

Implementation of moral education by teachers of foreign languages

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Abstract

Teaching a foreign language is often associated with the development of communicative competence, interpersonal and social development, but also with the development of intercultural competence, aesthetic sensitivity, etc., as when learning a second language, the topics of literature, geographical and cultural differences with respect to the language and culture of the countries speaking the language are discussed. FL is the subject which can provide pupils with the greatest scope for developing the various components of education, as is documented by a review of the literature and teaching methods used abroad to teach a FL. A total of 342 teachers from Slovakia participated in the survey, 55 of them FL teachers. In our research, we focused on three areas, namely, 1) finding out the conditions for implementing moral education in primary school, 2) finding out whether foreign language teachers implement the moral component of education depending on their own moral setting, and 3) academic dishonesty in the context of assessing dishonest practices in pupils and academic dishonesty in teachers during their studies. Teachers participated in the research voluntarily and could refuse to complete the last section. 1) The results show that, FL teachers (N = 55) rate the need for moral education as the most important, but they are mostly concerned with intellectual (M = 4.09), physical (M = 3.56) and environmental education (M = 3.47) in the application of the different components of education. For better application of moral education, they would need adequate and quality training (67.3%) and methodological materials (78.2%). 2) it was found that teachers consider themselves as the basis of moral behaviour (M = 4.7) and at the same time, explicit rules set by them are important for them (M=3.75). Teachers do not trust in the moral behaviour of children and society (M = 2.25), which was also reflected in the fact that the treatment of moral topics is mainly done by the method of explanation (85.5%) and the method of example (80%). 3) Teachers rated the factor of gaining one's own advantage (M = 4.27) significantly more negatively (N2 = 45; Z = -5.225; p = 0.0001) than the factor of cooperating with others (M = 3.24). On the other hand, FL teachers (N3 = 44) reported their academic dishonesty in terms of occurrence most frequently as a form of cooperation (M = 2.68). Relatively, they defined getting unearned benefits with external help (M = 2.16) or in a utilitarian manner (M = 1.72). We discuss ways to help develop moral education and support teachers.

Keywords: moral education, foreign language teachers, primary school, moral adjustment, academic dishonesty

1 Introduction

Moral education is one of the key areas of children's education at school. It should be part of the teaching of all subjects, not excluding foreign languages (Byram, 2008). Foreign language teaching is often associated with the development of communicative competence (Celce-Murcia, 2007), interpersonal and social development (National education programme ISCED 2, 2015), but also with the development of intercultural competence (Vujović & Backović, 2018; Abantani & Madkur, 2016), aesthetic sensitivity (Bobunova, Zhabo & Avdonina, 2020), etc., since when learning a second language, the topics of literature, geographical and cultural differences with regard to the language and culture of the countries speaking the language are discussed. As well as it provides information about norms and values in other countries (Vujović & Backović, 2018) which can help the development of learners' own value orientations (Yunita Adriyanti, 2021) or moral awareness (Kurniawan & Bastomi, 2017). Foreign language is the subject that can provide the greatest scope for pupils to develop each component of education, as documented by a review of literature and teaching methods used abroad to teach foreign language (Pinter, 2011; Johnson, 2008; Byram, 2008 and the others). A foreign language enables the development of knowledge about different ethnic cultural and social groups living in the world and the acceptance of people from other cultures with their different behaviours and values. It develops intercultural attitudes knowledge about social groups and processes in society, the ability to interpret events, documents from one's own culture and other cultures, the ability to critically evaluate

the products of one's own culture and other cultures (National education programme ISCED 2, 2015). Like all subjects, foreign languages are meant to develop pupils spiritually, morally, and culturally (Byram, 2008). Vujović and Backović (2018 in The Bureau for Educational Services, 2017) claim that the objectives stated in foreign language curricula include the development of virtues, values, and skills:

Students:

- are encouraged to develop intellectually, emotionally and morally, as well as creative and critical thinking and a sense of beauty;
- are encouraged to behave appropriately in an intercultural and multilingual environment as autonomous, democratic, and empathetic individuals who disseminate knowledge of cultures of other nations, considering their own culture and traditions (Vujović & Backović 2018).

For a foreign language teacher, discussion about morals, values, or ethics should be an essential part of teaching because language is intertwined in its focus with the character development of foreign language learners. (Kurniawan & Bastomi, 2017). According to the findings of Johnston & Buzzelli (2008) a large majority of teachers' work in classrooms is based on their beliefs of what they believe to be right or wrong based on moral values. YouLv (2014) states that one of the skills of *The Construction of Professional Foreign Language Teaching Practice* is the skill *Quality education* – it consists in the use of foreign language materials from textbooks, considering the individual approach to pupils, developing intelligence and moral education. The above skill is important in the context of the quality of education, it must be represented in the activities in foreign language teaching.

The intercultural approach consists in the pupil's understanding of the 'foreign culture' and its values. (Abantani & Madkur, 2016). The moral development of pupils in the language teaching is also ensured by the opportunity to formulate and express an opinion on questions concerning right and wrong (Byram, 2008).

Implementing moral education into education practice

Closely related to moral education is character education. There are several authors who are currently working on the implementation of character education in foreign language teaching (Putri, Artini & Wahyuni, 2020; Abantani & Madkur, 2016; Qoyyimah, 2016; Mambu, 2015; Ratih, 2017 and others). There are also studies available that deal with moral values and foreign language teaching (Johnston, 2002; Albantani & Madkur, 2016; Widyaningrum, Martono, & Zainnuri, 2021) and moral virtues and foreign language teaching (Kurniawan & Bastomi, 2017).

According to Adriyanti (2021), character education can also be implemented through playing games and singing songs, which allows for the development of honesty, responsibility, cooperation, and other character values of students. Hidayati (2019) states, that storytelling can also be used to apply moral education in language teaching. By directly or indirectly listening to stories, children acquire moral values while expanding their vocabulary. The moral dilemma method can often be used in foreign language teaching, as presented, for example, by Kholod (2018). He points out how it is possible to raise the level of morality within the different stages. Through concrete examples of moral dilemmas, author also gives concrete recommendations on how to work with them in language teaching. The author further adds that in teaching foreign languages at higher education institution, solving moral dilemmas not only contributes to the understanding of moral values and qualities, but also develops language skills, fluency of speech, accuracy of speech, improves pronunciation and interaction with the others. In language learning, topics such as family and society, home, community, leisure, school and education, nutrition, health, environment, shopping, climate, and weather, etc., arise in situations that promote social and emotional learning (Vujović & Backović, 2018).

Students need to use language in everyday communication in accordance with moral virtues, therefore language teaching and moral education seem to be interrelated and inseparable parts (Kurniawan & Bastomi, 2017). In the following part of the paper, therefore, we also focus on presenting the results of our research, which shows the link between moral education and foreign language teaching in primary school, in these contexts.

2 Objectives

In this paper, we present the results of research that focuses on the analysis of the evaluation of moral education in schools, the moral adjustment of foreign language teachers and the area of evaluation of academic dishonesty in foreign language teachers and students. In the research, we focused on three areas:

- 1) finding out the conditions for implementing moral education in primary school. The questions focused on the foreign language teachers' views on the importance of implementing moral education in school compared to how they feel about its actual implementation. Teachers also commented on whether moral education should be applied in all subjects or only in designated subjects (e.g., ethical education), whether it should be applied in every lesson or only in topics that require it. They also commented on the methods used to apply moral education

in the classroom. They evaluated the conditions (time, space, material) for the application of moral education and the availability and quality of education in this area.

- 2) finding out whether foreign language teachers implement the moral component of education depending on their own moral setting. Teachers commented on a Likert scale on items such as: the teacher as a moral role model for pupils, other moral role models in society, moral education in the family, moral education through contemporary media, trust in children's moral behaviour, etc., and
- 3) academic dishonesty in the context of assessing dishonest practices in pupils and academic dishonesty in teachers during their studies. Teachers participated in the research voluntarily and could refuse to complete the last section. In the last section of the questionnaire, teachers commented on cheating by pupils at school, how they used to react to being written off at school, cooperating on independent assignments, giving an assignment and materials to another classmate, etc. In the next item, they expressed how they behaved during their own studies in relation to cheating at school.

3 Methods

At the end of the summer semester 2023, an online questionnaire on the Implementation of Moral Education in Primary School Education was administered to teachers in Slovakia. The questionnaire was created in MS Forms and the link to the questionnaire was sent to primary schools randomly selected from a list of primary schools in Slovakia. Due to the low return rate (completion rate) of the questionnaire, other schools were also approached. A total of 342 questionnaires were completed, and for the purpose of this research, responses were selected only from foreign language teachers of single subject or combined subjects.

The questionnaire consisted of a section collecting demographic data to ensure the analysis of the research sample (questions 1 to 10) and open and closed questions to determine the status of implementation of moral education in individual subjects (13 - 21). In the second part of the questionnaire, teachers were asked to respond on a 5-point Likert scale to what extent they considered the different components of education to be important and, consequently, to what extent they implemented these components in their subject teaching (questions 11 and 12). Teachers' moral attitudes were tracked by 1 item on a 5-point Likert scale (Q 22). Based on the responses, 4 factors of teachers' moral adjustment were created using EFA (Ferková & Jursová Zacharová, 2022). The last part of the questionnaire consisted of questions about teachers' academic dishonesty and students perceived academic dishonesty. This part was voluntary, and the 5-point Likert scale was not completed by all teachers. Chronbach's alpha for this section indicated satisfactory reliability of $\alpha = 0.866$ for the academic dishonesty of teacher's section (8 items) and $\alpha = 0.859$ for the perceived academic dishonesty in students' section (10 items) (adapted from Preiss et al, 2013).

The results of the research are processed quantitatively, we present quantitative indicators of the implementation of moral education processed by IBM SPSS 20 using descriptive statistics and non-parametric tests of analytical statistics.

3.1 Analysis of the research sample

The research sample consisted of 55 foreign language teachers (70.1% female) from all over Slovakia who voluntarily completed a questionnaire focused on the implementation of moral education in primary schools. Considering the size of the city from which they come, the research sample is evenly distributed.

The average age of the teachers is 41.9 years (Min = 26, Max = 62, Med = 41). All teachers have experience at the second level and most often 3 or more years, 40.1% of teachers also have experience at the first level of primary school. Out of the set of 55 teachers, 16 teachers (29.1%) are single subject teachers or teach only foreign language in primary school, the remaining 39 teachers teach other subjects, 9 of them (13.4%) also teach ethics education and 3 (4.5%) teach religious education. 27 teachers (49.1%) teach other subjects in addition to English language, 12.7% of them teach up to 4 subjects in primary school. Second level teachers are significantly more likely to use a second endorsement or teach more different subjects than first level foreign language teachers ($P = -0.340$, $p = 0.011$), and teach more other subjects the further they are from Bratislava ($P = 366$, $p = 0.006$).

3.2 Results

a) A quantitative analysis of the status of the implementation of moral education in the classroom among foreign language teachers

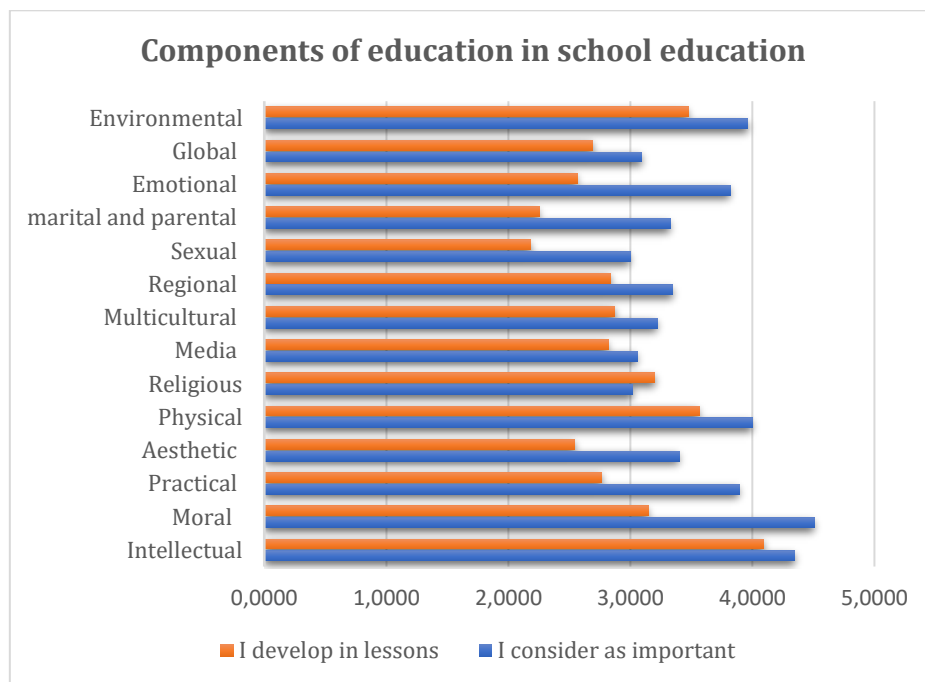
Foreign language teachers ($N = 55$) indicated in the questionnaire that they thought that the moral side of pupils should be developed in every subject (90.9%). Only one teacher disagreed with this statement (1.8%), who thought that morality should only be developed in subjects that are designed for it (such as ethics education and religious education). Foreign language teachers in 80% of their classes try to link the curriculum to the development of the moral side of the pupils. 18.2% of foreign language teachers only make the link between the moral aspect and the

subject when the teaching content requires it. They mainly use the explanation method (85.5% of teachers) and the example method (80.0%) to develop pupils' moral side. Foreign language teachers make the least use of the persuasion method (32.7%) and the rehearsal method (47.3%). Activating methods such as staging games, heuristic problem-solving, experiential activities are used by less than half of the teachers (49%).

The conditions for implementing moral education in English language teaching are rated as sufficient by 27.3% of teachers and insufficient by 45.5% of teachers. Teachers are aware that to implement moral education well in foreign language teaching they need professional training 56.4% would appreciate available training. Only 10.9% of the teachers had received satisfactory training to develop students' moral side, 10.9% of the teachers had received training but the quality of such training was not sufficient in their opinion, and 67.3% of the foreign language teachers would like to receive such training. In addition to training, 78.2% of the teachers lacked methodological materials for the implementation of moral education and 49.1% of them would like to receive adequate material equipment. The same number of teachers would appreciate more support from parents in implementing moral education in education.

They consider moral education ($M = 4.51$) and reason education ($M = 4.34$) to be the most important cross-cutting educational areas, followed by physical education ($M = 4.0$) and environmental education ($M = 3.96$). The least important areas of education are considered to be sexual education ($M = 3.0$) and religious education ($M = 3.01$). On the other hand, when asked to what extent they develop each component of education during their classes, foreign language teachers ranked the intellectual component of education as the most developed ($M = 4.09$) followed by physical ($M = 3.56$) and environmental components of education ($M = 3.47$). Sex education ($M = 2.18$) and marriage and parenting education ($M = 2.25$) were considered the least developed components of education in the school classroom. They also considered aesthetic education ($M = 2.54$), emotional component of education ($M = 2.56$), global education ($M = 2.69$) as very poorly developed. The moral component of education had a mean agreement with its development in school of $M = 3.14$, and according to the teachers, it is developed less than religious education ($M = 3.2$) (Fig. 1).

Fig. 1: To what extent do foreign language teachers consider the different components of education to be important vs. to what extent do they develop them during the school day.



In looking at the ratings of the importance of the moral component of education, we found two significant relationships between ratings of the components of education and the demographic characteristics of the research population. The older the teacher, the more he/she rated the moral component of education as important ($P = 0.479$, $p = 0.00$). More female teachers than male teachers consider marriage and parenting education as important ($P = -0.33$, $p = 0.014$).

The relationship between teachers' ratings of the importance of each component of education and their implementation of each component of education is presented in Table 1. What can be noticed is that rating the moral

component of education as important was only significantly related to greater implementation of religious and media education. At the same time, rating moral education as important is not significant for the fulfillment of any component of education which would indicate that teachers understand moral education as an overarching concept for the other components of education. It is the same with the assessment of the importance of religious education itself.

Tab. 1: The relationship between teachers' evaluation of the importance of the components of education and the implementation of these components in the educational process

		Components of education that teachers apply in the classroom								
		<i>Intellect.</i>	<i>Practical</i>	<i>Aesthetic</i>	<i>Physical</i>	<i>Religional</i>	<i>Medial</i>	<i>Multicult.</i>	<i>Regional</i>	<i>Envirom.</i>
Evaluation of importance	Intellect.					.270*	.302*			
	Moral				.280*		.322*			
	Working				.385**	.405**	.312*	.283*		
	Aesthetic			.286*	.355**	.398**	.343*	.276*		
	Physical		.391**	.400**	.312*	.315*				
	Media		.296*				.355**	.367**		
	Multicult.		.309*					.356**	.274*	
	regional							.267*	.400**	.302*
	Sexual		.508**	.367**					.305*	
	marital				.274*					
	emotional							.278*	.367**	
	global			.270*						
	Envirom.	.313*	.357**	.444**		.348**			.422**	
		**. Correlation is significant at the 0.01 level (2-tailed).								
		*. Correlation is significant at the 0.05 level (2-tailed).								

a) Moral setting of foreign language teachers

Teachers' moral attitudes were monitored using question 22, comprising 12 statements of different areas of moral behaviour. Exploratory factor analysis (Ferkova & Jursová Zacharová, 2022) indicated 4 factors: the factor of trust in implicit morality (Cronbach's alpha for the study set = 0.656), the factor of considering the teacher as the basis of moral behaviour ($\alpha = 0.768$), the factor of the need for explicitly stated rules ($\alpha = 0.538$), and the factor of internalization of moral principles ($\alpha = 0.495$). The trust in implicit morality factor and the need for explicitly set rules factor negatively correlated with each other ($P = 0.376$, $p = 0.01$), just as the trust factor correlated with the experience of education in which foreign language teachers would focus on activities that would address the development of students' moral side ($P = -0.296$, $p = 0.05$). Another significant relationship was found between the factor of teacher's evaluation as a role model for moral behaviour and his/her developing moral education in his/her subjects ($P = -0.407$, $p = 0.01$) as well as using activating methods in foreign language classes. Within the factors, only the need for explicit rules factor was weakly significantly correlated with teachers' assumption that students' moral behaviour should be developed in all subjects ($P = -0.275$, $p = 0.05$).

b) Assessment of pupils' academic dishonesty

This part was voluntary for the participants, and they did not have to complete the scale. We received 45 responses from 55 foreign language teachers. In addition to moral adjustment, how teachers evaluate students' academic dishonesty was also observed. For this purpose, the scale was modified (Preiss et al, 2013). The EFA conducted on the whole sample had KMO = 0.860 at $p = 0.000$ and the two factors found have a variance of 68.13%. The factor of *gaining one's own advantage* includes the items: describing from another (on a paper, on assignments and homework), using a turn-taker, passing off someone else's material as one's own) and the factor of *collaboration* includes working on assignments with others, allowing another to describe one's task/work to another. Teachers were significantly more likely ($N = 45$; $Z = -5.225$; $p = 0.0001$) to negatively rate the factor of gaining one's own advantage ($M = 4.27$) than the factor of collaborating with others ($M = 3.24$) (Table 3).

Tab. 2: The relationship between moral adjustment factors and the development of moral education in the classroom

	<i>The need for explicit rules</i>	<i>Developing the moral character of pupils in their subjects</i>	<i>I develop pupils' moral qualities in my subjects</i>	<i>Activating methods (e.g. staging, heuristic/problem solving, dialogic, experiential, etc.)</i>	<i>Activities aimed at developing the moral side of pupils</i>	
Spearman's rho	Trust in implicit morality	-.376**				-.296*
	Teacher as role model			-.407**	.326*	
	The need for explicit rules		-.275*			

Tab. 3: Descriptive data of foreign language teachers' agreement with individual factors of students' dishonest behaviour

		<i>Factor: Gaining one's own advantage</i>	<i>Factor: Collaboration</i>
N	Valid	45	45
	Missing	10	10
Mean		4.2667	3.2370
Median		4.6000	3.3333
Mode		5.00	3.33

c) *Assessment of teachers' academic dishonesty*

The following results illustrate the teachers' assessment of their own academic dishonesty during their time at university. From the original research, 3 factors of teachers' dishonest behaviour were defined with KMO = 0.762 and Bartlett's Test of Sphericity Chi-square = 844.7, $p = 0.00$. The factor of *gaining external advantage* includes the items - Get help from others, collaborate on my assignment with others, copy from others, use a pull, or write off work from another student (all values above 0.66). The *collaboration* factor included helping other students prepare their work and writing off their work (values above 0.77), and the *utilitarianism* factor included 3 items related to finding out about the test before writing, disclosing the content of the test, and copying information from the Internet without a source (values above 0.53). In most cases, teachers disagreed that they behaved dishonestly during their undergraduate studies. They were most likely to admit to inappropriate academic behaviour in terms of helping other students ($M = 2.68$) or admit to the possibility of outside help ($M = 2.2$). Utilitarian lawyering, according to the subjective recollections of foreign language teachers, occurred only to a minimal extent ($M = 1.72$) (Table 4).

Tab. 4: Descriptive indicators of teacher dishonesty

		<i>Factor: Gaining external advantage</i>	<i>Factor: Collaboration</i>	<i>Factor: Utilitarianism</i>
N	Valid	44	44	44
	Missing	11	11	11
Mean		2.1591	2.6818	1.7197
Median		2.1000	3.0000	1.5000
Mode		1.40 ^a	3.00	1.00

a. Multiple modes exist. The smallest value is shown.

A multiple factor analysis found multiple relationships between the factors. Teachers who agreed more with the statements summarized in the factor *trust in the morality of others* rated their college behaviour as academically dishonest in the sense of using external resources ($P = 0.397$, $p = 0.01$) and at the same time judged less negatively the dishonest behaviour of students.

Tab. 5: Correlation matrix of individual factors in tracking academic dishonesty of teachers and students

	The need for explicit rules	Gaining external advantage	Collaboration	Utilitarianism	Gaining one's own advantage	Collaboration
<i>Trust in implicit morality</i>	-.376**	.397**			-.312*	
<i>Gaining external advantage</i>			.556**	.520**	-.403**	-.651**
<i>Collaboration (Teachers)</i>		.556**		.475**	-.328*	-.520**
<i>Utilitarianism</i>		.520**	.475**			-.422**
<i>Gaining one's own advantage</i>		-.403**	-.328*			-.455**

*. Correlation is significant at the 0.05 level. **. Correlation is significant at the 0.01 level.

Note: the first section - the factor of teachers' moral attitudes; second section - factors of academic dishonesty of teachers during their studies and third section - factors of academic dishonesty of pupils

At the same time, teachers who agreed that they used external resources to take an exam or credit during their HE education scored higher on the Collaboration factor ($P = 0.556$; $P = 0.01$) and the Utilitarianism factor ($P = 0.520$; $p = 0.01$), while scoring less severely on students' dishonest behaviour in both the Gaining an Advantage factor ($P = -0.403$; $p = 0.01$) and the Helping Others factor ($P = -0.651$; $p = 0.01$). The same relationships can be found for those teachers who responded positively to their academically dishonest behaviour on the items of the Cooperation factor (Table 5).

4 Discussion

The results of the research showed that foreign language teachers consider moral education to be the most important of all the components of education, at the same time the majority of them agreed that it should be developed in every subject (90.9%).80% of foreign language teachers try to link the curriculum with the development of students' moral aspect in their classes, while 45.5% of them stated that they consider the conditions for the implementation of moral education to be insufficient. The most critical opinion was expressed about the availability of education in this area, only 10.9% of foreign language teachers evaluated positively, expressing satisfaction with the training they have received so far focused on moral education. We dare to say that even in undergraduate teacher training in Slovakia there is not a strong representation of courses focused on moral education. Abroad we encounter other experiences, e.g. Xunfang Zhou (2012 in Ma, 2017) states that moral education in universities in China is one of the main priorities of education, focusing on interpersonal relations, fostering the spirit of collectivism and in ensuring the continuous continuation of the whole human race. Xiaoman and Cilin (2004) also write about teachers training in China. Teacher training takes place at three levels - in institutions such as universities, colleges and other schools that prepare teachers for the profession. Preparation is based on three approaches, the first is carried out in teacher training universities, the second is a school-based approach and the third is based on university-school cooperation. From our research findings, we conclude that there is also a need to provide foreign language teachers with enough accessible and quality education in the field of moral education to prepare them to apply concrete steps

in teaching, on specific topics, using appropriate methods and materials aimed at the development of students' moral side.

When examining the moral attitudes of foreign language teachers, it appears that foreign language teachers have little trust in children, parents, and media products. They are inclined to the opinion that children can distinguish right from wrong, that today's parents do not lead children to morality, they express distrust towards the media, which rather, in their opinion, do not convey a moral message. It turns out that they also regard teachers as the foundation of moral behaviour. Our results are corroborated by the study of Kurniawan and Bastomi (2017), which also highlights the role of the foreign language teacher as a moral role model. We agree with Ma's (2017) statement that „one of the most important characteristics of teacher's profession is to have a positive impact on students through his own ideals, beliefs, life attitudes and moral qualities. Therefore, teachers should keep “being a model of virtue for students” in mind, instruct and influence students by their words and deeds, and penetrate moral education into all aspects of education.” In our research, foreign language teachers also expressed that the teacher should be a moral role model for students ($M = 4.7$, $Sd = 0.698$), however, we express our belief that teachers cannot be considered as the only moral role models for children. At the same time, however, these teachers indicated in the questionnaire that they have received training for moral education and try to implement moral education during their lessons. In school practice, it is a matter of course that the rules set out in the school rules must be followed in school, teachers usually introduce them at the beginning of the school year, and their violation is strictly punished. The question is whether such a set-up of teachers does not indicate their "rigid" thinking, which does not consider all the circumstances that led the pupil to break the rule, such as ignorance of the consequences of inappropriate behaviour in the case of younger children, personal problems that the child is currently unable to resolve in any other way, and so on. Sullivan et. al. (2016) in their study present research findings that present that teachers sometimes use inappropriate strategies to address problem behaviours that are ineffective. No one is questioning the adherence to the rules in school, but the issue of punishment for breaking the rules tends to be a problem. From the results, it appears that teachers who themselves have used some forms of dishonest behaviour during higher education to obtain a grade are more lenient in judging students' academic dishonesty and rate it as less severe. DiPaulo (2022), who discusses academic dishonesty of preservice teachers, comes to similar findings.

We recognize that the smaller number of respondents may limit the results we obtained, and these cannot be applied to the entire sample of foreign language teachers. Future research would be useful to validate the results with a larger research sample and possibly to validate them with qualitative research and analysis of the resolution of, for example, moral dilemmas.

5 Conclusions

There is much discussion in contemporary society about the decline of morality, the loss of moral values, the lack of moral role models. For this reason, moral education has its justification in the school environment. It should not only be a part of the subjects taught for this purpose, such as ethics education, but also an integral part of other subjects, not least foreign languages. Starting to implement moral education in children is important because it brings positive results in several aspects, such as the development of children's moral competences needed in real life. Therefore, in this paper, we focused on the evaluation of moral education by foreign language teachers, their own moral setting and academic dishonesty during their own studies with a comparison of the evaluation of cheating of their students in school. It turns out that the biggest shortcoming in the implementation of moral education in school is the lack of available quality education in this area and the inadequate material provision in school. The moral setting of foreign language teachers appears to be one that promotes heteronomous morality in several aspects (Piaget, 1969).

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