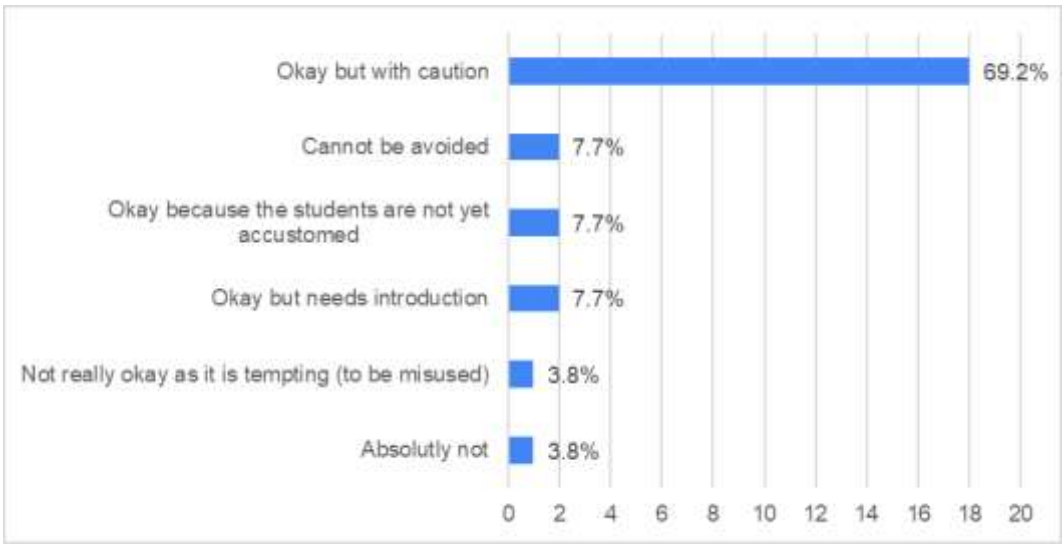


Figure 1. Participants' General Thoughts on Using AI in Education

When asked whether they agreed with the use of AI in education, the prevailing view among participants was positive, provided that the tool is used with caution. These participants (n=18) generally had no problem with students using AI in their classrooms, provided that its use was exercised with prudence. A case in point, Surya argued that it was unwise for educators to "limit the use of tools in lectures," yet it was essential to learn to distinguish between "*students who were really learning or abusing existing technological facilities".*

A number of participants (n=2) also indicated their acceptance of AI integration in education, yet acknowledged the need for an introductory phase for its implementation. Another group of participants (n=2) also expressed approval of incorporating AI into education, as they believed students were not yet accustomed to the technology in question. Furthermore, some other participants (n=2) highlighted that whether or not to use AI in education was not their choice. Rather, it could not be avoided. In her words, Citra emphasized the fact that "*even before ChatGPT existed, students were actually already familiar with using Google Lens to find answers to questions that needed to be answered*," indicating that the integration of AI in education was considered inevitable. Despite the majority of participants providing positive feedback on incorporating AI into education, a small number (n=2) expressed unfavorable views on this matter. Rani, for example, did not really agree that AI should be used in education, as she thought it might lead to "*lazy thinkers*." In the same boat, Laras shared her fear that if students were allowed to use AI in education, they "*would easily do assignments, write, and complete other final assignments by relying solely on AI.*" These unwanted side effects of AI seemed to drive these participants to avoid integrating AI into their teaching-learning process.

Going further, the participants who agreed with the use of AI in education were asked to rate on a scale of 1-10 about how they would implement the use of AI in their classroom, with 10 signifying complete freedom and 1 indicating very strict usage (i.e., with applying a lot of rules). Fourteen of the 24 participants who endorsed the use of AI approved of students using it quite freely, as indicated by ratings greater than or equal to 5. On the other hand, 10 participants preferred that the use of AI be strictly regulated, as indicated by ratings below 5. The average of these ratings, however, was only 4.88, suggesting that there should be clear regulation of the use of AI. Figure 2 illustrates the participants' reasoning underlying the ratings given.

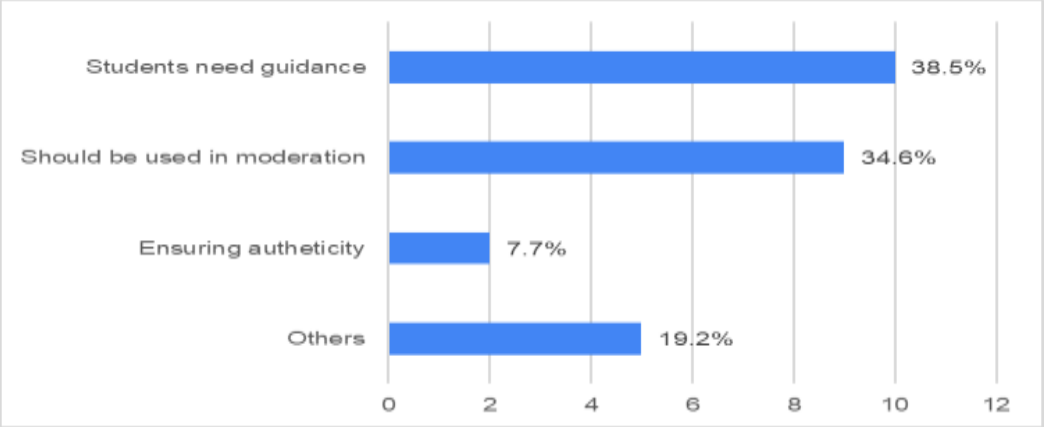


Figure 2. Participants' Reasonings on How AI Should be Used in Education

The most frequently cited reason for such ratings was the belief that students still required guidance when using AI in their learning (n=9). Based on their observation and experience, Citra shared that "*today's students are a generation that wants everything to be fast or instant*." Therefore, Citra suggested guidance and monitoring so that "*students could learn and get used to using AI responsibly."* Some other participants also shared their thoughts that AI should be used in moderation, not too strict but also not too much freedom (n=8). Related to this matter, Aditya mentioned that "*imposing rules that were too rigid will only hinder students' exploration of all possible uses of AI*." In the same vein, Galuh shared that she was "*more inclined towards freedom [of using AI] but there still needed to be rules*."

Applying certain rules to ensure the authenticity of students' work was another factor influencing some participants' considerations about the extent of freedom students should have in using AI (n=2). One of the participants, Erwin, expressed his thought that students needed to be given "*a little freedom but still must be controlled to avoid the practice of plagiarism*." In the same light, Dimas wanted to exercise some caution in order to "*obtain authenticity of students' work*."

The elaboration above revealed that the participants generally held a positive view of the use of AI in education. They also noted some caveats to be considered when allowing students to use AI in education. Furthermore, the findings indicated that the participants generally advocated a balanced approach, recognizing the benefits of giving students the freedom to use AI while also acknowledging the need for rules to prevent misuse. The next subsection will discuss the strategies the participants used or would consider using to handle and mitigate the risk of AI misuse.

Detecting, Handling, and Mitigating AI Misuse

The data gathered from the open-ended questionnaire showed that participants mentioned various methods used to detect potential AI misuse. Furthermore, the data indicated encouraging results regarding how participants tried to handle and mitigate AI misuse.

Regarding detecting misuse, some participants (n=10) reported having firsthand experience detecting and handling AI misuse, whereas the rest (n=16) reported no such experience. However, these participants mentioned that they had used several methods to assess the likelihood of AI misuse. Figure 3 summarizes how the participants detected or tried to detect AI misuse.

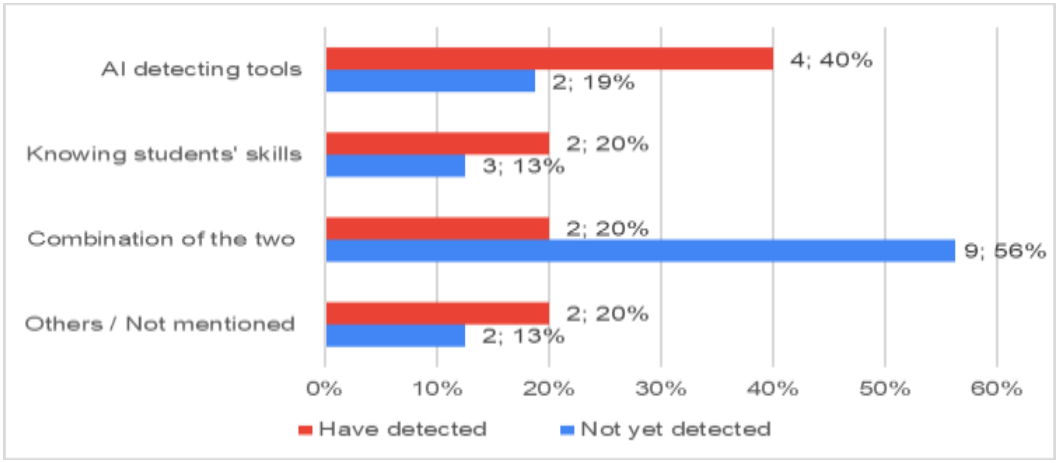


Figure 3. Participants' Strategies to Detect AI Misuse

One of the most common strategies to detect AI misuse was using AI detection tools, either the paid or the free version available on the internet. As a case in point, Tania utilized an AI-generated checker to determine whether her students' writing was "*AI-generated writing or human-generated writing.*" Similar to Tania, Nanda's strategy to detect misuse was by employing freely accessible online applications to "*look for similarities in students' written texts."* Various applications, such as TurnItIn, Undetectable AI, AI Content Detector, Copyleaks, and ZeroGPT were also mentioned. Yet, some of the participants, such as Ian, still doubted its accuracy.

Besides relying on the technology, a number of participants also use their personal approach, such as by knowing their students' skills from their day-to-day teaching experiences and comparing them to their current work. If their current work significantly surpassed their usual standard, these participants would suspect that these students conducted a misuse. Rani, for instance, was able to detect an AI misuse case in one of her writing assignments because a particular student submitted "*a very good writing homework*" which did not reflect his or her usual abilities. Some participants also noted that AI-language and students were easily distinguishable, even without the help of any software. For Fitria, "*students' personal use of grammar*" was quite different from AI-generated texts. In addition, Qodir noted that ChatGPT language was"*too good to be true*" and "*flawless*" for EFL students.

In addition, the combination of the two aforementioned strategies, both using AI detecting tools and a thorough understanding of students' abilities, was commonly used to detect the potential of AI misuse. For Surya, it was fairly easy to identify AI misuse among lower-achieving students without any tools or software. Yet for higher achievers, he often opted for "*AI vs AI*" to detect the AI misuse potentials. In the same fashion, Wulan also double checked her students' work using "*Turnitin with AI write detection feature*" to ensure that she did not miss any AI misuse.

Upon detecting AI misuse conducted by their students, the participants would implement a number of strategies to handle the misuse carefully. Regarding this matter, the participants shared the actions they had taken or would consider taking when confronted with such situations. Figure 4 summarizes these actions.

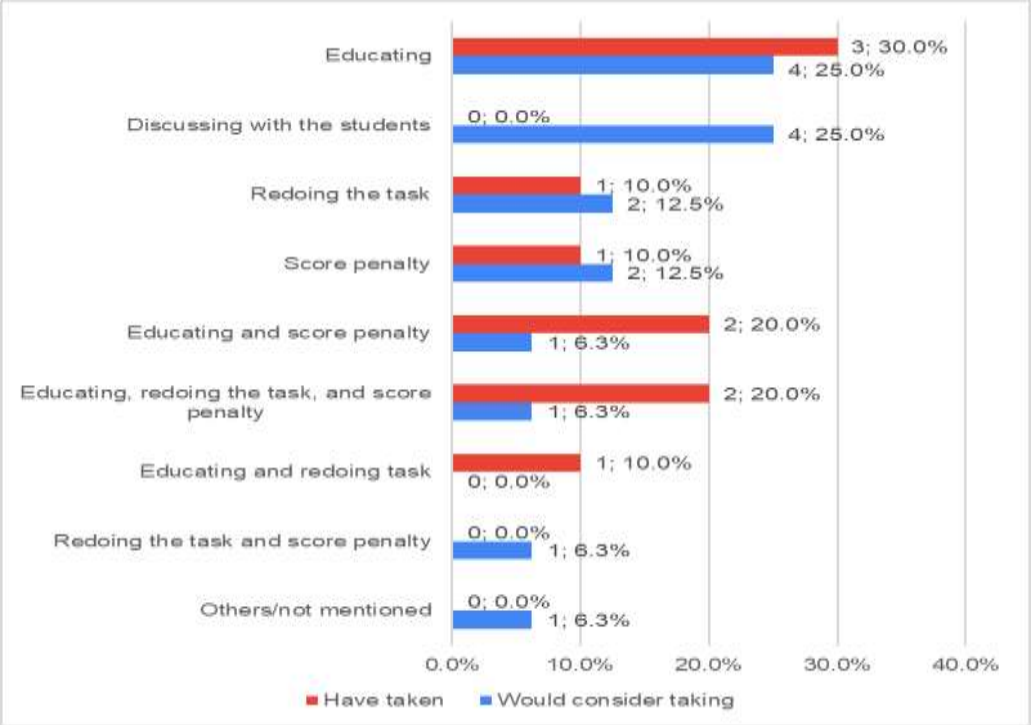


Figure 4. Participants' Strategies to Handle AI Misuse

From Figure 4, it is clear that the participants considered providing adequate education for students who committed AI abuse as the first and foremost action they would take when they had to handle these cases (n=7). To give an example, when confronted with an AI misuse case, Vino's first thought was to "*call the student and explain the abuse committed. Then, [he] would provide a teaching regarding how he should use AI and why this was important for his development as a student.*" Umar, one of the participants, added that these students needed to be educated to master "*technological maturity*" to minimize the AI misuse potential. These participants believed that education was a powerful weapon to combat and handle AI misuses cases. In addition to giving education, conducting a two-way discussion with the students, either personally or in class, was identified as another alternative strategy to handle AI misuse (n=4). Dimas, for instance, shared that he would "*engage in a discussion with the students*" who committed AI abuse.

The participants also expressed that they would implement more technical strategies to make up for the misuse that the students had conducted. Some participants would ask the students to redo the task when they caught them abusing AI for their own benefit (n=3). Upon detecting students using AI for their own benefit, one of the participants, Galuh, asked her students to "*redo the writing assignment*". Moreover, the participants also considered giving the students who misused AI a score penalty (n=3). This includes reducing the score or not giving them any score. To illustrate, Ovi would "*give a zero score*" for these kinds of misuse.

Moreover, the participants would also like to combine any of the aforementioned AI misuse handling strategies to match the situation they faced in the teaching-learning process. For Laras, what had been working for her to handle AI misuse cases was the combination of providing education, asking students to redo the task, and giving a score penalty. She would "*try to meet the student to explain and scold him or her face to face*" then "*provided opportunities for these students to recreate his or her work*" and finally "*if [the misuse] repeated, then [she] may impose certain punishments, such as reducing or removing the grades.*" The participants hoped that by combining these strategies, students would realize that AI misuse brought negative consequences to their studies.

Finally, to deter students from engaging in future AI misuse in the future, the participants shared their preventive strategies. These strategies aimed at fostering a culture of academic integrity. Figure 5 shows participants' various strategies in mitigating AI misuse.

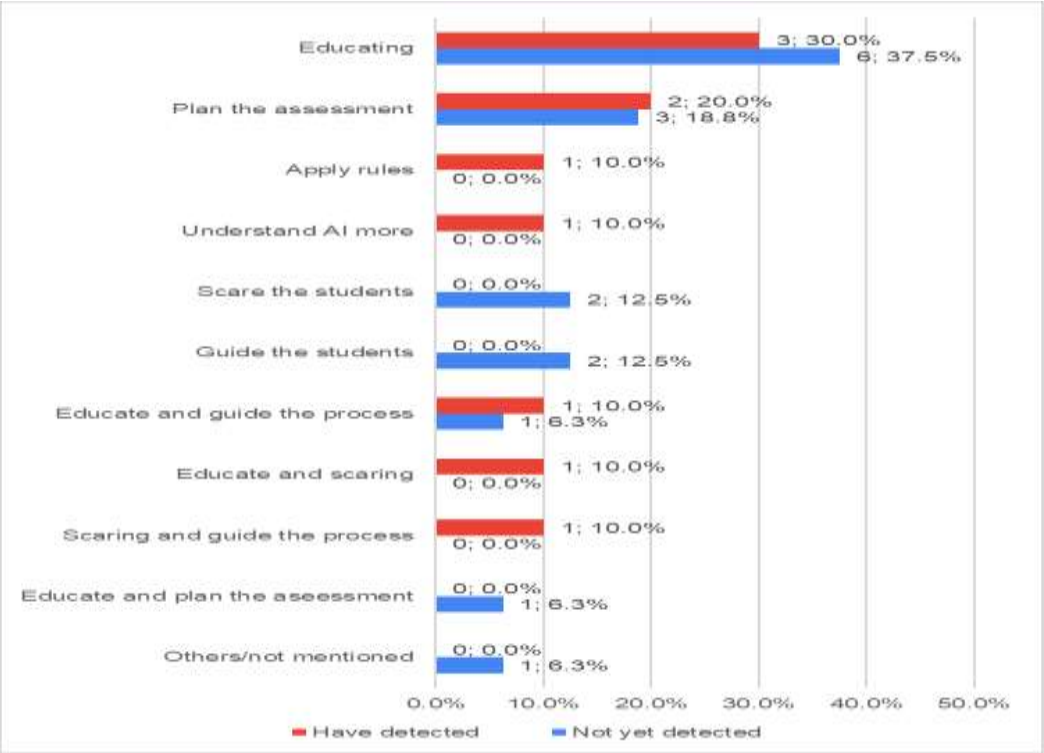


Figure 5. Participants' Strategies to Mitigate AI Misuse

Similar to the participants' commonly used strategies to handle AI misuse, the most prevalent approach to prevent any AI misuse in the future was also educating the students (n=10). These participants believed that by providing them with knowledge and wisdom to do what was right for them, the potential of AI misuse in the future could be minimized, even when the AI-detecting software failed to do so. One of the participants, Indra, shared that "*only intrinsic moral awareness could prevent AI abuse*" because he was aware that "*student learning documents (e.g., submitted papers) that used AI but cannot be detected by current tools, may appear in the future and the student's good name would be at stake.*" Agreeing with Indra, Fitria shared that it was essential to "*promote the appropriate use of AI, which was beneficial for personal development and personal competence, instilling the value of honesty, and motivating students about the importance of personal integrity in the use of technology.*" That means, if students could master the proper and ethical utilization of AI, they would be mature enough to make the right decision for themselves.

Furthermore, some participants also considered planning their future assessment better to prevent other AI misuse (n=5). Some ways to do so included choosing more appropriate assessment methods and providing impromptu quizzes or assignments where no gadget was involved. For example, Yoga shared that he would carefully craft a home assignment that may discourage students from using AI to finish the homework. Thea, on the other hand, opted for an unplugged assessment such as "*impromptu writing assignment with supervision and without using any device.*" For Laras, "*a project for the final assessment*" combined with "*students' daily performance in class*" was considered appropriate as it was not solely dependent on assessing the students' writing skills that might tempt them to abuse AI.

Additionally, the participants would also like to exercise other strategies to mitigate AI misuse. One of them is by applying rules. Galuh, in particular, noted the importance of "*providing clear rules with consistent enforcement*" to help combat AI misuse in the future. Another strategy to mitigate AI misuse is to try to understand how AI works more. According to Kirana, by understanding the technology itself, teachers will be able to understand "*AI loopholes and anticipate other misuses."* Moreover, scaring the students as a strategy to prevent AI misuse was also preferred by some other participants. Ovi, for example, tried to introduce the penalty students would receive if they were caught abusing AI. Further, she warned her students to "*not even think about [doing] it.*" Finally, guiding the students throughout the learning process was also mentioned to be another strategy the participants would use to help them minimize AI abuse. One participant, Xaviera, shared that she would love to give "*opportunities for students to use AI and also continue to guide students so that AI was used for positive things*."

Additionally, the participants indicated that they combined these previously mentioned strategies to better fit their specific contexts. Nanda, for instance, combined educating and planning the assessment as the strategy to use. He specifically noted that "*it would be a good idea for us to also emphasize and get used to practicing honesty in lectures*" by, for example, conducting assessments "*manually*," meaning without any technology involved. For Joko, his strategy was scaring the students while also guiding them throughout the process of learning. In particular, he said that he warned his students that he had "*tools for detection*" while always "*accompanying them from making the mind map to writing the final draft*" in the writing class he taught.

DISCUSSION

The research on the use of AI in education has surged exponentially, yet the research on the readiness of educators, especially their general thoughts on the use of AI and strategies in detecting, handling, and preventing AI misuse, is still limited. To contribute to the literature and fill in the research gap, the present research has tried to elucidate how English lecturers think of the use of AI in education as well as the strategies they used or would consider using in attempting to detect, handle, and mitigate AI. The findings were quite encouraging, as the participants showed a positive outlook towards the integration of AI into education and exercised several strategies in detecting, handling, and mitigating AI misuse. From the elaboration of the findings in the previous section, three points merit discussion.

First, English language lecturers generally have already had positive beliefs towards using AI in education, so supporting them and providing a clear framework within their professional context is essential. The present data show that the participants tended to agree with the use of AI in education, or at least, they did not seem to mind. Only a small number of participants did not recommend using AI in education. These encouraging findings are in line with what the literature has suggested recently (Ali et al., 2023; Oran, 2023; Yu, 2023). These researchers are in consensus that rather than dwelling on potential negative impacts, the focus should be on responsibly harnessing AI technology for educational improvement. The present question, therefore, has now shifted from whether or not AI should be used in education to how AI should be used in education. In one way, the researchers recommend preparing human resources to be ready to implement AI in education. Kamalov et al. (2023), for instance, highlight that it is vital to empower and instill confidence in teachers, whereas Kim et al. (2023) suggest equipping teachers with competencies and techniques required to harness the power of AI in the teaching and learning process. In this context, teachers are expected to be a model, exercising best practices in using AI for learning (Gozali et al., 2024). Viewed through TPACK (Mishra & Koehler, 2006) and self-efficacy (Bandura, 1997), these findings suggest that lecturers' readiness to engage with AI involves not only knowledge of the technology but also the

confidence to integrate and regulate it pedagogically. Their generally positive but cautious views may therefore reflect an effort to balance technological possibilities with pedagogical considerations and their perceived ability to manage AI use in the classroom. On the other hand, relying on humans alone is not enough. A system to accommodate all the moving and changing parts to respond to the development of AI in education should be there. The education institutions should be ready to develop clear regulations to ensure academic integrity and ethics (see Cotton et al., 2024; Yu, 2023), which entails further research and discussions on "implications of AI tools, including ethical use, innovative teaching and learning practices, and ensuring equitable access to educational opportunities" (Sullivan et al., 2023, p. 7).

Second, strategies to detect AI misuse are diverse, but personal approach in combination with using AI detection tools could be a useful strategy to detect AI misuse, with this combination being among the approaches most preferred by lecturers. Related to this human approach, the lecturers typically detected the possibility of AI misuse if their students exhibited a notable improvement in the quality of their assignments that were previously challenging for them, in line with what Rane et al. (2023) state in their study. However, this requires educators to closely monitor each student's performance, which may not be feasible with a large class size. Therefore, in line with Pegoraro et al. (2023), these English lecturers also utilized various tools to confirm the authenticity of students' work. These tools work quite differently compared to traditional tools to detect plagiarism, as AI plagiarism checkers usually use perplexity to gauge the text's complexity and burstiness, which refers to variations in sentences, to identify AI-generated text (Kamalov et al., 2023). Using these tools allows educators to be aware of potential AI misuse and its evidence for further investigation (Megahed et al., 2024). This combination also reflects TPACK in practice, as lecturers do not rely on technological tools independently but combine technological knowledge with their pedagogical understanding of students' abilities and previous performance. Nevertheless, the use of AI detection tools should be approached cautiously, as their results may include false positives and should not be treated as definitive evidence of misuse (Giray, 2024). Detection may therefore benefit from multiple sources of judgment, including lecturers' knowledge of students' previous performance and, where appropriate, peer feedback during the learning process. Such involvement may also encourage students to take a more active role in maintaining responsible AI use rather than positioning lecturers as the sole monitors of misuse.

Third, providing education about AI misuse should be the mainstay weapon to handle and mitigate AI misuse, in line with the findings of the present study. This resonates well with the literature, where it is vital to educate students to use AI ethically to become responsible digital citizens (Rane et al., 2023). Additionally, while it is futile to avoid the integration of AI into education, educators need to equip students with the knowledge and abilities needed to navigate themselves amid the swiftly changing AI environment (Kamalov et al., 2023). From a TPACK perspective, this emphasis on education further shows that lecturers view AI misuse as a pedagogical issue rather than merely a technological problem. Their responses involve guiding students toward appropriate AI use instead of depending exclusively on technological detection or restriction.

CONCLUSION

The present research aims to explore English teachers' perspectives on the use of AI in education, with a particular focus on the potential for students to misuse AI. In particular, the study has documented the positive outlook of English lecturers towards the use of AI in education. Additionally, their strategies to deal with the possibility of AI misuse, which mainly focus on the combination of human approach and utilizing AI detection tools to detect, as well as providing education to students to handle and mitigate, have also been elaborated, providing some insight and literature about the discussed matter. These findings

also highlight the need for clearer institutional guidance that promotes responsible AI use and student accountability.

There are, however, some caveats and limitations of the present study that are worth noting. First, the present research has mainly focused only on English language lecturers, who usually teach a small number of students. There is a need for further research on wider and more diverse participants to draw a holistic picture of the topic of AI misuse in English education. Second, although this study endeavors to shed light on the misuse of AI, the results of the study still focus on the general strategies of English lecturers to detect, handle, and mitigate AI misuse. Therefore, future research should delve deeper into best practices of human approach to deal with AI misuse, as well as an exhaustive analysis of the various technologies available and their reliability in detecting AI misuse, particularly in educational settings with a large number of students. The self-efficacy of the educators in implementing these strategies is also worth exploring and will certainly add necessary insight into this swiftly changing issue in education. Another limitation is that participants' responses predominantly addressed AI misuse in writing-related tasks, with relatively limited discussion of spoken EFL performance. However, AI may still indirectly affect speaking when students rely on AI-generated scripts or responses, which warrants further investigation. Additionally, upcoming researchers should explore innovative pedagogical approaches, educational interventions, and collaborative initiatives involving educators, students, and policymakers to better equip educators with the knowledge and clear regulatory frameworks, ethical guidelines, and legal mechanisms to combat AI misuse.

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