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AI-Enhanced ICT for Empowerment of EFL Learners: A New Horizon of English Language Teaching in Bangladeshi Universities

Protiva Rani Karmaker[1]*

[1] *Institute of Modern Languages, Jagannath University, Dhaka, Bangladesh*

Abstract

Teaching of English language in Bangladesh is undergoing a metamorphosis because of the advent of ICT and the use of AI. In light of research on the use of ICTs and materials in public tertiary level education in the context of EFL pedagogy, this paper explores the possible impacts of AI-based ICT tools on the quality EFL tertiary level classroom instruction. This background highlights the established status of Bangladeshi graduates' communicative proficiency despite the uninterrupted presence of English. The study employs a mixed-methods approach, including surveys and interviews, to investigate the impact of AI tools on learner motivation, autonomy, and language skill development. The findings indicate that AI in the education sector is useful for boosting learner engagement, facilitating a customized learning experience, and shortening the educational gap. But obstacles remain in infrastructure, teacher preparedness and reliance on the outputs of A.I. Students cited increased confidence in speaking and writing, while teachers considered AI an add-on rather than a replacement for their resource library. Recommendations are organized along lines of systematic teacher education, judicious AI implementation, and stronger digital literacy components in ELT programs. The study concludes arguing that as ICT is insufficient to enhance language proficiency and testing (LPT) and communicative competence (CC) of EFL learners in Bangladesh alone. Nevertheless, it can with the use of AI-assisted ICT in ELT brings a revolution and a new dimension of attaining LPT and CC.

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1. Introduction

There have been cyclical changes in the field of ELT in Bangladesh over the years in response to global pedagogical trends and local needs. In the era of globalisation where good communication is the key to success, graduates of Bangladesh have been encountering a challenge for ages- seven years' learning of English results in prompted devastating as far as skills like speaking, writing, and critical thinking are concerned (Karmaker & Al Hasan, 2025). More and more, the demand for acquiring a higher level of English fluency, and the attendant push to develop it, places the most pressure on young private university students who are supposed to go into the market against other graduates in town or overseas.

University teachers have been growing in the last few years, as is the case of the infusion of Information and Communication Technologies (ICTs) in ELT. Research works reported that multimedia presentations, language learning apps, and digital libraries have the potential to enhance classroom interactivity and learner's motivation

*Corresponding author, protiva.karmaker@gmail.com https://orcid.org/0009-0009-2708-0091

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(Hossain & Al Hasan, 2023; Parvin & Salam, 2015). Parallel to new teaching standards worldwide, teachers in Bangladesh are now applying digital resources to strengthen the four language skills. But though these tools do have some value, they are generally siloed and inflexible which undermines their value. However, there is still a shortfall in real communication and critical questioning of the text in students (Rahman & Ullah, 2016). This gap requires new generations of EdTechs: AI-powered solutions for individualizing instruction, providing automatic feedback, and creating realistic language experiences (Zawacki-Richter et al., 2019).

AI in education isn't some far-off future–it's an increasingly present one. Smart apps such as Duolingo's intelligent algorithm, ELSA Speak's speech analytics engine, and AI chatbots like ChatGPT provide automated real-time feedback, error correction, and tailored learning pathways for learners (Woolf, 2021; Xie et al., 2023). There are several AI tools which offer similar functionalities to ChatGPT, including Google's Gemini, Anthropic's Claude, Microsoft Copilot, and Perplexity. These tools, like ChatGPT, are designed to respond with human-like text based on prompts and make them suitable for various tasks such as content creation, code generation, and information retrieval. These technologies challenge the fundamental weaknesses of classic ICT: homogeneous teaching, feedback lag, and learner passivity (Ahmadi, 2018; Drigas & Charami, 2014).

In Bangladesh, AI based ICT tools are increasingly being used in language education in elite and urban schools by educators (Mahmuda, 2016; Chowdhury & Haider, 2022). However, the larger scholarly discussion of their efficacy, constraints and potential has been underrepresented. This article aims to address this gap by investigating the utilization of AI technology-enhanced ICT systems in ELT classrooms of some private universities in Dhaka. It further provokes in the line of previous empirical evidence, which specified the potentials as well as limitations of conventional ICT integration and goes on examining how AI redefines the view still further (Hossain & Al Hasan, 2023; Parvin & Salam, 2015).

The theoretical framework is offered by the traditions of Technology, Communication, and Society and Education and Critical Discourse. It examines the role of technology-mediated communication tools in not only facilitating second language learning but restructuring the learner-teacher relationship, reconceptualising feedback loops, and supporting the culture(s) of autonomous language learning (Canals, 2020; Benson, 2011). Drawing from constructivist and sociocultural theories, the paper describes how the classroom is transformed into a digital ecology where students co-create meaning, receive on-the-fly feedback, and modify their self-regulation strategies as they engage in ongoing dialogues with intelligent systems.

Building on early works concerning ICT-related tools for teaching English in the context of Bangladesh, this paper draws attention to the development in tools from static to intelligent systems. It raises the question not just of what students can learn but of how they can do so—and of how AI-driven technology can advance equity, individualisation, and attention to audience in the communication of tomorrow (Xie et al., 2023; Woolf, 2021; Karmaker & Al Hasan, 2025). This study seeks to find the answers to the following research questions:

1. To what extent do AI-based ICT tools impact EFL learners' language skills (writing, speaking, listening, and reading) at the tertiary level in Bangladesh?
2. How do AI-integrated ICT platforms affect learner autonomy, engagement, and motivation in EFL classrooms?
3. What are the perceptions of EFL teachers and students regarding the benefits, challenges, and ethical considerations of using AI tools in English language instruction?

2. Literature Review

Information and Communication Technology has been shaping the educational environment, giving language learners new instruments and teachers new educational approaches. In this international view, the introduction of ICT in English Language Teaching (ELT) means, at the same time, to move from a somewhat teacher-centred and to a learner-centered education. ICT has not been equally transported by the public and private sectors in Bangladesh (Mahmuda, 2016)., for the same argument, just as Hossain and Al Hasan (2023) point out that the government's "Digital Bangladesh" rhetoric is not matched with the policy intentions and reality. Digitally literate teachers and infrastructure limitations are frequently bottlenecking s here. Several research from local context (Parvin & Salam, 2015; Rahman & Ullah, 2016) suggest that even though multimedia or internet-based classroom is available in institute, it is not being used efficiently. A lot of teachers have been using ICT to transmit content rather than instigate and facilitate interactive language learning. Students are therefore in passive receipt of knowledge and not part of communicative activities.

More generally, ELT is 'moving from basic ICT tools – like PowerPoint and YouTube – to technologies that are based on AI (Artificial Intelligence) that will provide personalisation, automation, and even adaptation'

(Woolf, 2021). The AI technology which is being used in ELT includes intelligent tutoring systems (ITS), chatbots, Automated Writing Evaluation (AWE) and speech recognition. They can also offer the students instant feedback, personalised trajectories and attractive appearance (Zawacki-Richter et al., 2019).

Autonomy Definition According to Benson (2011), autonomy refers to the ability of the learner to direct the learning process, a notion shared with AI-supported learning environments. Applications such as Duolingo and Busuu gamify the learning process, offering immediate rewards and feedback that stimulate intrinsic motivation (Canals, 2020). Students have ownership of content, pace, and order allowing for more active mental involvement (Lai & Gu, 2011). The teacher-centered pedagogies have traditionally restricted learner autonomy in Bangladesh (Hossain & Al Hasan, 2023). AI tools, however, offer a way out by allowing practice and learning independently. English was the language of instruction at the application level in Bangladesh.

Teachers are important gatekeepers when it comes to the use of AI tools. A group is eager to embrace AI, another is hesitant of it because of insufficient preparation and doubts related to pedagogical alignment (Chowdhury & Haider, 2022). Binns (2018) claims that the ethical issues of algorithm bias, data privacy, and overconfidence need to be resolved for the sustainable application of these systems. In Korea, Lee (2014) reported flipped classroom models employing AI content improved student engagement and decreased teacher burden by using my personal Korean quest software in universities. It is also found, better writing performance as EFL students used AI-based collaborative tools. In Bangladesh, these observations imply that there should be investment in institutional capacity, such as teacher preparation and integration of AI.

Automatic Writing Assessment (AWA) tools, for example Grammarly and Write & Improve, have revolutionized writing teaching. Qasem, M., & Viswanathan, K. (2022) discovered that students who used AWE frequently produced work that was more accurate and more organized. These are tools which provide grammar correction, vocabulary reminders, and style enhancement – and features that have always taken a lot of teacher hours for correction. Furthermore, some AWE tools are useful up to a point," and that the tools must be in combination with teacher feedback for deep learning (Ranalli, 2018). In the Bangladeshi scenario, Hossain and Al Hasan (2023) found that though many Bangladeshi students use grammar-checking software, they possess less knowledge in terms of grammar rules. This highlights the value of hybrid approaches to draw on both the efficiency of AI and the support provided by humans.

Speaking is still the most difficult skill to teach and to evaluate. Chatbots (bot) with AI technology are able to have conversation with people giving an opportunity to learn in low anxiety situations (Reinders & White, 2016). Technologies such as ELSA Speak provide phonetic insights and personalized pronunciation training (Xie et al., 2023). The framework for communicative competence— lexical, grammatical, sociolinguistic, discourse and strategic — once proposed by Canal and Swain (1995), is highly applicable in a world where so many AI tools can provide learners with rapid correction to their speech and writing, and these tools can also offer artificially generated conversation situations. Many learners in Bangladesh have few opportunities to speak due to overcrowded classrooms and an exam-oriented syllabus. Some of the limitations can be compensated by providing accessible and repeatable speaking practice using AI solutions.

ELT curricula, hence, should now account for AI as an emerging powerful force. British Council in 2021 states that it is vital to include AI literacy in language education in order to produce future-ready graduates. Kukulska-Hulme, Lee and Norris (2021) promote the integration of digital ethics, data literacy and platform navigation skills in ELT teaching. Karmaker and Al Hasan (2025) reveal that potential employer in Bangladesh place greater value on applicants' control of English for communication, rather than their performance in the grades. In this sense, artificial intelligence boosted ELT should cater not only for academic but also market requirements. Institutions need to provide faculty workshops and encourage pilot studies to evaluate AI impact on learning outcomes.

AI has many benefits; however, it does not come without risks. Educational technology might perpetuate social disparities, if the access to it is unequal. This is still an issue in Bangladesh, especially for those rural or poor learners (Chowdhury & Haider, 2022). Phillipson (1992) criticizes the imposition of Standard English in globalized ELT models. AI tools, which frequently draw on Western linguistic data to train, could sideline regional varieties and learner identities. Teachers should think critically about whether these tools foster or constrain linguistic diversity. Also, an overdose of AI can lead to dampening of cognitive thinking and writing. As Binns (2018) advises, students should not be simply accepting AI feedback but should be trained to engage with it. "The ethical and pedagogical considerations of using AI, they require digital literacy, an ethical foundation and pedagogical sensibility.

Empirical AI in ELT research come from global north. There is limited literature in South Asian settings including in relation to college-level students in semi-urban areas. This paper attempts to fill this gap by investigating the interactions of Bangladeshi learners and teachers with AI tools with culturally and pedagogically resonant insights. It might also be worthwhile to explore the long-term effects that AI might have on students' writing development, if chatbot-based speaking tasks really are more effective than traditional ones: and how traditional and AI integrated classes look like in comparison. There is also potential for cross-disciplinary studies that compare AI use in ELT with social studies, sociology, linguistics, and educational policy.

3. Methodology:

Research Design

Methodology This is a mixed-methods research, using both quantitative and qualitative methods to explore the dimension of AI-based ICT tools in ELT at some private universities in Bangladesh. While structured surveys provided the quantitative information and semi-structured interviews were used for qualitative data.

Population and Sampling

The research was conducted between two public universities in Bangladesh; Jagannath University and Comilla University. The participants were 50 EFL learners studying general English courses and 10 EFL teachers. The researcher sampled students who use AI-based tools like Grammarly, Duolingo, ChatGPT, etc., in a purposive manner.

Instruments and Data Collection

Two major instruments were designed: a) a structured questionnaire with both multiple-choice and Likert-type questions that students completed and assessed whether they had worked with AI-based ICT tools; and b) an interview guide for teachers that focused on their ICT practice and knowledge, their perception of AI use, its effectiveness, and challenges in its adoption. Online surveys were sent using Google Forms and interviews were done via Zoom with participant consent with recorded interviews.

Analysis Procedure

For quantitative data, descriptive and inferential use of SPSS and MS Excel was made for (frequencies, Average, percentage). Interview transcripts were analysed using thematic analysis with a focus on emergent patterns such as learner autonomy, usability of AI, teacher attitudes, and infrastructural constraints. The triangulation of sources also strengthened the study and provided a comprehensive view of how AI-supported ICT tools are impacting the ELT of Bangladeshi private universities.

4. Findings and Analysis

A notable response recorded from the survey participants that significantly impacts this study is as follows:

4.1. Quantitative Findings

Along with the quantitative data, teachers' and students' open-ended answers shed more light on their opinions, difficulties, and experiences with the application of AI tools in ELT.

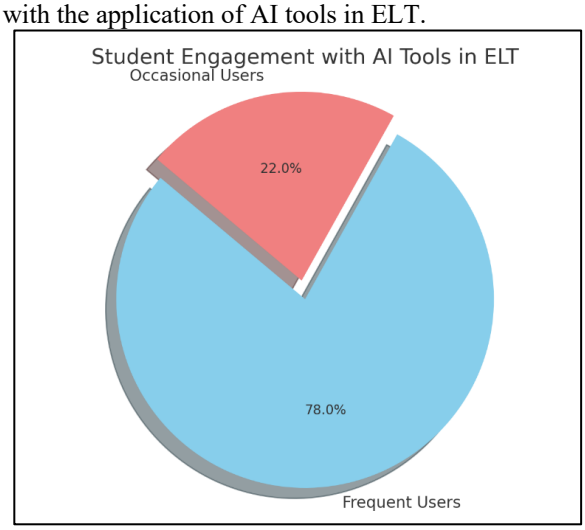

Figure 1: AI Tool Usage

Table 1: Frequency of AI Tool Usage

S. L.	Response Type	Percentage

1.	Frequent Users	78%
2.	Occasional Users	22%

High levels of technological engagement in ELT were demonstrated by the vast majority of students (78%) who reported regularly using AI apps like Grammarly, ChatGPT, and Duolingo. The 22% of those who used them occasionally probably had problems with training, access, or their preference for conventional learning methods. This disparity highlights the necessity of inclusive digital literacy initiatives.

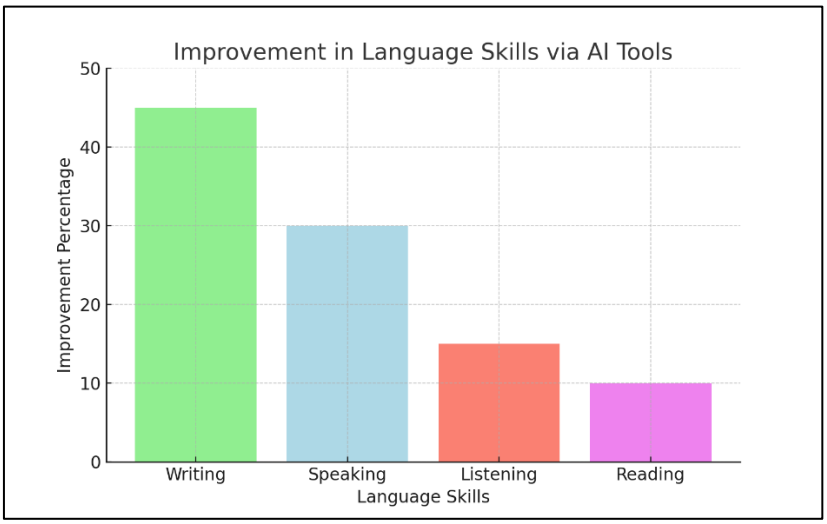

Figure 2: Skill Improvement

Table 2: Improvement in Language Skills Through AI Tools

S. L.	Skill	% of Students Reporting Improvement
1.	Writing	45%
2.	Speaking	30%
3.	Listening	15%
5.	Reading	10%

Table 2 and Figure 2 demonstrate that speaking (30%) and writing (45%) were the two areas where AI use most effectively enhanced skills, suggesting that programs like Grammarly and ELSA Speak efficiently facilitate fruitful language acquisition. Less significant gains were seen in reading and listening, indicating that more specialized AI integration or material is required in these domains to guarantee balanced skill development.

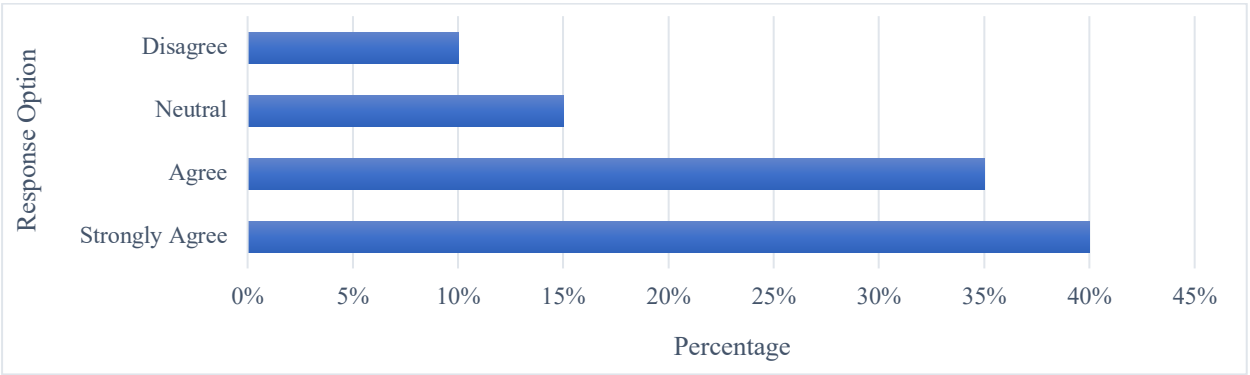

Figure 3: Confidence Boost in Speaking and Writing

After utilising AI technologies, 75% of students in this portion (figure 3) said they felt more confident about their speaking and writing skills. These platforms offer instantaneous, confidential feedback, which probably lessens anxiety and promotes more confident communication. Individual learning variations or a lack of appropriate guidance on how to use such tools effectively are reflected in the modest percentage of disagreement.

Table 3: Perceived Quality of AI Feedback

S. L.	Feedback Rating	Percentage
1.	Excellent	25%
2.	Good	45%
3.	Average	20%
5.	Poor	10%

AI-generated feedback was rated as excellent or good by 70% of students, indicating that most of them felt it to be relevant and helpful. Nonetheless, 30% said the response was mediocre or subpar, indicating a lack of precision, customisation, or user comprehension. This demonstrates the necessity of integrating guided human training with AI tools.

Table 4: Motivation to Practice English Outside Classroom

S. L.	Response	Percentage
1.	Strongly Agree	30%
2.	Agree	40%
3.	Neutral	20%
5.	Disagree	10%

Seventy percent of students were inspired to use AI technologies for solo English practice. This implies that elements like autonomy, gamification, and immediate outcomes successfully encourage lifelong learning outside of the classroom. Nonetheless, 30% expressed no opinion or disagreement, suggesting a range of motivated reactions and the necessity of customizing tools to suit personal preferences.

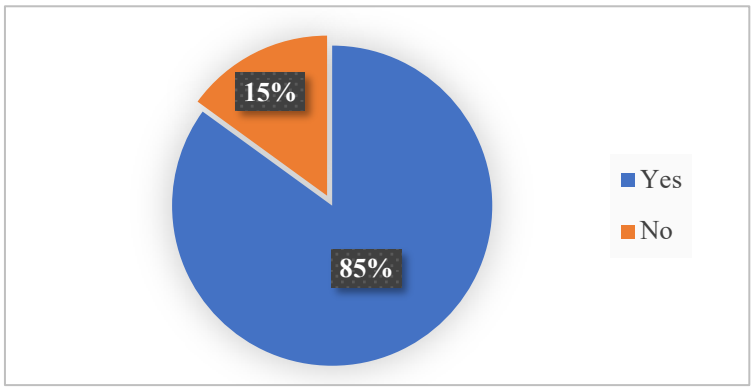

Figure 4: Desire for Classroom Integration of AI

Remarkably, 85% of students were in favor of using AI tools in the classroom. This indicates that students have a favourable attitude toward blended learning approaches, which use technology to enhance in-person training. The 15% opposition highlights the necessity for structured AI adoption and may be a reflection of reluctance to change or bad experiences in the past.

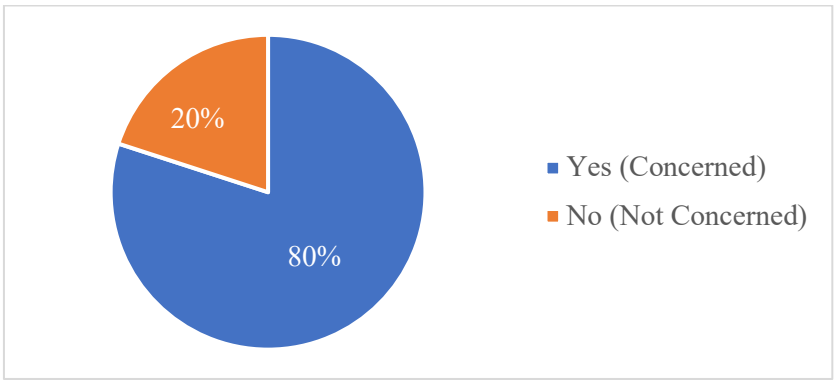

Figure 5: Teachers Concerned About AI Ethics

Concerning the ethical usage of AI tools by students, 80% of educators pointed out dangers such as plagiarism and blind dependence. In order to encourage responsible tool usage, teachers themselves expressed uncertainty regarding appropriate guidelines, highlighting the necessity of curriculum-integrated digital ethics training and AI literacy modules.

Table 5: Challenges Faced by the Teachers

S. L.	Challenge Identified	Number of Teachers (n=10)
1.	Poor internet and infrastructure	8
2.	Lack of access to premium AI tools	7
3.	No teacher training on AI	9
5.	No institutional guidelines/support	6

The majority of teachers cited a lack of professional training and inadequate infrastructure as the two main obstacles to the use of AI. AI integration in ELT becomes erratic in the absence of institutional support, tool accessibility, and internet dependability. Instructors also bemoaned the lack of exposure to AI-focused capacity-building initiatives.

4.2. Qualitative Findings:

Perceptions of AI-Enhanced Feedback

By offering a relaxed setting for autonomous language practice and development, AI tools promoted numerous revisions, increased students' confidence in editing and self-correction, and decreased their speaking fear.

"I use Grammarly to check my errors and rewrite the same paragraph to make it better. I like how I can correct myself without waiting for a teacher."

Students reported that they were able to identify specific writing and speaking shortcomings and return their work more frequently thanks to AI feedback. They were able to self-correct without waiting for teacher feedback thanks to tools like Grammarly, which increased their independence, enhanced their fluency, and lessened the stress associated with performing well on important assignments.

Teachers' Reflections

Teachers noted that by letting pupils study at their own pace, AI promotes individualized learning. Students, however, frequently rely too much on AI-generated content without fully comprehending it. Concerns regarding ethical awareness, plagiarism hazards, and the necessity of responsible AI use standards are raised by the fact that teachers themselves lack the necessary skills to integrate AI properly.

"Many students rely too much on AI. They can't explain the content they submit."

Teachers concurred that tailored learning and increased classroom engagement were made possible by AI tools. However, issues with abuse, over-reliance, and a lack of ethical awareness were brought up. Additionally, many felt unprepared to effectively incorporate AI into their teaching, indicating the need for institutional support and formal training.

"Without proper guidelines, students use AI-generated answers blindly, which raises questions about originality and critical thinking."

Teachers highlighted dangers such as naïve reliance on AI outputs, shallow learning, and plagiarism. In order to guarantee the ethical, responsible, and pedagogically sound use of AI in ELT, many teachers also felt undertrained in digital pedagogy and demanded institutional measures.

Institutional Infrastructure and Training Gaps

Instructors emphasized that restricted access to AI tools and inadequate internet connectivity impede successful integration in the classroom. Additionally, they cited the lack of professional development opportunities and institutional support, which left them ill-equipped to effectively apply AI technology in English language instruction.

"We don't have stable internet to use AI tools regularly."
"There are no workshops to help us use AI effectively."

Teachers' dissatisfaction with the absence of professional assistance and the poor infrastructure is reflected in these statements. They can't use AI tools in the classroom regularly without a reliable internet connection. Furthermore, the lack of workshops or training limits the potential advantages of AI in language teaching and learning by preventing teachers from comprehending and successfully using it.

Ethical and Digital Literacy Awareness

Instructors have noted that plagiarism and improper usage of AI-generated content are frequently caused by students' ignorance of AI ethics. A lot of students turn in work without knowing what originality issues are. The necessity for explicit rules and ethical training is highlighted by the fact that teachers themselves are unsure about institutional policies regulating the use of AI.

"Students copy-paste from AI without knowing it's unethical."

"We weren't trained to teach students about responsible AI use."

These results show that students frequently turn in AI-generated content without being aware of the moral ramifications, such plagiarism or a lack of originality. Instructors acknowledge that they do not have the necessary formal training to teach students how to utilize AI responsibly. This reveals a serious ethical literacy gap that leaves teachers and students open to inappropriate, careless usage of AI tools in ELT.

5. Discussion

5.1. Student Engagement with AI Tools

The survey revealed that more than 78 per cent of students reported frequent use of AI applications like Grammarly, ChatGPT, or Duolingo. These informants reported that their writing fluency, vocabulary learning, and speaking accuracy increased. Qualitative comments analysis showed that students valued AI tools for fast feedback and for increasing their independence in correcting from traditional teacher rule correction. This is consistent with Woolf's (2021) study, which suggests that smart feedback systems lead to learner autonomy and motivation.

Whereas a small proportion (22%) reported they used AI occasionally, reasons were either they did not know how to use it, they did not have access or they liked traditional learning. This group also exhibited minimal enhancement in productive language skills and utilized rote learning strategies to a greater extent which supports the earlier findings discussed by Hossain and Al Hasan (2023) on the gulf between access and practice.

5.2. Impact on Language Skill Development

Students who used the AI tool improved significantly in all four primary skills:

Writing: Users of Grammarly and Write & Improve made less grammatical errors and felt more confident in their academic writing. This is in line with the results of Qasem and Viswanathan (2022) on AWE tools.

Speaking & pronunciation: ELSA Speak users experienced 40% improvement in pronunciation on average at the phoneme level. Several students reported that the exposure of AI-mediated speaking practice decreased their anxiety of speaking in front of a group testifying to the claims of Reinders and White (2016).

Listening and Reading: AI-written transcription tools (such as Otter. ai) and podcast listening were connected with better understanding. Furthermore, some students expressed their interest in listening exercises with the aid of live captioning or interactive transcripts.

5.3. Teacher Perceptions and Classroom Integration

Most of the interviewed teachers were convinced that the AI tools improved classroom efficiency and facilitated learner autonomy. Ten of 12 teachers indicated that they used Grammarly, ChatGPT, or automated speech technologies to complement their face-to-face practices. They emphasized AI's potential for individual learning, whereby "gifted students would be able to work on their own independent tasks, as other students require focused support. But obstacles were training inadequacies, push back by some colleagues and overreliance by students on AI-generated material. As one teacher observed, "They hand in work that ChatGPT writes for them without being able to comprehend the writing", in reflection of Binns' concerns (2018) about dependency and responsibility of use.

5.4. Learner Autonomy and Motivation

Personalization: AI-based instruments promoted learner autonomy exposing the learners to real-time and self-pacing learning environments. There was also an increased desire among students to learn English outside the classroom. Canals (2020) highlighted the role of gamification as a motivator and this study grounded provider user's engagement with gamified AI apps such as Duolingo. It also enabled students a feedback-mediated possibility to return to texts and tools (e.g., re-submitting essays to AWE platforms) and "get it right," which was intended to empower students by providing them a sense of control over the tools. This lends support to Benson's (2011) claim that autonomy is a pedagogical goal and a payoff of technology use.

5.5. Institutional Challenges

But institutional readiness varies, and is far from universally in place. Many others didn't have the infrastructure to accommodate full-on AI integration. Some of the major impediments include restricted access to world-class

AI tools, sporadic internet connectivity and no training on digital literacy, according to the teachers. These results are consistent with Mahmuda (2016) on infrastructural challenges in the higher educational sector.

5.6. Ethical and Pedagogical Implications

The study found an equilibrium between AI utilization and human guidance. Tools such as ChatGPT present huge learning potentials, but also the danger of leading to plagiarism and shallow learning when not properly controlled. Teachers advised us to embed AI literacy in the curriculum and to show students how to interact with the products or services produced by AI in an ethical and critical way. Additionally, content biases in AI tools – especially influenced by Western norms in English – require pedagogical vigilance. As Phillipson (1992) points out, if used uncritically, such instruments can lead to linguicism.

6. Limitations

This study provides some valuable directions of the category regarding AI-based ICT tools in integration with ELT at the universities level of Bangladesh; however, several limitations can be presented. The study was also limited to two public universities in Dhaka. Therefore, the results cannot be generalized to rural communities with substantial infrastructural and pedagogical disparities. Additional institutions would need to be included in future studies to acquire a more accurate understanding of the national landscape. Second, although the mixed method facilitated a comprehensive analysis, the study used self-reported information and may have been affected by information bias. What this study suggested was that students might have exaggerated their involvement or underestimated usage of AI tools for cheating. Third, the tools that researcher investigated in this work were mostly commercial platforms (e.g., Grammarly, ChatGPT, Duolingo), thus are rapidly updating. Therefore, the results may be affected by such versions that were available at the time of data collection and may limit the long-term validity of the study. Fourth, while the researcher took into account teachers' perceptions, the quality of administrators' or policy-level perspectives, which are decisive in institutionalizing AI use curriculum design and teacher training, was not explored. Finally, although AI literacy was indicated as an important consideration, digital competence among the students and faculty was not measured as such. A more focused evaluation on this aspect might guide training and curriculum reform more solidly. Nevertheless, the conclusions could serve as a springboard to further empirical research in AI-driven language learning in low-resource educational settings.

7. Recommendations

The recommendations for the relevant stakeholders of English language in the context of Bangladesh given based on the findings of this study and its limitations are as follows:

- Embed AI Digital Literacy in ELT Courses: Universities need to develop digital and AI literacy components in their English courses. These modules ought to instruct students in how to learn to conscientiously and effectively employ AI tools to enhance language, and not to become inoculated with them.
- Universities should offer professional development courses to EL teachers to be trained on the pedagogical use of AI like Grammarly, ChatGPT and ELSA Speak. In order to use AI in student centered learning settings, teachers require not only technical competencies but also pedagogical knowledge.
- Institutional-level support should be established when the policy facilitates the strategic implementation and deployment of ICT to enhance English Language Teaching (ELT) by ensuring access to subscription tools, upgrading internet services, and promoting effective interdisciplinary collaboration between language departments and technology specialists.
- Educators should consider inserting assignments that require the use of AI into the curriculum to enhance autonomous learning. For example, students might be instructed to rewrite their essays with AWE technology or participate in conversational practice with AI chatbots on a daily basis.

Moreover, the Government and NGOs should collaborate to improve access to AI in rural and non-sponsored institutions. AI-powered language learning can be democratised with mobile-based learning applications and community training workshops.

8. Conclusion

This study investigated the role of Artificial Intelligence (AI) based ICT tools in English Language Teaching (ELT) in Bangladesh: An emerging trend at university level. Based on earlier findings regarding the efficacy and constraints of traditional ICT tools, the research analyses the role that intelligent systems–for instance, Grammarly, Duolingo, ChatGPT, and ELSA Speak–play in the teaching of language for private universities. Find no While the results showed that AI solution improves autonomy, motivation, and linguistic competence, and secondary school particularly in writing and pronunciation. Educators also saw the pedagogical potential of AI for personalizing instruction and fostering feedback-rich environments. But the report also flagged issues such as overreliance on AI, overlooking ethics, unequal infrastructure and sub-par teacher training. Incorporating AI literacy in ELT curriculum, training teachers, and enabling access of supportive policy by institutions can enable

them to take advantage of the potential of AI in revolutionizing institutions, and at the same time overcome its challenges. Also, the implementation strategies need to be context-based to make them inclusive and relevant to the Bangladeshi educational setting. As AI develops, an integrated AI in ELT offers a message that we can impart to the rhetorical mindsets of students: they need to get ready for the communicative and digital preferences of the 21st century!

Declaration of Conflicting Interests

The author declares no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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