

Attaining Ethical Use of AI among Students through Effective Language Use and Classroom Orientation

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Abstract

Language plays a critical role in every sphere of life. It can be used to achieve various goals. This study seeks to demonstrate that the increasing misuse of artificial intelligence (AI) by students, particularly those in tertiary institutions, can be addressed significantly through effective and strategic use of language in the classroom for orientating them on ethical use of AI. The study relied on data from online questionnaire and related extant studies. Correlational survey design, mixed-method and statistical and descriptive tools are employed. The analysis shows that language plays an impactful multifaceted role in classroom orientation of students on ethical use of AI. It also proves that language can be deployed strategically in the classroom to persuasively convince students into using AI ethically. Besides, students' misuse of AI has grave implications. These include destroying educational standards, getting used to malpractice and plagiarism, knowledge inhibition, academic dishonesty, and devaluing qualifications. The study concludes that with effective use of language for classroom orientation on ethical use of AI, students rethink and refrain from unethical use of AI for academic purposes.

Keywords: Language, AI, Classroom Orientation, Ethical Use, Tertiary Students.

Introduction

Artificial intelligence (AI) has been revolutionising various human endeavors (Ogirri et al., 2024; Ogunsakin, 2024; Ogunsakin & Anwasedo, 2024; Ogunsakin, 2023; Oguntona, 2023). Studies also confirm that it has been revolutionising teaching and learning in various regards (Obidiebube et al., 2025; Okpeseyi et al., 2024; Oyeyemi et al., 2024; Nwosu, 2019; Vincent-Lancrin & van der Vlies, 2020). The advent of AI and other modern technologies allow for the acquisition of new skills by students and teachers alike (Anyanwu et al., 2024; Obina et al., 2024; Nwode, 2022; Oluwamayomikun & Oparaku, 2022). Language techniques are affirmed to be result-oriented and problem-solving (Nwosu et al., 2024; Anyanwu, 2023; Danjuma et al., 2023; Robert, 2022; Osuagwu & Chimakonam, 2018). AI and other new technologies provide supports to teachers, thereby reducing workloads and hazards on them (Okpeseyi, 2022). The integration of AI into educational systems creates avenues for personal learning, optimised and automated teaching and learning,

cybersecurity techniques for tackling cybercrimes confronting data security and effective management in school settings (Baker & Smith, 2019; Zawacki-Richter et al., 2019).

On one hand, AI is transforming teaching and learning, as it improves learning outcomes and teaching practices. On the other hand, some risks accompany its integration into the education sector (Anozie-Ibebunjo et al., 2025; Deutscher Ethikrat, 2023; Goldberg et al., 2021). Various fields, such as pedagogy, psychology, linguistics, sociology, ethics, etc. make use of learning analytics of AI for informed decisions and improved learning outcomes. AI is used to collect and analyse useful educational resources and smart tools that have both administrative and educational relevance. There are emerging issues with the use of AI for educational purposes. This study focuses on the issues arising from students' use of AI for educational purposes. It seeks to show that effective language use for classroom orientation can be an effective pathway to attaining ethical use of AI among students.

Problem Statement

The misuse of AI by students for pedagogical purposes raises concerns about the use of AI by students. The use of AI for ill practices amounts to unethical use of AI. Many teachers currently express worries about students' abusive use of AI. Although many teachers have keyed into the use of AI for various academic activities, they fear students' use of it. The major reason is that most students are not mindful of how to use AI and what to take from the content they generate from AI. Their worries are also informed by the yearnings for academic integrity, quality assurance and regulatory compliance. Not checking against students' unethical use of AI would allow for increased laziness and poor performance, heightened irregularities and gross misconduct, and knowledge inhibition among students, and defeating the aim of teaching and learning. Apart from the increasing concerns about students' use of AI for cheating in tests, assignments, research works and even examinations, both students and teachers express concerns about the spread of disinformation, misinformation and bullying caused by AI. Thus, this study rises to contribute to finding lasting solutions to the rising concerns about AI use in the education sector.

Aim and Objectives

The aim of the study is to describe how language can be used in the classroom to orient students in ways that make them resort to using artificial intelligence (AI) ethically. Its specific objectives are to:

- i. Demonstrate that language can be deployed strategically in the classroom to persuasively convince students into using AI ethically.
- ii. Confirm whether or not language plays an impactful multifaceted role in classroom orientation of students on ethical use of AI.
- iii. Ascertain the grave implications of students' misuse of AI, for which the classroom orientation is needed.

Research Questions

The study is guided by the following research questions:

- i. Can language be deployed strategically in the classroom to persuasively convince students into using AI ethically?
- ii. Does language play an impactful multifaceted role in classroom orientation of students on ethical use of AI?
- iii. Does students' misuse of AI have grave implications, for which the classroom orientation is needed?

Scope

The study revolves around how language should be used strategically and professionally in the classroom to orientate students on best practices, ethical considerations, and ethical versus unethical uses of AI. In other words, the study is concerned with proving that language plays a crucial role in pursuing and realising ethical use of AI among students. It also dwells on how effective use of language for classroom orientation can impact on students and change their attitude of engaging in illegitimate use of AI for different academic purposes. And, the study looks at the negative implications of students' misuse of AI.

Review of Related Studies

There are increasing numbers of literatures on the relevance of AI in the education sector. Currently, there are larger volumes of studies on AI in many other endeavours than those on AI in the education sector. Among the extant ones on AI in the education sector, there are just a few of them on language and its role and use for advancing the course of AI in the education sector. Some of the related studies are presented hereafter. They are given concise thematic and analyses. Being a thematic and content-based exploration, the engagement with some related literatures takes no specific order. The focus is on presenting studies affirming the relevance of AI in teaching and learning, the common issues of AI adoption, and the place of language in addressing unethical use of AI among students.

Accordingly, Edmett et al. (2024) point out five major areas of AI use in English Language Teaching (ELT), being writing skills, reading skills, pedagogic support, and self-regulation. That is, in ELT, AI is used for developing and acquiring writing and reading skills of language, getting tech-based pedagogy and self-regulation among teachers and learners alike. Listening and speaking skills are left out in the areas of language skills needing AI support for acquisition and use. In terms of speaking, pronunciation is the only aspect needing or involving AI support. By engaging with AI in ELT, the study reflects the present one. However, it is not concerned with how effective language use for classroom orientation can change students' attitude of using AI unethically. The present study does, thereby presenting language-based approach to addressing the issues of AI misuse for academic purposes.

The Edmett's et al. (2024) study gathers that 70% of their 1,112 respondents expressed fears over students' misuse as well as over-reliance on AI and said students ought to write independently without using AI so as to develop their writing skills. It is in a bid to mitigate the misuse of AI that the present study advocates classroom orientation on ethical use of AI among students using the instrument of language. This study avers that the adoption of AI for educational purposes and others remains constrained by a range of factors. These include:

- Lack of a comprehensive policy framework for ethical governance of AI.
- Lack of support and finding by the concerned authorities.
- The issues of digital divide and exclusion in AI education.
- Low level of AI awareness among students and teachers.
- The failure to train and prepare teachers for adequate knowledge of AI and its appropriate adoption and usage.
- The failure to develop sustainable systems for quality education.
- Data management issues, including issues of ethical and transparent gathering, use and dissemination of data.
- Paucity of research on AI in the education sector.

The study by Nwode et al. (2024) emphasises that most of the ethical concerns about AI thrive because of the breaching of AI ethical governance. Breaching ethical governance of AI means ethical violation that takes different forms and presents different challenges, including non-compliance with regulations (Adeniyi, 2024; Adeniyi & Okusi, 2024). The implications of the ethical concerns are the considerations that informed this current study's advocacy for ethical use of AI among students. For the present study, classroom engagement with students to orientate them using language effectively to discuss the nitty-gritty of AI and its ethical and unethical uses would yield the intended results. This study thereby adds to the views of the cited literatures on the breaching of ethical governance. It presents effective language use in the classroom as a way of addressing the ethical issues arising from students' use of AI in the education sector.

Nwosu's et al. (2024) study demonstrates that effective use of language and critical literacy can help address the issues of AI usage in the education sector as well as the other attendant issues. It emphasises the place of persuasive language and critical literacy in ensuring students' ethical use of AI. The study further demonstrates that teachers' consistent use of language persuasively in the classroom about students' use of AI can rouse the students' critical awareness and consciousness to the ethical use of AI for academic purposes, which would thereby stop or reduce the current misuse of AI among students. It charges stakeholders across the globe to make concerted efforts toward addressing students' misuse of AI through meaningful classroom engagement and language-based techniques. The study aligns with the present one at a significant extent. Like the present study, it emphasises effective use of language in the classroom to change students' mindset about the use of AI for academic purposes. It differs swiftly from this one by its other thematic concern of critical literacy. On the other hand, this study's other thematic concern is

classroom orientation of students. Yet, classroom context and activities bind the two studies together.

The study carried out by Adams et al. (2023) affirms that different techniques, including developing ethical guidelines, have to be devised and deployed sustainably to mitigate the ethical issues associated with or arising from the misuse of AI. The study proposes the following techniques: pedagogical appropriateness, AI literacy, children's rights and teacher well-being. It should be noted that the application of the identified techniques can only be possible with the use of language vis-à-vis language techniques. There is no doubt that the techniques can be employed using language. They cannot be applied without language use. Language-based techniques can be used in the classroom to orientate students on how to use AI ethically. Thus, the present study's engagement and proposal are apt, aligning with those of Adams et al. (2023) and some other extant studies.

The study by Ganeesh and Rani (2023) examines the role of AI in teaching English language, as language teaching and learning have got digitalised. Their study demonstrates that AI plays a crucial role in the teaching of English language in the 21st century. The AI technologies involved in language teaching and learning include intelligent tutoring systems, virtual language assistants, and language learning apps. With these, AI is beneficial to English language teaching because of its flexibility, feedback, instantaneousness and efficiency. The study focuses on the benefits of AI in language teaching and learning, leaving out the challenges posed by the usage and how to address them. It is to mitigate the use of the aforementioned AI technologies for academic purposes that the present study advocates classroom orientation of students on how best to use AI without ethical violations. As such, it is quite clear that the present study takes up a robust approach to exploring AI use in language teaching and learning.

Kazu and Kuvvetli (2023) developed An AI-supported pronunciation model for Turkish learners of English. The learners were found having a longer retention of vocabulary and effective articulation of vowels and consonants. The implication of the results of their study is that AI-based models can enhance speech practice among learners and responses to pronunciations in the English language. AI is also of pedagogic relevance in terms of its impact on grammar and learning. It is imperative to check against the negative impact of AI on grammar in particular and learning in general. Also, Lo (2023) demonstrates that AI improves learners' vocabulary by easing ambiguous expressions and vocabularies for learners. It is also used to check grammatical blemishes in linguistic constructions. This point is substantiated by Dizon and Gayed (2021), among others, as they note that students using Grammarly commit lesser numbers of errors and apply more varied words than their counterparts who do not use Grammarly and the like others. In spite of these huge benefits, AI presents some challenges to learners, which have to be addressed significantly by stakeholders. The present study considers effective language use in the classroom for orientation as a viable way of tackling the rising challenges posed by AI to the education sector, particularly as regards students' misuse of AI for academic purposes.

Nazari et al. (2021) reveal that the use of Grammarly leads to positive outcomes, including increased cognitive engagement in studies, self-efficiency in writing, and improved behaviour and emotions. The study fails to explain or show how the use of AI for grammar checks correlate with learners' behaviour and cognition. The present study considers the impact of AI on learners to be negative in terms of unethical use of AI among students. Their unethical use of AI for academic purposes typifies the digression from decorum and laid-down standard practices in the school environment. It is to check against the backdrop that this study emphasises effective use of language for classroom orientation of students. In the same vein, Liu and Hung (2016) reveal that AI use and the visual representation of pitch as a spectrogram significantly impact on Taiwanese learners' pronunciation, as it reduces pitch flatness and intonation patterns. Their study is a pointer to the relevance of AI in syntax and linguistic and modern technologies.

Niedbała et al. (2023) examines ChatGPT, a generative AI tool. The study is aimed at determining the extent to which ChatGPT language model can be applied in the learning process for full- and part-time students. It proves that ChatGPT is revolutionising the way information is being sourced and used for personal and professional purposes. It also shows that AI is a viable tool for carrying out different tasks. The study submits that ChatGPT language model is more beneficial to full-time students, as a result of which they differ in their chat ability and functionality from those of their part-time contemporaries. It follows that to address the issues arising from students' misuse of ChatGPT for academic purposes, classroom orientation using language is imperative. As such, the study aligns with the present one thematically. Although the study explores the use extent of an AI tool among students, it does not consider the misuse of it. The present study looks at the prospects and challenges of AI use in the education sector, and proffers ways of addressing the matters arising from students' misuse of AI for academic purposes.

Nguyen's et al. (2023) study explores ethical principles of using AI in education. Their study discusses the looming debate on ethical principles and guidelines for using AI in the education sector. It shows that AI has the potentials of transforming the education sector with its activities. The study emphasises that AI techniques have been offering better understanding of students' performance and learning challenges. It considers the potentials of AI and its ethical issues concurrently. It calls on all stakeholders and users to see to consider and ensure effective use of AI and adherence to guidelines and ethical principles for using it. In the same vein, the current study calls on stakeholders in the education sector to ensure and promote classroom orientation of students on the ethical use of AI. It presents effective language use as a pathway to achieving the goal of ensuring ethical use of AI and the maintenance AI regulations on ethical usage.

In another development, the study by Chon et al. (2021) finds South Korean college learners of English language using Google Translate, which helps those of them having poor skills in English to do better in writing. For the study, through such tools, AI helps to foster writing proficiency in the learners. The tools also enable them to write essays with more complex words and higher quality of syntax. AI techniques, such as Alexa, are used in a multimodal

capacity, and as language coach, and a conversational partner (Dizon & Tang, 2020). Alexa is a voice assistant that fosters meaningful interactions, improved language and communicative skills, and the acquisition of vocabularies. It also offers captivating and pleasant learning. Of course, AI techniques impact on learners' writing skills, leading to self-efficiency in writing. However, the self-efficacy may lead to over-generalisation of linguistic knowledge, knowledge inhibition, academic dishonesty, and imbibing and spreading AI disinformation, disinformation and biases. For this study, grammar checkers and other like AI mechanisms only rouse the consciousness of learners to the imperative of writing correctly. The place of AI in grammar is also evident in machine translation.

Shivakumar et al. (2019) emphasise the multimodal and coaching capacities of AI in teaching and learning, which involve using texts, images, videos, and audios. The referred capabilities make it possible for AI to teach learners based on each learner's learning needs and patterns (Deutscher Ethikrat, 2023). Consequently, learners' speaking skills are impacted on, as fluency is achieved. Voice assistance, speech recognition, automatic speech analysis and adaptive learning are AI technologies for improving speaking skills. Although the current study is not ignorant of the noted benefits of AI in the context of language teaching and learning, it goes beyond engaging with the benefits to looking at the adverse effects of students' misuse of AI. In addition, it presents effective language use for classroom orientation as the means of mitigating unethical use of AI among students of tertiary institutions.

Methodology

The analytic survey design and the explanatory sequential design are adopted, based on the nature of the study. The mixed-methods involve a combination of qualitative and quantitative methods with their associated techniques. Data were sourced from both primary and secondary sources. The primary data were sourced using structured online questionnaire. Additional to the questionnaire, library and the internet materials were gathered and analysed to supplement the primary data. The questionnaire contained questions on demographic and thematic data. The thematic data focus on the research questions derived from the objectives. The questionnaire was posted on four different WhatsApp platforms of teachers and students. Upon getting 100 responses from each of the groups, the researcher informed the group members of having got the desired numbers.

Thus, any other members still willing to fill the questionnaire posted using Google Form should no longer bother. The total participants in the online questionnaire were 400. The realised total is used for the data presentation and analysis. That is, the analysis is based on the 400. In the course of the analysis, only the thematic data are presented and analysed. The demographic data were left out for ethical considerations. The analysis involves content and thematic analyses. Both qualitative and quantitative tools are employed. On the other hand, systematic review, content analysis, and analytic description were used for the analysis of the secondary data.

Presentation and Analysis of Data

Although demographic and thematic data were gathered, only the thematic data are presented and analysed. Based on the research participation terms, for which the participants agreed to take part in the survey, the demographic data are not presented and analysed. This is done to ensure adherence to research ethics as regards informed consent of the participants. The demographic data were gathered to understand the reliability of the thematic data based on the respondents' personality and knowledge.

Table 1: Language can be deployed strategically in the classroom to persuasively convince students into using AI ethically.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agreed	104	26.0	26.0	26.0
Agreed	91	22.8	22.8	48.8
Neutral	74	18.5	18.5	67.3
Strongly Disagreed	96	24.0	24.0	91.3
Agree	35	8.8	8.8	100.0
Total	400	100.0	100.0	

Source: Authors' Field Survey, 2025

The Table 1 above shows that 104 (26.0%) respondents strongly agreed; 91 (22.8%) agreed; 74 (18.5%) of them ticked the 'neutral' option; 96 (24.0) respondents strongly disagreed; and 35 (8.8%) disagreed. This implies that most of the respondents confirmed that language can be deployed strategically in the classroom to persuasively convince students into using AI ethically. Given the affirmation, the need to effectively deploy language for the purpose of convincing students to make judicious and ethical use of AI for academic purposes cannot be over-emphasised.

Table 2: Language plays an impactful multifaceted role in classroom orientation of students on ethical use of AI.

Variable	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agreed	84	21.0	21.0	21.0
Agreed	167	41.8	41.8	62.7
Neutral	68	17.0	17.0	79.8
Strongly Disagreed	69	17.3	17.3	97.0
Disagreed	12	3.0	3.0	100.0
Total	400	100.0	100.0	

Source: Authors' Field Survey, 2025

Data in the Table 2 show that 84 (21.0%) respondents strongly agreed; 167 (41.8%) agreed; 69 (17.0%) indicated neutral; 69 (17.3%) respondents strongly disagreed; and 12 (3.0) disagreed. This implies that a large number of the respondents confirmed that language plays an impactful multifaceted role in classroom orientation of students on ethical use of AI. Of course, every sphere of life relies on language for communication. Every kind of communication has a purpose. That is likewise the classroom communication targeted at changing students' attitude towards using AI for academic purposes. Through language-based techniques, the goal of making students change from unethical to ethical uses of AI can be achieved. In that case, language impacts on students, thereby influencing them into ethical uses and practices of AI usage for teaching and learning.

Classroom orientation of students on whatever matter involves language use. The use of language for the orientation has to be effective. When it is effective, it is impactful and vice versa. Effective use of language is usually result-oriented. Thus, language plays an impactful role in various spheres, including in ensuring ethical use of AI among students. By playing a critical role in various spheres, language is multifaceted and influential or impactful.

Table 3: Students' misuse of AI has grave implications, for which the classroom orientation is needed.

Variables		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agreed	141	35.3	35.3	96.0
	Agreed	110	27.5	27.5	40.3
	Neutral	82	20.5	20.5	60.8
	Strongly Disagreed	51	12.8	12.8	12.8
	Disagreed	16	4.0	4.0	100.0
	Total	400	100.0	100.0	

Source: Authors' Field Survey, 2025

As evident in Table 3, 141 (35.3%) respondents strongly agreed; 110 (27.5%) agreed; 82 (20.5%) indicated neutral; 51 (12.8%) of them strongly disagreed; and 16 (4.0) disagreed. The result confirms that students' misuse of AI has grave implications, for which the classroom orientation is needed. The implications include ethical concerns about genuine authorship, plagiarism and malpractice; knowledge inhibition, loss of creativity, critical thinking skills, integrity and accountability; academic dishonesty, devaluing qualifications and educational inequality; students' misunderstanding of AI and consequent spreading of misinformation and disinformation, and negative impact on mental health.

Discussion

Indeed, AI is impacting on the education sector in various regards. Its impact is evident in curriculum development and improvement. With AI in place, educators are rethinking pedagogy and curriculum, thereby reviewing curricula and inculcating AI education into

school curriculum (Anozie-Ibejunjo et al., 2025; Darling-Hammond et al., 2024; OECD, 2019). Digital knowledge, awareness and competence are the primary goals for developing improved curricula that accommodate AI education. Creating new curricula that accommodate AI education is imperative, because students and teachers have to become well informed about the nitty-gritty of AI (Oluwamayomikun & Oparaku, 2023; Gouëdard et al., 2020). Of course, it is in consideration of the imperative of AI education that this paper proposes classroom orientation of students using language as a manipulative technique for achieving the goal of ensuring their ethical use of AI.

The reliance on big data technologies for an apt analysis of large data makes AI imperative for both administrative and educational purposes. The machine learning algorithms are capable of learning from large data and visualisation tools ensure effective communication during and even after decision-making (Ogirri et al., 2024; Shawana, 2022; Thuraka, 2021). The intelligent processing by AI techniques allows for valuable learning insights to automated and optimised data processing, management and safety, learning patterns, language recognition and translation, prediction of future simulations, and optimised processes of transforming school libraries (Pasupuleti & Inyang, 2022; Montebello, 2017; Luckin et al., 2016). With telepresence robotics, children with special needs acquire formal education right at home (Oluwamayomikun, 2024). Refugee children and children in marginalised communities also benefit from telepresence robotics and other like AI alternative avenues for education. By this way, AI helps foster inclusive education, offering educational opportunities to children of all categories.

According to The Economist Intelligence Unit (2018), no country of the globe is genuinely ready for intelligent automation involving AI and other smart technologies, as evident in the policy response to intelligent automation across the globe. Yet, efforts are being made by governments of some nations to transform their education systems using AI as much as possible (UNESCO, 2019). Be it as it may, with personalised learning, AI eases teaching for teachers and offers learners opportunities to acquire knowledge beyond the classroom (Hardy et al., 2019). Nevertheless, there are growing concerns about how AI is being used, and the issues of its integration (Hutson, 2023). As UNESCO (2019) notes, discussions have to be initiated and enforced on AI uses, risks and possibilities. This paper has made an attempt in that direction to engage with the role of language in addressing the issues emanating from students' use of AI for pedagogical purposes.

In normative terms, ethics is concerned with rightness and wrongness, good and bad, etc. Thus, in the context of AI use among students, ethics questions how students make use of AI, with a view to determining the rightness and the wrongness of using AI for academic purposes. Their wrong use of AI is considered unethical. When abused or used wrongly by students, AI use among them becomes unethical. Their unethical uses of AI include using it mindlessly disregarding misinformation, disinformation and data privacy concern; using AI for plagiarism; and using AI for malpractices in assignments, tests, research works, and even examinations (Hutson, 2023; Hagendorff, 2022). These ill uses raise serious concerns about students' academic achievements, human knowledge, skills acquisition and development,

violations of established standards, quality assurance in the educator sector, and the future of teaching and learning in the AI era (Niedbała et al., 2023). As a way of finding tangible solution to the issues at stake, this study proposes strategic and persuasive use of language in the classroom to convince students about the imperative of using AI ethically rather unethically.

It is quite from all indications that AI fosters and advances collaborative learning. AI techniques, such as machine learning and shallow text processing, are used to monitor asynchronous discussion groups. These make it possible for learners to engage in self-learning, as both teachers and learners access vast pieces of information. Classroom orientation on ethical use of AI among students can be considered an integral part of classroom management. Effective teaching is confirmed to be pathway way to students' successful learning (Patall et al., 2023). Classroom management entails effective teaching, monitoring of students, ensuring understanding, transparency and clarity of school systems and established rules and regulations, providing guidelines for decorum, and looking out for and managing classroom disruptions effectively (Grossman, 2018; Praetorius et al., 2018; Korpershoek et al., 2016).

Conclusion

From all indications, it is quite obvious that language can play a critical role in orientating students of tertiary institutions about the ethical uses of AI as against the unethical uses of it among the students. Language plays an impactful multifaceted role in classroom orientation of students on ethical use of AI. By using language strategically in the classroom to persuasively convince students about ethical and unethical uses of AI and the imperative of using AI ethically for academic purposes. The classroom orientation keeps students abreast of information about AI and the associated or emerging issues. The orientation is bound to expose students to the grave implications of unethical use of AI. The implications include academic dishonesty, getting used to malpractice and plagiarism, knowledge inhibition, eroding educational standards, and devaluing qualifications.

The orientation also keeps them well informed that about the role of language in various spheres and in ensuring regulatory compliance in the use of AI. Therefore, the study concludes that effective use of language for classroom orientation can influence students to rethink and refrain from unethical to the ethical use of AI for academic purposes. Language teachers should make concerted efforts to orient students in the classroom using language effectively and strategically. Stakeholders should develop multifaceted, result-oriented and problem solving frameworks for addressing the ethical concerns about AI use among students.

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