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Artificial intelligence integration in Bangladeshi university EFL classrooms: Perceptions, practices, and challenges

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ABSTRACT

Although the use of artificial intelligence (AI) in education is increasing worldwide, there is a lack of studies examining the integration of AI into Bangladeshi University EFL classrooms from both students' and instructors' perspectives. Grounded in the Technology Acceptance Model (TAM; Davis, 1989), this convergent mixed-methods study investigates perceptions, patterns of use, and perceived challenges related to AI tools in university-level EFL classrooms in Bangladesh. 41 participants, consisting of 30 students and 11 instructors from public and private universities, participated in this study. Data were collected through an online questionnaire and analyzed using descriptive statistics and thematic analysis. The findings suggest that AI tools, particularly ChatGPT and Gemini, are commonly used by participants to support language learning and teaching activities. Both university students and instructors generally perceive AI as helpful for improving learning efficiency and supporting the development of language skills. However, participants also expressed concerns about limited training, potential inaccuracies in AI-generated content, ethical considerations, and the risk of over-reliance on this tool. Thematic analysis further highlights several conditions that may support more effective AI integration in EFL contexts, including the need for training opportunities, improved technological infrastructure, clearer institutional policies, alignment with curriculum goals, and supportive attitudes among instructors.

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INTRODUCTION

The role of artificial intelligence (AI) in language learning cannot be overlooked in the 21st century, when ChatGPT can compose an essay in seconds, and Grammarly can clean up paragraphs instantly. AI tools can transform classroom practices, creating new opportunities within English as a Foreign Language (EFL) instruction (Munni and Rafique, 2025). The recent wave of generative AI, including ChatGPT and Google Bard, and AI-based writing assistants like Grammarly and QuillBot, is changing the way students learn and how instructors teach in international education settings (Alotaibi et al., 2025; Yusuf et al., 2025). Empirical data support the idea that ChatGPT may help learners with academic assignments and make writing classes more motivating (Alotaibi et al., 2025), and Grammarly's automated feedback leads to better grammar, coherence, and vocabulary use among learners (Yusuf et al., 2025).

These findings are also supported by studies conducted in Bangladesh. According to Shahriar (2025), EFL university students found AI chatbots like ChatGPT helpful for developing vocabulary, improving grammar, and writing essays. These results indicate that AI-mediated technologies can help improve learners' discretion, interest, and writing competence in EFL settings. However, the rapid implementation of AI technologies also raises critical pedagogical and ethical issues.

Instructors worldwide have raised concerns about content accuracy, overreliance on AI, and risks to academic integrity (Hasib & Islam, 2025). Artificial intelligence-generated texts may include false data or incorrect references, which can mislead learners and undermine academic standards (Hasib and Islam, 2025). More importantly, AI applications also give students a new way to avoid learning and evaluation systems by submitting their assignments using AI. Students in a Bangladeshi setting recognized that ChatGPT was perceived as efficient and useful in academic work. Still, they were also willing to admit that they had used ChatGPT in ethically questionable ways, which has raised concerns about cheating and misuse (Hasib and Islam, 2025). Educators have also testified to such difficulties; Munni and Rafique (2025) noted that students resort to malpractices such as cheating and a lack of engagement with critical thinking, which are signs of the pedagogical dangers of uncontrolled AI use.

In Bangladesh's higher education sector, initiatives to incorporate digital technologies have already been implemented. A nation's digitization efforts focus on ensuring that instructors and students have access to online resources and international bodies of knowledge, indicating a countrywide desire to modernize the educational system (Munni & Rafique, 2025). Despite this advancement, studies on the application of

AI in EFL classrooms in Bangladesh are scarce. According to [Munni and Rafique \(2025\)](#), there are no empirical studies on instructors' use of AI-powered tools. Their qualitative research has shown that instructors widely use Turnitin, ChatGPT, and Grammarly as efficient auxiliary tools for writing, vocabulary, and grammar, and that they report lacking adequate training and readiness to integrate them effectively into the classroom. Among learners, [Shahriar \(2025\)](#) found that, despite generally positive views of AI chatbots, apprehensions remained about plagiarism, overdependence, and content reliability.

Notably, the current literature in Bangladesh has focused primarily on the experiences of instructors and students, resulting in an isolated perspective on AI integration in common classroom settings. To fill this gap, the current research examines how AI-mediated technologies are perceived and integrated into university classrooms by English instructors and students in Bangladesh. The research questions to be addressed in the study guided by a mixed-methods survey design are as follows: (1) What AI-mediated tools are used by instructors and students to teach and learn English and how frequently they are utilized; (2) How instructors and students judge the positive and negative aspects of AI-mediated technologies in teaching English; and (3) What timely issues and benefits do instructors and students consider in regard to the positive aspects of successful AI implementation in the classroom.

By answering the questions, the research will provide a context-sensitive, in-depth understanding of AI adoption in EFL classrooms in Bangladesh. The results should inform instructor training, policy formulation within institutions, and ethical principles for the use of AI in language education. With technological metamorphosis underway in EFLs in Bangladesh, it is crucial to understand how educators and learners can navigate the opportunities and constraints of AI to ensure its meaningful integration into English language teaching and learning ([Munni and Rafique, 2025](#); [Hasib and Islam, 2025](#)).

The paper is based on the Technology Acceptance Model (TAM), first introduced by [Davis \(1989\)](#), which has been extensively utilized in educational technology literature to understand how people adopt new technologies. TAM suggests that users' attitudes towards a technology are influenced by two main constructs, namely perceived usefulness (PU) and perceived ease of use (PEOU), which in turn affect behavioral intention and actual use ([Davis, 1989](#); [Venkatesh and Davis, 2000](#)). TAM has been particularly applicable in EFL settings: as soon as learners feel that AI tools can help them achieve better learning outcomes and are convenient to use, they are most likely to adopt them ([Alotaibi et al., 2025](#)).

The model is quite consistent with the trends recorded in the Bangladeshi EFL literature. The perceived usefulness is high based on the high rates of AI tools adoption by [Khan et al. \(2024\)](#) and the overall positive perceptions of ChatGPT and Grammarly among students ([Hasib and Islam, 2025](#); [Yusuf et al., 2025](#)), and the lack of perceived

usefulness directly limits the perceived ease of use and the classroom integration accordingly. The issue of academic integrity and over-reliance (Rosmayanti, 2025; Khan et al., 2024) also serves as an external variable that moderates the relationship between the two constructs. This research, using TAM, goes beyond descriptive investigations of AI use to examine the perceptual mechanisms that facilitate or deter its adoption among Bangladeshi EFL instructors and students.

Khan et al. (2024) investigated Bangladeshi EFL students' perception of AI tools for developing writing skills, where it was found that "81.6% of the respondents agreed that AI tools, such as Google Translate, ChatGPT, Grammarly, and QuillBot, have been helpful in improving their English writing proficiency" (p. 357). Additionally, more than 80% of students reported that AI tools (Grammarly) effectively correct their grammar and punctuation. This is further supported by another study (Yusuf et al., 2025) showing that Grammarly improves overall writing quality. For many students, the instant support provided by AI-assisted writing tools not only saves them valuable time but also boosts their self-confidence. Over the past few years, these AI tools have clearly demonstrated their ability to enhance students' writing skills and, ultimately, help students become autonomous learners (Hashemifardnia & Kooti, 2025). Often, they act as supportive companions to students, whether by helping them understand complex topics or by guiding them throughout the learning process with timely feedback. They also support various aspects of academic writing, as well as speaking, listening, and reading. This not only helps them engage in the learning process but also promotes continuous learning and practice (Khan et al., 2024).

In EFL classrooms, using these tools and technologies effectively can enhance the learning environment, particularly in large classrooms where the instructor faces significant challenges in attending to every student and understanding their needs. AI applications such as ChatGPT, QuillBot, and Grammarly have been widely used by students across various academic contexts, both inside and outside the classroom. A study by Bristi et al. (2025) found that both cognitive and affective attributes influence students' intentions to use these tools for writing, with affective (emotional) being a more influential indicator ($\beta=.604$ vs. $\beta=.306$). A regression model showed that "Bangladeshi EFL learners' 71.8% willingness to use ChatGPT for academic writing is predicted by their affective attitude" (p. 12). Similarly, another study at Khulna University (Hasib & Islam, 2025) examined students' perception of using ChatGPT for academic purposes and found that students consider ChatGPT "efficient and useful both inside and outside the classroom" (p. 1). Learners described using ChatGPT for various academic tasks, including assignment planning, research, idea generation, outlining, and refining written assignments. The findings echo global trends, indicating that the AI revolution has brought about significant change in academic writing instruction globally; Bangladesh is

no exception. However, there is a lack of data on how instructors and students perceive these AI tools and technologies when they are integrated into EFL classrooms. Alongside these benefits, some studies have identified serious issues with these technologies, such as overreliance on AI tools, which negatively affect their originality and critical thinking skills (Rosmayanti, 2025 Khan et al., 2024).

Most studies in Bangladesh have employed mixed-methods research and have primarily focused on either instructors' and students' perceptions and use of AI tools, such as Grammarly and ChatGPT; however, the EFL classroom context has been largely overlooked. This study examines the perspectives of students and instructors (lecturers in higher education settings) on AI integration. This critical gap is essential to understanding the broader integration of diverse AI-based technologies in EFL classrooms. This study aims to bridge this gap by examining instructors' and students' perceptions of the integration of various AI-mediated technologies in Bangladeshi EFL classrooms. Specifically, this research investigates the practical applications and pedagogical implications of AI-powered tools in this educational context, as well as the frequency with which students and instructors use them in EFL learning.

METHOD

This study adopted a convergent mixed-methods research design, integrating quantitative and qualitative approaches to examine instructors' and students' perceptions of AI-mediated technology integration in EFL classrooms at universities in Bangladesh. The rationale for employing a mixed-methods approach was to obtain both measurable trends and in-depth insights into participants' experiences and viewpoints. Quantitative data were collected using structured Likert-scale questionnaire items. In contrast, qualitative data were obtained through open-ended questions that allowed respondents to elaborate on their perceptions, challenges, and suggestions regarding AI use in EFL teaching and learning.

The research was conducted in the context of higher education in Bangladesh, with a primary focus on private universities where English functions as the main medium of instruction and EFL courses are compulsory components of undergraduate programs. The increasing accessibility of digital tools and AI-based applications in these institutions makes them an appropriate setting for investigating emerging practices in AI-mediated language instruction. To ensure broader representation, a small number of respondents from public universities were also included.

The participants were undergraduate EFL students and university instructors (i.e., lecturers teaching English courses at the tertiary level) from selected public and private universities in Bangladesh. teaching English at selected private and public universities in

Bangladesh. A convenience sampling technique was used due to accessibility and time constraints (Dörnyei, 2007). Participation was voluntary, and respondents were informed of the study's academic purpose before completing the questionnaire. A total of $N = 41$ participants took part in the study, including 30 students (73.2%) and 11 instructors (26.8%). The inclusion of both instructors and learners enabled a comparative understanding of AI integration from instructional and learning perspectives.

Table 1: Demographic profile of the participants

Variable	Category	Frequency (n)	Percentage (%)
University Type	Private	34	82.9
	Public	7	17.1
Role	Student	30	73.2
	Instructor	11	26.8
Gender	Male	26	63.4
	Female	15	36.6

Data were collected using a self-administered questionnaire developed based on existing literature on AI-assisted language learning, computer-assisted language learning (CALL), and educational technology integration. The questionnaire was designed to align with the objectives of the study. It consisted of six sections: demographic information; knowledge of and exposure to AI-mediated tools; perceptions of AI in EFL teaching and learning (Likert-scale items); classroom practices related to AI integration; challenges associated with the use of AI tools; and Open-ended qualitative questions.

The Likert-scale items were measured on a five-point scale ranging from Strongly Disagree (1) to Strongly Agree (5). These items aimed to capture participants' levels of agreement regarding the effectiveness, usefulness, and impact of AI-mediated technologies in EFL contexts. The open-ended questions were included to elicit detailed personal experiences, concerns, and recommendations that could not be fully captured through closed-ended items.

The questionnaire was distributed online using Google Forms to ensure ease of access, anonymity, and efficient data management. Prior to participation, respondents were provided with information about the study's purpose, assurances of confidentiality, and informed consent forms. Data collection took place over six weeks, from November to mid-December. During this timeframe, responses were automatically recorded and securely stored through the Google Forms platform.

Quantitative data were analyzed using descriptive statistical techniques, including frequencies and percentages. These analyses were used to identify general trends in AI usage and to examine participants' perceptions across different questionnaire items. Qualitative data obtained from the open-ended questions were analyzed thematically

(Braun & Clarke, 2006). Two independent researchers repeatedly read the responses to become familiar with the data and identify recurring patterns. Initial themes were generated from recurring ideas and shared concerns, then refined into codes that represent key concepts, including perceived benefits, challenges, ethical concerns, and recommendations for effective AI integration. This iterative process of reading, coding, and theme development ensured a systematic interpretation of participants' responses. The qualitative findings were used to support, explain, and contextualize the quantitative results.

Ethical standards were maintained throughout the research process. Participation was voluntary, and respondents retained the right to withdraw from the study at any stage without any consequences. No personally identifiable information was collected, and all responses were treated with strict confidentiality. The data were used solely for academic and research purposes.

Content validity was ensured by developing a questionnaire based on relevant scholarly literature and aligned closely with the research objectives. Two ELT experts reviewed and pilot-tested the questionnaire with 10 students to ensure reliability, clarity, relevance, and coherence prior to data collection. The integration of quantitative and qualitative data enhanced the credibility and trustworthiness of the findings through methodological triangulation (Tashakkori & Teddlie, 2003), providing a more comprehensive understanding of AI-mediated technology integration in EFL classrooms.

RESULTS

The findings reveal the current landscape of AI-mediated technology use among EFL students and instructors in Bangladeshi universities. Quantitative data illustrate participants' profiles, the prevalence and frequency of AI tool usage, and their perceptions of AI's effectiveness in language learning and teaching. These findings are further enriched by qualitative evidence that highlights participants' experiences, expectations, perceived challenges, and recommendations for enhancing AI integration in EFL classrooms.

Table 2: Self-rated English proficiency by participant role (N = 41)

Role	Beginner	Intermediate	Advanced	Total
Student	8 (26.7%)	18 (60.0%)	4 (13.3%)	30 (100%)
Instructor	0 (0.0%)	7 (63.6%)	4 (36.4%)	11 (100%)
Total	8 (19.5%)	25 (61.0%)	8 (19.5%)	41 (100%)

Table 2 shows the participants' self-reported English language proficiency levels. The majority of students (60%, 18 of 30) reported being at an intermediate level, whereas 26.7%

reported being beginners and 13.3% identified as advanced. Among the instructors, 63.6% reported being intermediate, 36.4% identified themselves as advanced, and 0% reported being beginners. The findings suggest a higher level of English proficiency among instructors than among students, which may influence their perspectives on and use of AI-mediated tools in the classroom.

Table 3: Role-wise use of AI tools for English learning and teaching

Role	Maybe	No	Yes	Total
Student	1 (2.44%)	2 (4.88%)	27 (65.85%)	30 (73.17%)
Instructor	0 (0.00%)	0 (0.00%)	11 (26.83%)	11 (26.83%)
Total	1 (2.44%)	2 (4.88%)	38 (92.68%)	41 (100%)

Table 3 presents the frequency of AI-mediated tools and technologies used for English teaching and learning by participant role. All instructors (11 of 11) reported using AI tools, and more than 90% of student participants reported using them for learning purposes. Altogether, 92.68% (38 of 41) reported a general acknowledgement of using these tools, while a very small portion of students reported that they "maybe" used AI (2.44%) or did not use it at all (4.88%).

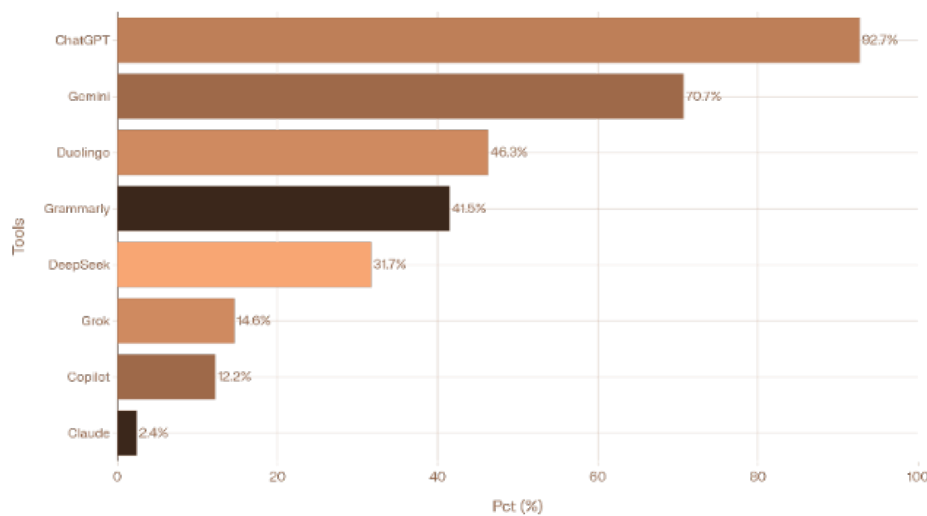


Figure 1: AI Tools used for learning and teaching

The figure depicts the tools used by both students and instructors in the EFL context, providing a visual summary of the most prevalent AI technologies in Bangladeshi public and private universities. According to the participants, ChatGPT was the most frequently used AI application (92.7%) in both groups, suggesting widespread use. 70% of respondents reported using Gemini, making it the second-most-used AI tool. Among other tools, Duolingo was reported by 46.3% of participants, Grammarly by 41.5%, and

DeepSeek by 31.7%. Aside from this, a notably small portion of participants also indicated using Gork (14.6), Copilot (12.2%), and Claude (2.4%).

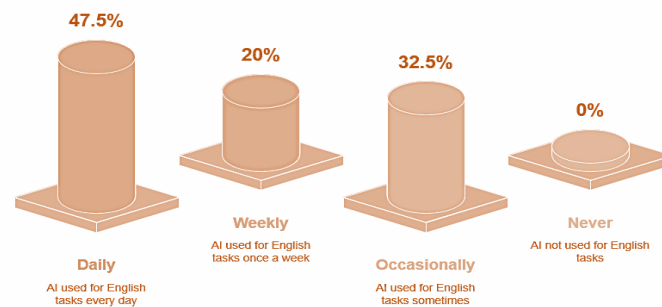


Chart 2: Frequency of AI Use for English-Related Tasks

When participants were asked how frequently they use AI-mediated tools, both instructors and students reported frequent engagement with these technologies for various English-related tasks. Specifically, 47.5% of them reported that they use AI tools in a daily basis, whereas 20% reported that they use weekly, 32.5% reported using them occasionally, which makes a total of 100% of participants engaging with these AI tools, In comparison to this, 0% of the entire sample reported never using AI tools, which shows the level of informal integration among the respondents.

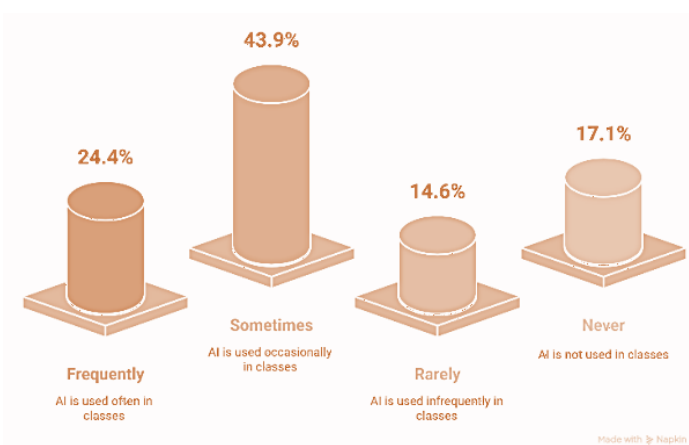


Figure 3: Frequency of AI in EFL Classrooms

This figure shows the frequency of AI-mediated tool use by instructors and students in EFL classrooms. The findings reveal that a majority of respondents (43.9%) reported that they “Sometimes” use AI tools in the classroom, while 24.4% reported using them

“Frequently,” for a total of 68.3% of participants using AI tools either sometimes or frequently in the classroom setting. In contrast, 14.6% reported using “Rarely,” whereas 17.1% reported never using AI tools in classroom settings. The findings suggest a pressing need to standardize and integrate AI tools into formal curricula to maximize their pedagogical benefits within EFL instruction.

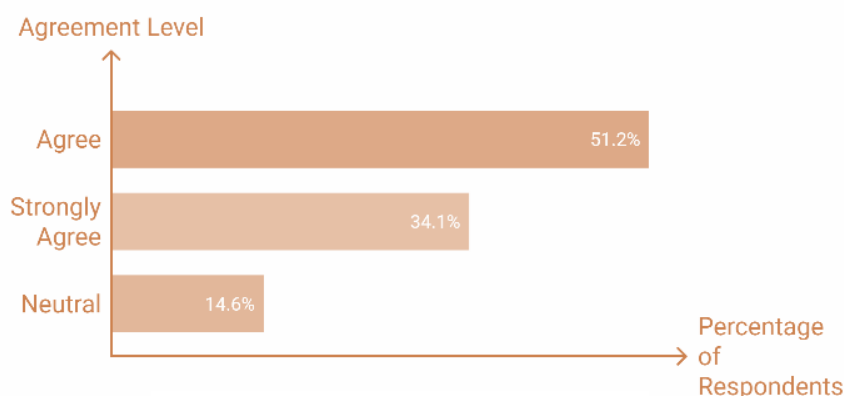


Figure 4: Perception of AI Tools in Improving English Learning and Teaching

This figure (Figure 4) presents participants’ opinions on the statement that “AI tools improve English learning/teaching”. More than half of the participants, including both instructors and students, reported and “Agreed” that AI-mediated tools enhance English teaching and learning experience, 34.1% of them reported “Strongly Agreed”, and in contrast to this, a smaller portion of 14.6% reported “neutral,” with 0% reported “Disagree” or “Strongly Disagree”, which suggest a strong consensus regarding the perceived benefits of AI in enhancing pedagogical outcomes in EFL contexts.

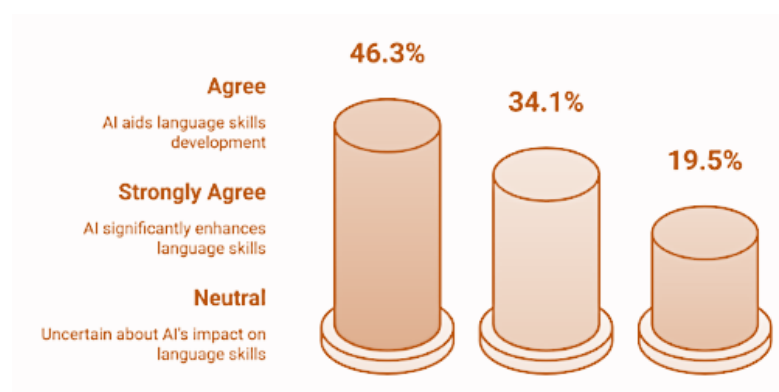


Figure 5: AI role in developing reading, writing, speaking, and listening skills

The survey results, depicted in Figure 5, indicate widespread agreement among participants that AI tools are instrumental in developing all four core English language skills: reading, writing, speaking, and listening. In particular, 46.3% “Agreed” with this

statement, while 34.1% “Strongly Agreed.” In total, 80.4% of respondents strongly believed that AI tools can significantly enhance these linguistic proficiencies, with 19.5% neutral and no participants expressing disagreement. Additionally, respondents’ perceptions of the statement that AI tools make the learning process efficient and engaging were as follows: A significant majority of 43.9% “Strongly Agreed,” while 41.5% “Agreed” with the statement. In contrast, only 14.6% of them remained neutral. Therefore, a substantial majority (85.4%) reported positively on AI’s engaging and efficient nature, and, to them, AI tools facilitate the learning process. None reported “Disagreed”, or “Strongly Disagreed”.

When asked about the ease of using AI-mediated tools and technologies, 43.9% of participants “Strongly Agreed”, and 39.0% ‘Agreed”, totalling 82.9% of respondents, including students and instructors, who find these tools easier to use. Only 17.1% were ‘Neutral”, indicating neither confidence nor difficulty in using AI tools. No participants “disagreed” or “Strongly Disagreed”, suggesting a generally manageable perception among users. Regarding AI integration in EFL classrooms, 32.5% “Agreed” and 25% “Strongly Agreed,” combined for 57.5% support, while 27.5% remained “Neutral.” A smaller group of 7.5% “Disagreed’ or “Strongly Disagreed”, indicating diverse opinions on the widespread adoption of AI in teaching.

Regarding the main challenges faced by students and instructors with AI tools, the most common concern is the lack of training. Half of the respondents (50%) said they lack proper training, while 45% mentioned issues with inaccurate outputs, and 42.5% raised ethical concerns. Furthermore, 40% admitted to over-reliance on these tools. Some participants (22%) reported no significant challenges, and 27.5% identified internet connectivity as a major obstacle.

Overall, the findings suggest that both students and instructors utilize AI tools in their EFL instruction. They know how to use these AI tools, generally hold a positive view of them, and use them regularly. Though they face some challenges, these challenges are overshadowed by the perceived benefits of AI. Altogether, both students and instructors want to see AI being integrated into the EFL classrooms.

To gain deeper insights into the perceptions and experiences of AI-mediated technologies in EFL instruction, a thematic analysis was conducted of the open-ended responses from both students and instructors. The responses were analyzed to trace recurring patterns and trends among the participants.

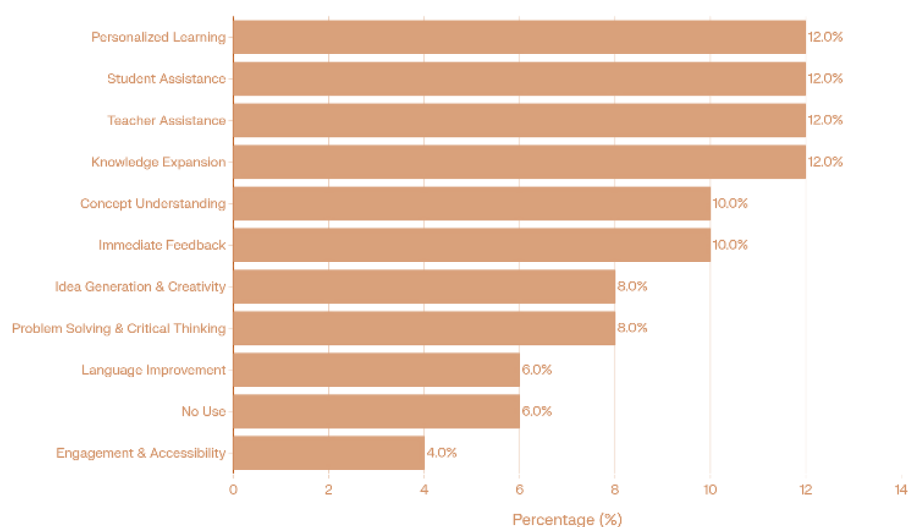


Figure 6. AI in EFL Classrooms

The thematic analysis of responses to the question “What is the main purpose of using AI in the classroom?” reveals several common themes that highlight AI’s supportive role in learning. Overall, attitudes towards AI are mature, viewing it as a tool that enhances learning, assists educators, and improves instructional efficiency.

This analysis identified several key themes. Personalized learning and immediate feedback are primary reasons why instructors and students incorporate AI in EFL classrooms. One participant stated that AI “makes learning more personalized, engaging, and effective.” Similarly, an instructor commented that AI helps create materials that are “more personalized according to the needs of the students and contextually relevant.”

Another prominent theme is AI’s role in aiding students with a range of academic activities. Students shared that AI supports them in completing assignments and preparing for exams. For example, one student mentioned using AI for “understanding class tasks, exam preparation, assignment,” and to “find solutions easily” when encountering difficulties. Instructors also confirmed this, noting that AI significantly reduces workload by automating teaching-related tasks. They explained that AI allows them to concentrate on teaching by handling administrative duties such as “class test or quiz design, study material creation,” and even “automating instructors’ tasks.” Additionally, AI assists by providing feedback, customizing content, and more.

Another prevalent theme was the growth of knowledge and understanding. Students noted that AI tools enhance their learning and make complex ideas clearer. For many EFL students, AI tools act as a helpful companion in their academic progress. They mainly use these tools during EFL classes when they struggle to grasp certain ideas or concepts. This involves “analyzing unknown terms or concepts across different topics” and gaining “additional knowledge where necessary.”

A few respondents reported using AI little or not at all, suggesting uneven adoption. Overall, the results show that AI is mainly seen as a supplementary educational resource that supports teaching and learning rather than replacing traditional classroom activities. Additionally, common themes included problem solving, idea generation, and language enhancement, highlighting the diverse applications of mediated activities in EFL classrooms.

In response to the question, “What improvements would help integrate AI better in your classroom?” participants offered detailed suggestions that highlighted several interrelated themes vital to successful AI implementation in Bangladeshi EFL classrooms. The most common theme in the responses was the urgent need for extensive training for instructors and students. One student articulated this clearly, “The most help will be to train us, the students, because we are not that good at English, which is why, naturally, we are not good at prompting. Hence, sometimes we don’t use AI to its full potential, so teaching us how to use it will be the first step.” Instructors echoed similar concerns, with one instructor noting, “As an instructor, I have very minimal knowledge regarding these AI tools and technologies. Instructors’ training is far more important in this respect because they are primarily responsible for the classes. If they are not trained, how are they supposed to guide students’ ethical use of AI?” This reflection highlights that students cannot be properly guided without well-trained instructors to ensure the ethical and effective use of AI tools in EFL classrooms.

Infrastructure has emerged as another critical theme, with participants emphasizing reliable internet connectivity and access to devices as essential prerequisites. One participant outlined these needs comprehensively: “To integrate AI better in the classroom, universities require instructor training, reliable internet, enough devices, safe AI tools, strong data protection, clear usage policies, and AI literacy in the curriculum.” Several responses called for “Strong digital infrastructure (internet, devices)” and “Access to devices and stable internet for all students.” In addition to fundamental connectivity, others recommended investing in premium AI services, highlighting the value of paid tools such as ChatGPT, Gemini, and Perplexity for access to accurate, reliable sources.

The respondents acknowledged that implementing AI requires institutional direction and control mechanisms. Respondents called for “Clear rules for ethical AI use” and “structured policy and planning from the institution.” These policy concerns extended to supervised use, with one student suggesting, “Instructor-led supervision will ethically guide us. Even if we make any mistakes while using AI, this approach will for sure help us learn much more.” Instructors specifically emphasized that “AI-based learning tools should be aligned with the curriculum,” reflecting the need for coherent integration rather than ad hoc adoption.

Attitudinal resistance among instructors was a key emerging theme. One student

offered insightful commentary: "Some instructors hold misconceptions about AI use both inside and outside the classroom. Certain instructors oppose AI and are not fully ready to embrace it. A common question they might ask a student is, did you use ChatGPT? There is nothing wrong with using it, but they frame it that way. Having a positive perception of AI would facilitate its better integration into our classrooms." This highlights that cultural acceptance and positive attitudes toward AI among instructors are just as crucial as technical preparedness for successful integration.

In summary, participants' recommendations indicated that effective AI implementation in EFL classrooms requires improvements in key areas, including extensive training, well-developed infrastructure, institutional policies, curriculum alignment, and favourable attitudes among instructors. AI implementation is an institutional change that requires support at all levels of education.

DISCUSSION

This study examined the perceptions and classroom integration of AI-mediated technologies in EFL instruction from the perspectives of both instructors and students at Bangladeshi universities. The discussion is structured according to the three research questions and situates the findings within relevant local and global literature. In terms of AI Tools Used and Frequency of Use, the findings indicate that both instructors and students actively use AI tools such as ChatGPT, Grammarly, and plagiarism-detection tools (e.g., Turnitin). However, patterns of use vary by role. Students reported more frequent use of AI tools for writing support, vocabulary development, and assignment preparation, whereas instructors primarily used AI as supplementary tools for feedback, material design, and plagiarism checking.

This pattern aligns with prior Bangladeshi studies showing that students tend to adopt AI tools more extensively for learning-related tasks, particularly academic writing (Shahriar, 2025; Yusuf et al., 2025). Similarly, Munni and Rafique (2025) observed that instructors at Bangladeshi universities use AI cautiously, often as auxiliary support rather than as core instructional tools. Globally, a role-based divergence mirrors findings reported by Alotaibi et al. (2025), who noted that learners typically adopt AI more readily than instructors due to perceived usefulness and ease of access. These findings suggest that AI integration in Bangladeshi EFL classrooms is currently learner-driven rather than institutionally structured. Without pedagogically guided implementation, students may rely on AI tools independently, potentially widening the gap between instructional intent and actual classroom practice.

Based on TAM, the elevated rate of student use suggests a high perceived usefulness (PU). In contrast, the relatively conservative adoption by instructors indicates

a limited perceived ease of use (PEOU), presumably due to the lack of training and institutional support (Davis, 1989; Munni and Rafique, 2025; Venkatesh and Davis, 2000).

Regarding the perceived benefits and drawbacks of AI-mediated technologies, overall, both instructors and students expressed positive views, particularly regarding improvements in writing quality, grammar accuracy, vocabulary use, and learning efficiency. Students perceived AI tools as supportive and motivating, especially for drafting and revising written work. Instructors acknowledged AI's usefulness in providing rapid feedback and assisting with instructional preparation.

These findings corroborate earlier research demonstrating that ChatGPT can enhance learner motivation and writing performance (Alotaibi et al., 2025), while Grammarly contributes to improvements in “grammar, coherence, and vocabulary” (Yusuf et al., 2025). Positive attitudes toward AI tools are also consistent with technology acceptance research, which emphasizes perceived usefulness as a key determinant of adoption (Alotaibi et al., 2025).

However, alongside these benefits, participants expressed concerns regarding content accuracy, over-reliance, and academic integrity. Both instructors and students acknowledged risks related to AI-generated inaccuracies and unethical use, echoing concerns raised by Hasib and Islam (2025), who documented students' admissions of ethically questionable AI use. Instructors' apprehensions about reduced critical thinking and increased malpractice further reflect findings by Munni and Rafique (2025). The coexistence of optimism and concern indicates that AI tools are not inherently pedagogically beneficial or harmful; rather, their impact depends on how they are used. Positive perceptions alone are insufficient to ensure effective learning outcomes without ethical awareness and instructional guidance. These advantages as reported by the participants are directly related to high perceived usefulness (PU) in the framework of TAM, with the disadvantages, especially worries about inaccuracy, ethical misuse, and over-dependent external variables that moderate PU and suppress positive behavioral intentions even in strongly physiological attitudes toward AI tools (Davis, 1989; Venkatesh and Davis, 2000; Hasib and Islam, 2025; Khan et al., 2024).

Further, participants identified several challenges to effective AI integration, including a lack of formal training, the absence of institutional guidelines, ethical ambiguity, and uncertainty about appropriate classroom use. Instructors, in particular, reported insufficient preparedness to integrate AI tools meaningfully into EFL pedagogy, while students expressed concerns about dependence and misuse.

These findings are consistent with prior Bangladeshi research highlighting limited institutional support and inadequate professional development related to AI use (Munni & Rafique, 2025). Similar challenges have been reported globally, where the rapid emergence of AI tools has outpaced policy development and pedagogical frameworks

(Hasib & Islam, 2025). Participants suggested improvements such as structured training programs, clear institutional policies, ethical usage guidelines, and integration of AI literacy into curricula. Such recommendations align with calls in the literature for responsible and transparent AI adoption in education (Hasib & Islam, 2025). Without institutional intervention, AI integration is likely to remain informal, inconsistent, and potentially problematic. Addressing these challenges is essential to move from ad hoc AI use toward pedagogically sound and ethically responsible integration.

According to TAM, the requests of the participants to get trained and institutional policy directly refer to the PEOU dimension of technology acceptance, eliminating the obstacles of efforts and developing the confidence required to transform behavioral intentions to more regular, purposeful, and ethically motivated use of AI in EFL classrooms (Davis, 1989; Venkatesh and Davis, 2000; Munni and Rafique, 2025).

CONCLUSION

This study investigated instructors' and students' perceptions of AI integration in Bangladeshi EFL classrooms through a mixed-methods approach grounded in the Technology Acceptance Model. The findings reveal a high level of AI adoption, with most participants recognizing its potential to enhance learning efficiency and language development. Widely used tools such as ChatGPT and Gemini indicate that AI has already become embedded in students' and instructors' academic practices.

However, the results also highlight critical challenges, particularly the lack of training, ethical concerns, and the risk of overreliance, suggesting that technological availability alone is insufficient for meaningful pedagogical transformation. AI is currently used more as a supportive and complementary tool, facilitating personalized learning, immediate feedback, and task assistance rather than as an integrated component of formal instruction.

These findings imply that effective AI integration requires systematic institutional support. Universities should move beyond informal adoption by providing structured training, strengthening infrastructure, establishing clear ethical guidelines, and aligning AI use with curriculum and assessment practices. Without such coordinated efforts, AI use is likely to remain fragmented and pedagogically underutilized.

Despite its contributions, this study is limited by a small convenience sample, a lack of formal ethical approval, reliance on self-reported data, and the absence of inferential statistical analysis. These limitations restrict the generalizability and depth of the findings. Future research should adopt longitudinal and experimental designs to examine the long-term impact of AI integration on learning outcomes. Further studies are also needed to explore instructional models, policy implementation, and teacher

development frameworks that support sustainable and ethical AI use in EFL contexts.

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