

Integration of AI Tools in EFL Speaking Classrooms in Bangladesh: A Teacher-Student Perspective

Ahmed Dibbo, S*, Islam, S.
*Shahjalal University of Science and Technology,
University of Asia Pacific (UAP)*
sabbir-eng@sust.edu

The integration of Artificial Intelligence (AI) tools in English as a Foreign Language (EFL) speaking classrooms has gained significant attention globally. Several studies suggest that the use of AI tools such as chat-bots in an educational setting is effective, engaging, and enjoyable for EFL learners as it ensures increased exposure to the target language due to the easy accessibility of the AI tools. However, the adoption and perception of the use of AI tools for teaching speaking in an EFL classroom remain mostly unexplored in developing contexts like Bangladesh. Therefore, this study investigates the perceptions of teachers and students regarding the use of AI tools in EFL Speaking classrooms in the context of Bangladesh, focusing on their perceived benefits and challenges. The study specifically aims to find out whether both teachers and students of EFL speaking classrooms are aware, adept and equipped enough to effectively use language-learning focused AI tools such as Duolingo and Talkpal AI and chat-bots such as ChatGPT, Deepseek, Meta AI and Google Gemini by being conscious of their numerous benefits. It also focuses on understanding whether they are aware of the general and the contextually specific challenges of using these tools to meet and mitigate these challenges. The study is underpinned by the Technological Pedagogical and Content Knowledge (TPACK) framework developed by Shulman and then expanded by Mishra and Koehler along with the Self-Regulated Learning (SRL) theory established by Zimmerman both of which originate from the key concepts of the Constructivist approach and advocate the seamless integration of technology in education as well as the encouragement of learner autonomy with measured support and supervision from the teachers. Data for this has been collected by using a mixed-methods approach through surveys and semi-structured interviews with several EFL teachers and students who were chosen through purposive sampling based on the criteria of being involved in teaching speaking classes at various public and private universities in Bangladesh. A total of 20 EFL teachers which included both male and female faculties of varying levels of experience ranging from less than 1 to over 20 years, and 50 students including both male and female students participated in the questionnaire survey among which 5 teachers and 10 students took part in semi-structured interviews to further

strengthen the data collected through the survey. This research will contribute to the growing discourse on AI in education by providing valuable insights for policymakers, educators, and technology developers in incorporating AI tools inside the EFL classrooms of Bangladesh and help take ownership of the use of technology that would be more contextually appropriate and as a result more effective.

Keywords: AI tools, EFL speaking classroom, Teacher perception, Student perception, Bangladesh, Benefits, Challenges