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BRIDGE-ELT

Needs Analysis on English Language Teachers' Knowledge, Skills, and Attitudes toward An Equitable and Effective Use of AI

Consolidated Needs Assessment Report

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Content

1. Introduction

Artificial intelligence (AI) is rapidly entering English Language Teaching (ELT) through tools that support planning, instruction, assessment, and learner engagement. While these technologies offer opportunities to personalize learning and widen access, they also raise concerns about bias, privacy, workload, assessment integrity, and equity of access for teachers and learners. To design meaningful professional development within the BRIDGE-ELT project, it is essential to understand ELT professionals' current knowledge, attitudes, and training needs regarding the equitable and effective use of AI in their classrooms. This needs assessment provides grounded insights from practitioners to guide the project's subsequent design and implementation activities.

1. 1. Literature Review

A brief review of the literature provides evidence on how learning English as a Foreign Language (EFL) with new technologies—such as smartphones and other digital tools—is perceived by students and how it impacts their self-efficacy. A study conducted at the University of Tabuk shows that digital tools can enhance positive attitudes and benefits for both students and teachers, supported by institutional readiness to adapt to change, technological competencies, and self-efficacy factors; the study affirms that the use of digital tools in EFL classes is positively related to students' language-skill development, self-perception of knowledge, and motivation to learn English (Ali et al., 2024). Complementing this, a review including research by Serhat Akyuz and Fatih Yavuz at Balıkesir University (Türkiye) emphasizes that, for technology to be perceived as an aid by teachers and learners, proper training and supplementary instructions are necessary (Akyuz et al., 2015). Student acceptance of digital learning is further underscored by Laura Scheel, Gergana Vladova, and André Ullrich (2022), who analyze how technologies may be perceived differently depending on learners' dispositions; focusing on resilience in the transition from face-to-face to digital learning (Kim et al., 2009) and reasons for aversion to digital tools, they note that a lack of digital competences affects students' ability to manage information critically and may prompt them to invest more time to achieve proficient results. Relatedly, self-organization is identified as a factor leading to positive outcomes in digital learning performance (Bernard et al., 2004; Klein et al., 2021).

Taken together, these findings underline the need for equitable and effective AI use in EFL-pairing pedagogical impact with attention to access, privacy, and cultural responsiveness.

Another strand of literature highlights social and emotional skills (SES), for which Artificial Intelligence (AI) and multimodal social computing show strong potential (Steponavičius et al., 2023), supporting educators in personalizing learning and instruction (Duggan et al., 2020). A final study considered here investigates how educational technology affects EFL learners' sense of self-efficacy, pointing to learners' mindsets (e.g., dynamic mindsets), the mediating role of knowledge between self-efficacy and technology use, the positive benefits of online feedback, and learner self-assessment; at the same time, the relationship between technology and language acquisition warrants further analysis, particularly regarding potential impacts on emotional intelligence (Ying, 2022).

Across this body of work, the primary objectives of recent studies cluster into six interrelated areas. First, enhancing AI literacy and professional competence in language teachers: research investigates the impact of explicit training in AI tools on pre-service and in-service teachers, examines how AI literacy shapes pedagogical approaches, instructional design, and assessment strategies, and evaluates AI's role in teacher professional development, reflective practices, and adaptive expertise. Second, AI's role in language learning and teaching: studies assess the impact of AI tools on students' writing, speaking, listening, and reading; compare AI-generated writing samples with human-generated texts in continuation writing tasks; investigate how AI-based speech recognition can enhance spoken language instruction; and analyze engagement, motivation, and willingness to communicate in AI-mediated environments.

Third, comparisons of AI- and human-generated educational resources consider the effectiveness of AI-generated lesson plans versus those developed by pre-service teachers, the impact of AI-generated feedback on student writing performance, and the strengths and limitations of AI-driven paraphrasing tools such as QuillBot in academic writing. Fourth, ethical and pedagogical considerations in EFL examine risks of AI reinforcing native-speaker norms and marginalizing local cultures; address concerns about student over-reliance on AI, critical thinking, and academic integrity; and probe ethical implications related to data privacy, misinformation, and algorithmic bias.

Fifth, AI and student engagement in EFL classrooms focuses on the role of AI-powered chatbots in promoting language practice and fluency, AI's effectiveness in reducing language-learning anxiety and fostering student confidence, and the ways AI-driven instructional strategies influence participation and collaboration. Sixth, AI and language assessment explores comparisons between AI-generated writing corrections and teacher-provided feedback for improving writing skills, evaluates AI-based essay grading and automated feedback tools, and investigates AI's role in both formative and summative assessment strategies for language learning. Accordingly, the literature consistently points to building teacher capacity, institutional readiness, and ethical safeguards to ensure equitable and effective AI use in EFL classrooms (equitable access, inclusivity, cultural/linguistic responsiveness; effective learning, workload relief, assessment quality).

1. 2. Purpose

The purpose of this report is to find out ELT professionals' knowledge, attitudes, usage patterns, and training needs regarding AI tools across partner countries. The findings will inform the design of teacher-education content, ethical guidelines, and pedagogical resources in Work Package 3 of the BRIDGE-ELT Project.

2. Method

The design of the study is a qualitatively driven, mixed-methods approach. Project partners conducted semi-structured individual interviews (Appendix 1) and focus groups (Appendix 2). Analysis followed shared interview axes (AI awareness and frequency of use; pedagogical integration; ethics/equity; professional development needs). Survey (Appendix 3) included closed- and open-ended items on AI awareness, types/frequency of use, and training needs. The survey results was analyzed descriptively.

2. 1. Data Collection Procedure

Data collection took place in the first half of 2025 using purposeful sampling through partners' institutional networks. Individual and focus group Interviews were conducted face-to-face or online (Zoom/Teams), with informed consent, audio recording, and transcription for thematic

analysis. Surveys were distributed via professional networks and institutional channels and used in the consolidated analysis for triangulation with qualitative themes.

2. 2. Participants

For the qualitative part of the needs assessment study (i.e., individual and focus group interviews), 109 participants composed of primary, lower-secondary, and upper-secondary ELT teachers involved in the study. The participant number per partner is as follows:

Ireland: Focus group interview with 6 ELT professionals with teaching experience ranging from 4 to over 15 years.

Norway: Interview with 8 ELT professionals who have varied teaching backgrounds and levels of experience.

Portugal: Individual interviews with 8 teachers and one 6-participant online focus group; enriched with simultaneous written contributions. The sample included teachers working at different educational levels, from preschool to higher education.

Spain (Granada): Individual interviews with 4 teachers and one 10-participant focus group interview. participating teachers were all professionals working in Spanish public primary, secondary and vocational schools, teaching English.

Greece: 10 individual interviews and 10-participant focus-group interview. All participants were actively teaching in various educational settings, including public and private schools, primary and secondary education, and language institutes in Trikala, Greece. The majority had extensive teaching experience, most with over 20 years in the profession.

Italy: 6 participants joined focus group interview, specifically 5 of them were preservice teachers and 1 was an English teacher with experience from 10 years. Individual interviews were done with 2 English teachers and 6 pre-service teachers.

Turkiye: 15 individual interviews, two focus group interviews with 18 teachers. Participating teachers have experience in primary, lower secondary, and upper secondary schools. They all have more than 6 years of teaching experience.

For the quantitative part of the needs assessment study (i.e., survey), 318 participants composed of primary, lower-secondary, and upper-secondary ELT teachers, were involved in the study. The distribution of participants by country, teaching experience, and formal training on integrating AI into teaching is as follows:

Table 1

Participating EFL Teachers by Country

Country	f	%
Greece	41	12.9
Ireland	21	6.6
Italy	72	22.6
Portugal	41	12.9
Spain	29	9.1
Turkiye	100	31.4
Norway	14	4.4
Total	318	100

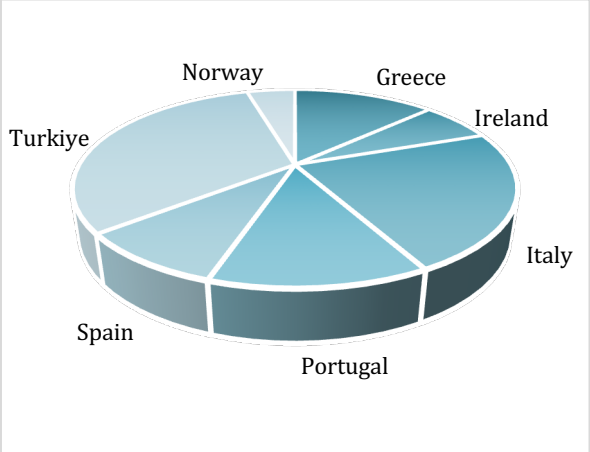
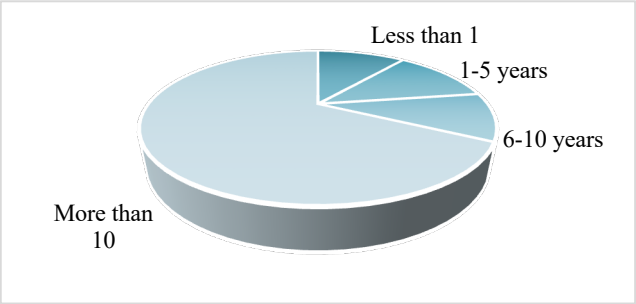


Table 1 shows the distribution of a total of 318 EFL teachers who participated in the survey. The largest group of respondents came from Türkiye (n=100, 31.4%), followed by Italy (n=72, 22.6%) and Greece and Portugal (each n=41, 12.9%). Lower levels of participation were recorded in Spain (n=29, 9.1%), Ireland (n=21, 6.6%), and Norway (n=14, 4.4%). This distribution ensured that perspectives were collected from a diverse range of countries, thereby enhancing the geographical representativeness and the overall comprehensiveness of the project outcomes.

Table 2

Distribution of Participants by Teaching Experience

Teaching experience	f	%
Less than 1	34	10.7
1-5 years	38	11.9
6-10 years	32	10.1
More than 10	214	67.3
Total	318	100

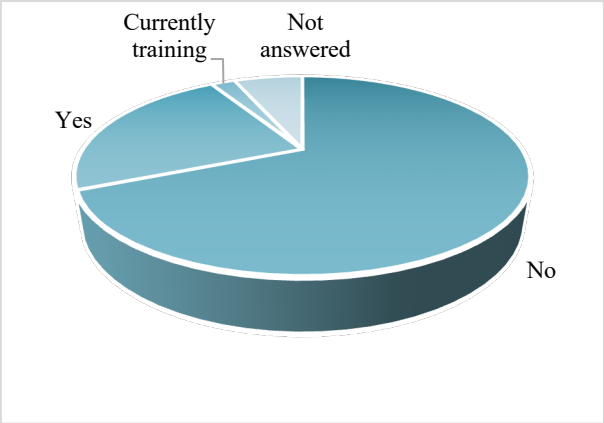


According to Table 2, most participants had more than ten years of teaching experience (67,3%), highlighting a predominantly experienced cohort. However, majority of respondents (68,6%) reported not having received training in AI use in teaching, indicating a substantial professional development need in this area (Table 3).

Table 3

Formal Training on Integrating AI into Teaching

AI Training	f	%
No	218	68.6
Yes	73	23.0
Currently in training	7	2.2
Not answered	20	6.3
Total	318	100



3. Findings

3.1. Analysis of Quantitative Data

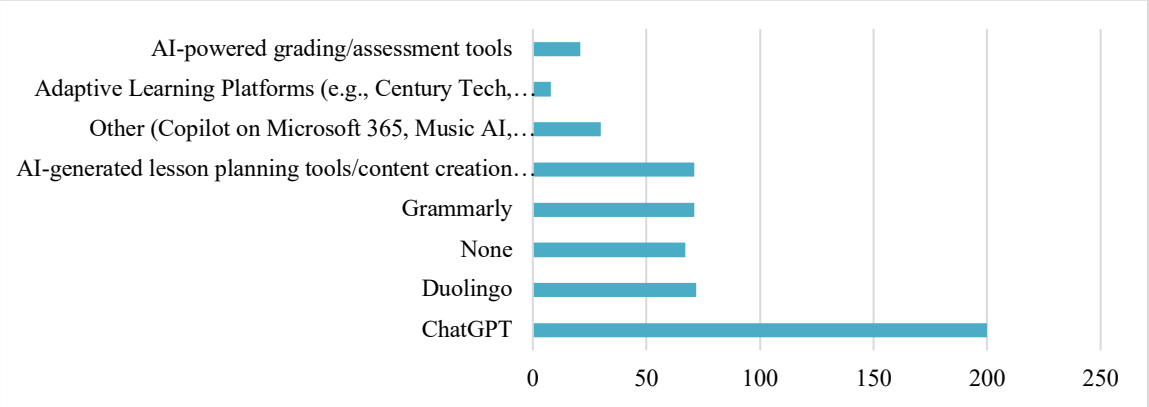
3. 1. 1. Familiarity and Use of AI tools

This section examines teachers' familiarity with AI technologies and the extent to which they are already integrated into classroom practice. The aim is to capture both the range of tools used and the frequency of their application in English language teaching (ELT). In addition, teachers were asked to indicate their training needs in relation to AI-assisted ELT. Together, these findings provide insights into current levels of engagement with AI, highlight areas where use remains limited, and point to specific directions for professional development.

Table 4

AI Tools Used by Teachers in ELT

AITools	f	%
ChatGPT	200	36.30
Duolingo	72	13.07
None	67	12.16
Grammarly	71	12.89
AI-generated lesson planning tools/content creation tools	71	12.89
Other (Copilot on Microsoft 365, Music AI, …)	30	42.86
Adaptive Learning Platforms (e.g., Century Tech, Knewton)	8	1.45
AI-powered grading/assessment tools	21	3.81
QuillBot	11	2.00



According to Table 4, the tools teachers are familiar with and actively use in their professional practice. Because participants were able to select more than one tool, the percentages represent mentions rather than mutually exclusive responses.

The data indicate that ChatGPT is by far the most frequently reported AI tool (36.3%, n = 200), followed by Duolingo (13.1%, n = 72), Grammarly (12.9%, n = 71), and AI-generated lesson/content creation tools (12.9%, n = 71). These figures reveal that teachers primarily rely on AI for lesson planning and material preparation. By contrast, much lower frequencies were observed for tools used in classroom delivery and assessment. Only 1.5% (n = 8) reported using Adaptive Learning Platforms, 3.8% (n = 21) mentioned AI-powered grading/assessment tools, and 2.0% (n = 11) selected QuillBot. A further 12.2% (n = 67) indicated that they use no AI tools, while 9.4% (n = 30) chose "Other", listing a wide range of emerging or niche

platforms (e.g., Copilot on Microsoft 365, Canva, Kahoot, Curipod, Gemini, Perplexity, NotebookLM, Gamma, AI Studio, NDLA). These responses demonstrate both diversity in experimentation and the unevenness of adoption across contexts.

In sum, the findings highlight a strong orientation toward AI-supported lesson preparation, contrasted with limited uptake for in-class pedagogy and assessment purposes. This imbalance underscores the need for targeted training and professional development to expand the scope of AI use in English language teaching.

Table 5

Using AI in Teaching

Use AI in Teaching	f	%
Daily	30	9.43
A few times per week	67	21.07
A few times per month	67	21.07
Rarely	90	28.30
Never	64	20.13
Total	318	100

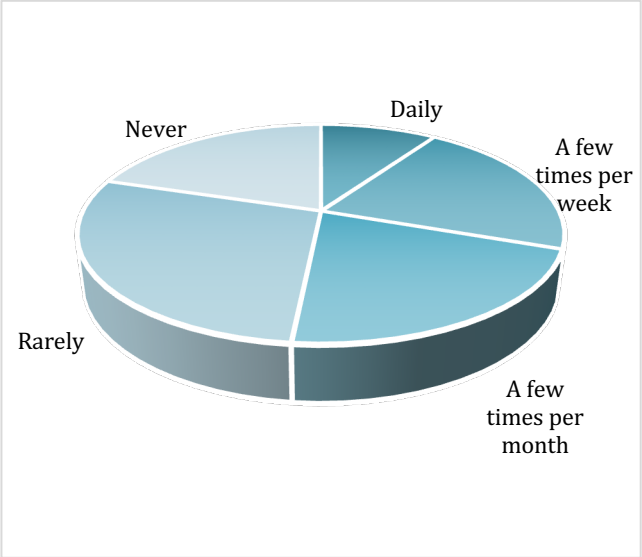
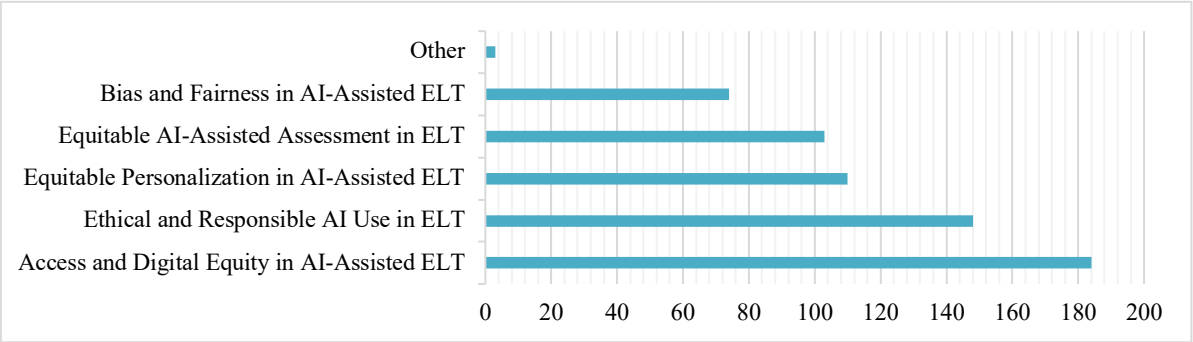


Table 5 shows that teachers reported varying levels of frequency in their use of AI tools for teaching. Only a small proportion use AI on a daily basis (9.4%, n = 30), while a larger group integrate it a few times per week (21.1%, n = 67) or a few times per month (21.1%, n = 67). The majority of teachers, however, reported using AI either rarely (28.3%, n = 90) or never (20.1%, n = 64). Overall, the findings suggest that while a significant number of teachers are experimenting with AI tools in their practice, consistent and routine use remains limited, pointing to the need for professional development and integrating AI into everyday teaching.

Table 6

Teachers' Training Needs in AI-Assisted ELT

Training needs	f	%
Access and Digital Equity in AI-Assisted ELT	184	29.58
Bias and Fairness in AI-Assisted ELT	74	11.90
Equitable Personalization in AI-Assisted ELT	110	17.68
Equitable AI-Assisted Assessment in ELT	103	16.56
Ethical and Responsible AI Use in ELT	148	23.79
Other	3	.48



The analysis of training needs (N = 318, multiple responses permitted) shows that teachers primarily prioritize core equity-related competencies in AI-assisted ELT. The most frequently selected area was Access and Digital Equity (29.6%, n = 184), indicating teachers' strong concern with ensuring that all learners benefit fairly from AI integration despite infrastructural gaps. Following this, teachers emphasized Ethical and Responsible AI Use (23.8%, n = 148), reflecting awareness of data privacy, oversight, and responsible implementation. Similarly, Equitable Personalization (17.7%, n = 110) and Equitable AI-Assisted Assessment (16.6%, n = 103) highlight teachers' demand for guidance on how to implement fairness in both evaluation and individualized learning pathways. Bias and Fairness in AI was also noted, though by a smaller proportion (11.9%, n = 74), underlining recognition of algorithmic and content-related risks (Table 6).

Although only a very small fraction of participants selected "Other" (0.5%, n = 3), their open responses add meaningful detail. Teachers expressed a desire for practical, hands-on support, including practice with specific tools, practical advice and techniques for using AI in

heterogeneous classes, and insights into how AI can support learners with accessibility challenges. These contributions, while few in number, suggest that alongside conceptual training, teachers also want concrete, classroom-oriented strategies that can be directly applied in practice.

3. 1. 2. Access & Digital Equity

This section examines teachers' knowledge, skills, and attitudes regarding access and digital equity in AI-assisted language teaching, ensuring fair and inclusive technology use for all students.

Item number	Item	M	SD
23	I believe all students should have equitable access to AI-assisted language teaching tools.	3.80	1.03
2	I am aware of disparities in access to AI-assisted language teaching tools among students in my school.	3.53	.96
1	I am aware of the digital equity challenges in AI-assisted language teaching.	3.47	.98
24	I believe AI-assisted language teaching reduce educational inequalities.	3.37	.89
11	I can effectively integrate AI-assisted tools into ELT despite infrastructure limitations.	2.95	1.01
12	I can adapt AI-assisted tools for students with limited or no personal access to technology at home.	2.91	.96

Teachers strongly acknowledged the importance of equitable access to AI-assisted tools (M = 3.80, SD = 1.03). They were also aware of disparities in their schools (M = 3.53, SD = .96) and recognized broader challenges in digital equity (M = 3.47, SD = .98). While some believed that AI could reduce inequalities (M = 3.37, SD = .89), practical integration despite infrastructural limits remained moderate (M = 2.95, SD = 1.01). Similarly, adapting AI tools for students lacking home technology scored lowest (M = 2.91, SD = .96).

Overall, the results indicate that teachers are conceptually aware of equity-related issues in AI-assisted language teaching and value fair access, yet structural barriers such as infrastructural limitations and unequal access to technology at home restrict their ability to put these principles into practice.

3. 1. 3. Bias & Fairness

This section examines teachers' knowledge, skills, and attitudes regarding bias and fairness in AI-assisted language teaching while maintaining clarity, succinctness, and consistent terminology.

Item number	Item	M	SD
25	I believe AI-assisted language teaching tools should recognize students' linguistic diversity (e.g. accent, cultural language use)	3.66	.89
3	I am aware that how AI-driven ELT tools may advantage or disadvantage students from diverse linguistic backgrounds.	3.61	.96
26	I believe it is a teacher's responsibility to adapt AI-assisted tools for students' diverse cultural, linguistic, and contextual needs in language teaching.	3.45	1.02
14	I can promote students' ability to critically analyze and question AI-generated content for potential bias.	3.13	.97
15*	I have difficulty in addressing fairness and bias issues in AI-assisted language teaching tools.	3.13	.91
13	I can recognize biases in AI-assisted language teaching tools.	3.00	.95
32	My school promotes AI-assisted language teaching practices that ensure fairness for all students.	2.64	1.09

*Item 15 is a reversed item.

Teachers emphasized that AI tools should recognize students' linguistic diversity (M = 3.66, SD = .89) and acknowledged potential advantages or disadvantages for diverse learners (M = 3.61, SD = .96). They also considered it their responsibility to adapt AI for diverse cultural, linguistic, and contextual needs (M = 3.45, SD = 1.02). However, practical skills such as promoting students' critical analysis of AI-generated content (M = 3.13, SD = .97) or recognizing bias in AI-assisted tools (M = 3.00, SD = .95) appeared less developed. The reversed item indicated that teachers experienced moderate difficulty in addressing fairness issues (M = 3.13, SD = .91), while institutional support for fairness in AI-assisted practices was perceived as weak (M = 2.64, SD = 1.09).

Overall, the findings suggest that while teachers value fairness and are aware of equity-related challenges in AI-assisted language teaching, their practical skills remain limited and institutional support is insufficient, highlighting the need for professional development and stronger school-level policies.

3. 1. 4. Equitable Personalization

This section examines teachers' knowledge, skills, and attitudes on the equitable use of AI-assisted tools for personalized language learning.

Item number	Item	M	SD
27	I believe AI-assisted tools should personalize language learning equitably for all students, regardless of proficiency level, learning style, or disability.	3.64	.91
4	I know how AI adapts learning materials to diverse learner needs (e.g., different proficiency levels, learning styles, and disabilities, cultural background).	3.52	1.03
28	I feel responsible for maximizing the benefits of AI-assisted personalization in language teaching despite existing challenges.	3.38	.95
5	I know how AI-assisted tools personalize language learning while ensuring fairness for diverse learners.	3.35	.96
16	I can effectively use AI-assisted tools to personalize language teaching to support diverse learner needs (e.g., different proficiency levels, learning styles, disabilities, cultural background).	3.10	.96
17	I can evaluate whether AI-assisted tools provide fair and unbiased personalization for diverse learners.	3.01	.93
18	I can integrate AI-assisted tools equitably, adapting them creatively for students with limited access.	3.04	1.01
33	My school provides sufficient resources to support equitable AI-assisted personalization in language teaching.	2.77	1.11

Participants agreed that AI-assisted tools should personalize language learning equitably for all learners (M = 3.64, SD = .91). Knowledge about how AI adapts materials to diverse needs was also relatively high (M = 3.52, SD = 1.03). Teachers expressed a sense of responsibility for maximizing the benefits of AI-assisted personalization despite challenges (M = 3.38, SD = .95). However, practical skills lagged behind: knowledge of how AI ensures fairness in personalization was moderate (M = 3.35, SD = .96), and teachers' ability to use AI effectively to support diverse learner needs was limited (M = 3.10, SD = .96). Similarly, evaluating whether AI provides fair and unbiased personalization (M = 3.01, SD = .93) and integrating AI equitably for students with limited access (M = 3.04, SD = 1.01) scored low. Institutional support was perceived as weakest, with insufficient resources reported for equitable personalization (M = 2.77, SD = 1.11).

Overall, these results highlight a clear gap between teachers' strong beliefs and sense of responsibility toward equitable personalization and their limited practical skills and institutional support, indicating the need for targeted training and systemic investment in resources.

3. 1. 5. Equitable AI-Assisted Assessment

This section examines teachers' knowledge, skills, and attitudes regarding the fairness and inclusivity of AI-assisted assessments in language learning.

Item number	Item	M	SD
29	I believe AI-assisted assessments should be designed to support fairness and inclusivity.	3.80	.84
30	I believe it is a teacher's responsibility to ensure that AI-assisted assessments are used fairly and equitably.	3.59	1.02
7	I know how AI language assessments can be unfair to some students, especially those who are multilingual or have less experience with AI tools.	3.28	1.03
6	I know how AI-assisted language assessment tools work (e.g., scoring, giving feedback, etc.)	3.15	1.06
19	I can identify potential biases in AI-assisted grading and feedback.	3.03	.92
20	I can address potential biases in AI-assisted grading and feedback.	2.97	.92
34	My school provides sufficient resources to support fair and equitable AI-assisted assessments in language teaching.	2.49	1.04

Respondents showed strong agreement that AI-assisted assessments should be designed to support fairness and inclusivity (M = 3.80, SD = .84) and that teachers hold responsibility for ensuring equitable assessment practices (M = 3.59, SD = 1.02). Awareness that AI assessments can be unfair to certain groups, such as multilingual learners or those with limited AI experience, was moderate (M = 3.28, SD = 1.03). Knowledge of how AI-assisted assessment tools function (e.g., scoring, feedback) was also modest (M = 3.15, SD = 1.06). Practical skills were comparatively weaker, with teachers scoring lower on their ability to identify (M = 3.03, SD = .92) and address (M = 2.97, SD = .92) potential biases in AI-based grading and feedback. Institutional resources were rated lowest, as teachers reported insufficient support for fair and equitable AI-assisted assessments (M = 2.49, SD = 1.04).

Overall, the results indicate that while teachers strongly endorse the principles of fairness and inclusivity in AI-assisted assessment, their limited knowledge, weaker practical skills, and lack

of institutional support present significant barriers to translating these values into consistent classroom practice.

3. 1. 6. Ethical & Responsible AI Use

This section examines teachers' knowledge, skills, and attitudes regarding the ethical and responsible use of AI in language teaching.

Item number	Item	M	SD
31	I believe human oversight is necessary to ensure ethical and equitable AI-assisted English language teaching.	3.93	.95
8	I know the ethical considerations involved in using AI-assisted tools for language teaching.	3.27	.99
10	I know that algorithmic bias in AI-assisted tools can impact the fairness and effectiveness of language teaching.	3.17	1.02
22	I can critically evaluate AI-assisted language teaching tools for fairness and potential bias.	3.08	.96
9	I know how AI systems collect, store, and process student data in educational settings.	3.05	1.04
21	I can make informed decisions about student data privacy when using AI tools in language teaching.	2.98	.97
35	My school provides sufficient resources and policies to support the ethical and responsible use of AI in language teaching.	2.53	1.06

Human oversight was rated as crucial for ensuring ethical and equitable AI-assisted English language teaching (M = 3.93, SD = .95). Teachers demonstrated moderate knowledge of ethical considerations (M = 3.27, SD = .99) and awareness that algorithmic bias can affect fairness and effectiveness (M = 3.17, SD = 1.02). Their ability to critically evaluate AI-assisted tools for fairness and bias was similarly moderate (M = 3.08, SD = .96). Knowledge of how AI systems collect, store, and process student data was somewhat limited (M = 3.05, SD = 1.04), and skills for making informed decisions about student data privacy were even lower (M = 2.98, SD = .97). Institutional support was rated weakest, as resources and policies for ethical AI use were perceived as insufficient (M = 2.53, SD = 1.06).

Overall, the findings suggest that while teachers strongly value ethical oversight in AI-assisted language teaching, their practical knowledge and skills in areas such as bias evaluation and data

privacy remain modest, and institutional policies and resources are lacking—pointing to a need for both professional training and systemic support structures.

3. 2. Analysis of Qualitative Data

This consolidated report consists of the local needs analysis reports of Greece, Italy, Ireland, Norway, Portugal, Spain, and Turkiye. First of all, the purpose of this study was to analyze the needs of English teachers regarding AI use in language education. To serve this purpose, each of the seven partners collected data from in-service English teachers through semi-structured focus group and individual interviews.

- Greece collected data from a total of 20 EFL teachers, 10 of whom took part in individual semi-structured interviews and the other 10 of whom completed a written focus group questionnaire.
- Ireland collected data from a focus group of 6 ELT professionals with experience ranging from 4 to over 15 years, teaching various age groups from primary to adult learners
- Italy collected data from a focus group of 6 participants and 8 individual interviews.
- Norway collected data from 8 English teachers.
- Portugal collected data from 8 individual and one focus group interview with 6 participants.
- Spain collected data from secondary and vocational school English teachers through 4 individual interviews and one focus group of 10 participants.
- Turkiye collected data from two focus groups of 18 English teachers in total and 15 individual interviews.

The collected interview data were analyzed utilizing content analysis. The consolidated results revealed 12 themes in total. The themes are labeled as “perceptions of AI in education”, “AI tools”, “usage purposes of AI tools”, “attitudes towards use of AI in education”, “benefits and risks for teaching and learning”, “equitable use of AI in education”, “ethical considerations”, “cultural dimensions of AI in education”, “teacher readiness for responsible use”, “factors

limiting teachers' AI use/attitude", "professional development needs of teachers" and "recommendations for policy and practice" for this study.

3. 2. 1. Perceptions of AI in Education

The first theme, i.e., "**perceptions of AI in education**", consists of three codes that are agreed on transnationally through the seven partners' local contexts, which are "useful", "facilitator", and "time saver". The commonsense revealed in local analyses was that AI has been perceived both as a promising and transformative tool, and as a potential risk due to limited training and a lack of institutional support. Among the common themes, it was revealed through the interviews that most of the participant teachers perceive AI in education as useful, believing that both students and teachers may benefit from AI during their teaching and learning journey. Similarly, most of the teachers were found to consider AI as a "facilitator" in language education, for not only in-school but also out-of-school learning. Some teachers referred to AI use in education as "time saver" in different educational aspects, including from preparation to measurement and evaluation by decreasing the time to spend for technical workload. Besides the common codes, few teachers from Turkiye and Portugal were found to consider AI use as having an "uncertain future" for now as they have not yet dwelt deeply in issues regarding AI use in education and thus cannot foresee what they may experience in the future. Moreover, Spain and Greece local reports contained that AI is also perceived as "supportive of differentiation", enabling differentiation for individual and diverse needs of students.

3. 2. 2. AI Tools

Regarding the "**AI tools"** theme, teachers were asked to share the AI tools that they know or use in their teaching, if any. The data showed that the majority of the participant teachers have not had chance to use any AI tools in education, yet. Among the responses of teachers who indicated to use AI tools, the most frequently mentioned tool was "ChatGPT" for general purposes, followed by "Canva" for visual material development. Other than these two tools, several others were also mentioned, including "Duolingo" for facilitating the language learning process, "Grammarly", "Quillbot", and "DeepL" for getting help with writing and paraphrasing in English language, "FrameVR" for promoting students' skills for developing their own online

designs, and "Leonardo AI" for image generation when needed. Besides these commonly and widely used AI tools, "Microsoft Copilot" was mentioned by several participants from Portugal and Ireland. Moreover, though not often, "Magic school" and "Diffit" were used by participants from Greece, "Suno" was used by participants from Turkiye for audio material (song) development. "Genially" and "Mentimeter" (for interactive presentations), and "Natural Reader" or "Trinka" (for speech synthesis and accessibility) were mentioned by participants from Spain. Lastly, "Brisk Teaching/Bried Tree" was mentioned to be used by participants from Ireland.

3. 2. 3. Usage Purposes of AI Tools

As for the **"usage purposes of AI tools",** the interviews commonly revealed that, first, almost all participant teachers reported to use AI as a "supplementary tool for skill development", which they believe is helpful for improving students' reading, writing, listening, and speaking skills, as well as vocabulary. Secondly, many teachers indicated that they use AI for "reduction of workload", considering it as an assistant or guide to teachers in education. Third, teachers also reported to use AI for "material development" purpose, specially getting audio or image support from different AI tools that they can use in their lessons. Another purpose of teachers in using AI tools was founds to be related to "assessment and evaluation" processes. Some of the teachers asserted that they believe they can save time and get more objective results with the help of AI in the assessment and evaluation, considering these tools as a support for providing feedback to students. Another code revealed under this theme was "lesson planning", referring to teachers' use of AI before lessons to make a new plan with the suggestions of AI or develop their existing plans according to specific conditions. As the last code of this theme, few teachers reported to make use of AI tools for "idea generation" to both get advice from AI tools and make brainstorming with such tools about their lessons, and to guide students to generate and further develop their ideas with AI tools. Besides the commonly stated purposes of AI use in education, Ireland and Norway reports revealed that teachers use AI to save time on repetitive (such as drafting example texts or checking language accuracy), and grading tasks. Moreover, "enhancing student engagement" was mentioned by participants from Norway and

Greece as their purpose of using AI tools in education. Lastly, the participants from Spain mentioned that they use AI tools for "accessibility" purposes for supporting multilingual and inclusive classrooms through text-to-speech features.

3. 2. 4. Attitudes towards Use of AI in Education

Regarding the theme of **"attitudes towards use of AI in education**", the common findings showed that teacher transnationally demonstrated an attitude of cautious optimism. In other words, although teachers mostly had positive attitudes and were open to learn more about AI use in education, they were also found to have concerns against the use of AI in education, stating that it is not plausible to fully trust AI tools and their productions. Similar to the cautious optimism, some teachers reflected on the fear of replacement by AI tools in the future, thinking that students may not need a human teacher in their learning process anymore. Moreover, some teachers showed resistance against AI use in education, stating that they do not find it safe. Lastly, some teachers were found to be curious about use of AI in education, although they cannot get deeply engaged with it yet.

3. 2. 5. Benefits and Risks for Teaching and Learning

Another theme appeared in the analysis was the **"benefits and risks for teaching and learning"** regarding the use of AI in education. The most commonly and frequently highlighted benefit of using AI in education was found to be the "personalized learning and feedback" opportunity. Teachers mentioned that AI can be quite beneficial for them as teachers and for learners as well since it provides personalized learning opportunities and immediate feedback specific for each learners' level and progress. Among the benefits, teachers also mentioned "increased motivation of learners", especially due to easing the fear of making mistakes when studying with AI individually instead of with a teacher in the class. Beside these, "time efficiency" and "unbiased assessment of AI tools" were also mentioned by few teachers as the benefits of using AI in education.

On the contrary, **"overreliance on AI"** was the most frequently mentioned risk of using AI by teachers. They are afraid of learners' tendency to use AI for everything they need to do instead of working on the task on their own for the sake of learning. Moreover, teachers were cautious

that plagiarism might be an issue when learners over rely on AI tools and AI-based products. Another frequently mentioned risk of using AI was found to be the "unauthentic interaction and support" of AI to learners. Teachers mentioned their concern that AI lacks the human facilities and thus cannot build authentic emotional rapport as between teachers and learners. Moreover, it was found to be another risk of using AI that learners may experience a "loss in creative and critical thinking" as they get too much involved with AI tools to get their work done. It may be also a risk for teachers as they get things done quite easily with certain AI tools that they will refer first to AI rather than their own knowledge.

Besides the risks commonly stated in all partner countries' local reports, some teachers from Turkiye also reported that a risk of using AI may be related to its **"lack of personalized assessment",** claiming that assessment is done by teachers based on thorough consideration of learners' past experience and knowledge so far, as well as their personality traits that may affect their exam behavior. However, they think, AI cannot be knowledgeable of these and may not assess learners' performance sensitively. Some teachers from Spain and Turkiye also mentioned the "loss of soft skills" as a risk of using AI in education, indicating that we might be risking "*replacing effort with automation" (Spain-P9)*, and also that learners tend to miss the rules of etiquette when they interact with AI tools too much rather than their teachers. Lastly, some teachers from Norway were concerned that AI tools often reflect predominantly Western perspectives and cultural references, which may limit diversity and inclusivity in educational content.

3. 2. 6. Equitable Use of AI in Education

As for the theme of **"equitable use of AI in education",** most teachers commonly indicated the issues regarding "access (in)equality". Reflecting a double-sided nature of AI, some other teachers asserted that the use of AI in education will bring about access equality to all learners as AI will bridge the gap for those who lack quality education at school or enough parental support at home with useful tools that enable learners to study on their own. However, on the other side of this issue, some teachers claimed that AI may cause access inequality since some learners will not be introduced to AI at different regions of the country because of various reasons, such as teacher willingness and efficacy to implement developments in AI in their class

or learners' own readiness and awareness to benefit from AI in their learning process. That means, while some learners will get better with the help of AI, some other peers may fall behind as they cannot access it.

Related with this, another code under this theme was "access limitations", where teachers reported that the digital divide may prevent learning for some learners who may not be able to access AI due to their lack of necessary basic tools and infrastructure to use AI in school or at home unlike some of their peers with the necessary facilities to benefit from AI. Moreover, teachers also highlighted the "equity gaps in implementation", by sharing their concerns that not all teachers are likely to be willing for and capable of using AI in their lessons, which in turn may lead to equity gaps for different learners. Beside the transnational commonalities in this theme, some teachers from Norway and Turkiye referred to the "special needs accommodation" while using AI in education, mentioning that if appropriate prompts are given about learners' individual differences and needs, AI tools can support support students with diverse learning needs by offering personalized learning and feedback opportunities. Another concern of the participants from Ireland and Norway was that most AI tools reflect a Western-centric bias, lacking cultural inclusivity and marginalizing other cultures and worldviews. Lastly, some participants from Spain indicated that the varied levels of student readiness to use AI tools responsibly also threaten equitable use of AI across all learners.

3. 2. 7. Ethical Considerations

Another theme revealed in this study was the **"ethical considerations"** regarding the use of AI in education. In this theme, the mostly uttered code was "data privacy and security". Teachers commonly shared their concerns about using AI that they do not feel safe about the privacy of the data they provide to the AI tools. "Academic integrity" was another common code of this theme. Some teachers were concerned that learners get their work done on AI and bring it without any credit to using AI, pretending they produce the work by themselves. Some teachers from Turkiye also added that they now hesitate to assign homework in order not to face any plagiarism or copyright violation issues with students. Besides the transnationally common codes, teachers from Greece and Norway raised "accountability and transparency" issue regarding the ethical considerations of AI use in education, questioning the ethical implications

of relying on AI-generated content and decisions. It was highlighted that educational decisions made by AI should be explainable and open to review, for which educators and students should know how AI tools work, what data they use, and how conclusions are drawn. Moreover, some teachers from Turkiye indicated the issue of "misuse prevention", highlighting that learners must be educated first about how to use AI tools ethically for their learning how teachers must be trained for preventing any misuse. Lastly, teachers from Portugal and Spain also expressed their confusion about authorship, asking whether edited AI-generated content should still be considered a student's original work.

3. 2. 8. Cultural Dimensions of AI in Education

Regarding the theme of **"cultural dimensions of AI in education"**, one common code emerged transnationally as "cultural biases". First, teachers acknowledged that AI tools will reflect the biases of some cultures, i.e., the ones with which the developers of AI identify themselves. While some teachers expressed that cultural biases may prevent inclusivity of AI tools and their use in education for diverse learners, some others were not concerned with such bias of AI claiming language learning naturally covers learning about the culture of that language, while also suggesting that they need to be careful with the AI products before using them in class and adapt them to local norms when needed. Similarly, teachers from Portugal highlighted that AI-generated content might not always align with local cultural or curricular realities. Moreover, teachers, especially those from Greece and Ireland, shared that AI may lack "multicultural adaptability", which prevents addressing different cultural backgrounds of diverse student populations. Lastly, teachers from Turkiye mentioned that there is a "technology sub-culture" that is created with advancements in technology and AI, making similar things visible and available all around the world in time, which in turn creates its own sub-cultures.

3. 2. 9. Teacher Readiness for Responsible Use

As for the theme of **"teacher readiness for responsible use"**, the findings showed that teachers transnationally varied in terms of their level of readiness for responsible use AI in education. In all partner counties it was observed that while some teachers expressed high readiness, some others reflected low to moderate level of readiness for using AI in their classrooms. The analysis

of interviews done with participants from Turkiye yielded three specific codes, as “student misuse”, “school-level variance”, and “prompt writing difficulties”. First, teachers indicated that they do not feel comfortable enough yet to deal with “student misuse” of AI in education. Since AI is also novel to teachers, they have concerns about how to guide students best to use AI responsibly for their learning. Similarly, the participants from Greece indicated that they need to be ready for recognizing and addressing potential biases in AI systems to promote fairness and inclusivity in the classroom. Moreover, teachers from Greece also highlighted the issue of teachers’ awareness of data privacy concerns and their ability to safeguard sensitive student information for teacher readiness. As for the “school-level variance” code, teachers mentioned that each school or each level of students may not benefit equally from AI in education, stating that both school facilities and learner needs are diverse across the country, thus, the support should be provided superficially to the needs and available conditions. Lastly, some teachers shared that they experience “prompt writing difficulties”, which detracts them from using AI responsibly in education as they cannot get better results from AI due to their ineffective prompt writing.

3. 2. 10. Factors Limiting Teachers' AI Use or Attitude

The findings revealed the specific “**factors limiting teachers' AI use or attitude”,** as well. First, the most frequent and common factor was teachers’ “lack of knowledge”. Since teachers lack knowledge about AI and its use in education, they may not be willing to learn about it and use it their lessons. Moreover, according to the participants from Turkiye, “having limited time” was another factor that limits teachers’ AI use as teachers mentioned that they do not have enough time to cover all the topics if they try to implement AI tools in class. It was revealed that “lack of infrastructure” also strongly limits teachers AI use since when there is no internet or computer in schools, teachers cannot use AI even if they would like to do. Moreover, some teachers asserted that “lack of motivation” to use AI tools limits teachers’ practice in class.

Another factor limiting AI use is found to be “sticking to traditional methods”. That means, current teachers are trained with traditional methods, so they feel more comfortable when using these methods instead of trying new tools and methods. Lastly, some teachers mentioned that having “bias to technology” also limits their learning about AI and implementation of AI in

their classes. According to the participants from Ireland, lack of training, low awareness of available tools, and skepticism about AI's classroom relevance affects teachers' readiness and use of AI in education. Lastly, many teachers from Spain indicated that their knowledge was fragmented, and they lacked clear guidance on how to responsibly incorporate AI into classroom activities or instruct students in its ethical use. They also expressed that being overwhelmed by the rapid pace of technological change and the absence of structured professional development may limit teachers' readiness to use AI in education.

3. 2. 11. Professional Development Needs of Teachers

Another theme that emerged from this study is the **"professional development needs of teachers".** When teachers were asked about their needs for professional development regarding equitable use of AI in language education, there emerged five codes, as "professional support", "integration of AI tools in instruction", "guiding students in AI use", "AI literacy with pros and cons", and "AI for personalized learning". To start with, teachers commonly noted that they need "professional support" about what AI is and how it can be used in education. They highlighted their desire to get involved in in-service workshops and hands-on sessions where they can actively learn about the use of AI, rather than passively listening to some theoretical presentations about AI. Specifically, teachers from Greece and Norway indicated that the professional support should also address ethical and cultural aspects of AI in education. Teachers also need to learn how to protect student privacy, avoid biases in AI outputs, and ensure equitable access to technology for all learners. Moreover, teachers may learn about strategies to blend AI with traditional teaching methods without losing the human connection, which is essential for language learning. Similar to these, teachers commonly and repeatedly expressed their need for learning about the "integration of AI tools in instruction" so that they can feel more efficient in class. For this, they stated that learning about practical tools may be beneficial for them to implement in their instruction when needed. Teachers from Greece and Norway also noted that continuous support, including troubleshooting guidance and collaborative learning communities, can help teachers stay updated on AI advancements and best practices, fostering confidence and innovation in their classrooms. Moreover, teachers from Spain and Turkiye wanted to learn about "guiding students in AI use" in order to inform their students about AI and help them make the most and responsible use of AI for their own

learning. It is also mentioned by some teachers that they need develop "AI literacy with the pros and cons" of AI in the beginning, so that they can decide what AI tools to use and how to use them in education, as well as they can help students critically engage with AI tools, recognizing their benefits and limitations. Lastly, some teachers from Greece and Turkiye wanted to learn about how to use "AI for personalized learning" in order to develop various materials for addressing different learners' needs.

3. 2. 12. Recommendations for Policy and Practice

The findings indicated several "**recommendations for policy and practice"** regarding AI use in education. First, teachers suggested that there should be "clear policies" to address pedagogical use, ethical guidelines, data privacy, and academic integrity in the use of AI in education. Policies should also aim to promote equitable access to AI technologies across different schools and regions to prevent widening educational gaps. For this, there is a need and call for robust public investment to support infrastructure, training, and equitable access to AI tools across countries. It is also revealed that it is necessary to promote "AI literacy and critical awareness" among teachers and learners to be able to make the best use of AI in education. Moreover, there appeared a need for increased investment in professional development that covers both the technical and pedagogical aspects of AI, ensuring that teachers are well-prepared to integrate these tools responsibly in education. The participants from Turkiye also noted that not only teachers but also the school managers and parents should be trained and involved in the process of AI integration into education so that the impact of AI use in education could better enhance. Furthermore, it is found to be essential to foster "collaboration between educators, policymakers, and technology developers" for creating AI tools and frameworks that are culturally responsive, inclusive, and aligned with educational goals. For this, teachers from Ireland suggested schools to define policies and responsibilities around AI integration and develop frameworks that outline what constitutes ethical AI use in education.

4. Conclusions with Priority Needs

The findings showed that teachers in general across partner counties are open to learn and integrate AI in education. For this, considering the qualitative data gathered in this study

through focus group and individual interviews, the prioritized needs are indicated in the suggestions for the training modules. At the same time, the results of survey underline that while the cohort is professionally experienced, their exposure to formal AI-related training remains limited, pointing to a clear need for capacity building.

First, training modules for AI use in education should begin with a foundational introduction to what AI is, how it functions, and its specific applications in English language teaching (ELT). For this, Norway report underlines the importance of creating training content that is accessible to educators with different starting points, considering their varied levels of familiarity with AI tools. In this way, all participant teachers can build confidence and competence gradually, regardless of prior experience with AI in education. Quantitative findings further reinforce this need: while teachers reported familiarity with a range of AI tools, their use was concentrated mainly on lesson planning, with limited uptake for in-class pedagogy and assessment. The training needs analysis likewise indicated strong demand for support in applying AI to specific aspects of ELT. Survey results also showed that although some teachers integrate AI a few times per week or per month, the majority use it rarely or never, suggesting that consistent and routine practice has yet to be established. Overall, these findings highlight that professional development should not only introduce the foundations of AI but also equip teachers with strategies for its systematic and practical integration into ELT.

Teachers also need practical guidance on using AI tools in ELT. They should learn not only the AI tools to use in classroom, but also the ways and occasions to integrate them effectively to promote learning. The training should also cover how to adapt AI technology to different learner levels and cultural contexts to make lessons more effective, reinforcing the importance of equity and inclusivity. Norway and Spain reports highlight that employing case-studies and collaboration among teachers may be beneficial for teachers during training. Additionally, survey results indicate that teachers need support in addressing infrastructural limitations and unequal access to technology at home. Training should therefore include strategies for using AI in low-resource contexts and ensuring the inclusion of learners without regular digital access.

Last but not the least, training should emphasize the ethical use of AI, focusing on data privacy, informed consent, and addressing potential biases in AI systems to ensure fair and responsible use. The local findings of Ireland also suggest a training on prompt engineering for teachers,

where teachers will learn how to craft effective, targeted prompts to generate high-quality outputs from AI tools. Moreover, in order to detect and prevent AI misuse, it is suggested to help teachers identify signs of AI-generated plagiarism and understand the limitations of current AI-content detection tools. Similarly, survey results indicates that teachers require practical skills to recognize and address bias in AI-assisted tools, including the ability to critically evaluate AI-generated content and minimize unfair outcomes. Teachers also lack competencies in equitable AI-assisted assessment, particularly in detecting and mitigating bias in automated grading and feedback. Moreover, teachers need stronger preparation for ensuring data privacy and responsible handling of student information when using AI tools in classrooms.

Overall:

- Understanding what AI is, how it functions, and its applications in ELT
- Access to training materials tailored to teachers' varied levels of familiarity with AI.
- Support for moving beyond lesson planning toward in-class pedagogy and assessment
- Strategies for consistent and routine use of AI in everyday teaching
- Guidance on which AI tools to use, when, and how to integrate them effectively
- Use of case studies and collaborative activities to promote shared learning
- Adapting AI for diverse learner levels, learning styles, and cultural contexts
- Strategies for applying AI in low-resource environments and addressing unequal access at home
- Learning how to use AI effectively despite infrastructural limitations
- Knowledge of data privacy, informed consent, and responsible handling of student data
- Skills for recognizing and addressing algorithmic bias in AI systems
- Awareness and prevention of misuse, including plagiarism and the limits of AI-detection tools
- Development of prompt engineering skills to generate effective outputs from AI tools
- Ability to evaluate fairness and equity in AI-assisted personalization and assessment

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Appendix 1: Interview Questions

Equitable AI Use in Language Teaching Focus Group Interview Protocol

The purpose of this interview is to determine the training needs of ELT teachers about equitable AI use in their teaching learning practices. This needs assessment study is conducted as part of an Erasmus+ Project. Thank you for your cooperation.

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Section 1: Background Information

1. Can you describe your teaching experience and the subjects you currently teach) *(Follow-up: Have you used technology, including AI, in your teaching before?)*
2. Have you received any formal training or professional development on integrating AI into your teaching practices? *(If yes: What kind of training? If no: Would you be interested in such training?)*

Section 2: Familiarity and Use of AI Tools

3. What AI tools, if any, have you used in your teaching? *(Follow-up: How frequently do you use them, and for what purposes?)*
4. How do you perceive the role of AI in education? Do you see it as a helpful tool, a challenge, or a mix of both?
5. Can you describe a specific instance where you used AI in the classroom? What was the outcome? *(Follow-up: How did students respond to it?)*

Section 3: Attitudes toward AI in education

6. What are your general attitudes toward AI in teaching and learning? *(Follow-up: Do you see AI as a tool that enhances or diminishes the teacher's role?)*
7. What are your biggest concerns about AI integration in education? *(Possible prompts: over-reliance by students, ethical concerns, accuracy of AI-generated content, cultural biases, impact on creativity.)*

8. Do you think AI-generated content (e.g., writing samples, lesson plans) reinforces cultural biases or excludes diverse perspectives? *(Follow-up: How do you ensure that AI-generated materials are culturally inclusive?)*

Section 4: AI and pedagogical practices

9. How do you think AI can best support language learning and instruction? *(Possible areas: lesson planning, assessment, student engagement, language skills development.)*
10. Do you think AI tools like *ChatGPT* or *Grammarly* can replace traditional teacher feedback? Why or why not?
11. What challenges have you encountered when integrating AI into your teaching? *(Follow-up: How do you address these challenges?)*

Section 5: Training needs and future perspectives

12. How prepared do you feel to integrate AI into your teaching? *(Follow-up: What skills or knowledge do you think you need to feel more confident using AI tools?)*
13. What type of training or support would help you use AI more effectively in your teaching? *(Possible areas: AI ethics, practical applications, AI in assessment, using AI for differentiated instruction.)*
14. In your opinion, what is the biggest barrier preventing teachers from adopting AI in education? *(Follow-up: What solutions would you suggest to overcome this barrier?)*
15. What do you think the future role of AI in education should be? How can we ensure it is used ethically and effectively?

Final Question and reflection

16. If you could change one thing about how AI is integrated into teaching and learning, what would it be?

Appendix 2: Focus Group Interview Questions

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Opening the discussion

1. What comes to mind when you hear "AI in education"?
2. Have you ever used AI tools (e.g., ChatGPT, Grammarly, QuillBot) in your teaching? If yes, how? If no, why not?
3. On a scale of 1-5, how confident are you in using AI for language teaching? Why?

Core discussion topics and questions

4. How familiar are you with AI tools designed for language teaching? (Prompt: Have you attended any AI-related training sessions?)
5. What AI tools have you explored or used in your teaching? (Follow-up: Which ones do you find most useful? Least useful?)

AI's role in EFL teaching and learning

6. What potential benefits do you see in using AI for English language learning? *(Prompt: Can AI improve reading, writing, speaking, listening, or grammar skills?)*
7. Do you believe AI-generated lesson plans, quizzes, and writing feedback enhance student learning? Why or why not?
8. Have you noticed any changes in student engagement or learning outcomes when AI is used in class? *(Follow-up: Are students more or less motivated?)*

Challenges and barriers

9. What are the biggest challenges you face in integrating AI into your teaching? *(Prompt: Lack of training, institutional policies, ethical concerns, or student over-reliance on AI?)*
10. Do you feel prepared to guide students in using AI responsibly? If not, what kind of support or training would help?

AI and cultural awareness

11. Do you think AI-generated content reflects diverse cultures, or does it reinforce Western-centric perspectives? *(Follow-up: Have you seen AI-generated materials that misrepresent or exclude local cultures?)*
12. How can we ensure AI tools promote cultural inclusivity in English language teaching?

Ethical concerns and pedagogical implications

13. How do you feel about AI-generated writing samples? Do they promote learning or pose a risk of plagiarism?
14. What ethical concerns do you have about AI in EFL education? *(Prompt: Data privacy, bias, student dependence on AI, academic integrity?)*
15. Should AI play a supportive role in teaching, or do you see risks of it replacing human instruction?

Closing the discussion

16. If you could change one thing about AI in education, what would it be?
17. What policies or best practices should schools implement to ensure responsible AI use?

Appendix 3: Survey Questions

Equitable AI Use in Language Teaching Survey

This questionnaire was prepared to get answers to the questions about knowledge, skills and attitudes of teachers about equitable AI use in English language teaching. The questionnaire consists of two parts. The first part consists of demographic information and the second part consists of five-point Likert-type survey items. Please indicate the items according to your level of agreement with the items: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) or Strongly Agree (5).

Thank you for your participation.

Section 1: Demographic Information, Familiarity and Use of AI Tools

1. What is your teaching experience?
   - ☐ Less than 1 year
   - ☐ 1-5 years
   - ☐ 6-10 years
   - ☐ More than 10 years
2. What subject(s) do you primarily teach?
   ……
3. Have you received any formal training on integrating AI into teaching?
   - ☐ Yes
   - ☐ No
   - ☐ I am currently in training
4. Which AI tools have you used in your teaching? *(Select all that apply)*
   - ☐ ChatGPT
   - ☐ Grammarly
   - ☐ AI-powered grading/assessment tools

☐ QuillBot

☐ Duolingo

☐ Adaptive Learning Platforms (e.g., Century Tech, Knewton)

☐ AI-generated lesson planning tools/content creation tools

☐Other (Please specify: ……

☐ None

5. How often do you use AI tools in your teaching?
   ☐ Daily

   ☐ A few times per week

   ☐ A few times per month

   ☐ Rarely

   ☐ Never

6. Which topics would you like to receive training on in the context of AI-assisted English Language Teaching?
   ☐ Access and Digital Equity in AI-Assisted ELT

   ☐ Bias and Fairness in AI-Assisted ELT

   ☐ Equitable Personalization in AI-Assisted ELT

   ☐ Equitable AI-Assisted Assessment in ELT

   ☐ Ethical and Responsible AI Use in ELT

   ☐ Other (Please indicate): _____

Section 2: Knowledge, Attitude and Skills of Equitable AI Use in Language Teaching

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am aware of the digital equity challenges in AI-assisted language teaching.	1	2	3	4	5
2	I am aware of disparities in access to AI-assisted language teaching tools among students in my school.	1	2	3	4	5
3	I am aware that how AI-driven ELT tools may advantage or disadvantage students from diverse linguistic backgrounds.	1	2	3	4	5
4	I know how AI adapts learning materials to diverse learner needs (e.g., different proficiency levels, learning styles, and disabilities, cultural background).	1	2	3	4	5
5	I know how AI-assisted tools personalize language learning while ensuring fairness for diverse learners.	1	2	3	4	5
6	I know how AI-assisted language assessment tools work (e.g., scoring, giving feedback, etc.)	1	2	3	4	5
7	I know how AI language assessments can be unfair to some students, especially those who are multilingual or have less experience with AI tools.	1	2	3	4	5
8	I know the ethical considerations involved in using AI-assisted tools for language teaching.	1	2	3	4	5
9	I know how AI systems collect, store, and process student data in educational settings.	1	2	3	4	5
10	I know that algorithmic bias in AI-assisted tools can impact the fairness and effectiveness of language teaching.	1	2	3	4	5
11	I can effectively integrate AI-assisted tools into ELT despite infrastructure limitations.	1	2	3	4	5
12	I can adapt AI-assisted tools for students with limited or no personal access to technology at home.	1	2	3	4	5

13	I can recognize biases in AI-assisted language teaching tools.	1	2	3	4	5
14	I can promote students' ability to critically analyze and question AI-generated content for potential bias.	1	2	3	4	5
15	I have difficulty in addressing fairness and bias issues in AI-assisted language teaching tools.	1	2	3	4	5
16	I can effectively use AI-assisted tools to personalize language teaching to support diverse learner needs (e.g., different proficiency levels, learning styles, disabilities, cultural background).	1	2	3	4	5
17	I can evaluate whether AI-assisted tools provide fair and unbiased personalization for diverse learners.	1	2	3	4	5
18	I can integrate AI-assisted tools equitably, adapting them creatively for students with limited access.	1	2	3	4	5
19	I can identify potential biases in AI-assisted grading and feedback.	1	2	3	4	5
20	I can address potential biases in AI-assisted grading and feedback.	1	2	3	4	5
21	I can make informed decisions about student data privacy when using AI tools in language teaching.	1	2	3	4	5
22	I can critically evaluate AI-assisted language teaching tools for fairness and potential bias.	1	2	3	4	5
23	I believe all students should have equitable access to AI-assisted language teaching tools.	1	2	3	4	5
24	I believe AI-assisted language teaching reduce educational inequalities.	1	2	3	4	5
25	I believe AI-assisted language teaching tools should recognize students' linguistic diversity (e.g. accent, cultural language use)	1	2	3	4	5
26	I believe it is a teacher's responsibility to adapt AI-assisted tools for students' diverse cultural, linguistic, and contextual needs in language teaching.	1	2	3	4	5
27	I believe AI-assisted tools should personalize language learning equitably for all students, regardless of proficiency level, learning style, or disability.	1	2	3	4	5
28	I feel responsible for maximizing the benefits of AI-assisted personalization in language teaching despite existing challenges.	1	2	3	4	5

29	I believe AI-assisted assessments should be designed to support fairness and inclusivity.	1	2	3	4	5
30	I believe it is a teacher's responsibility to ensure that AI-assisted assessments are used fairly and equitably.	1	2	3	4	5
31	I believe human oversight is necessary to ensure ethical and equitable AI-assisted English language teaching.	1	2	3	4	5
32	My school promotes AI-assisted language teaching practices that ensure fairness for all students.	1	2	3	4	5
33	My school provides sufficient resources to support equitable AI-assisted personalization in language teaching.	1	2	3	4	5
34	My school provides sufficient resources to support fair and equitable AI-assisted assessments in language teaching.	1	2	3	4	5
35	My school provides sufficient resources and policies to support the ethical and responsible use of AI in language teaching.	1	2	3	4	5