

**English Language Instructors' readiness for using artificial intelligence for teaching in  
Bangladesh**

By

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A thesis submitted to the Department of Brac Institute of Languages in partial fulfillment of  
the requirements for the degree of Masters of Arts in TESOL

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Brac University  
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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## Approval

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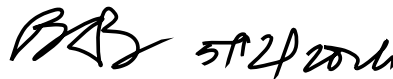
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## **Ethics Statement**

I hereby proclaim that the thesis titled “English Language Instructors’ readiness for using artificial intelligence for teaching in Bangladesh” is being submitted to the Brac Institute of Languages (BIL), Brac University, in partial fulfillment of my Master’s degree in TESOL. I want to add that no part of this dissertation has been copied or plagiarized from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place (s). I understand that the program conferred on me may be canceled/withdraw if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized or borrowed without proper acknowledgement.

## **Abstract:**

Artificial intelligence (AI) is becoming increasingly prevalent in the field of education, which has made it possible for instructors of English as a second language to adapt their teaching strategies accordingly. The study explores the preparedness of English Language instructors to use artificial intelligence for instructional development utilizing Technology Acceptance Model (TAM) by Davis (1989). This study uses qualitative interviews with university instructors from both public and private institutions highlighting their perspectives, potential hesitations, as well as support needs concerning the incorporation of AI into their teaching methodologies. A rigorous analysis of data gathered from 9 in-depth instructor interviews across public and private universities to provide their experiences as well as beliefs showing the different contexts and perspectives of AI in the use for education. The findings indicated significant necessitation for providing support institutionally and professional training in order to enhance instructors' confidence in AI tools, improve learning experiences as well as important factors that either facilitate or impede the implementation of AI.

**Keywords:** Artificial Intelligence, TAM, AI integration, qualitative research, AI in education, instructors' views

## **Dedication**

This work is dedicated to all the English language teachers inspiring joy and enthusiasm in their learners' language learning journey.

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# **Chapter 1**

## **Introduction**

### **1.1 Background and context**

One of the leading technologies transforming the contemporary world is artificial intelligence (AI), which is a major engine of creativity in many sectors, including education. Among additional applications in education are intelligent content production, task automation for teachers, as well as custom-tailored instruction for students (Chen et al., 2022). The latest generation of AI tools that is generative, constructed using language models that are large (for instance, DALL-E2, ChatGPT) is set to transform various fields, even while artificial intelligence (AI) has improved living, working environments, learning, and turned into a component of daily life (chatbots, intelligent household appliances, and so on). Scholars and practitioners in the field of education have lately started to give their consequences for learning, teaching, and evaluation great attention (Kohnke et al., 2023).

Notwithstanding the enhancement of educators' digital competencies as well as the surge in technology utilisation instigated by the COVID-19 pandemic (Moorhouse, 2023), instructors of language will probably require AI-specific competencies related to digital to effectively deploy these tools (Kohnke et al., 2023). The advent of Artificial Intelligence education as a subject have additional responsibilities on instructors, researchers, as well as policymakers to guarantee its successful integration in educational institutions.

The implementation of new curricular materials requires an understanding of state policies as well as future requirements (Sanusi et al., 2022), while academicians are increasingly initiating

efforts to make accessible AI for learners at all grade levels. These endeavours encompass the development of curriculum, resources, tools, as well as methodologies that facilitate the instruction and comprehension of AI ideas (Chiu, 2021; Oyelere & Sanusi, 2020; Xia et al., 2022). Considering the existence of several researcher-developed curriculum and materials aimed at introducing the notion of AI, educators have a limited understanding of how to effectively educate AI to their learners (Sanusi et al., 2021).

### **Instructor Preparedness for AI**

Recognising instructors' insufficient AI expertise as an obstacle to AI deployment, research has started on equipping instructors to teach AI via professional development (PD) programs (Lee & Perret, 2022) as well as the co-develop of educational resources (Lin & Van Brummelen, 2021). Although professional development (PD) is significant, it is crucial to investigate instructors' intentions and preparedness to teach artificial intelligence in classrooms, as their acceptance and disposition may indicate their technology interests' and influence their practices pedagogically (Nikolopoulou et al., 2021).

Implementing course information in the classroom is unfeasible without instructor endorsement (Lin & Van Brummelen, 2021). Consequently, collecting instructors' perspectives regarding their purpose and preparedness to teach AI will enhance the comprehension of the aspects that facilitate the effective integration of AI in educational institutions.

The use of artificial intelligence (AI) in education is an expanding field with the with the capacity to revolutionise teaching and learning methodologies (Alam et al., 2023). Changes are inevitable, and machines are already replacing humans in workforce (Jones et al., 2019; World Economic Forum, 2016). Numerous studies have established a basis for comprehending

behavioural intention in relation to other factors and artificial intelligence (Li et al., 2022). However, such publications do not incorporate the perspectives of instructors tasked with facilitating the topic, indicating that instructors' behavioural intentions to teach AI remain to be explored.

### **The usage of AI in Transforming ELT in Bangladesh**

The use of artificial intelligence has the possibility to bring about a dramatic shift in English Language Teaching (ELT) in Bangladesh (Ulfat, 2023). Artificial-Intelligence-driven technologies in ELT offers the advantage of enabling more effective, individualised, as well as accessible educational processes. (Fitria, 2021).

AI algorithms can study the learning patterns, strength and weakness of the students. Using this data, personalized learning pathways can be created which furnish orthogonal activities and information to cater the unique demands of a particular person (Wu et al., 2024). Due to its flexibility, it is tailored for the diverse learning styles of people. Similarly, AI-based language learning apps such as Babbel or Duolingo can be personalised to incorporate Bangladeshi cultural references and localised content English courses thereby increasing its relevancy for learners in Bangladesh (Fadayee & Rezaiee, 2023). In addition, evaluation processes can be simplified with the help of AI as it will automatically score assignments and give near real time feedbacks including spoken language tests. Immediate feedback encourages continuous improvement (Gao et al., 2024). AI can also help to bridge the access gap in quality education through online resources. As stated by Rabbi et al., (2024), distant learners can use good English language teaching (ELT) materials.

AI may improve the quality of English language instruction as well as resulting gains in learning outcomes have attracted considerable attention. Undergraduate educators seek to achieve

these goals with technological solutions that are powerful, secure and scalable (Rukajat et al., 2024). Teachers mediated education is still ambivalent (Jang et al. 2024). It would be important to determine how much these emerging technologies could benefit educators. Existing studies focus on improving students' AI skills (for instance, Wang et al., 2021; Xia et al., 2022).

## **1.2 Problem Statement:**

Though Artificial Intelligence (AI) becomes a potent opportunity to reshape the existing education realm, embracing AI in teaching practice is challenging for English language instructors living and operating from Bangladesh. For example, a significant number of instructors have questions about the educational usefulness and ease-of-use involved with incorporating AI-enabled tools within their teaching practices (Mutambik, 2024). AI adoption is slowed by concerns related to absence of indirect helplessness, improper training as well as privacy/security risk (Orbaiz et al., 2024). Consequently, it is vital to investigate how instructors acknowledge the value and simplicity of AI tools and elements that predict their readiness for using AI in teaching. To better implement AI in English language education in Bangladesh, understanding these dynamics is very crucial (Uddin et al., 2024).

The study gap is little empirical evidence in relation to instructors' perspectives of incorporating AI into the practices of teaching within Bangladesh with respect to an English language context. Previous study has mostly emphasized on the preparedness of students or broader perspectives in education and AI does not provide a comprehensive insight into English teachers' perceptions, issues and readiness in regard to integration of artificial intelligence (AI) technology. This gap is especially significant because it does not account for such instructors and



the challenges, apprehensions or needs they may have with regard to AI-powered tools in their classrooms.

Notably, the research aimed to focus on university-level English language instructors in Bangladesh, highlighting their perspectives, potential hesitations, and support needs concerning the incorporation of AI into their teaching methodologies. In order to address this gap, the research sought to offer valuable insights that can inform tailored strategies and support mechanisms specifically designed for university-level English language instructors in Bangladesh. These insights can play a pivotal role in guiding professional development initiatives and crafting targeted interventions that assist instructors in effectively embracing AI tools in their teaching practices.

### **1.3 Purpose of the Research**

The present research aimed to perform in-depth analysis of the perspectives, apprehensions as well as willingness of English language instructors working in Bangladeshi educational institutions towards incorporating AI into their pedagogical activities. The research centers on educators in this particular demographic within the educational landscape, and aims to elucidate insights regarding these teachers and AI driven tools as well as approaches.

In addition, the study also aimed to explore the actual challenges or concerns that lecturers in university encounter for doing AI technology integration. In the end, it is also hoped that this research will help to create valuable information for specific applications of AI and assist us build appropriate strategies with training or resources which can be adopted by English teachers on how

they may optimally utilize AI, as a result enriching teaching methodologies leading towards overall better quality in education construction in Bangladesh.

## **1.4 Significance**

This study has the potential to be a stepping stone for significant educational reforms, specifically in terms of English language instruction within Bangladeshi school systems. This research has multiple dimensions in the perspectives of English language instructors about the adoption of artificial intelligence (AI) into their teaching practices.

Firstly, it critically examined the needs and readiness issues that educators in Bangladesh have to bring into consideration when thinking about integrating AI. This understanding is key to design focused strategies, training courses and resources for helping teachers use AI-powered tools in their classrooms more successfully.

Secondly, the findings of this investigation have the possibility to be beneficial in terms of education policy and initiatives where policymakers can use it as a piece to guide them on how they may develop frameworks that include AI into practice for learning. In turn, this might start creating new and flexible teaching models that fit well with the ever evolving technological landscape.

Moreover, the findings of this research might help to facilitate a teaching environment for instructor satisfaction as well. This process can recognize the obstacles or hesitation faced by English instructors and help build a supportive environment that supports them to adopt AI

technologies with confidence, thereby improving both the depth as well and effective of teaching English in Bangladesh.

Most importantly, the relevance of the study goes beyond its immediate context and could provide a blueprint for further investigations in other regions or educational fields. It would not only enhance scholarly discussions but also has the potential of reshaping future education by equipping educators with robust insights to navigate AI infused teaching practices.

## **1.5 Research Questions**

The research questions are given below:

1. How do English language instructors in Bangladesh view the potential use of artificial intelligence in their teaching practices?
2. What are the primary concerns or hesitations of English language instructors in Bangladesh regarding the integration of artificial intelligence into their teaching methodologies?
3. What tools and technologies are English language instructors in Bangladesh utilizing/can use in their classrooms to incorporate artificial intelligence?

## **Chapter 2:**

### **Literature Review**

With the proliferation of AI technology, individuals have seen greater opportunities to engage and collaborate with these innovations. AI has become integral to our daily existence, shown by smart home devices, Siri, smartphones, AI, Alexa, and in video games (Khang et al., 2024). Possessing the requisite abilities and a comprehensive grasp of AI technologies is crucial for excelling and integrating into society rapidly. Agencies as well as governments are progressively beginning to acknowledge this. AI literacy provides pupils with a solid basis for university studies and future professions. The everyday proliferation of AI technology indicates an uptick in individuals seeking employment in the fields of science as well as engineering.

The field of artificial intelligence (AI) in English instruction is innovative as well as demanding (Han et al., 2024). Artificial intelligence technologies have the ability to make global classrooms accessible to people with different languages, vision disabilities, as well as hearing impairments (Kumar et al., 2024). As per Gawate (2019), artificial intelligence (AI) will be a vital supplementary support system for English language learners and instructors. This statement is also supported by Li (2017) that “Artificial intelligence also acts as a tool for improving English teaching”. Digital literacy as well as linguistic literacy work well together in AI to enhance global competency, such as in learning English. Personalized content is also key to digital learning technology. Artificial intelligence as well as big data-based adaptive systems are now available. Additional effort is needed to provide resources for the developing field, according to a UNESCO research that shows eleven nations presently have government-approved AI curriculum, with few

more in the planning stage. Numerous attempts have been made to enhance the pedagogy, professional development, tools, as well as curriculum, however, the additional research and action are needed to secure assuming AI will be widely used. (Holmes et al., 2022).

## **2.1 Evolution of AI Preparedness:**

Experts have examined whether using traditional AI in education can improve a mix of training online as well as face-to-face, and automate tasks to decrease attempts (Weng & Chiu, 2023). AI-powered programs can assist instructors create assessments, collect data concerning students' learning, and supply feedback and grades, which is critical (Chaudhry & Kazim, 2022).

Additionally, it has been shown that AI could be a requirement to provide a great deal of personalised and flexible learning, promote learning quickly, and engage learners (Chen et al., 2022; Lin et al., 2023). Instructors might be, however, unable to use learning modules employing generative AI effectively owing to an absence of technological competence (Ally, 2019; Shin et al., 2021). Moreover, usage of AI in the educational field may have a range of barriers, for instance, restrain and having misapprehension among instructors, as well as technical deficit (Akgun & Greenhow, 2021; Sijing & Lan, 2018).

At the same time, a recent research examines a new idea of AI readiness with a cutting-edge concept (Jöhnk et al, 2021; Luckin et al., 2022). Most studies on the readiness of AI have focused on the corporate domain, which has seen greater AI acceptance than the education business while the components on the readiness of AI are in continual shift as well as there might be distinctions across application contexts (Luckin et al.,2022).

Parasuraman (2000) developed the notion of readiness of technology in early research to employ new tech in order to accomplish tasks in the house and workplace. Parasuraman (2000) noted that the cognitive variables defining why folks like certain new technologies over others were not explicitly linked to technology readiness. In other words, the likelihood of people adopting new technology is influenced by their readiness level for the technology (Parasuraman, 2000). Moreover, according to Parasuraman (2000), several factors ensure readiness existing including individuals have a positive attitude for technological innovation and technology, however, several factors hinder readiness, such as those stemming from discomfort and interactions with uncertainty from a lack of trust.

The concept of technological readiness was developed in order to reduce the severity of a client's displeasure produced in the service sector while servicing a new technology. As per Ayanwale et al. (2022), this research perhaps focused on identifying the characteristics that minimize the customer uses of technology and aggravation experienced a customer's willingness to purchase. However, in order to completely accept artificial intelligence by the instructors, it is necessary to focus on their preparedness as well as students' readiness for adopting new technologies (Ayanwale et al. 2022). Furthermore, while earlier technologies gave people total control, artificial intelligence (AI) simulates certain aspects of human learning as well as reasoning. (Damerji & Salimi, 2021). Siri and Alexa, two examples of AI-powered virtual assistants, tailor their support to each user's unique routines as well as interests (Roslan et al., 2023). As a result, the concept of AI ready must be examined and reinterpreted, especially for educators.

## 2.2 Current state of AI within education

Luckin et al. (2022) offered a thorough introduction to AI ready in education, highlighting the need of contextualization in its application to the educational sector. The authors proposed a seven-step framework for AI readiness training, which encompasses considering the idea of AI preparedness, identifying educational obstacles to be addressed, gathering data to tackle these challenges, employing AI techniques for analysing data, deriving insights from the outcomes of AI, as well as making iterations the framework as necessary (Luckin et al., 2022). Nevertheless, the AI ready framework suggested by Luckin et al. (2022) was formulated emphasizing on the Cross-Industry Standard Process for Data Mining within the commercial domain, emphasising AI-assisted data mining rather than AI-enhanced pedagogical practices. Moreover, just adapting the existing commercial framework to the educational sector might inadequately handle the issues encountered by pupils as well as educators.

In education, AI is now being applied in various ways, including chatbots that provides 24-hours assistance to the student and learning algorithms that is personalised that adjust to individual pupil's specific requirements (Perez,2023). Technologies related to AI market research are also being utilised to automate administrative chores like grading and feedback (Perez,2023). Furthermore, AI is being used to analyse enormous volumes of data for uncovering trends and giving insights that could help design new educational plans and policies (Perez, 2023). Mahdi (2023) states that Sal Khan (Khan Academy's founder) advocates for implementing AI in the scope of education. The educational organisation has recently introduced an AI-powered teaching assistant known as Khanmigo, which serves a range of functions from offering students feedback on their essays to assisting teachers in developing lesson plans (Mahdi, 2023).

Mahdi (2023) notes that numerous nations have begun to invest in AI-driven education systems to position themselves advantageously in this evolving landscape. For instance, Singapore's AI Centre for Educational Technologies has introduced a tool named Codaveri, designed to identify errors in coding assignments as well as offer constructive feedback accordingly to the students. South Korea is set to introduce tailored digital textbooks that align with students' academic abilities starting in 2025 (Mahdi, 2023). Fifty percent of schools in Finland which is renowned for its exemplary education system approximately utilise ViLLE, a learning platform that offers personalised academic diagnostic tools learning paths, an advanced AI engine, as well as enabling educators to provide tasks that are tailored (Mahdi, 2023).

### **2.3 Several Applications of AI in ELT**

AI in education denotes the incorporation of artificial intelligence into educational methodologies to enhance the overall learning experience. The literature has examined the utilization of AI technology in education broadly and in English Language Teaching specifically. The literature anticipates that AI-based technological goods will effect positive transformations in English teaching. AI technology can curate suitable listening materials from an extensive corpus, aligning with students' requirements and competencies in English within the context of AI in the teaching of English Language. Robots developed with artificial intelligence capabilities can talk in oral training and then request learners or respond to their inquiries (Thin et al., 2020). In translatory discipline, the augment of AI translation machine is great as it offers access to many kinds of software (Xia et al., 2022). Correspondingly, on the personage plane, AI generators have a significant influence on the realization of individualized instruction and studying (Huang et al.,



2021). Moreover, AI systems can gather as well as examine students' data and adjust presentations automatically rendering on their properties and abilities (Gligorea et al., 2023).

The systems driven by AI can form personalized situations instruction schemes, which are aligned within the individual skills of learners (Huang et al., 2021). However as per Huang et al. (2021), these systems can bid instruction activities, gauge students advancing, stages evaluation, value schoolchildren, and administrate instruction when needed. Regarding student data collection capability, AI can distill a mass of kinds of student data such as analyzing as well as assessing students (Yang, 2020). AI likewise can render data backing to educators who have trained levels to adapt instruction scheme as well as assure instructional objectives (Yang et al., 2020). As Kannan and Munday (2018) state that the inclusion of technology of voice recognition in existing languages for all the systems have created packages that offer many unmatched benefits. Chat robots are software that are used to facilitate the participation of the students in conversations (Luo & Cheng, 2020). Chatbots possess significant potential; they may function as both instructors and individualized learning instruments (Haristiani, 2019). Moreover, Rebman (2006) focused on two primary characteristics for voice recognition technology: the transcription of speech to text as well as the synthesis of text to speech.

Intelligent tutoring systems are software applications that employ artificial intelligence to deliver customized educational guidance to learners. Zhang and Li (2021) assert that the systems may "adapt to the individual learning style of each student" (p. 99). Artificial intelligence could be employed to evaluate specific tasks related to assignment as well as examinations, therefore conserving instructors' time and ensuring more uniform grading. This aligns with Ecker et al. (2018), who state that "automated grading systems have been shown to be as accurate as human graders in many cases" (p. 285). This indicates that AI can assist educators in grading certain

exams or assignments. Artificial intelligence can evaluate student data to identify at-risk individuals and deliver tailored solutions. According to Wang et al. (2023), "predictive analytics can assist instructors in identifying students at risk of dropping out or failing a course, enabling early intervention" (p. 223).

### **Types of AI used by the learners and instructors (Writing skills)**

There are applications that can generate written works such as essays, as well as programs that check for grammar errors and provide writing assistance. Students have the ability to obtain rapid feedback and support via the use of these tools, which allows them to improve their writing abilities more quickly (Gayed et al., 2022; Zhao, 2022). As per Fitria (2021), a significant number of students and professionals make use of these particular platforms and programs in order to enhance the quality of their work and guarantee that it is free of any errors. Platforms and programs for writing that are driven by artificial intelligence generally function by analysing content and providing ideas for improvements. Even more advanced programs have the capability to produce text depending on certain criteria, such as keywords or a specific subject matter.

AI writing tools are designed for reviewing written text as well as offer feedback on several aspects, including syntax, grammar, content, structure as well as vocabulary (Hosseini et al., 2023; Strobl et al., 2019; Thorp, 2023). This feedback is generated by machine-learning algorithms that analyze the text that are written against a comprehensive library of accurate as well as erroneous writing examples. A research done by Tambunan et al. (2022) revealed that the use of Grammarly significantly enhanced student grammar as well as punctuation. Moreover, Grammarly's AI proofreads the text of the user in detail and immediately suggests engagement, spelling, grammar, punctuation, clarity, as well as delivery adjustments, as a result, the writing process becomes an

opportunity for learning (Ding et al., 2024). QuillBot is an AI tool which helps in paraphrasing and help to refrain plagiarism while keeping the originality of the content (Adams et al., 2022). In a study conducted by Kurniati and Fithriani (2021), QuillBot assisted the students in paraphrasing, hence it is a suitable AI tool. Moreover, WordTune assists in enhancing the tone as well as style of the papers. A research conducted by Lam and Moorhouse (2022) revealed that learners could quickly improve in writing using WordTune as it helps identifying the areas of improvement in writing. These AI tools not only focuses on grammar correction or paraphrasing but also encourages self-evaluation, hence making learning easier (Gligorea et al., 2023).

Marzuki et al. (2023) found that every instructor that they interviewed mostly used two AI tools, namely QuillBot and Wordtune. Firstly, QuillBot, played an important role for students as it could help students with paraphrasing and therefore students would use it to find other ways to express the ideas in their papers and this would have prevented students from producing a plagiarised paper (Marzuki, et al., 2023). As per Marzuki, et al. (2023), Wordtune also played a crucial role in teaching students English and helping them learn English. Furthermore, Marzuki et al. (2023) states that instructors had personal tools that were used to diversify the approach to teaching. For instance, the instructor interviewed by Marzuki et al. (2023) used Copy.ai to create writing samples, and Paperpal for checking grammatical errors which was a critical aspect of English language learning. These tools were also crucial for creativity and style diversity. Marzuki et al. (2023) also states that another instructor also used a tool called Essay Writer that helped to organize essays well as the instructor would focus on content but missing parts would automatically be found by the programme. Moreover, this tool was easily incorporated in the classroom environment that focused on academic writing. Last instructor interviewed by Marzuki

et al. (2023) used Copy.ai as well as Essay Writer that helped students know the ways to write in different styles as well as forms.

### **Types of AI chatbots used by the learners and instructors (Speaking and listening skills)**

Chatbots built with the goal of instructing the users are regarded as in-class educational chatbots (Bii, 2013). In-class educational chatbots might focus solely on teaching duties, or they may be primarily concerned with administration and supportive duties (Bii, 2013). The artificial intelligence AI chatbots that the researchers Kim et al. (2019) examined various other educational applications and reported on the efficacy of the chatbot abilities in communication. Depending on the results of their empirical investigation, the researchers determined that chatbots have a good effect on learners' skills. Chatbots have a significant influence because they enhance linguistic inputs, which in turn leads to an increase in the amount of conversation and comprehension that occurs between students. (Kim et al. 2019).

The outcome of a study done by Kim et al. (2021) show that the participants, irrespective of competence level, found that AI tools such as Replika, Andy, as well as Google assistant improved their pronunciation, intonation, and stress. According to Walker and White (2013), the advice of an English specialist is associated with a beneficial impact on pronunciation and the factor causing this effect is that chatbots capable of sending audio files allow the classroom assistant to train students' auditory abilities and to improve the output of their speech by activating during interaction. Consistent with similar studies, the result generalises the beneficial effects of the AI chatbot on students' pronunciation, intonation, and stress. The reason behind this factor is that students' pronunciations were meant to be precise for the AI chatbot to understand their speech. (Kim et al., 2021)

Another study done by Chocarro et al. (2021) suggests that instructors can use chatbots to increase their convenience and advise their use as supportive tools when addressing particular instructions. For instance, one can use a digital assistant than chatbots to handle answering inquiries about assignment submission or to provide useful information to free up more learning time to be devoted to comprehensive educational information (Chocarro et al.,2021). Moreover, Jamal et al. (2023) mentioned that 65% of faculties stated that chatbots usage helped them to have more time in the classroom for educational talks. As per Yang (2022), learners can also enhance their English-speaking skills with AI chatbots because it is not limited by location or time hence, the participants stated that the usage AI chatbot can be beneficial in learning.

Numerous AI-based applications exist to assist learners in enhancing English speaking skills as well as hearing, including Duolingo, ELSA Speak, Rosetta Stone, HelloTalk, Speechling, as well as Babbel (Handini et al., 2022). Duolingo as well as HelloTalk are perhaps the most prominent programs in this domain. Duolingo is a prominent language acquisition program that employs artificial intelligence to assist learners in honing their speaking and listening abilities in English language. It provides pronunciation practice, engaging workouts, as well as speaking activities that deliver prompt response (Handini et al., 2022). Conversely, HelloTalk offers a platform that links individuals that speak English as their first language for conversational practice (Valdimarsson, 2020).

### **Usage of AI by the learners and instructors (reading skills)**

According to Rukiati et al. (2023), language learning is now facilitated by platforms and applications utilizing artificial intelligence. A number of features such applications and platforms have can be advantageous for learners who want to enhance their understanding and

vocabulary, as well as their reading skill (Rukiati et al., 2023). As per Huang et al. (2023) in terms of reading assignments, the noteworthy benefits of artificial intelligence is that the process itself can be automated, and the platforms and applications can provide grades and feedback. Namely, students can provide the answers to reading assignments, as well as the platforms and applications in question can check their answers and give feedback automatically on them, which is key to helping students quickly identify their strengths as well as weaknesses in reading skill (Huang & Tan, 2023). Another functionality is that there are flashcards to learn new vocabulary, for instance, finding the definitions of unfamiliar words as well as highlighting the words that are unfamiliar (Huang & Tan, 2023). The explanation for word meanings can both help students learn new words (Alsadoon, 2021). Finally, artificial intelligence-driven platforms and applications can also conduct text-to-speech, transforming texts into audio so that students who have difficulties reading can listen to the content, e.g. read stories, free-read story books online freely, by listening they can enhance oral speaking practice (Nuraini et al., 2022).

Readlang is a learning platform for language that utilises the capabilities of artificial intelligence to help learners enhance their proficiency in reading in a language that is foreign (Magfirah, 2022). As per Rukiati et al. (2023), students can import a text from the web, this application will determine what level you are reading, thus while reading, the application will be offering similar articles so that one could practice in a similar application makes to read quality and choose similar texts that match to the learner level, regulate. The platform provides word translations immediately as well as allows the user to prepare flashcards to remember the vocabulary inside (Rukiati et al., 2023). The AI systems adapt based on how well the learners read as well as offer specific reading recommendations (Rukiati et al., 2023). It is critical to

acknowledge that while such applications and platforms can help improve reading skills, practice reading remains vital (Rukiati et al., 2023).

## **2.4 The Evolution of English Language Teaching in Bangladesh**

English is acknowledged as a global language, with a study indicating that over 1.38 billion individuals utilize it either natively or as a second language, particularly in formal contexts for instance, education, business, and assistance (Szmigiera, 2021). Subsequent to independence, the Bangladeshi government exerted considerable effort to enhance education, incorporating English Language Teaching (ELT)—the procedure of learning and teaching English within the frameworks of either English as a Foreign Language (EFL) or English as a Second Language (ESL), encompassing both theories as well as practices— entering the country's educational system (Jamil, 2015).

There is a debate among researchers on the use of English as a Second Language (ESL) vs English as a Foreign Language (EFL) in English Language Teaching (ELT) in Bangladesh. ESL denotes nations such as India and Malaysia, where English is extensively utilized in general discourse and legislative contexts, in conjunction with the national languages. EFL posits that English is predominantly employed as a foreign language in educational institutions and for scholarly objectives. Nations where English is used as a teaching language yet is not extensively utilized in the population consists of Pakistan as well as China. Ali (2010) identifies ELT in Bangladesh as ESL, however Ali & Walker (2014) assert that it is EFL.

McArthur (1996) categorizes Bangladesh as an ESL context, noting that the usage of English functions as both a second as well as foreign language within the population. The necessity of acquiring ESL, especially for a growing country such as Bangladesh, is paramount in the century of 21st. Nonetheless, the prospects for English language teaching as well as acquisition in this region remain very bleak (Arafat, 2020). The persistent uncertainty and absence of a definitive vision on the fundamental function of English throughout Bangladesh has consistently influenced the nation's ELT strategy.

Subsequent to independence, eight educational commissioners tried to delineate educational strategy; nonetheless, the English had a complicated historical context. The implementation of the ELT curriculum in Bangladeshi classrooms has consistently failed owing to the neglect of teachers' requirements and inadequate infrastructure for teacher training (Chowdhury & Kabir, 2014). Fullan (2007) asserts that policymakers lack comprehension of teachers' requirements, resulting in the frequent failure of curricular revisions. The CLT curriculum was not well communicated to the instructors for effective implementation (Das et al., 2015). Kirkwood and Rae (2011) articulated that credentials for secondary as well as primary English language teachers, a robust postsecondary education, as well as the ability to implement a CLT curriculum in the educational setting are essential criteria for changing an effective ELT program. Regrettably, all of these are presently deficient in Bangladesh.

## **2.5 Integrating AI in Education and Bangladesh**

A new way of life based on the Information Society as well as its educational system was born in 2017 on top of Information and Communication Technologies (ICT). People have been hoping that computers will revolutionize education since the 1950s. By that time, ICT as well as



the digital revolution had a powerful impact on the system of education, with universities all over the world fully utilizing their ability to increase quality, accessibility and cost of education. Despite the prevalence of the internet, the university system in Bangladesh has so far disregarded the digital revolution.

Instructors in Bangladesh typically utilize digital technologies as supplementary tools in classrooms, and many English language teachers demonstrate limited proficiency in technology use due to insufficient technological pedagogical knowledge (Rouf & Mohamed, 2018). Instructors should avoid using digital technologies solely for the presentation of images and information in classes. Furthermore, the focus should not solely be on employing the latest technological tools in classrooms; instead, it is essential to critically and creatively integrate digital technologies into instruction to enhance learners' language skills (Mishra & Koehler, 2006). It is essential to supply intensive training for instructors in the selection and effective utilization of digital technologies (Hockly & Dudeney, 2012). Collectively, these outcomes suggest that creating chances for educators to gain expertise in technology pedagogy and technology content towards integration of digital technologies within the classroom will be beneficial (Mishra & Koehler, 2006). It is important to observe the use of digital technologies in classrooms. At the same time, changes on technology are so rapid that educators must stay up-to-date in order to avoid being outdated (Mishra & Koehler, 2006).

Artificial intelligence can predictably help in the accuracy of analysis such that decisions are evidence-based because it is designed to work with large datasets. AI-driven tools boost and make higher education smarter with the facts (Goodwin., 2022). Similarly, the use of artificial intelligence (AI) has a favourable outcome on how students can design their study plans and monitor academic progress in education. However, unequal access to technology may exacerbate

current education gaps and reinforce disadvantage for already marginalized students. Similarly, depending to a large degree on artificial intelligence (AI) tools can undermine the human aspect of personal touch guidance and well-measured advice which have been considered as crucial substances in educational experience traditionally (Goodwin., 2022).

Throughout this time, the inadequate technological infrastructure of universities, the reluctance and incapacity of educators to provide online instruction, and the absence of coherent policies and guidance for online teaching and assessment highlighted the challenges faced by students lacking access to laptops or desktop computers and their difficulties in effectively engaging with the digital environment (Ahmed, 2023). Ahmed (2023) states that the advancements in AI have been recognized for years; however, the introduction of ChatGPT on 2022, has significantly impacted the higher education system and the broader global context. Generation Z and the rapid expansion of ChatGPT are the two factors. In 2020, Coursera launched an AI tool named CourseMatch, designed to align classes from schools' on-campus course catalogs with courses available in Coursera's catalog. Similar to other technologies, artificial intelligence requires regulatory frameworks to mitigate potential exploitation.

Bangladesh comprises a small nation with 45 public universities and approximately 15,000 educators (Shirin, 2022). Moreover, there are 57 private universities in the capital Dhaka, and 10 private universities in Bangladesh's second largest centre, Chattogram city (Chittagong) (Alamgir, 2023). Shirin (2022) indicates that while some training is provided for school teachers, limited training opportunities exist for university instructors. Typically, university teachers are expected to possess degrees of Ph.D. from various nations and adequate IT skills to effectively educate their learners. These educators express a wish to enhance their understanding of technology and incorporate it into their instructional practices (Shirin et al., 2022). Moreover, the implementation

of technology in teaching as well as learning across all levels of education is strongly encouraged by the government (Al-Zaman, 2020). Nonetheless, challenges persist, including the absence of both internet connectivity and smart gadgets in areas that are rural, inadequate teacher training, among others (Lukas, 2021). Holder et al., (2018) indicates that research revealed 68.67% of university learners utilized smartphones to access the internet for sports news, social networking, entertainment, as well as music listening. Additionally, only 23.7% utilize mobile phones for library research, studying online content/ textbooks as well as taking notes (Holder et al., 2018).

Higher education institutions that decline to adapt or integrate AI will forfeit their competitive advantage (Ahmed, 2023). Change is the only constant, and the acceptance of change will be crucial for all higher education institutions to maintain relevance (Ahmed, 2023). According to Chukarev and Klepikova (2016), experts in the field of education mentioned that the conventional wisdom is that lecturing is an efficient but ineffective method of imparting knowledge. It is well-known that our capacity to recall knowledge rapidly declines with time, as shown by the Ebbinghaus forgetting curve (Chukarev & Klepikova, 2016), and that test and lecture approaches lead to a 70-90 percent loss of learning in a few short months after the semester ends. One effective approach is to embrace the "fully active learning" method. This strategy encourages learners to actively engage in the educational process rather than of only absorbing knowledge from instructors. (Hassan, 2023).

According to Wafik et al. (2024), when considering Bangladesh's efforts to incorporate technology, the usage of AI in the education sector presents a mix of excitement as well as uncertainty. Currently, AI integration in educationally related fields is at an early stage like most countries of the world such as Bangladesh (Buckingham, 2019). There are some initial endeavors to utilize Artificial Intelligence (AI) in different arenas within the educational atmosphere.

Adaptive learning technologies AI-powered learning platforms, and artificial intelligence management solutions are game-changing educational technology tools today. It is a universal goal that chimes with the present global mantra of improving education, optimizing personalized learning for all and streamlining administration (Luckin, 2018). However, though the interest has grown significantly over the past year since my initial report on this integration in August 2019, any such movement is still nascent and beset by infrastructure, policy and resource-related challenges. As a result of the aforementioned experimentally-driven success, classroom will be more up-to-date with modern global trends. The promise of AI-enabled learning platforms is a bright picture showing the way for personal and hence enriched student-centric learning experiences (Wafik et al., 2024).

The present stage of integration of AI in the educational sphere of Bangladesh's is in its early stages, similar to the global trend of AI adoption in educational contexts (Buckingham, 2019). In the educational realms of Bangladesh, there have been initial efforts to incorporate Artificial Intelligence (AI). These include adaptive learning technologies AI-powered learning platforms as well as AI-driven administrative solutions, which are leading the way in technological advancements in the educational sector. The overall goal aligns with the worldwide desire to improve education, customize the learning experience for each person, and enhance administrative processes (Luckin, 2022). While there is a lot of growing interest in this, the implementation is at early stages and has several challenges with infrastructure as well policies concerned regards resources. The experiments are paving way to an accelerated modernization of education as per global norms. Such an AI-enabled learning platform holds the promise of a future where personalized learning presents as standard, enhancing the academic journey for students (Wafik et al., 2024).

In contrast, adaptive learning technologies indicate a possible future in which instruction is customized and designed specifically to fulfil the particular requirements and pace of an individual learner (Wafik et al., 2024). Moreover, it has been reported by Wafik et al. (2024) that the road to complete adaptation of AI in education sector is loaded with multiple Challenges. The absence of suitable foundation constitutes principal challenge, as the automation with AI can be grown such that it calls for the intrinsic technological infrastructure to gain its full power (Wafik et al., 2024). One of the major challenges which front is policy hurdles because there are no supporting policies for encourage innovations to ethical standards and deployment AI seems daunting (Wafik, et al. 2024). Moreover, the undertaking is more complicated due to limited resources in terms of financial and human capabilities (Wafik et al., 2024). However, a number of publications have already laid the foundational grounds for such an understanding on other factors and AI (Chai et al., 2020). Unfortunately, the instructors' perspectives are missing from these studies, thus we still do not know how instructors want to teach AI in their classroom practices.

## **2.6 Prior research on AI readiness**

There are significant ramifications for this discipline from the increasing use of AI applications in society, especially in the field of education and training (West & Allen, 2018). The potential of AI to tackle the myriad challenges faced by educators and students is noteworthy. Changes in the workplace due to AI necessitate a reevaluation of the requirements for education and training systems, as these alterations will influence the types of careers that will be accessible in the future (Pandya et al., 2022). Additionally, it is essential to educate individuals about AI to ensure they can safely leverage its potential benefits. The implications are interrelated and not

mutually exclusive. To successfully incorporate AI technology into their pedagogy, an educator must have a comprehensive grasp of AI's potential and constraints. (Nazaretsky et al., 2021).

Moreover, AI, with its human-like traits, raises concerns about its potential to replace teachers but that is not the case (Shah et al., 2022). For instance, custom writing services like Online Writers Rating can help manage tasks, freeing teachers to focus on teaching (Shah et al., 2022). AI-powered devices can help students learn word articulations, meaning, and usage, benefiting those learning a new language. Not only that, AI can also perform daily tasks and provide knowledge in information, results, and work technique. (Shah et al., 2022).

## **2.7 Emerging ethical challenges in AI**

There are specific concerns that must be recognized before using AI, for instance, privacy is a major concern. The emergence of tools, for instance, Clearview AI possesses the capability to systematically explore internet sources for a comprehensive collection of an individual's online photographs, is also enhancing the significance of artificial intelligence in the deterioration of privacy (Duffy, 2020). The lack of standard safeguards in physical infrastructures complicates the identification of users and their intended purposes for employing these tools as a significant portion of our information is readily accessible for anyone to edit when it is posted online.

The privacy apprehensions and the uncertainties of AI are two of the major hurdles for drive sharing technology (Cheng et al., 2022). However, Data governance covers the entire frame work of collection, organisation, management, retrieval, retention and disposal. Data governance is guided by a structured program, endorsed by established policies as well as processes clearly communicated via organizational management as well as leadership. The rules should contain all

necessary provisions to maintain the basic needs which consists of security, availability, integrity, accessibility, completeness, consistency auditability, as well as accuracy (Owoc et al., 2019).

## **2.8 Theoretical Framework**

### **Technology Acceptance Model (TAM):**

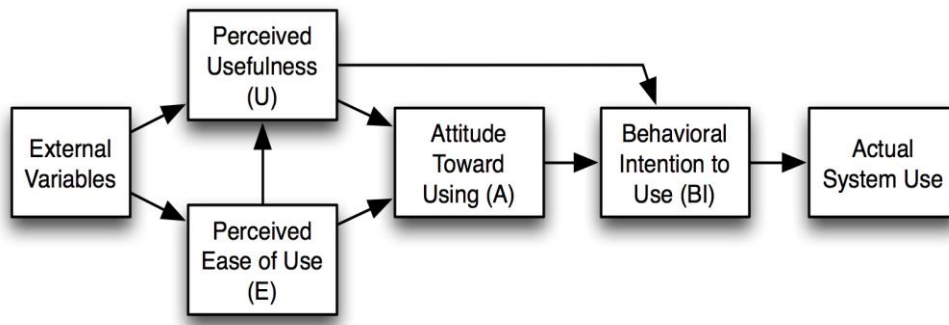
This segment examines the technology acceptance model as articulated by Fred Davis. The Technology Acceptance Model (TAM), first introduced by Fred Davis in 1985 during his PhD dissertation at the Massachusetts Institute of Technology, is currently recognized in the literature as a highly cited framework. TAM describes the adoption of information technology process. Moreover, it has been extensively utilised in several domains to comprehend user behaviour on accepting new technology. TAM is a model of information systems which has gained acceptance as a way to address user resistance, and defined behavior in acceptant terms (Liu et al., 2009). TAM represents a model with generalizability (Park, 2009) and the direct transfer or application in new contexts facilitated by this applicable research methodology is straightforward as well (Venkatesh et al., 2003).

The primary factors tested through the Technology Acceptance Model (TAM) for users' behavioural intentions revolve around: Perceived Usefulness of this new technology and Perceived Ease of use. The concept of perceived usefulness refers to the extent to which an individual believes that the utilisation of a specific system would improve their job performance (Davis et al., 1989). The perceived ease of use indicates an individual's conviction that engaging with a specific system would entail minimal effort. (Davis et al., 1989). However, Davis and Warshaw (1985) articulated users' behavioural intention as 'the degree to which an individual has developed

deliberate plans to engage in or refrain from a particular future behavior' (p. 214). According to TAM, behavioral intention affects technology acceptance, which is determined by perceived usefulness as well as ease of use (Farahat, 2012).

Chuttur (2009) goes on to argue this widespread acceptance of the TAM is concerning as it has a strong theoretical basis which translates easily into practice. Originally suggested in 1985, the model was then later adapted to account for factors and relationships as delineated by the framework established by Ajzen and Fishbein (1975). The changes led to a refined model crucial for the verification of technology acceptance and its application in learning (Mugo et al., 2017). The model shows how users will take or implement a technology. The theoretical framework assumes three main elements influencing users' decisions concerning the embrace and implementation of innovative technology. The initial determinant is the perceived usefulness (PU), followed eventually by the perceived ease of use (PEOU), and another factor is user attitude towards usage (ATU) as mentioned by Mugo et al. (2017). In the context of Davis (1989), a system's perceived utility is how much users feel that it will enhance their job performance. Nonetheless, the level to which an individual holds faith in the utilisation of this technology is effort free will be referred as PEU (Perceived Ease of Use). Simply put, it indicates how much people think a technology is superior than alternatives (Davis, 1989). In their commentary on the model, Chen et al. (2011) elaborates on the notion that individuals' perspectives toward technology use (ATU) are favorably affected by their perceptions of its ease of use (PEOU) as well as utility (PU). Following Davis's proposal, the model in Figure 1 may show the connection among these factors.





**Figure 1: *Technology Acceptance Model (TAM) by Davis (1989)***

Furthermore, certain critical variables have an impact on perceived utility and perceived simplicity of use. The factors that influence the utility and convenience of use of a technology have been the subject of various suggestions from scholars. Alharbi (2014) recommended two kinds of variables: external variables as well as internal variables, during the course of investigation at the University of Saudi Arabia regarding the adoption of Learning Management Systems. Internal variables encompass factors such as the user's level of competency, pedagogical beliefs, and attitude. The researcher who wrote the study indicated that having a favorable attitude toward technology is likely to drive a user to make use of the technology. Further, in a manner that this is in line with the results of investigations that have been conducted in the past., it was discovered that views regarding e-learning have an essential role in influencing the technology usage. According to the findings of the study, the usage of technology may be anticipated by the degree of competency, which means that the amount of knowledge and skills required to operate a system will have an effect on how much it is utilized. On the other side, external variables consist of the external obstacles that users encounter when they are participating in the usage process. The

organizational hurdles, the technology barriers, and the social barriers are all examples of such circumstances. In a similar manner, demographic indicators including computer self-efficacy, gender, as well as degrees of training (competency) are also utilized in order to forecast the utilization of technical devices.

This research puts much emphasis on TAM model as it involves user acceptance of new technology and examines ease to use, perceived usefulness. Here, we have investigated the views of English language instructors about justification for use from AI tools and enhancement in teaching methods with AI. A relevant study that is being used as an example here is the Technology Acceptance Model (TAM) which looks into acceptance of new technology by human so according to their perceived ease and use.

### **2.8.1 Practical Application of TAM**

TAM has been used in a variety of information technology as well as information systems sectors (Chen et al., 2011). This model has been rolled out in certain areas as identified by the researchers. According to a study by Moon et al. (2001), the model has been used to better understand how users in an educational setting form perceptions and acceptance for the World-Wide-Web. Similarly, Lin et al. (2007) applied the framework to investigate user behavioural intentions towards e-stock. Chen et al. (2011) also implemented the framework to examine automobile telematics users' intentions. Additionally, Stern et al. (2008) incorporated in their study of consumer attitudes towards online auctions. In prior studies, Serenko et al. (2007) utilised the framework to examine user perceptions of everyday work task gents of interface. Müller-Seitz et al. (2009) also applied the framework to study customer acknowledgement of Radio Frequency Identification RFID.

Almasri (2022) has mentioned that the TAM model is widely deployed in several information technology and also in subsequent information systems as well. They are online auctions, World-Wide-Web. E-government, e-learning systems, Radio Frequency Identification (RFID), E-portfolio systems, mobile learning as well as internet banking. Nevertheless, Almasri (2022) mentions by saying that TAM is a well-established and valid model in academic research. In this sense, TAM is a useful model for designers of technology that have to think about how their system would affect the way users actually behave. According to Alharbi and Drewe (2014), the implementation of Technology Acceptance Model in information science and Learning Management System proved beneficial, also it was used as a framework for evaluation. Moreover, other academic like Wu et al. (2017) have also further proven the importance of TAM as it has continuously returned reliable results throughout research.

In addition, the usage of TAM also allows researchers to describe how instructors perceive AI with respect on ease-of-use and its benefits when utilized as a tool for teaching. It helps identify potential barriers or motivations influencing instructors' readiness to incorporate AI into their practices of teaching.

## **Chapter 3:**

### **Research Methodology**

The aim of the current study is to investigate upon the perspectives of English language instructors in Bangladesh regarding their views, tentative concerns and support needed to integrate AI within their teaching practices. The researcher therefore used a phenomenological approach to obtain detailed insight. This provides a meaningful way to study any particular problem, or phenomenon within context of the given system. This research aims to reveal the real-life phenomena, which cannot be always disclosed with quantitative approaches.

Phenomenological research is a technique for research that incorporates philosophy and psychology. Based on this, the data that was utilised in the research was obtained from interviews. The researcher conducted interviews utilizing an open-ended inquiry to gather the data. The application of the qualitative method made it possible for the researcher to gain a deeper understanding of views and thoughts held by participants.

This study's design is grounded in philosophical principles and typically utilises interviews as a method (Giorgi, 2009; Moustakas, 1994). Phenomenological research emphasises data collection methods such as interviews as well as observations within designated research contexts (Coombs, 2022). Nunan (1992) asserted that the methodology employed in a study determines the nature of the research question. However, the thesis aims to understand the lived experiences and emotions of instructors that contribute to their perception of incorporating AI in English Language. Therefore, employing a phenomenological framework for this study is considered suitable.

### **3.1 Research Design**

The researcher chose a qualitative research method because it is appropriate for investigating complex social phenomena and exploring the perceptions of individuals in educational scenarios as outlined by Creswell (2012). These findings align with the goal of our study, which is to uncover how instructors perceive. In addition, qualitative approaches such as interviews offer detailed examination of subtle nuances of the human experience as the purpose is to deeply understand teachers' perceptions as well as experiences of using AI in their classroom. Some of the methods to collect data qualitatively are interviews, observations, focus groups and also secondary research (Creswell, 2012). The researcher did the research by conducting interviews with teachers at different universities.

Qualitative researchers employ diverse inquiry systems such as phenomenology, case study, historical analysis, biography, ethnography, grounded theory, and discourse analysis to examine human phenomena. These methods differ from logical and statistical approaches (Ugwu & Eze, 2023). Thus, the researcher has opted for a phenomenological approach to ascertain the results of this investigation. The interview method employed was semi-structured. Consequently, the researcher established a robust connection with the participants, rendering the interview sessions similar to conversations. As a result, it yielded a significant amount of useful and natural information.

As mentioned earlier, the researcher opted for the phenomenological approach, as this method focuses on the investigation of a specific phenomenon. Researchers must identify a specific concept or phenomenon for study and collect data from individuals who have experienced it. The size of the participant group may vary from 3 to 15 individuals (Creswell, 2013). The paper

investigated English language teachers' perceptions, outlooks and willingness regarding the incorporation of artificial intelligence (AI) into their teaching through examination of phenomenological approach.

## **3.2 Participants**

The current study used a form of purposive sampling known as maximum variation sampling. Purposive sampling procedures are used in a wide range of research papers as well because they can be located across various paradigms. Such processes aid the selection of a high-quality sample, which is an unbiased one and allows increased confidence in generalizability, strengthening the reliability and validity of study findings (Cohen et al., 2018; Uprichard, 2013), As defined by Nyimbili et al. (2024), maximum variation sampling is the deliberate selection of individuals who exhibit similar traits; however, have a wide range of unique or diverse experiences from one another. Those can include age, religion, gender and even education.

This type of sampling is prior on the researcher's understanding/inference prevailing at situation. This approach is extensively used in qualitative research to develop detailed, nuanced understandings of some particular phenomenon rather than aiming for general significance (which is usually the domain of quantitative analysis). This could be the most helpful technique when researching a very narrow and defined part of a larger group (Obilor, 2023). Nine instructors participated, of which six were male and three were female. Furthermore, seven instructor participants were teaching EAP courses at four private universities in Bangladesh and two of them were teaching at two different public universities.

Moreover, the sampling strategy was employed by the researcher in order to elicit various views and experiences, as well as maintains fidelity with target audience and relevant contextual factors when exploring how teachers perceive AI integration into their classroom.

**Table 1**

*Number of instructors who took part in the semi-structured interview by Pseudonyms, Teaching Experience, Education, and Gender*

<b>Name</b>	<b>Gender</b>	<b>Age Range</b>	<b>Highest degree Achieved</b>	<b>Teaching Experience</b>
T1	Male	30-35	MA	6
T2	Female	40-45	MA	12
T3	Male	30-35	MA	7
T4	Male	32-36	MA	5
T5	Male	44-50	MA	11
T6	Male	40-45	MA	12
T7	Male	45-55	M. Phil	10
T8	Female	30-35	MA	6
T9	Female	30-35	MA	5

### **3.3 Data Collection and Instrumentation**

The researcher opted for semi-structured interviews as the instrument of the study, utilising open-ended questions to collect data. To further investigate the three research questions of the study, the researcher created open-ended questions for the semi-structured interview. These questions were utilised to gather information on the experiences, viewpoints, and perspectives of instructors. Additionally, the researcher observed some of the classes at a particular private and public university.

#### **Semi-structured Interview**

The researcher created 10 semi-structured, open-ended questions (See Appendix - A) to be used during interviews with the instructor. The researcher aimed to provide room for participants to express their thoughts and opinions freely throughout the interview, in order to collect detailed qualitative data. According to Rubin & Rubin (2005), a semi-structured interview consists of a set of predetermined questions or topics, but the interviewer is also allowed to explore unexpected areas or follow interesting replies. Therefore, to ensure comprehensive and detailed data for the study, the researcher would intend to capture the perspectives, experiences, and insights of the participants in a more informal and interactive way by conducting this semi-structured interview session. The questionnaire included several demographic questions to collect information about participants' age, gender, educational and professional background, and more. This was followed by questions that focused on instructors' readiness for using artificial intelligence. Furthermore, the themes illuminate varying educator attitudes on AI integration, apprehensions about over-reliance, accuracy and security, personalisation of learning experiences via AI, and challenges about accessibility and practicality associated with artificial intelligence (AI) tools. Some of the sample questions are given below:



- How effective do you think incorporating artificial intelligence into English language instruction is, from your professional standpoint?
- Are there specific factors that could increase or decrease your trust in AI tools?  
How much trust do you currently have in the reliability and accuracy of AI technologies for language instruction?

Prior to conducting the actual interview, a pilot test was taken to validate and improve the interview protocols, evaluate the feasibility of the research design and data collection process, refine interview questions, adjust data collection strategies, and ensure the overall effectiveness of the research. For instance, initially, I have prepared 12 questions for interview, however, after receiving feedback, the number of questions were reduced to 10 as there were repetition of the idea. Moreover, while refining the questions, I had to make sure my questions cover all research questions and they are based on TAM. Essentially, the pilot interview assisted the researcher in confirming the accuracy and consistency of the interview tool.

Before starting the research, the researcher obtained an official authorization from her supervisor, as well as formal approval from the department/institution to carry out the study. Before commencing the data collection, instructors were informed of the study's aim, and they were given the assurance that their responses would be restricted only to the interests of research. The instructors were presented with a predetermined set of open-ended questions during the interview. They have provided vocal replies, which were recorded by the researcher and then converted into transcripts.

### **3.4 Data Analysis**

To examine the qualitative data, the researcher utilised the thematic analysis approach. This involves identifying and assessing themes or patterns within the data to acquire a comprehensive knowledge and address the research question (Creswell, 2012). The analysis entailed two cycles of coding (Saldaña, 2016) as a strategy to maximize comprehensive interrogation along with retention of vital data.

For the first round of coding, exploratory coding methods were used to generate a provisional coding schema grounded in the responses given by instructor participants. This process contained transcribing all audio-recorded responses to the interviews and capturing core ideas from the transcribed material. The codes assigned by the researcher were plain and close to the speech acts of participants, representing significant categories, phrases, or statements related to themes. The important codes focused on the perceptions of how AI works, challenges about privacy and security, and strategies for availability of AI tools to use in language learning.

In the second round, the researcher reviewed her initial codes and organised it to include new categories under broad themes that have emerged from the interviews. This was the iterative process of reading content across themes and developing description topics to build a cohesive framework that would structure the findings.

### **3.5 Ethical Consideration**

The researcher started gathering the data by giving participants comprehensive information about the study. Participants were requested to provide their background information and recount their experiences pertaining to language acquisition inside educational establishments. The verbal

and written consent were taken via email. Participants were sent an email detailing the aims of this study. An invitation was extended for participation in the interview, accompanied by the assurance that withdrawal from the study could occur at any moment. The interview questions were constructed from a neutral angle so that nobody would become offended, induce a transparent and plain-speaking conversation. The opinions of the participants were valued highly and considered thoroughly in equal measure during analysis as well as interviews. In order to safeguard their identity, participants were designated with T1, T2, T3, T4, T5, T6, T7, T8, and T9.

## **Chapter 4**

### **Findings**

This chapter describes the various attitudes of English language teachers in Bangladesh toward the integration Artificial Intelligence (AI) with their teaching practices. The interviews were comprehensive enough with educators to provide their experiences as well as beliefs showing the different contexts and perspectives of AI in the use for education. As a result, the following themes were found: differing perspectives on AI integration; fears of over-reliance, authenticity and bias with using AIs, improvement in personalization experiences through integrating AI into learning spaces, issues related to accessibility and practicality of utilizing AI driven technologies. Together, these themes highlight the subtleties of using AI to improve teaching and learning without replacing it altogether as well as include some possible caveats relating to implementing AI. Moreover, the findings are presented in the order of research questions.

**Research Question 1: How do English language instructors in Bangladesh view the potential use of artificial intelligence in their teaching practices?**

#### **4.1 Perspective of the instructors regarding AI driven tools**

English language instructors in Bangladesh offered different perspectives about integrating artificial intelligence (AI) into their teaching methods. The responses vary from complete and utter acceptance to anxious skepticism.

## **Positive Perceptions**

Many educators have come to appreciate the usage of AI tools as it can help with creative as well as productive instruction. T9, for example, states that while AI has touched everything from time management to lesson planning, Artificial intelligence has not left any stone unturned whether it be about time management or lesson strategies. T9 mentions that the use of AI tool helped to plan better and dedicate more time on providing personalised instruction to the students. To save time, she creates many of her lesson plans for different learning levels as classroom activities using ChatGPT. In a similar vein, T9 noted,

Tome is great for quickly designing presentations that are visually appealing.

The statement emphasized on the fact that artificial intelligence can simplify the production of instructional resources. T8 also have a similar perspective mentioning that AI is interactive, allowing for a two-way learning process that promotes independent thinking.

## **Negative Perceptions**

Conversely, some educators are cautious towards using AI tools. T2 and T7 implies that the utilization of artificial intelligence is not as widespread and is still approached with caution. T7 acknowledges that he utilizes it personally, but he does it sparingly and with intention, only when necessary. T2 highlights the presence of institutional ambiguity on the appropriate level of utilization of AI, or if it should be included at all. Moreover, T3 and T6 strongly focuses on the significance of preserving a 'human touch' in teaching and learning. Relying solely on AI would result in the absence of this essential element. In this regard, T3 states that

I think in classroom teaching and learning, there has to be a balance between AI and myself. Like, for example, in the future... maybe there is a way of incorporating AI into teaching. But as of right now, I don't see there being much use of AI for me, but maybe in the future, there will be a way of incorporating them in my class.

Hence, having similar idea like T3, T6 also believes that AI has the potential to function as a supplementary tool for teaching, instead of substituting it.

### **Neutral Responses**

Certain educators adopt a neutral position, examining the potential of AI while withholding judgment on its long-term consequences. T2 expressed their ongoing exploration of the potential applications of AI in their teaching and mentioned that

I have a mixed feeling about AI because like, a lot of students are using the tools that are available, even though but at the same time, we are trying to work things out.

Like T2, other instructors also acknowledged that this process of discovery is a learning experience for both themselves and their students. The inclination towards exploration indicates that educators are now assessing the whole capabilities and limitations of AI as it undergoes testing in many contexts.

Moreover, the findings of this study align with those of the research done by Al Amiri et al. (2019) in a Turkish university. The researcher found that educators realise the significance and advantages of AI in that study. Nevertheless, they are reluctant to incorporate it into their standard practice due to their difficulties. The deployment of technology is unfeasible without appropriate policies. In this research, the educators acknowledged that the benefits of utilising artificial

intelligence technology are undeniable. The majority of respondents had favourable attitudes towards AI, although they also identified challenges encountered in the use of this technology throughout the interviews.

**Research Question 2: What are the primary concerns or hesitations of English language instructors in Bangladesh regarding the integration of artificial intelligence into their teaching methodologies?**

## **4.2 Concerns About AI Accuracy and Over-Reliance:**

### **Accuracy in the tools of AI**

T1 believes that AI tools do not always produce reliable results. T1 admits that AI may not have information on every topic or place, and that humans may collect and store information that AI cannot as AI is constrained and reliant on human-generated information. They also say that AI is slower to digest information and cannot deliver the same degree of detail as human vision. Furthermore, T4 emphasizes on the fact that ensuring the proper administration of the prompt is crucial for achieving optimal accuracy. Considering the current state of AI, there remains potential for enhancement regarding accuracy. However, by integrating the appropriate prompts into existing mechanisms, the results can be optimized. Teachers can implement an instructional plan to enhance the accuracy of AI outcomes.

### **Over Reliance on AI**

One concern frequently expressed by instructors is the potential for students to develop an excessive reliance on AI, utilizing it as a quick fix rather than a tool for learning. T3 expressed a concern regarding AI, highlighting how it could potentially enable students to bypass the process

of truly grasping the material. While T3 states that “With ChatGPT or any kind of tools, the biggest fear is on over reliance,” which could result in cases of cheating or assignment being written without having an authentic content comprehension

The skepticism stems from fears about how AI might harm the critical thinking in addition to problem-solving abilities of the learners if implemented imprudently. T5, for instance, is a bit hesitant to adopt AI out of concerns about accuracy and an almost produced-by AI tools that might be too much reliance on technology. Their cautiousness provides an indication of a well-controlled ideology towards new technology and a bias for traditional sources. T5 states that

It would be disappointing to see my students trained and writing their thesis begging for help from AI. Those are the skills that we want our students to learn like the critical thinking.

### **AI privacy and security concerns**

Regarding the usage of AI tools in language learning as well as teaching, the most significant concern for instructors is the security issue that comes along with it, especially in terms of personal information potential abuse. Concerns are now rising on the ordeal of giving such permissions to sensitive data making it more of a personal issue. For example, T1 talks regarding the common usage of AI in education and claims that students can simply copy-paste or paraphrase information to submit which is alarming as privacy may be breached. T9 also raises ethical concerns on students using AI in their lives, such as examinations. For instance, T4 revealed that

Some privacy issues arise when students use AI for cheating for example, submitting the assignment and using AI generated text so, since students are doing in many cases, even after warning, so, as I mentioned, the only thing is that we need to make them literate



how to utilise AI for learning and making them knowledgeable about you know, detrimental effect in the long term as well as short term if they use AI for cheating.

Both T4 and T9 mentioned that due to using AI for copying materials and fraudulent activities: students were lead to expulsion. They advised that educating others on the use of AI for learning and its probable pitfalls is critical in both the long term as well as short term.

Privacy and security are always important for any tool, but when letting a tool that provides AI do all of our work, we tend to risk having our data stolen. This is because most of the AI tools that we are exposed to usually run over our program and can be a privacy risk for some individuals. However, as T5 and T7 suggested that it is important to be careful and cautious when using these tools to read. In this era of globalization and the rapidly changing world of technology advancement, information is power and it is marketable. Therefore, those third parties that the information can be sold to can misuse it. Even for tech-companies, there needs to be owners to run those companies, like Facebook and Google, if they are run by people, how certain can they be that their data cannot be available to others and their proven unethically using our information. That is the reason as to why using these tools raise privacy concerns and security concerns. The use of AI tools as warned has concerns about information leakage or misuse, we should also consider whether the tech-companies are ethical to us our information in the correct and legal way to avoid any misuse of it. Hence, T6 warned that it is important to read guidelines before using any AI tools to avoid data theft and privacy concerns.

**Research Question 3: What tools and technologies are English language instructors in Bangladesh utilizing/can use in their classrooms to incorporate artificial intelligence?**

### **4.3 Potential for Enhanced Classroom Efficiency:**

There is a widespread belief among educators that artificial intelligence (AI) tools are useful assets that have the ability to dramatically improve classroom productivity as it helps automating regular tasks, summarizing complicated academic subject, and organizing enormous amounts of data. For instance, T9 mentions

I have often prepared different kinds of class test questions that we use for the continuous assessment, I have often used Chat GPT for creating different kinds of prompts or different passages...with the help of AI, I choose the area that I want to make my material for. I can make my passage unique.

Instructors who possess a deep understanding of these tools and exhibit confidence in their application into their teaching techniques see a significant boost in productivity and effectiveness.

Furthermore, teachers are introducing artificial intelligence technologies into the classroom to facilitate the support of students in becoming familiar with the ways in which the technology may be utilized. For instance, T1 mentioned that,

We teachers assign students into pair work or group work. We ask our students to work in pair and ask them to do pair work with AI tool.

Hence, teachers promote a collaborative environment for students, where they can work together in pairs and benefit from using an artificial intelligence tool as a team.

In addition, while reading passages are being constructed, instructors usually make use of technologies that are powered by artificial intelligence. This is done to verify that the passages are right in grammar, which would make the activities that are being completed in the classroom more effective. For instance, T3 states that,

We tend to use Grammarly so that our questions and any reading passages we give to the students, they are error free, because then again we teachers we are not first language speakers, we are foreign language speakers of English therefore we might have errors preparing it.

However, the amount of efficiency obtained via AI tools is highly related to the teachers' familiarity and comfort with these technologies.

### **Customized Learning Experiences:**

Technological advantages and AI tools have made learning more interesting and enjoyable for students, providing resources and easier access to difficult questions, making English learning more enjoyable and effective. T4 states that “the department is working on implementing artificial intelligence tools, in classes.” This semester, T4 modified an AI prompt to serve students' needs and format. T4 plans to expand and modify the tool to scale it out and conduct research on its effectiveness. However, T6 asserts that

Now that we have this technological or AI tools, it is easy to find answers of difficult questions.

In terms of using AI tools personally, instructors gave their insights on it. For instance, T7 recently utilized Open AI for writing course advertisements and newspaper advertisements, as well as paper introductions. Moreover, T7 used AI for course design, although few people currently use it. The instructor believes that “in future more teachers are going to design their courses based on

AI.” This statement itself can be seen as a potential future with AI tools assisting in generating more effective and essential courses.

AI tools can help students with writing classes by providing guidance on vocabularies, sentence formation, and topic selection, thereby reducing confusion and fostering unique ideas. T8 observes that,

The implementation of AI aligns with my lesson or teaching goals to a great extent. I feel like my plans are more organised than before, my classes are more effective than before.

However, the positive impact of AI in the classroom is evident because it engages further in activities of learning. T9 states that AI-based technologies are frequently used such as ChatGPT and Tome app, to create presentations and summarize articles. Chat GPT is a renowned tool, and Tome app allows users to specify the number of slides and topic to cover, making presentations faster. Not only that, T9 also mentions that Answerthis.io is another AI tool used for reading journal articles, as it provides key highlights, overall discussions, and summary of the paper. These tools help T9 understand the content quickly and efficiently, especially when researching or preparing content for teaching. Overall, the author uses AI-based tools to streamline their work and improve their teaching methods.

Classroom practices can be unique and effective in promoting ethical use of AI in education. Teachers can encourage students to use AI ethically by discussing topics, providing tips, or allowing them to work independently. They can then use AI tools to find related information and combine their own ideas with AI tools. According to T1, AI tools like Grammarly and Quillbot offer free and premium versions for editing and enhancing writing. Though AI comes with its potential problems, moral use, in this case to check one's own writing against machine-generated ones can be an end zone. T2 similarly says that the aim is to “avoid plagiarism

detection/aid tech like Grammarly, ChatGPT' as long they are “not on reliability of citation or information. T2 and T5 emphasized that the teaching of AI tools should be accompanied by open discussion on its potential and limitations to avoid fostering misinformation, mis-quotation in their work. It would assist in building an open and respectful environment for learners.

#### **4.4 Practicality and accessibility of AI tools**

The ease of implementation and adaptation with artificial intelligence tools holds a crucial position in the acceptance among educators. T6 asserts that he did not have firsthand familiarity with instruments until he really utilized them. T6 states that visibility and language must be clear and easily comprehensible to users, and the design should prioritize user-friendliness. However, designing something, regardless of whether it is an AI tool or not, it is essential to ensure user-friendliness. This user-friendliness makes AI more accessible to a wider variety of educators by reducing the barrier to entry.

##### **Usage of AI tools by instructors**

AI tools such as Grammarly, Quillbot, Turnitin, Tome and so on are highly regarded by educators for their user-friendly design, simple interfaces, and integrated instructions, which allow even instructors without a technical background to utilize them effectively. Simplifying the procedure even further, the option to sign in using existing accounts like Google's removes the need to memorize numerous passwords. Following the same line of reasoning, T3 claims that Turnitin, Grammarly, even Quillbot were bread and butter to him. This feeling is reflective of a widespread admiration for the ways in which AI technologies simplify the user experience, making them more approachable and useful in everyday life. T9 implies that AI is becoming increasingly

accessible through various software platforms like Google, Facebook, and Microsoft. However, signing into AI is easy and doesn't require a separate password. Instructions for using AI tools are automatically provided, eliminating the need to check Google beforehand. This accessibility makes AI usage more accessible and user-friendly.

### **User friendly Interfaces**

When technology is user-friendly and readily available, it not only decreases the time and effort needed for implementation but also promotes broader incorporation into instructional methods. For instance- T1 states that

I will say I can log in to AI tools from my smartphone. AI tools are user friendly, it is less costly and it is time saving. It helps me find out and verify information very quickly... I can search questions or ask AI for any information available on internet...It is portable, it is user friendly, it is less costly and it is time saving. It helps me find out and verify information very quickly.

T9 also agrees by giving an example of a classroom situation. T9 used ChatGPT to generate general knowledge questions and asked students to find answers from Google. They found that students who provided only keywords received faster answers. As the questions progressed, students became more adept at keyword searching and strategies. The author did not allow students to use the AI, but it helped make the class more engaging. Hence, the use of AI in teaching has proven to be user-friendly and accessible.

On the other hand, educators such as T5 and T7 emphasizes on the fact that many institutions are making language tools available for teachers, but not all can afford them. To ensure accessibility, it is crucial to make these tools available for language teachers. Paid versions offer

more benefits and features, but free versions are limited, making teachers less aware of subscriptions.

## **Chapter 5**

### **Discussion**

The current study thoroughly examined the facilitators and inhibitors identified by English language teachers for integrating artificial intelligence into their teaching practices using Davis's (1989) Technology Acceptance Model: external variables, perceived usefulness (PU), perceived ease-of-use (PEOU), behavioral intention to use AI. Therefore, this chapter puts key themes generated from the interview discussion context into perspective and align with existing literature in order to present new perspectives on AI adoption in educational sector of Bangladesh. The theoretical framework is interpreted following the research questions.

#### **5.1 External Input Variables and Their Influence**

TAM also considers numerous external variables which influence both the perceived ease of use as well as perceived usefulness. During the interview, these external factors comprised institution support, prior experience with educational technology and AI tools — factors which played a meaningful role in shaping readiness to use AI among instructors.

Secondary level of readiness in using AI with teaching were found among the instructors at the T1 institutions or those who believed their university had strong support from IT. T1 stated: “There are AI tools and training that the university has provided to us so adoption of new technology is much easier” which suggests that one could develop more informed perception towards the voluntary use when PEOU as well as reliance (PU) have been increased due to institutional support. This matches with what TAM is saying by the role of exogenous variables such as training and resources influencing directly the perceived usefulness and usability of



technology. As mentioned in the previous study of Parasuraman (2000), various factors facilitate readiness, including individuals' positive disposition towards technological innovation and technology.

However, T6 felt unprepared because he had no AI resources and lacked proper training from the institute. This work also confirms the role of external support or networks as a key facilitator to adoption. However, without proper infrastructure or training, instructors may struggle to see these AI tools as user friendly degrading the motivation of adding AI in classroom practices. Moreover, the study found that institutional ambiguity and the lack of clear guidelines on AI usage contribute to the cautious stance of some instructors, such as T2 and T7. This highlights the importance of supportive institutional environments that provide clear directives and resources to facilitate the proficient incorporation of AI within educational methodologies. This powerfully underlines the TAM framework regarding its external focus, as these institutional factors and the availability of resources are central to configuring both perceived ease of use and usefulness of AI-tools in teaching. This aligns with the previous study of Ayanwale et al., (2022) where they mentioned that in order for instructors to fully embrace artificial intelligence, prioritising their preparedness and students' readiness to adapt new technologies is a matter of necessity. Educators with better support are probable to regard AI as beneficial and usable technology, thereby facilitating the implementation process.

## **5.2 Behavioral Intention to Use**

According to The Technology Acceptance Model (TAM), users' behavioral intention to use a technology is the most immediate determinant that predicts subsequent behavior in itself.

Users had inconsistent behavioural intention to apply AI in educational settings based on perceived usefulness as well as ease of use.

The instructors were highly influenced by their attitude toward AI, with those like T2 and T5 who had a very positive attitude more likely to use AI tools. T5 mentioned that “I want to use AI with my classes more next semester.” The utilization of artificial intelligence (AI) can have positive impacts on the development of study plans, monitoring academic progress, and establishing objectives within educational settings (Goodwin., 2022). It is consistent with TAM's highlighting the perceived usefulness that will drive behavior intentions to support the T5 and those like them, perhaps AI will improve their teaching effectiveness or make their teaching process easier.

On the other hand, teachers like T6 and T7 lacked confidence in this regard. T6 shared “I am not sure whether I would switch based on AI unless I get trained more. This corresponds to a less with regard to the behavioral intention of using AI, concerning perceived ease of use. In contrast, T7 explained they feel "overloaded delivering the normal curriculum and using AI tools at the same time", which for them translates into limited behavioral intention - and therefore, limited actual use - without what they perceive to be an adequate level of support or training.

These results provide the important reminder within TAM that good use and applicability experience promotes behavior intention to thrive, and finally it predicts the real system usage process. In other words, like T4, who had ambivalent feelings about the class, their behavioral intent was dependent. T4 mentioned that AI could be helpful if figure out how to leverage it effectively. They recognised the potential upsides but were cautious about the ease-of-use, so they did not quite embrace AI tools.

This variation stresses the prediction by TAM that if instructors do not perceive both ease of use as well as usefulness, their behavioral intention, — thus consequently with real system use—will always be very variable. As a result, training focused on enhancing perceived ease of use would be expected to bolster the behavioral intention and consequently adoption (with reluctance) by some instructors T6 and T7 which could eventually lead to increased adoption among teaching community at large. As per the study of Hockly & Dudeney, (2012), thoroughly educating educators in the selection as well as successful usage of digital technologies is crucial.

### **5.3 Attitude Towards Usage (ATU) and Its Effect on Preparedness**

The study also highlights the significance of perception on which TAM states to be one of factors creating behavioral intention regarding new technology usages among instructors i.e. instructor attitude toward AI. Instructors have mixed reactions to AI tools — a reflection of these various attitudes towards the medium. According to Wafik et al. (2024), when considering Bangladesh's efforts to incorporate technology, the usage of AI in the sector of education presents a mix of excitement and uncertainty. T9's favorable behaviour towards AI – evidenced through its positive interactions with ChatGPT and Tome, that make teaching tasks easier to perform and lessons more effective —indicates a potential demand curve shaped by the perceived benefits of these technologies.

Conversely, the hesitancy from instructors such as T2 and T7 around investigating unethical uses of AI tools (i.e. Producing incorrect outcomes) presents a more ambivalent viewpoint This caution is linked to the fear of overuse of AI, destroying the problem-solving ability in students and several other issues such as privacy security. These were all health data breaches which just heightens the importance of ongoing dialog about these concerns and better support

before something more proactive around AI adoption in educators are established. However, as pointed by Goodwin (2022), relying heavily on artificial intelligence (AI) tools can diminish the important elements of personal connection, guidance, and tailored advice that have traditionally played a vital role in the educational journey.

Furthermore, T1 and T5 rationalized the potential risk entailed in their data or privacy being misused when they are using AI within educational scenario; This wider anxiety around the manufacturing safety and quality that makes a lot of educators reluctant to fully embrace these technologies. Not only are such issues inevitable; fears of stolen data and the reality that AI tools could gradually weaken user privacy also signal to another obvious: robust security protocols, reinforced by clear instructions on how human-centered AI is used in an educational setting. As per the study of Duffy (2020), artificial intelligence is already a major factor in the deterioration of people's privacy, but new technologies like Clearview AI are making this problem even worse.

#### **5.4 Perceived Usefulness (PU) and Its Impact on AI Acceptance**

One of the most essential aspects of TAM is perceived usefulness, which plays an important part during the course of gaining instructors' acceptance of artificial intelligence technologies. The findings disclose that many instructors are aware about the ability of Artificial Intelligence to increase efficiency of classroom as well as to facilitate personalized learning. For instance, T8 and T9 points out that the lesson planning can be faster through the usage of AI. Not only that, they also emphasises on the creation of classroom activities incorporating AI tools, which correspond with Davis's (1989) claim that the term "perceived usefulness" describes how much individuals think they will be assisted by a system and perform better in their line of work. This perceived improvement in teaching efficacy is a powerful motivation for educators such as

T8 and T9, who considers Artificial intelligence serves as a mechanism to enhance educational outcomes. This also resonates with the study of Wu et al. (2024) where they mentioned that AI-powered solutions have the potential to aid instructors by identifying common student misconceptions, offering suggestions for lesson design, and tailoring teaching methods to meet the needs of specific students.

The positive experiences of the instructors with AI tools for their classroom such as using ChatGPT to give writing prompt as well Answerthis.io for summarizing academic articles show that AI can aid differentiated instruction and personalized learning. This highlights a tendency, from instructors' perspective towards adopting and integrating AI in their teaching practices manually; that is, without losing the focus on developing learner-centered approaches to look at how this technology could be used according to each student learning needs for improving outcomes. These findings are consistent with Li (2017) who states that in AI, Language literacy and digital literacy effectively enhance global competence., such as in learning English. However, the teachers are novices on these instruments and also, they do not play around with their teaching standards only because AI has potential to design tailored education experiences.

On the other hand, the varying range seen in educators' opinion regarding perceived usefulness suggests that while some educators are keen about the potential of AI, others might be restricted to it. This skepticism — particularly wary to AI accuracy and over-reliance concerns — indicates that not all instructors are confident that this tool will be perceived as highly beneficial. Goodwin (2022) also indicated in their study that excessive dependence on artificial intelligence (AI) technologies may undermine the essential aspects of human connection, guidance, as well as customised counsel that have always been crucial in the educational experience. For instance: T3 wonders whether AI tools will lead students to avoid true learning — this suggests lower perceived

usefulness because the instructor thinks it might make things worse. This difference in attitudes towards AI makes nuanced collaborations and professional development crucial so that education can overcome the belief that it undermines, rather than support. This is consistent with Parasuraman (2000), where he mentioned that several factors impede readiness, particularly those arising from discomfort and uncertainty due to a lack of trust.

## **5.5 Perceived Ease of Use (PEOU) and its Role in AI Implementation**

The value proposition is an important component in TAM; the perceived attitude of ease of use has rather clear influence on AI tools adoption among English instructors. The results of the study highlight how user-friendliness and accessibility are two major factors that influence instructors to integrate AI in their instruction. Instructors like T6, who had almost no experience with AI applications prior to the study were positive after working on Grammarly and Quillbot which are user-friendly platforms. This align with Tambunan et al. (2022) and Ding et al., (2024) as they revealed that the use of Grammarly significantly improved student grammar as well as punctuation. Moreover, Grammarly's AI proofreads the text of the user in detail and immediately suggests spelling, grammar, punctuation, engagement, as well as delivery adjustments, as a result, the writing process becomes an opportunity for learning. Moreover, a study conducted by Kurniati and Fithriani (2021) claimed that QuillBot assisted the students in paraphrasing, hence it is a suitable AI tool. This supports what Davis (1989) meant Perceived ease of use refers to the degree to which an individual considers the utilisation of a specific system to be without effort.

Ease of use is more critical than ever as instructors seek out AI tools that are easy to deploy, simple and intuitive to operate even for those with a non-technical background. T1's mention of AI tools being "less expensive" and a "saves time" highlights why the ease with which these

solutions can be implemented facilitates their uptake among educators. Aligning with Chaudhry & Kazim (2022), AI-powered programs can assist instructors create assessments, collect data concerning students' learning, and supply feedback and grades, which is critical.

However, the interview also highlights hurdles that have to do with access — especially in low-resource environments. If it is juxtaposed with what T5 and T7 point out, it can be observed that how far instructors are able to leverage those tools since not all institutions can afford AI premium versions. This can be aligned with the study of UNESCO (2022) and Wafik et al. (2024) where it is mentioned the difficulty is complicated by the restricted availability of resources, encompassing both financial as well as human capital hence, AI curriculum and few are in development, indicating that additional resources are needed for the growing area. This reveals that though the ease of use is an important aspect, it should be addressed while keeping in mind the cost and availability making sure their widespread adoption across various educational environments.

## **Chapter 6**

### **Conclusion**

This study explored the readiness of artificial intelligence among English language instructors in Bangladesh using the Technology Acceptance Model (TAM) framework to analyze basic constructs: perceived usefulness, behavioral intention, ease of use, and attitude towards usage. The results supported the proposed associations between these variables: a considerable impact of perceived usefulness on instructors' positive attitudes towards AI. The instructors emphasized how AI increased classroom engagement and decreased workload, which supports TAMs model of technology (when a technology is seen as useful, people will have positive attitudes about using it).

The most important concern on its ease of use was made by some instructors because they mentioned that lack of training and technical support could discourage instructors to use AI tools in the classroom. It suggests that the uptake of AI will therefore be slow, unless those technical roadblocks are overcome and staff development is fully supported. In addition, institutional setting and resource availability have a strong impact on instructor perceptions, underlining their importance to creating an environment which is favorable for AI integration.

### **6.1 Implications and Recommendations**

The implications of this research can be useful for future AI adoption within educational environments in Bangladesh; more specifically for English language instruction.



AI adoption for higher education reform for institutional investment and targeted professional development that contributes both to the pedagogical use of AI tools and to the use of AI techniques. Instructors who might not take to the new digital platform quite as easily, such as T6, should undergo an onboarding program that would help bolster their confidence and knowledge. Training programs must show concrete AI implementations in language education, making educators understand the universality of AI and ideally the usability as well.

Moreover, policy makers, educators and AI developers have to work collaboratively as campuses can provide ongoing support and programming—such as targeted workshops, resource access for digital teaching supports, and platforms (like discussion boards) where instructors can swap tips or ask how to tackle a particular teaching challenge. It could alleviate the concerns about user friendliness and also boost the overall perceived usability of AI tools.

Besides, in order to have better qualification of AI adoption influence on teaching practices and learning outcomes (mainly in public universities), it is needed more research for following up considerations. This will enable us to have a broader perspective of the issue and improve in terms of AI playing transformational role in English language teaching at various sectors of education.

## **6.2 Limitations**

This study included instructors in a limited number of private and public universities, so the findings may not represent diverse AI experiences, practices, and perception across different educational institutions. Moreover, the sample size — which includes only a few instructors from private institutions and public universities — might limit generalizing the results.

It might have been beneficial for follow-up experiments to be done by the participation of a wider and more varied set of individuals, drawing from both public as well as private institutions to support greater generalizability. Such data can give a complex picture of the obstacles and advantages in making AI use faster in teaching and learning over all kinds of educational settings. Thus, the research in the longitudinal vein could unveil how the readiness and attitudes of instructors changes amid their increasing usage of AI in teaching.

Another limitation of the study was that there were no classroom observations. The classroom observations that had been part of the original plan were dropped, however, because many faculties are still experimenting with integrating AI into their teaching. As a result, there are no real-time insights into AI tools (in live classrooms) this specific research could provide. Given that we are still in early phases of adoption of AI, or exploring the application field, this condition leads to adoption and adaptation, with educators trying out different tools and approaches for how they could work; making it an interesting area for future research. When AI use is more embedded, analysis could be broadened with the observational of classrooms to provide a richer assessment of its practice effect on teaching methodology.

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## **Appendix A.**

### **Interview Questions:**

#### **Interview questions (Background information)**

1. What is your educational and professional background?
2. How long have you been attending/teaching these EAP (ENG 091, ENG 101) courses?

#### **Interview questions**

1. What kind of tools or technologies are you currently using in your English classes? Is any tool or technology related to artificial intelligence? If yes, how do you use them?
2. How effective do you think incorporating artificial intelligence into English language instruction is, from your professional standpoint?
3. Can you provide insights into the current technological landscape in your English language classroom, including any tools or technologies currently employed?
4. In your opinion, how user-friendly are the current AI tools available for language instruction?
5. Are there any specific features or interfaces you believe would make AI tools more accessible for English language instructors?
6. In what ways do you think AI can contribute positively to your teaching methodologies?
7. From your perspective, how might the integration of AI impact student engagement and participation in English language classes?
8. To what extent do you believe AI aligns with your overall goals as an English language instructor?
9. What concerns do you have, if any, about the privacy and security implications of using AI tools in the classroom?
10. Are there specific factors that could increase or decrease your trust in AI tools? How much trust do you currently have in the reliability and accuracy of AI technologies for language instruction?