INTERNATIONAL JOURNAL OF
Practical and Pedagogical Issues in English Education
IJPIE
ISSN : 2980-9533
Homepage: www.ijpie.org
3(4), Dec. 2025

# Integrating Artificial Intelligence as a Learning Tool at the Tertiary Level: Bangladeshi English Teachers' Perception

Mohammed Emdadul Huda [1], Farjana Khanum [1, *]

[1] Department of English Language, Jatiya Kabi Kazi Nazrul Islam University, Trishal, Mymensingh, Bangladesh.
Corresponding Author's Email: farjanak24@gmail.com

**KEYWORDS**

Academic Integrity, Digital Literacy, EFL Contexts, AI Integration Barriers, Tertiary Education

**ARTICLE INFO**

**Article type:** Research Article

**Article history:**
Received: 28 July 2025
Revised: 18 September 2025
Accepted: 18 October, 2025
Published online: 18 October 2025

**ABSTRACT**

Addressing the irrevocable significance of the Artificial Intelligence (AI) in education, this study investigates tertiary-level English educators' perceptions of AI as an instructional resource in public universities in Bangladesh. It examines both its prospective advantages and the challenges that accompany it. Using a mixed-methods approach (qualitative and quantitative), data were gathered via an online survey of 30 English teachers randomly chosen from 17 public universities through convenient sampling. The results indicate that AI is recognized for its potential to assist with writing, grammar, and language skill development. However, significant concerns remain regarding its impact on academic integrity, student creativity, and the risk of excessive reliance on AI tools. Teachers in Bangladesh also said that poor infrastructure, a lack of formal training, and ethical issues were major obstacles to using AI effectively in language teaching. Even though students welcome AI tools, university teachers stressed the importance of combining AI with human interaction, critical thinking, and originality. Narrow sample size of the study may limit the applicability of the findings and fails to consider students' perceptions. The study suggests extensive teacher training, ethical frameworks, digital literacy initiatives, and policy measures to guarantee responsible, equitable, and pedagogically sound implementation of AI in English language and literature classrooms.

## Introduction

Artificial intelligence (AI) is the ability of computer systems to perform multidimensional tasks that previously required human intelligence. Nowadays, the phrase is the most frequently discussed concept in the field of technology. It can recognize speech, make decisions, and identify patterns; however, the term now extends beyond technology. AI has established its name in the domains of education, finance, healthcare, and research as well. In teaching and learning, AI is working as a potential tool that can generate text, images, analyze data, and create content on the basis of command (Xu et al., 2022). In language education, AI is enhancing the learning system by facilitating English language instruction. (Hutauruk & Daulay, 2024). Researchers are concerned with the integration of AI in quality learning because generative AI is easy to access, allowing learners to become addicted and dependent on it for doing their assigned work. Noam Chomsky (2023), a world-renowned linguist and cognitive scientist, while talking about the future of AI, language, mind, and consciousness, put forth an argument against AI, believing it is not as capable as many believe. Claiming that ChatGPT doesn't truly "think" or understand language and that it only executes pre-programmed patterns and algorithms, he thinks machine learning lacks the genuine insight and awareness that defines human thought.

**How to Cite**: Huda, M. E., Khanum, F. (2025). Integrating Artificial Intelligence as a Learning Tool at the Tertiary Level: Bangladeshi English Teachers' Perception. *International Journal of Practical and Pedagogical Issues in English Education*, 3(4), 118-138. DOI: 10.22034/ijpie.2025.537575.1122

AI tools like ChatGPT, Grammarly, and automated assessment systems are gaining popularity in higher education because they can help with personalized learning. On teachers' part, it improves instructional design and lightens teachers' workloads (Tarannum, Ahmed, Seraj, & Khan, 2025). Firstly, Zainuddin (2024) investigates English department teachers' views on AI as motivational, personalized, supplementary tools while mentioning access, over-reliance, and the need for training. Moreover, Teimourtash (2024) conducted an empirical study with Iranian EFL undergraduates majoring in the English translation discipline and confirmed that applying AI tools in skill acquisition could significantly enhance the enrichment of obtaining a boosted knowledge process.

In EFL contexts like Bangladesh, AI can help make realistic lesson plans and develop comprehensive, culture-sensitive materials. To make a bridge between teachers and learners, AI can help by giving immediate feedback. However, these advancements face several technical challenges, particularly in Bangladesh, where teachers lack technological training and both labs and physical classrooms are not conducive to technology use. These problems are still unresolved. (Nazim, Rahman, Akter, & Sultana, 2025). While AI offers creative ways to address challenges, it also raises certain concerns. However, AI tools are increasingly posing a threat to practical EFL settings. Lack of empirical data regarding the benefits and challenges of applying creates difficulties for teachers and policymakers in making effective decisions. While researchers around the world are celebrating the blessings of AI in the academic arena and language teaching, in the Bangladeshi tertiary education system, teachers are facing problems regarding poor institutional support, infrastructural limitations, and unavailability of digital tools (Munni, 2023). It requires supervision from a teacher to ensure they use the tool effectively and efficiently. The research community is now globally interested in the use of AI, but Bangladesh has not explored this area as much. However, to rectify this deficiency, Uddin et al. (2024) conducted research with university EFL teachers. The results revealed that the teachers are still doubtful about AI-assisted tests because they have technical limitations and other issues.

Though in a global context AI is changing the higher educational pedagogy, Bangladeshi universities are facing several implementation issues, including rules of use and subscription costs (Tarannum et al., 2025). Teachers are feeling the advantages of AI while preparing teaching materials, arranging tests, and making learners independent. However, they are still concerned with the unethical use, academic dishonesty, and drastic plagiarism that they are not yet ready to control (Islam et al., 2024). Because of these institutional frameworks, teachers need to address several problems in their workplaces. There is structured guidance for tertiary-level AI use, and it leads to different practices at different universities. As a result, AI use is becoming challenging for the teachers. Moreover, research and policymaking do not adequately represent the perspectives of tertiary-level English teachers when integrating AI into education. To address these gaps, it is important to investigate teachers' views on AI as a learning tool in Bangladeshi universities in a systematic way.

Thus, the present study investigated tertiary-level English teachers' perceptions of AI, to look into how Bangladeshi teachers feel about the benefits, to find out the tensions about using AI in higher education, and also to shed light on the future of AI in higher education in Bangladesh. The study also provided empirical insights and pedagogical implications for using AI in higher education in the Bangladeshi context.

## Literature Review

Mentioning the advantages of artificial intelligence as a transformative force in education, the findings of Wu et al. (2020) revealed that students' engagement with chatbots in online learning and communication improved students' learning and mental health. Kristiawan et al. (2024) also agreed that AI tools enhance learner engagement and improve learners' speaking and writing skills significantly. But the study did not reveal teachers' perceptions regarding the language development.

Tarannum et al. (2025) conducted a study on Bangladeshi ELT teachers' perceptions and utilization of ChatGPT as a pedagogical tool, indicating that language teachers employed ChatGPT for creating practice tasks, developing question materials for quizzes or examinations, and delivering automated feedback. AI is great because it saves time, has unlimited resources, and is easy to access. They were worried about being too dependent and copying other people's work. The study, on the other hand, only looked at five universities. Hutauruk and Daulay (2024) did a study on how teachers at five different schools in North Sumatra, Indonesia, felt about using generative AI tools to teach English. The results indicated that teachers were worried about students using these tools because of ethical issues, even though they could have some benefits, like giving personalized feedback, helping with lesson planning, and improving the learning experience. Furthermore, they believed that teachers are also concerned about the possibility of AI tools replacing their roles and diminishing human interaction in the classroom. The focus of this study was the school level.

Teachers are still concerned about what the AI will mean for them, even though it has some positive points. In the realm of Egyptian higher education, Abdelaal and Sawi (2024) conducted a study to investigate the perceptions of university professors, both from private and public institutions, regarding AI. Their study indicated that university professors have differing levels of familiarity with AI. However, they did see AI as a useful tool for learning. Their research found some problems, such as how laborious it is to understand and interpret AI algorithmic outcomes, how complicated AI systems are, how much it costs to use them, and worries about data privacy. They were worried about the privacy of their data. Akanda et al. (2024) performed a mixed-method empirical study involving 11 teachers and 217 students from private universities in Dhaka, Bangladesh, focusing on the integration of AI tools such as ChatGPT in language learning. They also found that students embraced the benefits of ChatGPT, whereas teachers were concerned with academic dishonesty and reliable use by the learners.

Likewise, Islam and Mumu (2024) conducted empirical research on Bangladeshi teachers' perceptions and hesitancy regarding the integration of ChatGPT as a tool in English language learning. They found that over 80% of teachers agreed to utilize ChatGPT in the language classroom, although many expressed reservations about its practical and ethical implications., as the study sample consisted of teachers from various high schools across Bangladesh. Findings of Kristiawan et al. (2024) showed that AI tools enhance learner engagement, provide personalized learning experiences, and improve language proficiency, particularly in speaking and writing. However, they expressed concerns regarding teacher preparedness and data privacy and bias.

Noam Chomsky (2023) is not at all impressed by ChatGPT (AI), which he thinks is the monster in a grim future. He also adds that AI can exude "the banality of evil: plagiarism and apathy and obviation," and he shows his concern regarding AI as a secondary worry compared with climate change. Uddin et al. (2024) conducted a study on university EFL teachers'

perceptions about AI-enhanced assessments in Bangladesh. The study includes six EFL teachers across private universities. Hasan & Mahmud (2024) interviewed 115 private university English teachers regarding EFL teachers' perceptions of AIA's impact on academic integrity and pedagogy. The findings revealed a lack of training, resources, and policy support. Despite the growing use of AI, empirical studies on Bangladeshi EFL teachers' perceptions remain scarce, especially in the department of English at public universities.

There were regional variations as well in the findings, as Yoon (2019) conducted a study on student readiness for AI instruction in university EFL classrooms in Korea. Findings revealed that the participants were interested in AI and considered it useful and convenient, but at the same time, they felt threatened by it. While the study suggested that both learners and teachers should gain a deeper understanding and knowledge of using AI in English Language Teaching and Learning (ELT/L) before integrating it into classrooms, it does not provide an in-depth analysis of learners' concerns across various areas of English language learning. Bangladeshi studies have predominantly concentrated on private universities and schools, often overlooking the public university context. In this setting, pedagogical, structural, and financial factors can vary significantly.

The novelty of the present study stems from its examination of teachers' perceptions of AI tools, extending beyond specific tools such as ChatGPT. The primary focus is on language teaching and learning within a public university context. The current study seeks to fill existing research gaps and offer insights into the benefits, challenges, and educational implications of utilizing AI in promoting language development.

## Research Questions

These findings directly inform the guiding questions of the current study:

**RQ1.** What are the tertiary-level English teachers' perceptions of AI as a learning tool—positive, negative, or mixed?

**RQ2.** What are the benefits and challenges of using AI tools in the English departments of Bangladesh?

## Theoretical Framework

This study is primarily based on the Technology Acceptance Model (TAM) and Sociocultural theories. The Technology Acceptance Model (Davis, 1989) posits that an individual's readiness to embrace new technologies is influenced by two factors: perceived utility and perceived ease of use. According to the Technology Acceptance Model (TAM), which looks at AI in English Language Teaching (ELT), teachers are more likely to use AI technologies in their lessons if they think they are easy to use and helpful for learning. Despite ongoing debate, previous studies have shown that Bangladeshi EFL teachers (Islam & Mumu, 2024; Tarannum et al., 2025) and other contexts (Abdelaal & Sawi, 2024) were predominantly receptive to the implementation of AI once convinced of its educational advantages. Sociocultural Theory (Vygotsky, 1978; Lantolf & Thorne, 2006) bolsters TAM by highlighting the role of mediational tools in the learning process. Basically, Chatbots and generative systems are two examples of AI applications that make it easier to talk to people, give personalized feedback, and make it easier to interact with others. This perspective posits that artificial intelligence (AI) transcends mere technological progress, serving as a cultural and educational conduit that transforms the teacher-student dynamic. Consequently, this dual-faceted approach ensures a comprehensive

understanding of the ethical and effective integration of AI into English language education in public universities in Bangladesh.

## Method

### Research Design

The present study utilized a mixed-method research design, incorporating both quantitative and qualitative methodologies, to thoroughly investigate teachers' perspectives on artificial intelligence (AI) in English language instruction. A convergent parallel design was utilized to augment the validity of the findings, involving the simultaneous collection and triangulation of quantitative data from structured survey items and qualitative data from semi-structured and open-ended responses (Creswell & Plano Clark, 2018).

### Participants

The study's target population consisted of English language and literature teachers from the English language and literature departments of public universities in Bangladesh. We gathered thirty instructors from seventeen public universities using convenience and purposive sampling methods. Each participant focused on teaching literature and the English language at the tertiary level. Their teaching experience varied, with some having six to ten years, others ranging from two to six years or three to five years, and some with more than fifteen years of experience.

**Table 1**

*Demographic Information*

| Variable | Category | Frequency (n) | Percentage |
|---|---|---|---|
| Gender | Male | 12 | 40% |
| | Female | 18 | 60% |
| Teaching Experience | 2 years | 6 | 20% |
| | 2-5 years | 3 | 10% |
| | 6-10 years | 6 | 20% |
| | More than 10 years | 15 | 50% |
| Academic Field | English Language and Literature | 30 | 100% |
| University Type | Public | 17 | 100% |

*Note: Percentages are calculated based on the total number of participants (n=30)*

### Instruments

A questionnaire created by a researcher was used to collect the main data. The tool had 19 questions in three parts:

1. Demographic Information (four questions: gender, years of teaching experience, department, and type of university).

2. Likert-Scale Items (eight questions about how people feel about AI in ELT, rated on a five-point scale).

3. Semi-structured and Open-ended Items (seven questions: four semi-structured and three open-ended to extract comprehensive qualitative insights).

To ensure content validity, the questionnaire was formulated based on an examination of pertinent literature regarding AI in English Language Teaching (Kristiawan et al., 2024; Tarannum et al., 2025; Wu et al., 2020) and was congruent with the research questions. A preliminary test was administered to English language educators from a public university (excluded from the final study). Based on feedback, small changes were applied to make the items clearer and more accurate. Cronbach's alpha was used to verify the reliability of the Likert-scale items. The score was above 0.70, which shows that the items are internally consistent (Nunnally & Bernstein, 1994).

### Procedure of Data Collection

Initially, an online questionnaire made on Google Forms was used to gather the data. The link was sent out electronically to people at seventeen public universities. Participation was optional, and responses were collected anonymously to maintain confidentiality and to mitigate response bias.

### Data Analysis

Descriptive statistics including means, standard deviations, frequencies, and percentages were implemented to analyze the quantitative data of the present research study. Then, they were shown in pie charts and bar graphs. We used Cronbach's alpha to check the scale's reliability and ensured that it was consistent with itself.

The qualitative data obtained from semi-structured and open-ended questions underwent thematic analysis afterwards. Responses were systematically coded and categorized to identify common themes regarding educators' perceptions of the benefits, challenges, and pedagogical implications of AI. To achieve a better overall picture of the research problem quantitative and qualitative results were combined.

## Results

The results of the study derived from the answers of the semi-structured and open-ended questions answered in the questionnaire. The survey shows that only 26.7% of the people who answered have been to a formal seminar or workshop on AI in education. 33.3% said they had never heard of it at all. The biggest group (40%) said they had some or no formal training in AI tools. Although a significant proportion of self-taught respondents signifies an increasing interest among educators in AI, there exists a considerable deficiency in professional development opportunities via training.

**Table 2**

*Have You Attended Any Seminar or Workshop Regarding AI in Education?*

| Responses | Frequency | Percentages |
|---|---|---|
| Yes | 8 | 26.7% |
| No | 10 | 33.3% |
| Partial exposure/self-taught | 12 | 40% |

Table 3 shows mixed perceptions of the teachers. Here, 53.3% of teachers (23.3% strongly agree, 30% agree) express a preference for using AI in teaching language skills, yet a notable 40% remain neutral. However, the small percentage (6.6%) of teachers disagrees or strongly disagrees with this statement. These findings from Charts 1 and 2 together reveal both the potential acceptance of AI as a learning tool and the critical need for structured training and institutional support.

**Table 3**

*I Prefer Using AI in the Classroom for Teaching and Learning of Language Skills*

| Responses | Frequency | Percentages |
|---|---|---|
| Strongly Agree | 7 | 23.3% |
| Agree | 9 | 30% |
| Neutral | 12 | 40% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 1 | 3.3% |

Table 4 expresses a strong concern among teachers regarding students' misuse of AI tools for academic dishonesty, specifically plagiarism. Out of 30 respondents, 40% strongly agree and 43.3% agree that learners tend to use AI for such unethical practices when writing assignments—amounting to an overwhelming 83.3% in agreement. Only 10% are neutral, and only 3.3% disagree, which means that this is not a divisive issue but a concern that most people agree on.

**Table 4**

*Learners Show a Tendency to Use AI for Cheating and Plagiarism While Writing Assignments*

| Responses | Frequency | Percentages |
|---|---|---|
| Strongly Agree | 12 | 40% |
| Agree | 13 | 43.3% |

| | | |
|---|---|---|
| Neutral | 3 | 10% |
| Disagree | 2 | 6.7% |
| Strongly disagree | 0 | 0% |

Table 5 shows what teachers are thinking regarding how their students feel about using AI-based tools to learn. Here, most people (56.7%) think that their students have a mostly positive attitude, and 13.3% think it is very positive. This means that 70% of people have a generally positive view. This statistic shows that most students are open to using AI in their learning, which is a sign of the growing digital literacy and tech adaptability of college students in Bangladesh. However, 16.7% of teachers are neutral, and a small number—13.3%—think that students' attitudes are slightly negative. No one said they were "very negative."

**Table 5**

*What is the Attitude of Your Students Towards AI-Based Tools in Learning?*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Very positive | 4 | 13.3% |
| Mostly positive | 17 | 56.7% |
| Neutral | 5 | 16.7%% |
| Slightly negative | 4 | 13.3% |
| Very negative | 0 | 0% |

Table 6 reflects a varied yet limited integration of AI tools among English teachers. Among 30 respondents, the most commonly used tool is AI-based language learning applications (43.3%), followed by AI writing assistants (26.7%) and AI chatbots (23.3%). Conversely, only 6.7% of teachers utilize advanced or specialized tools, like automated grading systems and speech recognition tools. A significant portion—36.7%—reported using no AI technologies at all, which exposes a substantial adoption gap in AI-supported pedagogy. The findings suggest that teachers are selectively adopting AI tools that are both readily available and user-friendly.

**Table 6**

*Select the AI Technologies you Use in Your English Classroom*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| AI based language learning apps (e.g., Duolingo, Grammarly, etc.) | 13 | 43.3% |
| AI writing assistants | 8 | 26.7% |
| AI chatbots | 7 | 23.3%% |
| Automated grading systems | 2 | 6.7% |

| | | |
|---|---|---|
| Speech recognition tools | 2 | 6.7% |
| None | 11 | 36.7% |
| Other | 1 | 3.3% |

This statement discusses the idea that AI takes away students' creativity and originality when they read poems or other literary works. It states that teachers in the English department are distressed. In this case, 40% agree and 16.7% strongly agree with the statement, which means that AI could be a threat to real literary interpretation. On the other hand, 26.6% of people disagree, meaning that a smaller group thinks AI is either not a threat or even helpful to creativity. Thus, 16.7% express neutral position.

**Table 7**

*I Believe AI Destroys Learners' Creativity and Originality while Interpreting a Poem/Literary Text*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Strongly Agree | 5 | 16.7% |
| Agree | 12 | 40% |
| Neutral | 5 | 16.7% |
| Disagree | 7 | 23.3% |
| Strongly disagree | 1 | 3.3% |

To face the upcoming challenges, this particular statement examines teachers' views on whether learning objectives and assessments should be restructured to cope with changes brought by AI. Here, the majority, 70% of respondents, agrees, and an additional 26.7% strongly agree; overall, 96.7% are in favor of restructuring. Only a small 3.3% of participants remain neutral, and no participants expressed disagreement, which demonstrates a strong consensus for educational reform in an AI-driven academic environment.

**Table 8**

*To cope up the Change, Learning Objectives and Assessments should be Restructured*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Strongly agree | 8 | 26.7% |
| Agree | 21 | 70% |
| Neutral | 1 | 3.3% |

| | | |
|---|---|---|
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |

Table 9 shows that the people who answered were not very sure about the purpose and use of training related to AI and academic integrity. Half of the respondents (50%) agree with the statement, and 20% strongly agree. This indicates that a substantial 70% of teachers believe that training primarily focuses on monitoring and regulating students' use of AI, rather than enhancing pedagogy or teaching skills. On the other hand, 16.7% disagree, 3.3% strongly disagree, and 10% are neutral. This indicates that some teachers still think that training is useful for more than just teaching.

**Table 9**

*Teachers' Training is Useful for "Policing" Purposes Only*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Strongly Agree | 6 | 20% |
| Agree | 15 | 50% |
| Neutral | 3 | 10% |
| Disagree | 5 | 16.7% |
| Strongly disagree | 1 | 3.3% |

In response to statement 9, teachers express a strong perception that students are increasingly relying on AI in place of original thought processes. A significant number, 56.7%, agree with the statement, and 26.7% strongly agree, indicating that 83.4% of teachers believe students bypass traditional brainstorming and ideation skills in favor of AI-generated content. Only 6.7% disagree, and 10% remain neutral, suggesting minimal opposition to this concern.

**Table 10**

*Instead of Brainstorming, Students Use AI for their Assignments, New Ideas and Projects*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Strongly Agree | 8 | 26.7% |
| Agree | 17 | 56.7% |
| Neutral | 3 | 10% |
| Disagree | 2 | 6.7% |

| | | |
|---|---|---|
| Strongly disagree | 0 | 0% |

Table 11 reveals a strong consensus among teachers in favor of enforcing academic integrity policies in response to AI misuse. A combined 96.7% of respondents agree or strongly agree—with 60% agreeing and 36.7% strongly agreeing—that there should be penalties for uncritical or unethical use of AI-generated content, particularly in the form of direct copy-paste in student assignments. A strong majority of teachers agree, with only 3.3% disagreeing and none remaining neutral.

**Table 11**

*I Think Penalties Should be Implemented for AI Copy-Paste*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Strongly Agree | 11 | 36.7% |
| Agree | 18 | 60% |
| Neutral | 0 | 0% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 0 | 0% |

Table 12 asks, "Do you think AI can replace traditional teaching methods?" and provides important information indicates how teachers feel about AI's role in education. Half of the 30 people who answered said they think AI can replace traditional methods to some extent. This shows that they are open to using technology while regarding its limits. 26.7% of respondents, on the other hand, say that there needs to be a balance between AI and traditional teaching methods. 20% of respondents strongly believe that AI cannot replace traditional methods. This shows that people still value human interaction, contextual understanding, and pedagogical judgment, especially when it comes to complex tasks like interpreting literature or giving feedback. Only 3.3% of people support AI taking over completely, revealing most people agree that AI is better as a tool than as a replacement. This point of view indicates teachers know about both the possible benefits of AI and the things that make teaching unique, like empathy, mentorship, and cultural nuance.

**Table 12**

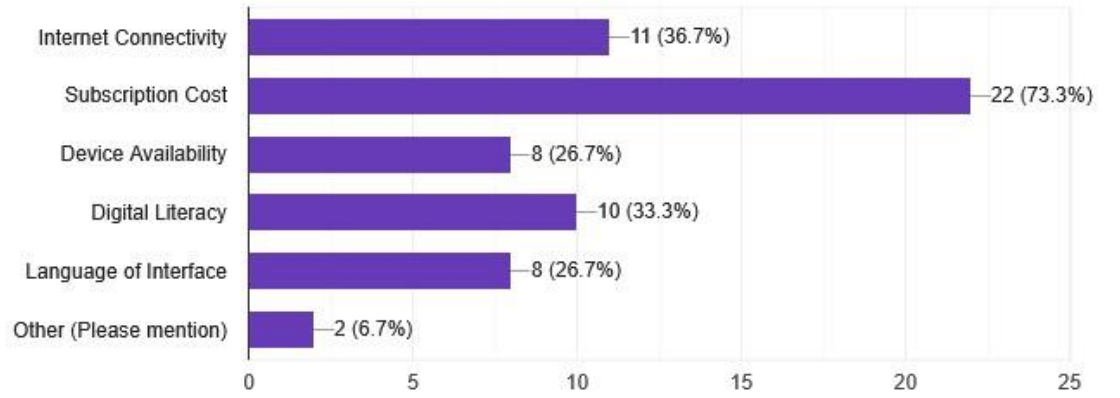
*Do you Think AI can Replace Traditional Teaching Methods (E.G., Grammar Instruction, Writing Feedback, Interpreting Texts)?*

| **Responses** | **Frequency** | **Percentages** |
|---|---|---|
| Yes, entirely | 1 | 3.3% |
| Yes, to some extent | 15 | 50% |
| No, it should balance with traditional | 8 | 26.7% |

| | | |
|---|---|---|
| methods | | |
| No, it cannot replace traditional methods | 6 | 20% |

**Bar Chart 1**

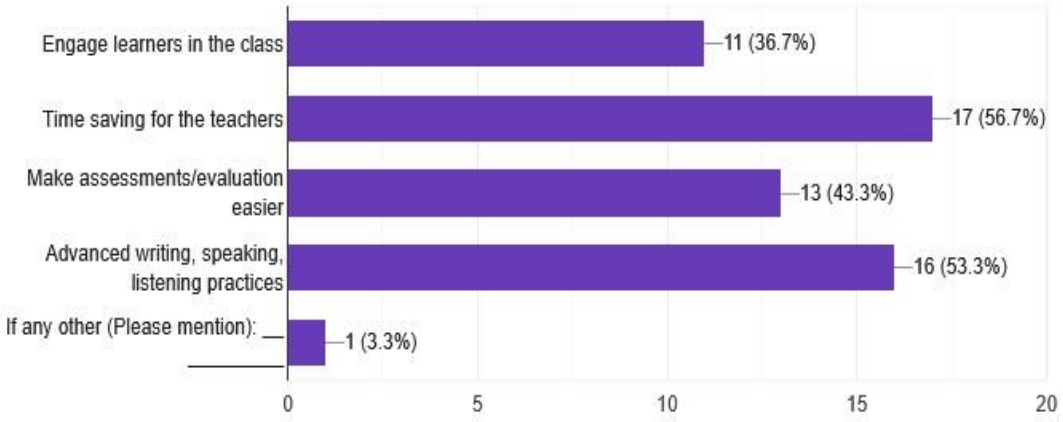
*What Sort of Challenges you do Face While Using AI Detector (Check All Applicable)*




The chart 1 entitled "What kind of problems do you have when using AI detectors?" shows the big problems teachers encounter trying to use AI detection tools in their classrooms. Subscription cost is the most common problem, affecting 73.3% of those who answered. This indicates that many reliable AI detection platforms are too expensive for most people, especially in public universities in Bangladesh. Thereafter, problems with internet connectivity (36.7%) and low levels of digital literacy (33.3%) become major issues. These show that there are gaps in infrastructure and skills that make it challenging to use these tools smoothly. Furthermore, 26.7% of people reported issues including device availability, the language of the interface, and technical access exacerbate the situation. This suggests that there is a bigger problem of digital inequality and interfaces that aren't simple to use.

**Bar Chart 2**

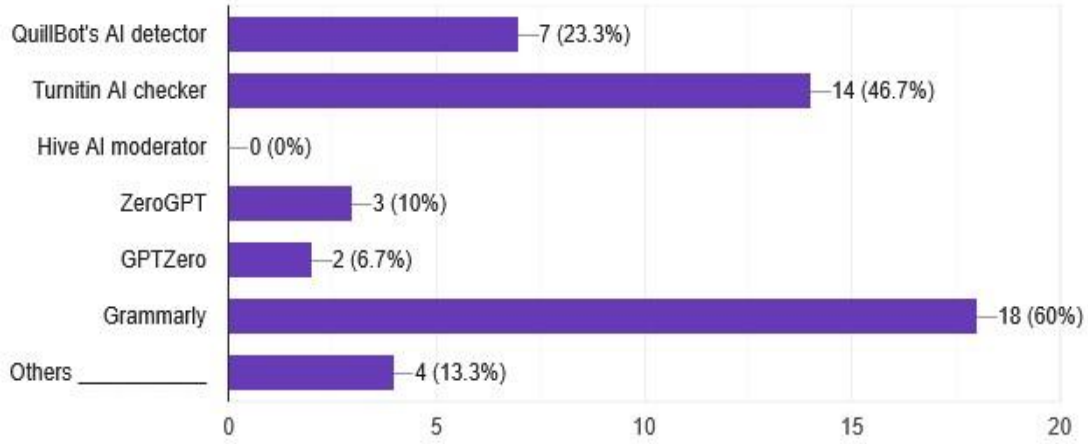
*In What Aspects AI Assists English Language Classroom (Check All Applicable)*




The chart "In what aspects AI assists English language classrooms" shows how teachers think AI can help them in the classroom. The most common benefit mentioned by 30 people is that AI saves teachers time (56.7%). This suggests that people see AI as a tool that makes their jobs easier, possibly by automating grading, providing feedback, or creating content. Many people (53.3%) supported advanced language practice, which includes skills like writing, speaking, and listening. This shows how AI could help people learn these skills better. Also, 43.3% of teachers said that AI makes tests and evaluations easier, which shows that it could make both formative and summative assessment tasks more efficient. But only 36.7% of teachers thought that AI could be used to get students interested in learning. This may mean that AI isn't being used in the classroom as well as it could be or that we need more interactive, student-centered AI tools.

**Bar Chart 3**

*Which AI Checker do you Use to Evaluate Student? You can Select more than one.*




The chart called "Which AI checker do you use to evaluate students?" shows what tools English teachers usually use to examine AI-generated or AI-assisted work. Grammarly is the most popular tool, with 60% of the 30 respondents using it. Grammarly is mostly a tool for improving grammar and writing, but its popularity may show that people are using more tools

that indirectly help with evaluation by making language more accurate. The Turnitin AI checker comes in second place with 46.7%. This shows how well-known it is for detecting plagiarism and upholding academic integrity. This is especially important now that people are worried about submissions made by AI. Institutions may not trust or use QuillBot's AI detector (23.3%), ZeroGPT (10%), and GPTZero (6.7%), which are rarely used. Interestingly, the Hive AI moderator received no responses (0%), potentially indicating that users were unaware of its existence or believed it would not function properly. The point that 13.3% of teachers selected "Others" indicates that some are experimenting with new or different tools that have not yet gained widespread use.

**Analysis of the Open-ended Questions**

The questionnaire includes three open-ended questions, and the researchers analyze these questions using manual thematic coding in Excel or Google Sheets. We maintain three criteria for analysis. We identified keywords and phrases (such as "grammar," "writing skills," and "personalized learning"), counted the frequency of similar themes, and created summary tables.

**Question 15 is: "What are the key areas where you feel AI could help improve teaching English language and literature in the future?**

Based on manual analysis (as an example), here are the most recurring categories and how many responses mentioned them:

**Table 13**

*Key Areas Where Teachers Feel AI Could Help*

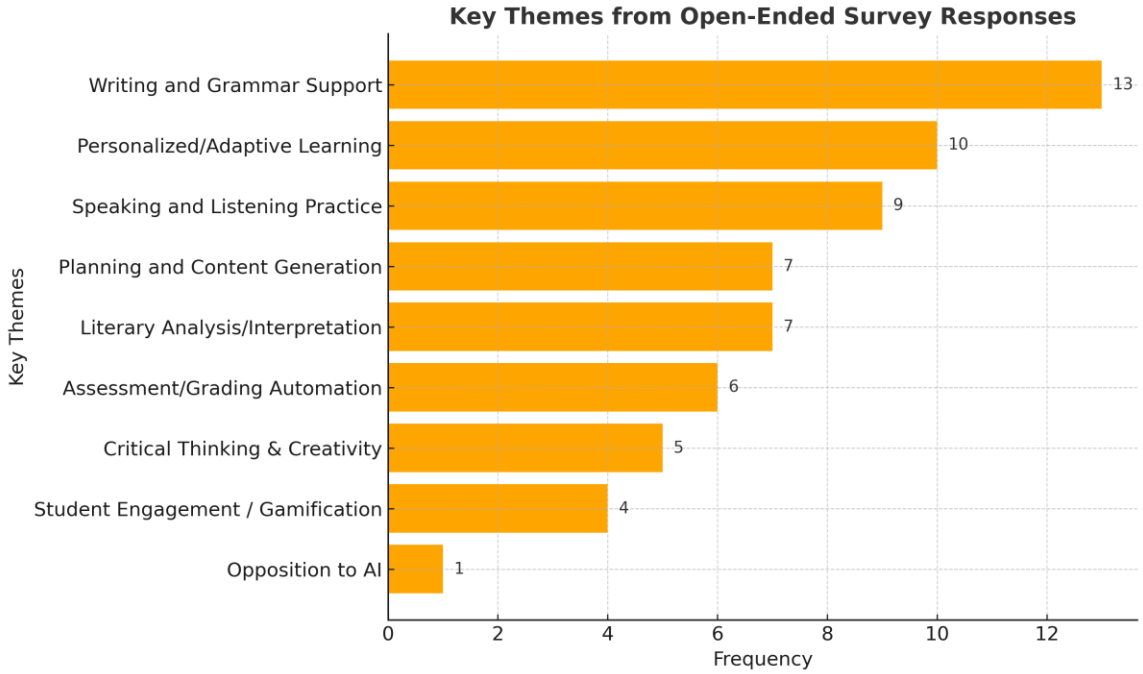
| Theme | Frequency |
|---|---|
| Writing and Grammar Support | 12 |
| Personalized/Adaptive Learning | 10 |
| Speaking and Listening Practice | 9 |
| Literary Analysis/Interpretation | 7 |
| Assessment/Grading Automation | 6 |
| Critical Thinking & Creativity | 5 |
| Planning and Content Generation | 6 |
| Student Engagement / Gamification | 4 |
| Opposition to AI | 1 (strong negative) |

The open-ended responses from 30 English language teachers show that they all have different but focused ideas about how AI could improve teaching and learning. The most common benefit mentioned was help with writing and grammar, followed closely by personalized learning opportunities that fit each student's needs and pace. Many of the answers also highlighted on how useful AI would be for practicing and improving speaking and listening

skills and also for analyzing literature, when it comes to figuring out what complicated texts mean. A few teachers also discussed how AI could be used to automate tests and make lesson plans. They proposed it helped students organize their thoughts and provide them feedback, which made it easier for them to think critically. But a small number of responses expressed their concern about students' losing their creativity and merit, so that people are supposed to be more careful about how they use AI. These answers show a generally positive but cautious attitude. People see AI not as a replacement for human instruction, rather as a helpful tool that can make tasks easier, classroom interactions more interesting, and learning improved when used in a responsible and thoughtful way. The chart shows the main answers:

**Bar Chart 4**

*Key Themes from Open-ended Questions*

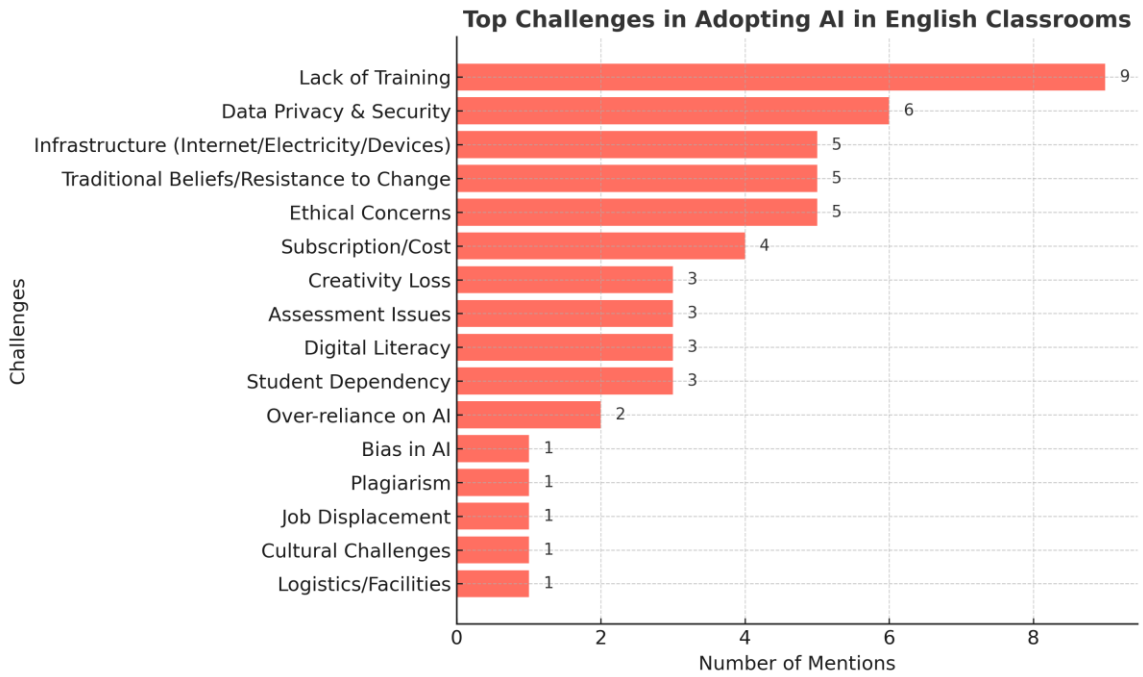



**Question no. 16 is "What do you think are the biggest challenges for teachers in adopting AI in English classrooms?"**

The biggest problem teachers said they had with using AI in English classes was that they didn't get enough training. Other big problems are data privacy and security, moral issues, and problems with infrastructure, like not having enough devices or having slow internet. People who answered also said they were worried about students depending too much on AI, the high costs, and teachers not wanting to change how they teach. These results show that for AI to work well in classrooms, it needs more than just technology. It needs support from the whole system, training, and careful policy-making. The main problems are not enough infrastructure, not enough money, not enough digital literacy, fear of change, cultural issues, too much reliance on technology, not enough human interaction, data privacy and security, ethical issues, and students being too dependent on technology. A chart can show it.

**Bar Chart 5**

*Top Challenges of adopting AI*




**Finally, the question number 17 is "Any additional comments or insights regarding AI in the English classroom?"**

The teachers had different opinions on the role of AI in English education at the college level when asked this question. A common answer was that AI should be used alongside traditional teaching methods in a balanced way. Teachers highlighted that AI can help students learn, but it should not take the place of human creativity and interaction. Moreover, people mentioned being creative and thinking critically a lot. Respondents of the research emphasized the significance of cultivating students' independent cognitive processes and cautioned against passive learning due to excessive reliance on AI. Several others also accentuated the need for adequate infrastructure and low-cost access, which are both necessary for fair use of AI tools in the process of learning. Another important issue was how important institutional policies and administrative support are. Many teachers believe that having clear rules and getting both teachers and students involved and trained early on are crucial for making it work. Some other respondent said they were skeptical, referring to ethical, cultural, and pedagogical issues, especially the fear that AI would take away human roles and creativity. Others said that students should learn more about AI, so they know how and what it can and can't do.

## Discussion

The findings of the empirical study reveal that there are ample opportunities as well as complexities of integrating artificial intelligence into English language or literature classrooms within Bangladeshi public universities. Teachers generally perceive AI as a tool with significant potential for improving instructional efficiency and offering personalized language learning support. Similarly, the findings of Chen et al. (2023) and Wu et al. (2020) demonstrate that AI tools can enhance learner autonomy, engagement, and support in real time. But unlike

technologically advanced countries, the study indicates that Bangladesh has infrastructural and policy-level constraints that hinder its effective implementation of AI. Technology is not yet normalized in Bangladesh. Participants show notable concerns regarding ethical implications of AI in the classroom. They mentioned students' academic dishonesty, AI-generated plagiarism, and the erosion of students' critical thinking.

Furthermore, the research additionally revealed that numerous educators possessed inadequate training and familiarity with AI tools. This lack of knowledge made them unsure and resistant, which is similar to what Abdelaal and Sawi (2024) found in Egyptian higher education. In the same vein, teachers in Bangladesh believed that there were problems with infrastructure, including slow internet connections, high subscription fees, and little help from their schools. These limitations are similar to what Selwyn et al. (2017) said about how ethical and infrastructural issues make it harder for AI to be implemented fairly in developing countries.

The research participants remind us of the usefulness of AI for teacher efficiency, like grading and grammar checks; they were concerned about the low adoption rates of tools such as automated assessment and speech recognition. In the western contexts, AI tools are increasingly embedded in pedagogical practice (Zawacki-Richter et al., 2019). However, in Bangladesh, limited infrastructure, lack of localized AI tools, or inadequate training opportunities make the use limited. The study findings highlight systemic barriers to AI adoption. Another important finding is that many teachers don't have much experience with AI tools, which could explain why they are hesitant or unsure about them. This indicates a deficiency in knowledge that may lead to resistance or ambiguity in the integration of AI. Some teachers were interested and hopeful, but others were worried that too much reliance on AI would hurt students' ability to be creative and interpret things, which are important skills for literature-based education. Mishra et al. (2022) also discuss this conflict. They assert that AI ought to function as an auxiliary tool rather than a substitute for cognitive engagement, particularly within the humanities. Teimourtash (2025) examined the involvement of Artificial Intelligence bots in the writing tasks of English language learners and the feedback process. The findings demonstrated that the group employing artificial intelligence assistance significantly surpassed the group receiving support from teachers and peers due to the integration of AI-assisted bots in providing corrective feedback in writing courses.

The study finds that the students have a positive attitude regarding the use of AI tools. It presents a potential indication of the future integration of AI tools into higher education at the university level. The integration should be followed by proper monitoring and guidance so that ethical use is ensured. There should be no compromise regarding the ethical issues of AI integration in teaching and learning. This finding is relevant to the suggestion of Luckin (2018) for an AI literacy program, which is a must to ensure informed and ethical AI use.

Applying Vygotsky's (1978) sociocultural theory further clarifies these findings. It emphasizes the nature of knowledge construction through technology. But the study adds nuance by showing that these AI tools must have alignment with pedagogical values. In the department of English language and literature, students' originality, critical thinking capacity, and interpretability should be major concerns. From this perspective, AI serves as a mediational tool that scaffolds learners' development within the Zone of Proximal Development (Lantolf & Thorne, 2006). For example, writing assistants such as Grammarly or AI chatbots can guide students in grammar correction and vocabulary use, but they require teacher mediation to ensure

that learners develop critical thinking and interpretive skills. Teachers' concerns about reduced creativity may stem from a lack of structured scaffolding, where AI is used in isolation rather than as part of guided instruction. Therefore, the role of teachers remains central in balancing AI support with human mentorship and cultural sensitivity.

There are 170 teachers from the English department at 17 different universities. The sample size (N=30) is limited, constituting 18% of the sample from 17 public universities in Bangladesh. It employs purposive sampling, potentially limiting the generalizability of findings within the wider academic community. Furthermore, the dependence on self-reported perceptions creates the potential for social desirability bias. Subsequent research should pursue a larger and more representative sample across various institutional contexts and may utilize longitudinal or classroom-based experimental methodologies to directly examine AI usage and outcomes.

Finally, this study contributes to the growing discourse on AI in education by contextualizing the challenges and prospects within a developing country's higher education system. It raises awareness among teachers regarding the use of AI in classrooms and assessment. There should be proper policymaking in respect of academic integrity, creativity, training, and institutional support. The curriculum should be revised; the assessment system should be modified to control the unethical use of AI in the department of English language and literature. Teaching practices and learning outcomes should be aligned to ensure quality education.

This research enhances understanding of AI's dual function in English Language Teaching: as both a menace to and a support for creativity. It demonstrates that discrepancies in teachers' perceptions are not merely disagreements but signify profound apprehensions regarding pedagogy, ethics, and institutional preparedness. To deal with these contradictions, we need to invest in infrastructure, targeted professional development, and clear policies that make it clear that AI is an extra tool, not a replacement for learning that focuses on people.

## Conclusion

The study shows that both teachers and students have positive attitudes toward AI based education at the tertiary level. However, they are aware of the challenges of integrating AI in the department of English language and literature. So, the study suggests that teaching should be a mix of AI and human-centered methods. AI should help people, not replace them. Teachers should keep up good communication, be aware of other cultures, and be mentors in the classroom to make learning more interesting. Both teachers and students should learn how to use AI tools responsibly online, taking into account the risks and limits of AI. Policymakers and schools also need to put money into digital infrastructure. They should make sure that everyone has equal access to AI tools and a reliable internet connection. Bangladesh's universities should make clear rules and policies about how to use AI responsibly in teaching and tests to protect academic integrity and stop people from misusing it. Also, traditional ways of testing and learning should be changed to encourage creativity, originality, and critical thinking and to stop people from relying too much on AI-generated content. For this, the researchers suggest that the English language and literature departments put more emphasis on oral presentations, viva voce,

and the students' ability to think critically. Institutions ought to organize extensive teacher training programs focused on digital competencies, particularly highlighting AI literacy, ethical integration, and pedagogical application. Furthermore, further empirical research and pilot programs are recommended to explore effective AI integration models in other departments. This type of research should also be done in resource-constrained settings like Bangladesh.

This study highlights both the transformative opportunities and critical challenges of integrating AI into English language and literature classrooms at the tertiary level in Bangladesh. While teachers recognize AI's potential to streamline instructional tasks, personalize learning, and enhance language skills, they also express deep concerns regarding its misuse, particularly in relation to plagiarism, diminished creativity, and students' overdependence. The limited exposure to AI training among teachers, compounded by infrastructural and financial constraints, further complicates its integration. The findings emphasize that AI should be viewed as a complementary tool rather than a replacement for traditional pedagogical practices, underscoring the irreplaceable role of human interaction, mentorship, and creativity in language learning. Consequently, the research promotes a balanced and ethical methodology for AI implementation, in conjunction with institutional backing, educator training, and policy formulation, to encourage responsible AI utilization in educational environments.

Looking ahead, AI's role in ELT is likely to grow as technology improves. Universities ought to take the initiative to create AI literacy programs, create rules for ethical use, and change the way they teach to encourage critical and creative thinking. Policymakers need to guarantee that infrastructure is fair, and teachers need to be trained to not only watch for misuse but also to use AI in a way that helps students learn. Collaboration among government agencies, universities, and educators is essential to establish a sustainable AI-supported ecosystem in higher education.

The small sample size (N = 30) and dependence on self-reported data may limit generalizability and introduce bias. Future research ought to utilize larger, more heterogeneous samples and explore experimental or longitudinal designs to examine AI's influence on particular English Language Teaching practices, including literature interpretation, speaking, and writing competencies. By addressing these limitations, future studies can furnish more robust evidence to facilitate the responsible integration of AI in Bangladeshi higher education.

## References

Abdelaal, N., & Sawy, I. A. (2024). Perceptions, challenges, and prospects: University professors' use of artificial intelligence in education. *Australian Journal of Applied Linguistics, 7*(1), 1309. https://doi.org/10.29140/ajal.v7n1.1309

Akanda, F., Suchona, I. J., & Shorn, S. A. (2024, preprint). Evaluating ChatGPT's influence on English language teaching and learning in Bangladesh: Insights from teachers and students. *Social Sciences & Humanities Open*. https://ssrn.com/abstract=5006965 or http://dx.doi.org/10.2139/ssrn.5006965

Chomsky, N., Roberts, I., & Watumull, J. (2023, March 8). Noam Chomsky: The false promise of ChatGPT. *The New York Times.* https://www.nytimes.com/2023/03/08/opinion/noam-chomsky-chatgpt-ai.html

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

Cronbach, L. J., & Shavelson, R. J. (2004). My current thoughts on coefficient alpha and successor procedures. *Educational and Psychological Measurement, 64*(S1), 391–418.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340. https://doi.org/10.2307/249008

Hutauruk, B. S., & Daulay, S. H. (2024). Teachers' perception of generative AI in English classrooms: A study in North Sumatra. *Journal of English Teaching and Linguistics, 8*(1), 15–29.

Kristiawan, M., Rahman, R., & Wulandari, F. (2024). AI and pedagogical outcomes in English learning. *Journal of Language Teaching and Research, 15*(2), 112–129.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development.* Oxford University Press.

Luckin, R. (2018). Education and training. In *Horizon Scanning: The Effective and Ethical Development of Artificial Intelligence* (Input paper for ACOLA). Australian Council of Learned Academies. https://www.acola.org

Munni, B. E., & Rafique, R. (2025). Teachers' experiences of using AI-powered technologies in Bangladeshi English language classrooms. *Spectrum, 18*(1), 89–100. https://doi.org/10.3329/spectrum.v18i1.76362

Nazim, M., Rahman, M., Akter, S., & Sultana, R. (2025). Empowering EFL teachers' perceptions of generative AI-mediated self-professionalism. *PLOS ONE, 20*(3), e0312345.

Selwyn, N., Nemorin, S., & Johnson, N. (2017). Policy restrictions on AI in education: Ethical dilemmas and challenges. *AI & Society, 32*(4), 635–647.

Tarannum, T., Ahmed, R., Seraj, P. M. I., & Khan, T. S. (2025). ELT teachers' perception and usage of ChatGPT as a teaching tool in the Bangladeshi EFL context. *Education and Information Technologies, 30*(1), 113–129. https://doi.org/10.1007/s10639-025-13515-7

Teimourtash, M. (2024). On the plausibility of integrating synthetic vs. analytic artificial intelligence (AI)-powered academic writing tasks into Iranian EFL classrooms: State-of-the-art. *International Journal of Practical and Pedagogical Issues in English Education, 2*(4). https://doi.org/10.22034/ijpie.2024.473794.1037

Teimourtash, M. (2025). Enriching the Zone of Audacity through AI-Assisted Corrective Feedback: Iranian EFL Learners' Writing Anxiety Revisited. *International Journal of Practical and Pedagogical Issues in English Education, 3*(2), 1-21. DOI: 10.22034/ijpie.2025.503303.1086

Uddin, M. S., Islam, M. N., Nirjon, M. I. H., Hilaly, M. R., Mazed, M. F. H., & Hasan, M. M. (2024). University EFL teachers' perceptions about the effectiveness of AI-enhanced e-assessments in Bangladesh: A phenomenological study. *Bulletin of Advanced English Studies, 9*(2), 71–82. https://doi.org/10.31559/BAES2024.9.2.4

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans.). Harvard University Press.

Wu, S., Li, M., & Sun, P. (2020). AI chatbots in education: Impacts on students' learning outcomes and mental health. *AI in Education Review, 8*(1), 99–118.

Xu, J., Zhang, Y., & Zhao, X. (2022). Generative AI in education: Opportunities and challenges. *Educational Technology Review, 10*(4), 299–315.

Yin, W. (2022). An artificial intelligent virtual reality interactive model for distance education. *Journal of Mathematics, 2022*, 1–10. https://doi.org/10.1155/2022/7099963

Yoon, H. (2019). Students' readiness and perspectives on AI instruction in university EFL classrooms. *The Asia-Pacific Education Researcher, 28*(2), 159–170.

Zainuddin, M. (2024). Teachers' perceptions of AI tools in enhancing student engagement for English language learning. *Research Studies in English Language Teaching and Learning, 2*(6), 367–380. https://doi.org/10.62583/rseltl.v2i6.64

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education: Where are the educators? *International Journal of Educational Technology in Higher Education, 16*, Article 39. https://doi.org/10.1186/s41239-019-0171-0

**Mohammed Emdadul Huda** is a distinguished Professor of ELT at Jatiya Kabi Kazi Nazrul Islam University. Renowned for his expertise in English language teaching, he has contributed significantly to academic research, curriculum development, and teacher training, inspiring students and colleagues through his dedication and leadership in education.

**Farjana Khanum** is an assistant professor and PhD candidate of English Language and Literature at Jatiya Kabi Kazi Nazrul Islam University. Her areas of interest include materials and curriculum development in ESL/EFL, integrating literature in the language classroom, integrating artificial intelligence in the EFL classroom, and other areas of ELT.