

Monitoring AI Use in Language Classes: A Phenomenological Study of English Teachers' Strategies to Evaluate AI-Assisted Student Submissions

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Abstract

This study explores how English teachers in Myanmar's community colleges monitor and evaluate AI-assisted student submissions. With the rise of artificial intelligence tools such as Grammarly and GPT-2, educators encounter challenges in ensuring academic integrity and fostering critical thinking. Drawing on interpretative phenomenological analysis, the research investigates the lived experiences of six English teachers with one to six years of teaching experience. The study uses in-depth interviews to examine teachers' strategies for detecting AI-generated content and ensuring originality in student work. The findings show that, despite recognizing the inevitability of AI's integration into academia, the teachers emphasized the importance of empowering students and using personal evaluation methods, such as providing constructive feedback and employing rubrics, to maintain academic integrity. While AI tools offer valuable educational support, balancing innovative teaching with ethical considerations is crucial. This research provides insights for educators, administrators, and policymakers to develop strategies and tools that foster academic honesty and support the responsible use of AI in educational contexts.

Keywords: *Artificial Intelligence tools, Grammarly, English teachers, academic integrity, monitoring strategies, AI-assisted student submissions, interpretative phenomenological analysis*

INTRODUCTION

Artificial intelligence (AI) refers to “computing systems that can perform human-like processes such as learning from data, adapting, self-correcting, and making decisions in complex tasks” (Popenici et al., 2017, p. 2). More recent advancements in AI have given rise to generative artificial intelligence (Gen-AI), which refers to AI systems capable of generating human-like text, images, and other forms of content. The emergence and widespread adoption of Gen-AI have further expanded the role of AI in educational contexts. In education, AI encompasses a range of technological tools designed to support learning through educational assistants (Fitria, 2021). In recent years, a considerable number of AI-based tools have emerged within the educational landscape, significantly influencing teaching and learning processes. These tools are generally accessible and user-friendly, allowing even technologically less proficient users to navigate them effectively. They serve multiple functions and can be broadly categorized into general-purpose tools and language-teaching tools (Tolstykh & Oshchepkova, 2024).

Several AI tools in education are popular with students and teachers alike as they can be very efficient in helping students in reading, speaking, and especially writing. One such tool is Duolingo, which is an AI-powered app commonly used by students who wish to learn a new language. Users perceive the application to be motivating, and it provides ample varied learning activities. Additionally with Duolingo, students could learn the language at their own pace (Inayah et al., 2020; Sushant et al., 2024). If the students need a creativity boost, Plot Generator is the right tool for them. Sumakul et al. (2021) state that EFL students found AI tools like Plot Generator beneficial in their writing class. It can help generate ideas for inspiration, therefore saving time on brainstorming. Students can then focus on the contents of their written work. Another well-known tool is ChatGPT which can potentially aid learners in personalized learning, feedback, and assessments (Baskara, 2023; Memarian & Doleck, 2023; Solak, 2024). However, like any other Gen-AI tool, it does not escape the ethical issues of plagiarism and accountability. This fact does not deter teachers and students from using Gen-AI tools because it is indisputable that the benefits are highly attractive.

AI and Gen-AI tools offer a notable contribution to the improvement of lesson development in foreign language learning. They help create structured and engaging activities that foster language learning and proficiency (Dong, 2022; Vogt & Flindt, 2023; Zaghlool & Khasawneh, 2023). Students' language experiences are enriched by simulating real-life communications. These tools offer immersive experiences that can emulate daily-life conversations (Topalovic et al., 2024). Students can learn in an environment without having to worry about being judged or treated unfairly because of prejudice.

AI integration increases students' participation and exposes them to personal learning experiences (Hezam & Alkhateeb, 2024). They are given opportunities for more self-directed learning that involves practical application of knowledge. Moreover, AI tools contribute to teachers' empowerment as these are indispensable resources that save time and lead them to produce more effective teaching methods (De la Vall & Araya, 2023; Kovalenko & Baranivska, 2024)

On the whole, the integration of AI enhances the quality and effectiveness of instruction. It empowers students to take charge of their educational journey by enhancing language acquisition through platforms like Duolingo and Plot Generator and supporting personalized learning and assessment via ChatGPT. In addition, it enables teachers to refine their instructional strategies, making learning more engaging for the students. It serves as a transformative force in education that benefits both students and teachers alike.

Students have devised methods to circumvent AI detection platforms. According to the survey conducted in May 2023 by Intelligent.com, of 1,223 U.S. undergraduate and graduate students, nearly one-third (30%) had used ChatGPT for schoolwork during the past academic year (Intelligent.com, 2023). According to Pudasaini et al. (2024), this trend presents a challenge, as current technical solutions for detecting AI-generated content (AIGC) are proving unreliable results since advanced

AI-generated text is increasingly difficult to detect. Hence, they recommended that researchers should explore non-technical solutions alongside policy development and ethical guidelines for AI use in academia. This insight informs the importance of examining how educators themselves monitor and evaluate AI-assisted submissions.

OBJECTIVES OF THE STUDY

Through examining teachers lived practices, experiences, and challenges in assessing students' AI-assisted learning outputs, this phenomenological research aims to explore and identify the strategies teachers employ in monitoring and evaluating automated student submissions. Specifically, the study seeks to answer the question, "How do English teachers employ monitoring strategies to evaluate AI-assisted student submissions?"

SIGNIFICANCE OF THE STUDY

The significance of the study lies in providing insight into the strategies that teachers employ to keep a check on their students' submissions to enlighten other educators who are facing similar challenges. With this insight, they can promote AI-free submissions, help foster critical thinking, and improve their students' academic performance. Administrators can establish comprehensive AI guidelines and accountability measures that ensure original student submissions. Moreover, curriculum developers can create educational tools and resources that encourage the responsible use of AI tools. Policymakers can ensure that teachers have the necessary resources and training to address the issue of students having a false sense of proficiency due to improper use of AI tools. In addition, this research can provide data to future researchers regarding the responsible use of AI in education.

LITERATURE REVIEW

Using AI Tools in Language Learning and Teaching

English language students affirmed that AI tools have been very effective in increasing their engagement and academic performance. For instance, Ma'amor et al. (2024) conducted a study with 106 undergraduate students from the Faculty of Business and Management at UiTM Puncak Alam to examine the influence of AI usage on student engagement, personalized learning experience, and academic performance. The results revealed that AI usage had a significant positive impact on both student engagement and academic performance, although it had no significant effect on personalized learning experience. Moreover, the participant students often rely on AI tools for study purposes, since AI can help them locate desired information more quickly than the usual internet search, and consequently, improve their comprehension of the content.

Correspondingly, teachers attested that using AI tools brings about transformative development. A study by Marzuki et al. (2023) on EFL teachers' perspectives on the impact of AI writing tools on their students' writing outputs revealed that the teachers unanimously agreed that AI tools such as Quilbot, Jenni, Chat-GPT, WordTune, Copy.ai, Paperpal, and Essay Writer greatly improved the quality of EFL students' written works and contributed to their overall progress in their academic endeavors. As the students get familiar with proper grammar while getting constant feedback from AI tools, they will eventually have reduced errors and can focus more on the content. Zainuddin et al. (2024) explored the perspectives of tertiary ESL teachers on how they use AI tools, specifically Speechace, Turnitin, Grammarly, and ChatGPT. The study revealed that teachers favor AI integration in language learning as they recognize the advantages of using these tools because they provide writing support and feedback. However, ChatGPT had been limited by the teachers because of the potential to hinder language development. Even when teachers recognized the value of AI tools in education, they were still cautious and closely monitored and facilitated their students' use of such tools as it can result in misuse and plagiarism. Bently et al. (2023) mentioned dialogue and participation as one of the principles and guidelines they suggested to ensure that students are aware of the implications and emphasize the ethical use of technological tools. Thus, students could fully

reap the benefits of using AI tools while minimizing the potential drawbacks. While AI tools present opportunities for improving language learning and instruction, their responsible and ethical use remains imperative to maximizing these benefits.

Evaluation Methods Using AI

Grammarly is primarily a writing assistance tool, but it has features that can help in evaluating written work. It can give real-time feedback to students so that teachers can focus on the written work's content or prepare for advanced writing skills (Phuangsuwan et al., 2024; Radin et al., 2024; Tonicic, 2020). This feature certainly lightens the workload of teachers by saving time in manually checking their students' grammatical errors.

A Myanmar-based study involving undergraduate English majors reveals that teacher feedback primarily focuses on content-related issues, while Grammarly feedback is used to evaluate grammatical errors in students' essays (Thi & Nikolov, 2023). Students are then required to revise their work and resubmit it. After a 13-week semester, the results showed no significant differences between the initial and revised written submissions. This indicates that receiving feedback from both teachers and the Grammarly tool did not lead to improvements in students' syntactic complexity. These findings highlight the importance of integrating AI tools thoughtfully, ensuring that they complement pedagogical goals rather than merely automate error detection. Moreover, the effective use of such tools requires teacher guidance to help students interpret feedback meaningfully and enhance their writing skills.

In contrast, more promising outcomes were reported by Ajabshir and Ebadi (2023), who found that teacher corrective feedback enhances students' fluency, particularly through recommendations to use simpler and more commonly used vocabulary. Meanwhile, automated writing evaluation tools such as Grammarly primarily support the enhancement of lexical diversity (i.e., the range of vocabulary used) and improvements in syntactic complexity, including sentence length, clause use, and varied sentence structures. These findings suggest that teachers are better able to discern paragraph cohesion and provide insightful feedback that students can readily understand. As a result, students develop a deeper understanding of writing principles and learning theories.

Building on this perspective, Bulatović et al. (2024) offered a more integrative view, arguing that Grammarly and teacher corrective feedback both contributed to ESL students' writing progress. Grammarly could give instant feedback on surface issues such as basic grammar, spelling, and punctuation while teacher feedback could mitigate the limitations of Grammarly in regard to the content and organization of student essays. This complementary relationship between automated and human feedback highlights the potential for a more holistic approach to writing instruction.

The plagiarism feature of Grammarly is effective to a certain extent, as stated by Eyang (2022), although the respondents still use it because it helps improve the quality of the written work. Using Grammarly is regarded as better than manually checking for plagiarism. On the other hand, Setyowati et al. (2024) found in their study that the participants rarely utilize the plagiarism feature of Grammarly because they are sceptical about its accuracy. They noted that this AI tool failed to scan academic sources and should be employed with caution and discernment. While Grammarly's plagiarism feature offers a convenient and helpful tool for enhancing written work, its limitations in accurately detecting academic sources highlight the need for critical use.

However, teachers have become aware that students have the tendency to exploit AI tools in their written work. The convenient use of ChatGPT provides the conditions for opportunity, pressure, and rationalization--elements stated in the Fraud Triangle theory--thereby increasing the likelihood of students' engaging in academic dishonesty (Mustapha et al., 2024). For instance, using ChatGPT to complete assignments with just a simple prompt or request is similar to, or perhaps even worse than, traditional plagiarism. In plagiarism, students at least have to locate the source. In contrast, AI can generate new text instantly, allowing students to bypass the effort of learning (Shaw, 2025).

Hence, innovations in AI tools to detect machine-assisted output have emerged as countermeasures for student academic dishonesty. In comparing the performance of the GPT-2 Output Detector and Crossplag detector, Ibrahim (2023) discovered that both AI-detection platforms were highly accurate in detecting contents generated by AI. Similarly, Aguilar-Canto et al. (2023) compared several large language models and concluded that the GPT-2 model performed satisfactorily in detecting machine-generated content produced by the GPT-3 and BLOOM models. Some studies refute these claims. For instance, a Singaporean study conducted by Wu and Flanagan (2023) discovered that GPT-2 ODD failed to perform accurately when high school students slightly edited the AI-generated essays by replacing some words with synonyms. In addition, Kuramage et al. (2023) revealed in their study that AI-generated text detectors are unreliable when the text is generated from powerful pre-trained models guided by an evasive soft prompt system that the researchers created. In sum, these AI tools are not infallible and have inherent limitations. The contrasting findings underscore the need to explore alternative approaches to maintaining academic integrity beyond automated detection. In response, this investigation prioritizes understanding how teachers monitor, evaluate, and engage with student work using AI.

METHODOLOGY

Research Design

The study employed an interpretative phenomenological approach to examining how English teachers employed monitoring strategies to evaluate AI-assisted student submissions. This research design allowed researchers to investigate lived human experiences (Ismail & Kinchin, 2023). By critically reflecting on data, the researchers could thoughtfully interpret the participants' narratives on how they employed the AI content monitoring strategies. It encouraged the researchers to stay grounded in the experiential insights of the participants through establishing codes and themes. The interpretative phenomenological analysis was characterized by a relatively small data set, not to develop a generalized theory, but to generate an in-depth understanding of a phenomenon, which is English teachers' methods of evaluating students' AI-assisted work.

Research Setting

The study was conducted in three community colleges located in different regions of Myanmar. These colleges offer undergraduate and diploma programs in English and related disciplines, and operate under limited technological infrastructure, which influences how teachers integrate digital tools into instruction. The institutional environment is characterized by moderate access to the Internet and emerging exposure to artificial intelligence (AI) applications in education.

Within these colleges, the use of AI in English Language Teaching (ELT) remains in its early stages. Most English instructors have begun exploring AI tools such as ChatGPT, Grammarly, and Gemini primarily for lesson preparation, fact-checking, and self-learning, rather than for direct classroom instruction. Institutional policies do not yet formally regulate AI-assisted teaching and there are also no official guidelines for student use, so teachers rely on personal initiative and informal experimentation. This setting provided a meaningful context for examining teachers' emerging experiences and perceptions of AI integration in higher education classrooms in Myanmar.

Study Participants

Six English teachers from three community colleges in Myanmar participated in this study. The participants ranged in age from 30 to 37 years and had teaching experience ranging from one to six years. Four participants were male and two were female, holding professional roles as lecturers and assistant lecturers in English departments. Four participants reported that they had only recently begun using AI, not specifically for teaching but mainly to expand their knowledge and for purposes such as factchecking and preparing lesson plans. Their access to AI resources included platforms such as

ChatGPT, Grammarly, and Gemini. Among the six participants, two reported being familiar with a range of AI platforms.

The diversity of participants in terms of age, gender, teaching experience, professional role, and extent of AI use was considered adequate for capturing varied perspectives on the phenomenon. Moreover, selecting participants from three community colleges in Myanmar enhanced the richness of insights aligned with the research goals, as it strengthened the data and ensured representation across institutional contexts.

Participant Recruitment

The purposive sampling method, specifically typical case sampling, was employed in this study. According to Nyimbili and Nyimbili (2024), typical case sampling involves selecting participants who represent typical or average conditions of a phenomenon, allowing researchers to select a specific population relevant to the study. In this study, a typical case refers to English language teachers in Myanmar community colleges who reflect ordinary conditions of AI-assisted English language teaching (ELT), where AI use is emerging, limited, and primarily supportive rather than advanced or systematically integrated into instructional practices.

Participants were therefore selected based on two criteria. First, they were English majors holding a master's degree, reflecting the standard academic qualification for English lecturers in Myanmar's higher education context. Second, teachers with one to six years of teaching experience were selected because they are usually at a career stage where they are actively learning and adapting to new technologies such as AI. This sampling approach aligns with the research aim of exploring English teachers lived experiences and meaning-making of AI-assisted ELT in everyday instructional contexts, rather than examining exceptional cases such as technology experts or institutions with highly developed AI infrastructures.

Methods

The main data-gathering tool in this study was in-depth interviews. According to Rutledge and Hogg (2020), in-depth interviews made use of open-ended questions that would lead to gaining information on the participants' experiences and perspectives about a certain topic. The researchers created the interview guides based on a priori codes. According to Saldaña (2021) a code typically refers to a concise word or phrase that conveys the meaning of a segment or verbal or visual data. This helped the researchers formulate questions that are rich, nuanced, and grounded in lived experiences. This ensured that the data collected were relevant to the research questions.

The researchers utilized audio and video recordings, field notes, and reflexive journaling during the interview. While Rutakumwa et al. (2020) noted that the presence of a recorder may influence the participant's behavior or introduce a sense of vulnerability, the researchers acknowledged such concerns and addressed them through ethical safeguards and a thoughtful awareness of researcher-participant dynamics. Reflexive journaling is a complementary form of field notetaking. Dado et al. (2023) recommended reflexive journaling, along with prolonged engagement and participant observation, when utilizing the phenomenological method in research to promote self-awareness and transparency, which strengthens the credibility of the research.

Instrument

Seventeen open-ended interview questions were formulated to probe deeply and gather insights into the methodologies that educators use to monitor and manage students' use of AI technology in English language learning. These questions aimed to uncover practical strategies for ensuring academic integrity, promoting responsible AI use, and supporting skills development. This open-ended approach encouraged deeper reflection, which was essential for uncovering practical insights and context-specific methodologies that may benefit other educators facing similar challenges. A full list of the interview guide questions is provided in the Appendix.

DATA COLLECTION AND DATA ANALYSIS

Procedures of Data Collection

The researchers first prepared a letter of permission signed by the university's research promoter, graduate program coordinator, and the dean of St. Louis University School of Advanced Studies. A copy of the letter was sent to each of the three community colleges in Myanmar. Once the English Department Heads granted permission, a consent form was sent to each of the participants along with a copy of the interview questions. The interview schedule was then arranged considering the interviewees' spare time. It was mentioned to the participants that their identity would never be disclosed, participation was entirely voluntary, and that they could withdraw anytime. The participants were further informed of the study's objectives and that the interviews would be conducted through a recorded audio or video recording. Kang and Hwang (2021) emphasized the importance of ethical conduct when conducting interviews to ensure accurate and truthful findings.

The interviews were conducted online via Facebook Messenger, Zoom, or Google Meet due to time constraints and the physical distance between the participants and the researchers. Each interview lasted between 45 and 50 minutes and was conducted through video calls. The interviewers used Kachin and Burmese, which are commonly spoken languages in Myanmar, to help participants feel comfortable during the interview sessions. Using their mother tongue also enabled participants to speak more freely and express their thoughts in greater detail. At the end of each interview, the interviewers expressed their gratitude to the participants for their contributions to the study. The data were then translated into English and transcribed for analysis.

Procedures of Data Analysis

The researchers followed the seven steps of interpretative phenomenological analysis (IPA) for applied linguistics described by Willis and Harvey (2025). The process began with the transcription of audio recordings into verbatim texts. Manual transcription was employed to capture prosodic information or the non-verbal features of the spoken language. During this stage, data was anonymized; the participants were identified as P1, P2, P3, P4, P5, and P6 (P1=Participant 1). Producing the verbatim scripts allowed the researchers to be well-versed in the data and reflect on interview techniques (Smith & Nizza, 2022). The second step involved reading and re-reading the transcript and interview notes. This step increased the researchers' immersion in the data and deepened their understanding of the meanings conveyed by each participant by reading transcriptions while listening to the initial audio recordings.

In the third step, the researchers engaged in a three-stage commenting process: descriptive comments focused on what participants deemed meaningful, linguistic comments examined how experiences were expressed and interpreted, and interpretative comments offered insights into how participants made sense of their lived experiences. Based on this, the fourth step required identifying the emergent personal experiential themes within each transcript. Adhering to IPA's idiographic focus, the researchers carefully examined each transcript to find recurring themes, link ideas together, and understand how different aspects of the participant's account related to one another. The fifth step involved searching for connections across emergent themes. Examining relationships among the themes enabled the researchers to understand the participants' overarching meaning-making. In the sixth step, the same systematic process from steps two to five was repeated for each transcript individually, ensuring consistency and maintaining IPA's idiographic commitment. Finally, the seventh step consisted of cross-case comparisons, where themes were analyzed across participants to develop group experiential themes. This holistic interpretative account acknowledged that lived experiences are dynamic, interwoven, and best understood as a whole rather than as isolated parts.

Methodological Integrity

The researchers meticulously followed the established process of thematic data analysis. To ensure careful attention during data collection, each of the three researchers interviewed only two participants. The interview recordings were transcribed and subsequently subjected to member checking, whereby participants confirmed the accuracy of their responses. The remaining three researchers, who were not involved in conducting the interviews, independently reviewed the transcripts to provide additional verification through triangulation. Accordingly, whenever portions of the verbatim transcripts were unclear, questions were raised, and the original interviewer verified the accuracy by re-listening to the recordings and cross-checking them with field notes. In cases where further clarification was required, the interviewer recontacted participants to confirm or elaborate on the data. All six researchers then read the transcripts multiple times and met via video conferencing to collaboratively conduct a step-by-step thematic analysis. In addition, a shared Google Docs file was used during the analysis process, in which codes and themes were derived using color coding, italics, bold text, and tables for visual clarity. The researchers collaboratively selected and agreed upon representative excerpts for presentation in the findings section. Through this rigorous process, the study's findings were validated through consensus among all six researchers, thereby ensuring methodological integrity.

RESEARCH ETHICS

The ethical conduct of the research was of paramount importance. Hosseini and Haukås (2025) and Chua (2021) stated that ethical consideration involves reflecting on and following moral principles to ensure actions respecting the rights, dignity, and well-being of individuals and society while preventing harm and promoting fairness and justice. The researchers complied with the institutional ethical standards of Saint Louis University and the three (3) community colleges in Myanmar and gained the necessary approvals before the data collection began. Informed consent was also obtained from all participants before data collection. This consent included clear explanations of the study's purpose, their rights to privacy, and the confidentiality of their responses. British Psychological Society (BPS) (2021) described that participants are given the right to withdraw at any stage while interviewing if they feel uncomfortable, and the relationship between researchers and participants maintains the value of honesty. Participants' identities and personal information were kept confidential, and data were stored securely by data protection regulations. Furthermore, no personally identifiable details were mentioned in the data analysis.

FINDINGS

This interpretative phenomenological analysis presents English language teachers' strategies for addressing the originality of AI-assisted student submissions. The study was guided by the research question: *How do English teachers employ monitoring strategies to evaluate AI-assisted student submissions?* While this question focuses on monitoring and evaluating AI-assisted work, the findings indicate that teachers predominantly rely on preventive and formative pedagogical approaches rather than direct technical monitoring or automated AI-detection tools.

Three interrelated themes emerged from the analysis: (1) empowering students through responsible use of AI, (2) using preventive and formative assessment practices to guide ethical AI use, and (3) selectively using accessible AI tools for evaluative support. Together, these themes illustrate how teachers navigate AI use by emphasizing ethical guidance, professional judgment, and formative assessment practices, while acknowledging the growing presence of AI in the academic landscape.

Theme 1: Empowering Students Through Responsible Use of AI

The participants acknowledged the necessity of embracing AI in academia while emphasizing the importance of ethical usage. P2 expressed the belief that AI tools should be integrated into academic practices, comparing their future use to that of calculators. He stressed the need for users, including teachers and students, to learn how to utilize AI responsibly, stating that ethical considerations should guide its application.

“I think we must embrace utilizing AI in academia. In the future, it will be like using calculators for daily needs. We have to figure out and learn how to use it ethically. Ultimately, honesty is the best approach when it comes to ethics. You can use it, but humans should be the masters, not AI.” (P2)

Moreover, the participants consistently emphasized the importance of guiding students in using AI tools responsibly, aiming to foster academic growth and integrity. The teachers highlighted that AI should serve as a supporting tool for learning, not a shortcut for academic work. One participant, P1, explicitly stated that students should use AI tools for study purposes but with careful consideration of not fully relying on them for copy-pasting content.

“I encouraged students to use AI tools for study, but not to solely rely on them copy-pasting AI-generated content.” (P1)

Additionally, when adopting AI as education aides, a participant (P5) illustrated how discussions and awareness sessions on academic integrity were essential to instilling an ethical mindset in students. These sessions aimed to create a sense of responsibility and promote honesty in academic work.

“I used to give awareness sessions for academic integrity and why it is important and open discussion about responsibility.” (P5)

While the participants recognized that using AI tools is an inevitability, they also affirmed the importance of empowering the students to become more responsible and practice academic honesty.

Theme 2: Using preventive and formative assessment practices to guide ethical AI use

Despite the integration of AI tools, conventional assessment methods remained vital. Participants emphasized the importance of giving students a chance to improve and learn from their mistakes. The participants employed a “redo” or “rewrite” policy for students who violate preset rules. This underscored the belief that everyone deserves a second chance, and it also reflected a commitment to fostering growth and understanding, rather than penalizing students for their errors. This action valued supportive learning environments where students were encouraged to correct mistakes and improve their academic behaviors.

“I employed a ‘redo’ or ‘rewrite’ policy for violating preset rules because I believe everybody deserves a second chance.” (P1)

On the other hand, some participants adhered to school policies regarding submissions. These policies were put in place to ensure that students avoid plagiarism and do not submit the same written work to different teachers. P2 promptly gave warnings whenever students were not following the policies and strictly followed the school policy of giving a failing grade should they disregard the initial warning.

“I directly address them by giving a warning, but when it happens a second time, I disregard their paper and do not consider it anymore.” (P2)

Aside from administering school policies, the participants provided feedback to highlight achievements and reinforce desirable behavior. P5 provided constructive feedback so that students would gain confidence in themselves and strive to produce written work with a higher quality, consequently fostering a positive classroom environment and increasing engagement.

“... I give feedback constructively.” (P5)

Some educators reported that they evaluate students’ work based on their professional knowledge and experience rather than relying on formal plagiarism detection tools. This reliance on personal assessment of written work stems from their familiarity with students’ capabilities and writing styles, which allows them to identify AI-generated content without the need for advanced tools.

“I don’t use an AI detector to check whether it is the students’ original written work because I know their English level, as I have teaching experience for over 5 years and I check their written work carefully.” (P4)

Finally, participants used rubrics to clarify task or assignment expectations for students. Clearly stated requirements given ahead of time enabled students to focus better and submit higher-quality work. For example, Participant 2 (P2) carefully examined student submissions to ensure that the rubrics were followed.

“I just set writing mechanics rubrics, and most importantly I analyze whether the students answer what is being asked. For grammar checking and everything else, I rely on my knowledge.” (P2)

The prevalent use of traditional methods was evident in this theme. Adhering to school policies, setting rubrics, providing feedback, and relying on visual assessment were the most commonly used strategies to evaluate the originality of the students’ written work.

Theme 3: Utilizing the Most Accessible AI Tool for Evaluation

The participants pointed out the use of readily accessible AI tools as a common practice for evaluating student work, particularly in terms of language usage, academic integrity, and academic evaluation. The tools were employed to support educators in assessing writing tasks, providing feedback, and ensuring the authenticity of students’ outputs.

Several participants, namely P1, P3, and P6, shared that they use Grammarly, a widely available AI tool because of its free mode, to check students’ writing for errors related to grammar, punctuation, and overall language usage. P1 specifically emphasized its role in helping identify mistakes and providing constructive feedback to students, enabling them to improve their writing skills.

“I only used Grammarly to check for language usage so that I can suggest/point out students’ writing errors to them.” (P1)

Similarly, P6 mentioned using Grammarly to check for plagiarism, although the participant noted that this was not done consistently.

“I sometimes use Grammarly to detect their writing tasks whether it is plagiarized or not, but not always.” (P6)

In detecting AI usage in student work, P3 described using Grammarly to detect AI-generated content in students' submissions, pointing to increasing awareness among educators of the potential for students to misuse AI tools.

“Until now, I have used Grammarly to detect students' use of AI in their written output, but not all the time.” (P3)

Although the participants had access to an AI tool capable of efficiently evaluating students' work, they admitted that they did not use it often.

DISCUSSION

This study identified three themes that describe the strategies English language teachers in Myanmar employed to determine the originality of students submitted work. The findings suggest that teachers relied on long-standing conventional methods while also integrating an automated tool to enhance efficiency. Empowering students is the teachers' first priority, achieved by educating them that AI is a valuable educational tool, while at the same time guiding them to be honest and responsible. This finding indicates that teachers are not averse to using new technologies that are available to enhance the education process and place a paramount importance on academic honesty. In fact, they encourage the integration of AI in academic practices. Recent studies by Deric et al. (2025) and Saylam et al. (2023) further elaborate on this finding. They emphasize that educating students on the relevance of the ethical use of technological tools is of utmost importance. The full potential of AI in education can be unlocked with the balance of innovative teaching and ethical considerations.

Another way of empowering students is to inculcate an ethical mindset through open discussions to foster communication and exchange of ideas. This finding shows that the teachers aim to guide students in making well-informed and ethical decisions. This corroborates the findings of Bentley et al. (2023) who emphasized the importance of dialogue and participation in discussing the implications of AI use. It reflects an educational approach focused on teaching students to be self-reliant rather than substituting AI for genuine learning.

The next strategy that this study found is that the language teachers in Myanmar are inclined to utilize conventional methods to evaluate students' written submissions. The teachers strictly implement school policies on student submissions, which are vital to ensure academic integrity and promote responsibility and accountability. These policies help ensure that students are aware of the warnings and failing grades if they do not meet the expectations of originality in their work. A recent study by Paderes and Ramos (2024) confirms this finding, explaining that teachers often use grades as a mechanism to motivate students to improve. By issuing low or failing grades, teachers aim to alert students about the consequences of not meeting the expectations for originality and quality in their work. In such cases, grades serve as both a warning and a form of feedback, reinforcing the accountability students have over their academic output.

Additionally, teachers set rubrics and provide constructive feedback as part of the assessment tools. This finding suggests that the teachers value giving feedback personally, as it greatly enhances student learning. This confirms the findings of Thway and Dare (2023), which mention that providing feedback promotes critical thinking as one of the evidence-based assessment methods in which AI is unnecessary. Several teachers prefer to personally assess students' work as they can easily recognize their students' writing style. Similarly, the study of Wei and Cao (2020) found that teachers' choice of corrective feedback strategies was drawn from their first-hand experiences and direct observations. Additionally, most students confirmed that they prefer written feedback because it motivated them to improve and helped them understand corrections more clearly when teachers explained students' writing errors with logical reasons (Rasool et al., 2023). The findings also highlight the value of teacher expertise in recognizing students' unique writing patterns and assessing the originality of their work. The personal touch in evaluation allows educators to make informed judgments based on years of experience and interaction with students, ensuring more personalized and accurate assessments.

Finally, the study found that the teachers thoughtfully integrate Grammarly into their assessment strategies, ensuring that it complements their traditional assessment methods and aligns with the broader goals of academic growth and integrity. This finding indicates that the teachers' use of readily accessible AI tools, particularly in evaluating language usage, academic integrity and overall academic evaluation, has become a common practice in their classrooms. They leverage the feedback feature of Grammarly to reinforce the areas that their students need to improve on. This result is consistent with the findings of Phuangsuwan et al. (2024), Radin et al. (2024), and Tonicic (2020), all of which indicate the advantages of using the corrective feedback feature of Grammarly.

The teachers in Myanmar are mindful of the tool's role in supporting, not replacing, the more holistic and nuanced process of student evaluation. Ajabshir and Ebadi (2023) and Bulatović et al. (2024) emphasize this finding. They point out that using Grammarly feedback with teacher feedback is a more effective strategy in evaluating student work. In contrast, the study of Thi and Nikolov (2023) indicated that this strategy failed to improve the students' writing proficiency. These contrasting findings highlight the importance of pedagogical integration when employing AI tools such as Grammarly in student assessment.

The participants acknowledged the practical uses of Grammarly and reported using the tool only when necessary, but they did not fully rely on it for comprehensive evaluations and plagiarism checks. This finding aligns with the results of Setyowati et al. (2024), who noted that the main reason for participants' infrequent use of Grammarly was their skepticism about the accuracy of its plagiarism detection feature. This suggests that while Grammarly offers efficient support for language learning evaluation, its limitations must be carefully considered.

CONCLUSION

The main objective of this study is to explore Myanmar language teachers' strategies in monitoring and evaluating automated student submissions. Despite the advent of AI tools that detect machine-assisted output, like GPT-2 and Crossplag detectors, the prevailing methods that the participants use remain conventional. They demonstrate a strong inclination toward educating students to uphold academic integrity and to adopt approaches that do not rely on technological tools. Although the presence of AI tools is indisputable, teachers use Grammarly cautiously and sparingly, a pattern that reflects their continued preference for traditional methods.

The study's profound implications stem from its focus on nurturing the essential academic skills and ethical values through conventional methods. Exploring language teachers' experiences in utilizing such methods allows us to gain a deeper appreciation for the fundamental principles that guide effective education. Additionally, this can create a framework for innovation. It has the potential to provide a basis for integrating new technologies that complement and enhance traditional methods.

RECOMMENDATIONS

The participants of the study are exclusively teachers from community colleges who face challenges in technology integration into the curriculum, such as limited resources, Internet access, and varying levels of student familiarity with technology. Therefore, it is recommended that future research broaden the scope of the study by inviting participants from universities in metropolitan areas in order to gain deeper insights into how teachers ensure originality in students' works. To allow for more diverse perspectives, future studies should consider including school administrators as participants to further explore monitoring strategies related to school policies that ensure the originality of students' written work. Moreover, a mixed-methods approach may be employed to investigate incremental strategies and the perceived effectiveness of such methods. This approach allows a thorough exploration of monitoring student submissions by providing quantitative evidence and contextual insights.

This study explored resolutions to address the growing issue of academic dishonesty among students due to the prevalent use of AI tools. Institutions can navigate the challenges AI tools pose by

understanding the real-life strategies of teachers. In due course, this will lead to academic integrity and ensure that students receive valuable education.

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APPENDICES

Appendix A

INTERVIEW GUIDE QUESTIONS

1. What AI tools do you use to facilitate your students' English language learning?
2. How do AI-driven tools such as ChatGPT, Grammarly, Quillbot, Perplexity, and Gemini facilitate English language learning?
3. How do these AI tools enhance the teaching and learning process?
4. What AI tools do you use to analyze or evaluate your students' oral or written works?
5. What AI tools do your students use to enhance their language skills and personalized language learning?
6. In what ways have the students' English 4 skills improved with these AI tools?
7. How did these AI tools increase student engagement in class?
8. How do these AI tools help the students set personal learning goals and self-reflection/ self-assessment regarding the responsible use of AI tools?
9. In a traditional English classroom, what activities would you usually set up to involve your students in communicating confidently and effectively in English? Now, with the introduction of AI tools, what changes or additions have you made to adapt to the new context to improve students' communication effectively and confidently?
10. What AI tools do your students utilize to enhance their assignments or projects, and how often do you encounter these kinds of AI-enhanced assignments in your classes?
11. What AI tools do you use to observe or detect students' use of AI in their written output?
12. What technological tools do you use to track students' progress and evaluate written output?
13. What kind of feedback do you provide students on AI-assisted work? How do you balance positive reinforcement with constructive criticism?
14. What method do you employ to ensure the originality of students' written work despite the advent of AI tools?
15. What procedure or rubric do you set for the student's AI-assisted submission?
16. What techniques do you use to deal with students who violate assessment rules?
17. What process do you employ to address ethical concerns related to AI-enhanced assignments, such as plagiarism and academic integrity?

Appendix B

LETTER OF PERMISSION



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 - Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU)
 - Association of Catholic Universities of the Philippines (ACUP)
 - Catholic Educational Association of the Philippines (CEAP)
 - International Federation of Catholic Universities (IFCU)
 - Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

19 November 2024

English Department Head
Community College
Myanmar

Dear Sir/Ma'am:
Greetings of love and peace!

As part of the Commission on Higher Education mandate, one of our major requirements for the academic year 2024-2025 is to conduct action research aligned with the observed problem. We, the graduate students from the Curriculum Development and Material Preparation Module subject, would like to ask for your permission to conduct our research entitled: **“Monitoring AI Use in Language Classes: A Phenomenological Study of English Teachers' Strategies to Evaluating AI-Assisted Student Submissions.”** This study aims to find the teachers' methodologies regarding monitoring and evaluating automated student submissions.

The participants' responses from your institution will be treated with the utmost confidentiality. All data collected will be anonymized, and no personally identifiable information will be included in any reports or publications resulting from this research. *The information provided will be securely stored and accessible only to the researchers and the research promoter.*

The insights gathered will contribute significantly to understanding the impact of AI tools on language teaching and learning. The findings of this research may inform best practices for integrating AI into language education.

Attached is the informed consent form for your perusal.

The scheduled date for the submission of data collection is at the end of November.

The researchers' emails are provided below for clarification regarding the research. Feel free to contact us if needed.

Thank you so much and we hope for your positive response



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 - International Federation of Catholic Universities (IFCU)
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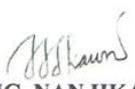

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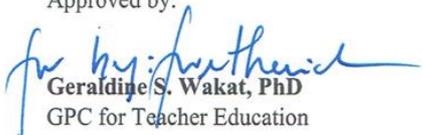

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CONSENT FORM

Part I. Information Sheet

Subject: Request for Permission to Conduct Research on AI Use in Language Classes

Greetings of love and goodwill!

We are graduate students from Saint Louis University School of Advanced Studies, currently enrolled in the Curriculum Development and Material Preparation Module subject. We respectfully request your permission to conduct our research titled: “Monitoring AI Use in Language Classes: A Phenomenological Study of English Teachers' Strategies in Evaluating AI-Assisted Student Submissions.”

This study aims to explore the strategies and methodologies employed by English teachers in monitoring and evaluating AI-assisted student submissions in language classes.

Your participation will significantly contribute to this exploration of AI tools in language education.

Rest assured that all data collected will be handled with utmost confidentiality.

By signing this consent form, you acknowledge that you have read and understood the information provided above and that you agree to participate in the study under the terms outlined.

Part II. Consent Form Approval

I have read and understood the provided information and have had the opportunity to ask questions and clarify anything unclear to me. I understand that my participation is completely voluntary and that I am allowed to withdraw at any time I wish to, without giving a reason and without cost. Therefore, I voluntarily agree to participate in this interview that the researchers have prepared and provide them with the required information in their research paper titled, “Monitoring AI Use in Language Classes: A Phenomenological Study of English Teachers' Strategies to Evaluating AI-Assisted Student Submissions” for the first semester of the academic year 2024-2025.

Participant's signature over Printed Name

Email address: _____

Date : _____