

The use of AI tools in the EFL classroom: teachers' perspectives

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Abstract

As AI gains momentum across all areas of life, more and more educators are implementing it in their classes. Due to its novelty, teachers are cautious about its use in class. Issues such as academic integrity and data privacy are the main factors that deter many teachers from utilizing AI tools. On the other hand, these are time-saving tools that facilitate the creation of lesson materials. The Ministry of Education and Science in North Macedonia is following this trend and preparing primary schools to integrate AI into the national curricula starting in the 2025-2026 academic year. The aim of the study is to investigate teachers' perspectives on the usage of AI tools in English classes in primary schools in North Macedonia, their preparedness for implementation of AI in the English curricula, and to explore the correlation between teachers' use of AI tools in the classroom and teaching their students about AI-related ethical issues. A survey research design was adopted, and a questionnaire was used to gain insight into teachers' opinions. The data were analyzed using descriptive statistics and a Pearson correlation test. Results show that teachers sometimes use AI tools in class or for generating teaching materials, with ChatGPT and Canva being the most preferred tools. They do not use AI for providing written feedback. Those who do not support their use believe that AI tools decrease students' creativity and promote dependence on technology. Professional training should be organized by the Ministry to prepare teachers for effective and ethical usage of AI-powered tools to prevent data privacy issues and academic dishonesty.

Keywords: AI Tools, EFL Classroom, teachers' perspectives, primary schools, national curricula, professional development

Introduction

The possibilities for implementing Artificial Intelligence (AI) tools in language education have captured significant attention worldwide over the last two years. The latest project of the European Center for Modern Languages (ECML), "AI for Language Education, 2024-2027," investigates the effective usage and ethical aspects of AI technology in language teaching. It explores how AI tools can assist instructors with lesson planning, material design, and providing instant feedback and assessment (Meristo, 2025). In the context of North Macedonia, English teachers are beginning to follow this trend as a way of enhancing language acquisition while rethinking traditional teaching methodologies. The use of AI in EFL classes is still in its initial stages due to different attitudes and concerns among educators. At one end of the continuum are those who regard AI tools as disruptors or creativity destroyers, while at the other end are teachers who see these intelligent systems as game changers, assistants, and allies. Many teachers adopt a middle position, as they are aware of both the advantages and disadvantages. More research on the effective use of AI tools would support teachers in their decision-making processes. The Ministry of Education and Science in North Macedonia has announced the commencement of the process to integrate AI into primary school curricula in the 2025-2026 academic year (SAKAMDAKAŽAM.MK, 18.07.2025). This article explores teachers' preparedness and perspectives on the implementation of AI tools in English classes in state primary schools in North Macedonia and examines the correlation between teachers' attitudes and their experience with AI in the language classroom. The focus is on how AI can facilitate lesson preparation, particularly in material design. The review of existing literature provides insights into the different facets of AI use in language education. While machine-learning tools may offer

teachers instant support, their use also raises concerns about academic integrity and data privacy. It is therefore crucial for teachers to recognize their responsibility in safeguarding both their own and their students' information.

Theoretical background

AI-powered tools represent a recent trend in foreign language education. They can be classified into three main categories: (1) student-centered; (2) teacher-focused; and (3) AI tools used by institutions (Holmes & Tuomi, 2022: 9). According to Son et al. (2023), recent studies on AI tools in education explore seven categories of AI usage in language education: natural language processing (NLP), data-driven learning (DDL), automated writing evaluation (AWE), computerized dynamic assessment (CDA), intelligent tutoring systems (ITSs), automatic speech recognition (ASR), and chatbots (Son et al., 2023: 2). This article explores the teacher-centered tools, which often overlap with those intended for students. These include generative AI tools (ChatGPT, Microsoft Copilot, or Google Gemini) and AI-powered online platforms (Twee and MagicSchool) that can be used as AI teaching assistants.

While the categorization of AI-powered systems serves as a theoretical background, language teachers benefit most from the practical functions of these tools in the classroom. AI tools have four significant functions: enhancing teaching and learning, tailoring instruction to meet individual student needs, advancing language assessment and evaluation, and predicting potential challenges early on (Kwid et al., 2024). Specifically, AI tools support EFL teachers in three main areas: automation of administrative tasks, personalization of the learning experience, and information on students' learning progress (Zawacki-Richter et al., 2019: 112). Research indicates that these tools can personalize textbook learning materials, design vocabulary, grammar and pronunciation activities, facilitate formative assessment with instant feedback, and increase students' motivation for class participation (Jomaa et al., 2025; Hazaymeh et al., 2024; Schmidt & Strassner, 2022; Pokrivcakova, 2019).

The British Council conducted a survey with 1,348 experienced English language teachers from 118 countries. The results show that the most commonly used AI tools are language learning apps (48%) followed by language generation AI, chatbots, automated grading, speech recognition software, text-to-speech tools, data and learning analytics tools, virtual and augmented reality tools (7%). It is important to note that 24% of the respondents said they did not use any AI tools in their teaching. Regarding the tasks for which they utilize AI tools, 82% of the teachers use them for the following tasks: to create materials (57%), to help students practice their English (53%), to create lesson plans (43%), to do error correction (33%), to grade or assess their students (23%), and to do admin tasks (19%) (Edmett et al., 2024: 30-31). Concerning teachers' views on AI in English Language Teaching, teachers are optimistic about the use of AI as a supplementary tool, but they are concerned about over-dependence on technology, reduced human interaction, and the inability of AI to comprehend the subtle nature of language and the interdependence between language and culture. Although some teachers are uncertain about the impact of AI on ELT, they all agree that AI tools can only complement and not replace human teachers. Finally, a major concern among EFL teachers is the lack of formal training that would prepare them for more efficient AI integration into their EFL classes.

Several studies also discuss teachers' opinions about the disadvantage of AI tools (Meristo, 2025; Al-khreshehm, 2024; Hazaymeh et al., 2024; Erbaş, 2023). These include the production of biased outputs, potential for plagiarism and unethical usage, compromising privacy rights, and lack of adequate training, which can cause underusage or misuses of AI resources. Following the rapid rise of AI tools in (language) education, 'academic integrity', 'data privacy', and 'ethical issues' have become increasingly popular terms. Academic integrity refers to students' honesty and responsibility in their work. It ensures that students' assignments genuinely reflect their own understanding and efforts (Barratt, 2013; Ateeq et al., 2024). The main risk of allowing the use of AI tools in the classroom is enabling students to generate assignments

dishonestly using AI chatbots such as ChatGPT, Copilot, or Gemini, or essay generators (Elom et al., 2025; Nguyen et al., 2023; Navarro-Dolmestch, 2023).

Data privacy in education encompasses safeguarding personal information collected in educational settings from unauthorized access or misuse (Secure and reliable use of education data zone, 2021). The information covers sensitive personal data such as names, date of birth, ID number, academic records, attendance, health details, social interaction, and other online activities. Multiple stakeholders are involved in the process of how personal data is collected, stored, used, and shared, including teachers, students, parents, and educational institutions (Aloshi & Ismail, 2025). The EU's General Data Protection Regulation (GDPR) emphasizes the principles of lawfulness, fairness, transparency, and data minimization (European Union, 2016). Research shows that educational authorities and teachers lack training on AI and data privacy, which undermines the need for investing in teacher education and incorporating data literacy into curricula (Aloshi & Ismail, 2025; Miao et al., 2024).

AI-related ethical issues in the EFL classroom include data breach, exposure of minor's sensitive information, misuse of AI-powered tool to complete assignments without genuine learning, and use of biased AI assessment tools (World Economic Forum, 2025). Therefore, there is a pressing need for educational institutions to establish clear policies on academic integrity and data privacy in order to promote ethical usage of AI in education. Training sessions for educators should be organized to raise their awareness of the risks and limitations of adopting these technologies. This would support teachers to develop students' digital literacy skills by educating them about the ethical use of AI tools and critical evaluation of AI-generated information (Crompton & Burke, 2023; Pokrivcakova, 2019).

The literature review highlights key issues that inform and guide the focus of this study. AI tools are used by many EFL teachers in North Macedonia, and they, too, encounter similar issues as teachers worldwide. They lack AI literacy training and are neutral about the usage and effectiveness of AI tools in foreign language education. The study investigates teachers' perspectives on the practical use of AI tools in EFL classes, the benefits and challenges of their implementation, and the ethical aspect of AI usage. Thus, the study seeks to provide answers to the following research questions and the hypothesis:

1. How often and for which specific purpose do primary school EFL teachers integrate AI tools into their lesson plans and the creation of teaching materials?
2. What are the benefits and challenges faced by primary school EFL teachers when using AI tools in the classroom?
3. To what extent do primary school English teachers incorporate education on academic integrity and data privacy usage of AI tools in their classrooms?

Hypothesis no. 1: There is a correlation between the extent of teachers' use AI tools and the degree to which they educate their students about academic integrity ethical issues.

Hypothesis no. 2: There is a correlation between the extent of teachers' use AI tools and the degree to which they educate their students about data privacy.

The findings are expected to make a valuable contribution to the existing body of literature, which is scarce in the context of North Macedonia, and to provide insight into primary school EFL teachers' concerns and readiness for the introduction of AI into language education. The Ministry of Education and Science and the Bureau for Development of Education are the main stakeholders who would greatly benefit from the study results as they could serve them as preliminary insight into teachers' perspectives on the use of AI in the classroom.

Methodology

The study adopted a quantitative research method with a survey research design. A questionnaire was designed to collect data from EFL teachers teaching in state primary schools.

This method was chosen because of its effectiveness in collecting quantifiable data from a defined population within a short period. The structured questionnaire ensured comparability of responses and reliable measurement of variables related to the research questions. Finally, the approach minimizes researcher bias and permits replication in future studies, thus increasing the validity and reliability of the results (Leavy, 2022; Gurzynski-Weiss & Kim, 2022).

Participants

The study employed a purposive sampling method to select participants who could provide relevant data in accordance with the research objectives. This non-probabilistic sampling technique was selected because the study aimed to explore the perceptions and practices of EFL teachers in North Macedonia working specifically in state primary schools. The inclusion criteria required participants to work in primary schools and be engaged in professional development activities, to ensure their perspectives reflected current EFL classroom practices and trends.

Twenty English teachers were recruited during an ELT conference organized by the English Language Teachers' Association of North Macedonia, held in Skopje on 25th and 26th October, 2024. The teachers voluntarily participated in the survey. There were 150 conference attendees, coming from various state and private primary and secondary schools, private language schools, and state and private universities in North Macedonia. Only those teaching in primary schools were given the questionnaire. The setting facilitated access to a specialized group of teachers who were likely more motivated to contribute meaningfully. The participation in the conference was voluntary, so it may be assumed that the teachers who decided to attend it were either knowledgeable to varying degrees about AI or were willing to learn more about it. Including teachers who are not interested in the use of AI could skew the results as their responses would likely be negative or left blank. Although the sample size is small for quantitative research, the purposive sampling allowed for a more insightful initial exploration of teachers' attitudes within the targeted population. The limitations of this approach, including the sample size and selection setting, are discussed in detail in the limitations section.

Instruments

A questionnaire was designed to collect data from teachers. The survey questions were designed based on the researcher's preconceptions. The questionnaire comprised 13 items: five yes-no questions, five open-ended, and three Likert-scale questions (see Appendix). These were organized into three thematic sections corresponding to each of our research questions and the hypothesis. The first set of items referred to teachers' experiences with the use of AI tools, with particular focus on teacher-centered tools (Holmes & Tuomi, 2022); the second group of questions examined their perceived benefits and drawbacks; and the last three queries assessed teachers' awareness of the ethical considerations in using AI tools within EFL classrooms, which provided data for testing the two hypotheses.

Data collection and analysis

The questionnaire was distributed among the participants while they were attending a workshop on AI tools at a conference in Skopje, North Macedonia. Completing the questionnaire was done voluntarily and anonymously. The answers were entered manually in an Excel sheet. A Pearson correlation test was run in SPSS using the data that had been imported from the Excel sheet to establish possible correlation between the extent to which teachers implement AI tools in their classroom and student education on ethical issues arising from AI usage — academic integrity and data privacy. Descriptive statistics was employed to describe the mean scores, frequencies and percentages, which enabled the researcher to provide answers to the research questions.

Results and discussion

The descriptive statistics for each question are shown below. As Figure 1 indicates, 70% of the teachers utilize AI tools for their English classes. The majority of those teachers sometimes use AI tools to prepare teaching materials, as outlined in Figure 2.

Figure 1. Do you use AI tools for your English classes?

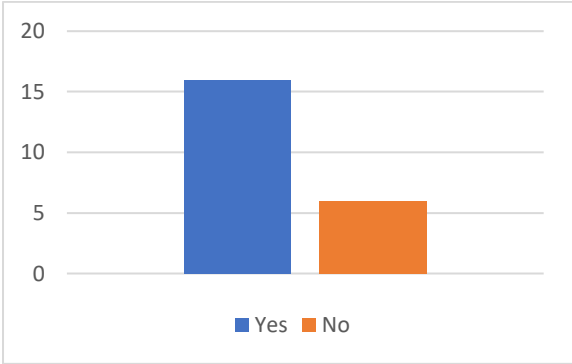
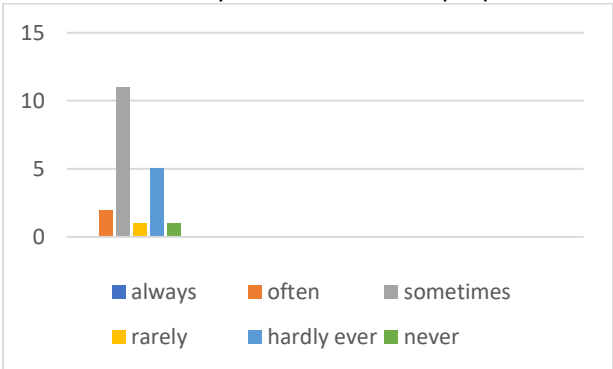


Figure 2. How often do you use AI tools to prepare teaching materials?



Regarding the usage of AI tools during classes, they are not used as frequently as for lesson preparation. Namely, as can be seen in Figure 3, half of the teachers never use AI tools in class, and only approximately 25% rarely or sometimes use them.

Figure 3. How often do you use AI tools during your classes?

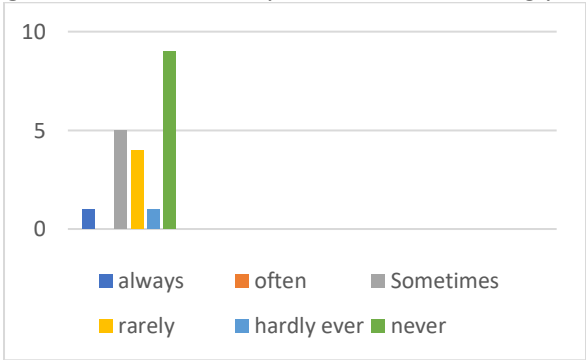
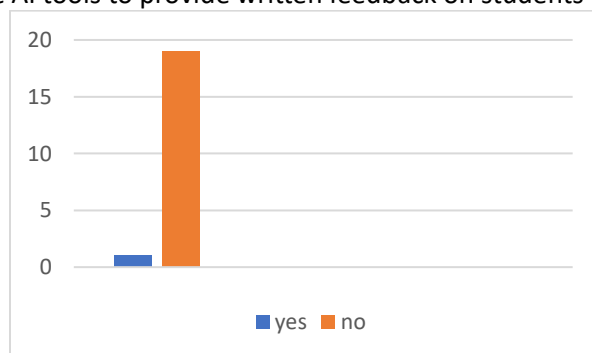


Figure 4. Do you use AI tools to provide written feedback on students' writing assignments?



According to Figure 4, only one teacher relies on AI tools to provide written feedback on students' writing assignments, but she rarely uses them, as shown in Figure 5.

Figure 5. How often do you use AI tools to provide written feedback on students' writing assignments?

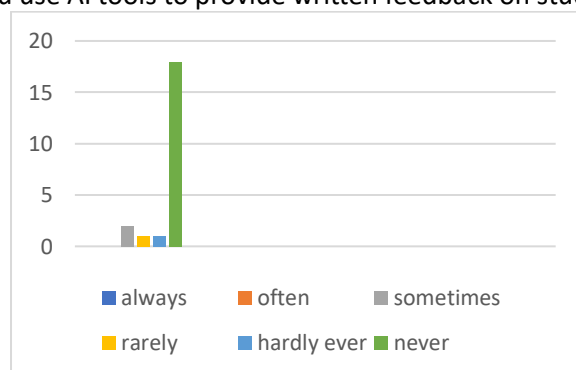
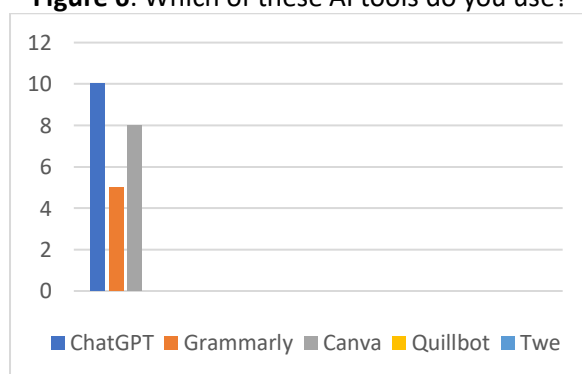


Figure 6. Which of these AI tools do you use?



Concerning particular AI tools, the most frequently used tool is ChatGPT, followed by Canva and Grammarly. Other AI-powered tools that the teachers suggested were Kahoot, MagicSchool, StoryJumper and Quizizz.

The greatest advantage for teachers using AI tools is that they save teachers time for preparing their lesson materials, followed by support for creating interesting and engaging classes. However, teachers listed several disadvantages, the greatest one being destruction of both students' and teachers' creativity and critical thinking skills, followed by technology over-reliance and data privacy issues. All teachers

agreed on the artificial nature of the generated content and the fact that teachers can never be replaced by AI tools.

With regard to how students benefit from using AI tools in their English classes, most teachers believe that the instant feedback, increased motivation, class engagement and personalization of students' learning enhance the language learning experience.

The next two questions were related to the ethical aspect of AI tools. Less than half of the teachers (40%) educate their students about academic integrity when using AI tools (see Figure 7 below), but 65% of the EFL teachers teach them about data privacy issues, as presented in Figure 8.

Figure 7. Do you teach your students about academic integrity when using AI tools?

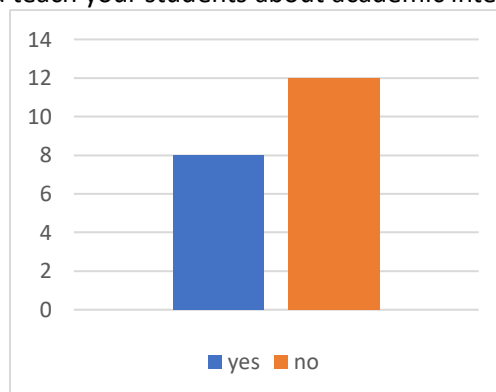
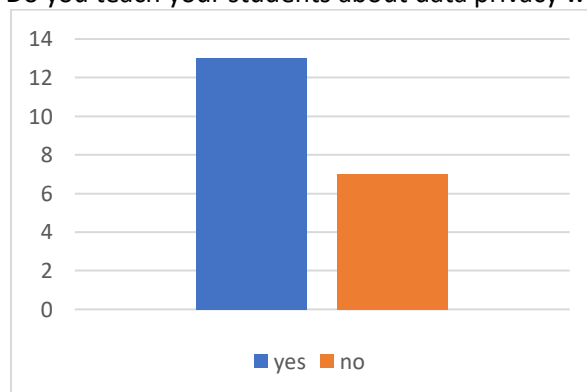


Figure 8. Do you teach your students about data privacy when using AI tools?



The final question referred to professional development sessions attended by the EFL teachers. Only 3 out of 20 teachers responded affirmatively.

A Pearson correlation test was conducted to test Hypothesis no.1 and to examine the relationship between teachers who reported using AI tools and those who teach their students about academic integrity when using such tools. The hypothesis was confirmed as the relationship was statistically significant, $r = .22$, $p < .0005$, indicating a low positive correlation between the two variables. This suggests that the educators who utilize AI tools more often are more likely to teach their students about ethical issues related to academic integrity. Another Pearson correlation test was run to test Hypothesis no.2 and study the correlation between EFL teachers who use AI tools and those who educate their students about data privacy. This hypothesis was confirmed as well. The relationship is statistically significant, $r = .35$, $p < .0005$, and demonstrates that teachers who use AI have a higher tendency to inform students about data privacy issues. Although the positive correlations are weak for both

hypotheses and do not imply causation, they emphasize the importance of adopting AI technology in education and addressing the ethical aspects of its use.

This study aimed to investigate the experiences of primary school EFL teachers with the implementation of AI tools in English classes, including the advantages, disadvantages, and ethical implications of AI usage. The findings illustrate the frequency and types of tools use by EFL teachers both inside and outside the classroom, their primary purposes, the benefits and challenges, and the identified need for training on the ethical aspects of AI use in the classroom. In general, EFL teachers show little resistance to AI integration in the curricula. Nevertheless, they prefer teacher-centered AI tools, and indicate the need for comprehensive training on how to adopt these new and innovative technologies while offering them sufficient knowledge on academic integrity and data protection.

Regarding teachers' usage of AI tools, more than two thirds of the respondents utilize them, which indicates that educators are familiar with these tools and recognize their potential. However, the frequency is low, as most teachers sometimes decide to use them to prepare lesson materials. Furthermore, a small number of teachers decide to implement them in classes, and they rarely do that. This suggests that issues such as institutional policies, privacy, academic dishonesty, and insufficient training may discourage teachers to use AI tools with their students.

Those who decide to use AI tools listed different types of platforms and applications, such as ChatGPT, Grammarly, Canva, Kahoot, MagicSchool, StoryJumper and Quizizz. The wide range of services these tools offer implies that teachers use them for various purposes and with different ages. They use them to design texts, exercises, vocabulary activities, games, stories, tests, and quizzes. Nevertheless, AI tools are not used for providing written feedback on writing assignments. Their potential in assessment would have to be further studied in more detail.

Teachers consider AI tools to be time-saving and efficient, particularly when it comes to creating lesson content. Additionally, they believe that AI-powered tools make EFL classes more interactive. The greatest benefit for students is the instant feedback that AI tools can provide to students, and their ability to individualize the learning process. On the other hand, the teachers expressed their concerns about the negative effect of AI tools on students' creativity, their increased dependence on technology, and problems with data privacy.

The findings resonate with previous studies that identify similar areas of AI tools that teachers find useful, such as the creation of materials, and adaptation of course book activities, as well as increasing learners' motivation to study (Jomaa et al., 2025; Hazaymeh et al., 2024; Edmett et al., 2024; Pokrivcakova, 2019).

As indicated by several authors, plagiarism, misuse of AI-generated content, and protection of personal data are the most commonly identified drawbacks of AI-powered systems (Meristo, 2025; Al-khreshehm, 2024; Erbaş, 2023; Crompton & Burke, 2023). The results of the study also support these claims. Namely, concerning teachers' awareness of educating their students on the ethical usage of AI tools, less than half of them (40%) inform their learners about academic honesty policies. However, teachers are more focused on addressing data privacy issues, with 65% of them informing their students thereof. The Pearson correlation tests indicated low positive relationships between those who utilize AI tools in their EFL classes and the emphasis they place on students' academic integrity and data privacy awareness.

Contrary to this, only 20% of the respondents have received training on ethical usage of AI. This finding underscores the need to organize professional teacher training not only in the practical use of AI tools in the education but also in raising teachers' and students' awareness of and responsible AI usage.

The results of the survey provided answers to the research questions.

1. *How often and for which specific purpose do primary school EFL teachers integrate AI tools into their lesson plans and the creation of teaching materials?*

Teachers are generally in favor of AI tools, and they prefer using them as teacher-centered tools, outside the classroom, for preparation of lesson materials. They do not overuse these tools, as they are aware of their benefits and challenges. It may be assumed that teachers lack sufficient knowledge of both teacher- and student-centered AI tools, or technical conditions for AI usage, such as stable internet connection, and computer equipment in the classroom.

2. *What are the benefits and challenges faced by primary school EFL teachers when using AI tools in the classroom?*

Time-saving is considered to be a major advantage, in addition to enhanced student motivation for class participation. However, teachers perceive that excessive reliance on technology can reduce student creativity and critical thinking.

3. *To what extent do primary school English teachers incorporate education on academic integrity and data privacy usage of AI tools in their classrooms?*

Teachers are inconsistent in their approach towards addressing ethical concerns such as data privacy and academic integrity. While the majority inform their students about the ethical implications of AI use, there are some teachers who do not do so. This underscores the need for educating teachers about these issues, which would in turn help them clarify their dilemmas and encourage them to raise their students' awareness of the ethical usage of AI in education. It may be assumed that the lack of teacher training leads to teacher's reluctance to incorporate education on academic integrity and data protection related to AI usage in their classrooms. In addition, the Ministry of Education has not prepared a legal framework and teacher guidelines on ethical AI use in education. These could serve as valuable training resources to improve teachers' competence in managing ethical use of AI.

The findings of the survey confirmed the hypotheses that there are positive correlations between the extent of teachers' use of AI tools and the degree to which they educate their students about AI-related ethical issues.

Conclusion

Since AI tools are a recent novelty in educational language technology, teachers lack knowledge and self-confidence in their implementation. The Ministry of Education and Science in North Macedonia is following this trend and preparing to launch a project on integration of AI in primary schools. In view of this, the study explored teachers' perspectives on the use of AI tools in the EFL classroom, their benefits and drawbacks, and the ethical aspects of their utilization.

Data were collected from 20 primary school English teachers from North Macedonia. The results indicate that teachers recognize the potential of AI tools for lesson preparation and enhanced student engagement, but they also outline the challenges that include reduced creativity and ethical issues. The implications include educating teachers on effective and ethical usage of AI tools, which would enhance the language teaching and learning process.

Recommendations for effective implementation of AI in primary schools should take into account three key aspects of the current state of Macedonian schools: computer infrastructure, teachers' and students' digital and AI skills, and legal frameworks for AI usage in education. The Ministry of Education and Science began the process of digitalizing schools several years before the COVID-19 pandemic, which only accelerated the efforts to modernize education. The challenges that arose included poor internet access, insufficient or malfunctioning computers, resistance to using new technology, and the digital divide. Teachers face the same issues today, which discourages them from implementing AI into the curricula. The Ministry needs to improve the infrastructure to enable smooth transition from traditional or digital classrooms to AI-integrated education. Furthermore, specialized training should be organized for teachers and other school authorities to support them in gaining a deeper understanding and enhance their ability

to work with these tools effectively. This includes knowledge of how AI systems work, using AI tools and applications, understanding concepts like machine learning, data analysis, problem-solving with AI, and ethical considerations around AI. Since social inequality is widening the digital divide, the Ministry should put efforts into narrowing the divide by providing smart devices and internet access to socially disadvantaged students and teachers. Finally, there are currently no comprehensive laws governing AI use in education aligned with EU standards. The only existing regulation is the National ICT Strategy 2021-2025, prepared by North Macedonia's Ministry of Education, supported by the Ministry of Information Society and Administration. It includes digital literacy, creativity, and collaboration goals for education, but AI ethical issues are not included. (Ministry of Information Society and Administration, 2021). Workshops and seminars with foreign experts could be organized for teachers, since the survey results showed that the number of teachers who have attended such sessions is low (15%). This is despite the fact that teachers who use AI tools want to inform their students about the ethical implications of AI use.

Recommendations for further research

In light of the study findings, further research could focus on providing teachers with more insight into the ethical aspects underlying the use of AI tools and how they can train students to utilize AI tools in their studies in an academically honest manner. Additionally, schools, universities, and most importantly relevant governmental bodies should prepare guidelines for the integration of AI in education. Privacy issues arising from unethical usage of AI tools should be studied in detail to raise both teachers' and students' awareness of the consequences of misuse of AI-powered systems. Furthermore, AI literacy trainings should be organized for teachers to equip them with the new subset of digital skills. This aligns with Edmett et al.'s (2024) findings, which emphasize the necessity to equip teachers with the AI skills required for creating lesson plans and teaching materials (Edmett et al., 2024). This would lead to maximizing the intended benefits of AI tools for language teachers and enhancing the language learning experience.

Limitations

The study has three limitations that need to be considered for further research. Firstly, the findings of the study are limited because of the small number of participants. Only 20 teachers participated in the study. Further research could include larger samples and different research methods such as classroom observation and interviews, which could help gain deeper insight into teachers' usage of AI tools and inform policy makers how to integrate AI technology with ethics education more effectively. Secondly, the participants are all from North Macedonia, which limits the scope of the results. Teachers with an international background would increase the generalizability of the study findings. Finally, the participants were selected because they were attending a conference. We may assume that teachers who are investing in their professional development by going to conferences and workshops are those who are more enthusiastic about learning new things such as AI tools and implementing them in their classes.

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Appendix

Questionnaire

Dear teacher!

I am conducting research on the use of AI in lesson planning and would like to hear about your experience. The survey should only take a few minutes, and your responses are completely anonymous. Thank you for your cooperation.

1. Do you use AI tools for your English classes? Yes No

2. How often do you use AI tools to prepare teaching materials?

Always

Often

Sometimes

Rarely

Hardly ever

Never

3. How often do you use AI tools during your classes?

Always

Often
Sometimes
Rarely
Hardly ever
Never

4. Do you use AI tools to provide written feedback on writing assignments? Yes No

5. How often do you use AI tools to provide written feedback on writing assignments?

Always
Often
Sometimes
Rarely
Hardly ever
Never

6. Which of the AI tools below do you use in your English classes? Tick all that apply.

ChatGPT
Grammarly
Canva
Quillbot
Twee
Turnitin

7. What other AI tools do you regularly use/have you used in your English classes?

8. In your opinion, what is the greatest benefit for teachers using AI tools?

9. In your opinion, what is the greatest disadvantage for teachers using AI tools?

10. How do students benefit from using AI tools in their English classes? Tick all that apply.

They are more motivated to study.
They focus better.
AI tools provide them with instant feedback.
AI tools personalize students' learning.
AI tools increase student engagement.
AI tools develop students' creativity.

11. Do you teach your students about academic integrity when using AI tools? Yes No

12. Do you teach your students about data privacy issues when using AI tools? Yes No

13. Have you attended any training on AI ethical usage? Yes No