

Program Profile

Program	Program name	From Digital to Artificial Intelligent: EFL Learners' Evolving Familiarity with and Perceptions of AI in Language Learning
	Category	B3

Summary of Program

Program Name	From Digital to Artificial Intelligent: EFL Learners' Evolving Familiarity with and Perceptions of AI in Language Learning
Category	B3
Abstract of Program	This proposed study will investigate how the COVID-19 pandemic will shape Bangladeshi tertiary EFL learners' familiarity with artificial intelligence (AI) tools and their perceptions of AI's role in enhancing language learning. By conducting semi-structured interviews, the study will explore how the pandemic will act as a catalyst to move learners from using traditional digital tools towards AI-enhanced technologies. It will examine learners' anticipated views on how AI can personalize and support the development of language skills in general while also considering concerns about ethical use, overdependence, and the importance of AI literacy and prompt literacy. The research will aim to reveal how learners expect AI to influence future English language learning, offering insights for educators and policymakers to develop informed strategies and policies for responsible and effective AI integration in EFL education.

Details of Program

Planning

Objectives	Long-term Goals	Explore how the COVID-19 pandemic will shape Bangladeshi EFL learners' familiarity with AI tools and technologies in the context of language learning.
	Short-term Targets	Examine learners' perceptions regarding the role of AI in enhancing English language learning processes following the COVID-19 crisis.
	Rationale	Identify the ways in which post-COVID technological trends and digital literacy development will contribute to learners' adoption of AI tools for language learning.
Subject (Leader)	Initiator(s)	Md. Nasim Fardose Sajib
	Champion(s)	Md. Nasim Fardose Sajib
	Major team member(s)	Md. Nasim Fardose Sajib, Md. Atik Ullah, & Sadia Afroj Tithi
Environment	Nature/Society	The study primarily reflects on cultural, social, and educational change among Bangladeshi tertiary learners. It explores how a social crisis (COVID-19) has transformed learners' relationship with AI and technology within the educational context
	Industry/Market	It is indirectly related, since the EdTech industry (including AI-powered language tools, apps, and platforms) is the practical domain where findings could have impact.
	Citizen/Government	The study can offer policy-relevant findings on AI literacy, guidelines, and ethical use which could help education policymakers, universities, and

		curriculum planners in Bangladesh.
Resources	Human resources	Participation of tertiary EFL learners from selected Bangladeshi universities (for surveys, interviews, or focus groups). Research team / assistants for data collection, transcription, coding, and analysis.
	Financial resources	Funding would be necessary for research development, Software subscriptions, travel costs, Publication / submission fees. Salaries for assistants and technical staff also contribute to the financial requirements.
	Technological resources	Laptops / PCs with stable internet connection, Recording devices or apps (for interviews / focus groups), Data analysis software (NVivo, or Excel), Access to reference management tools (e.g., Zotero, Mendeley)
Mechanism	Strategy (Weight/Sequence)	The study will choose qualitative interviews with EFL learners to explore perceptions and familiarity in depth. It will leverage AI-assisted tools (e.g., NVivo for analysis, Grammarly for drafting) to enhance accuracy and productivity.
	Organization	Qualitative interviews are critical to understand nuanced learner perceptions and experiences, which purely quantitative tools might miss. AI-assisted analysis tools will be incorporated as they support efficient and systematic coding, theming, and error reduction in order to strengthen reliability.
	Culture	The university's culture of innovation and interdisciplinary learning strongly supports the program's execution.
Doing		
Launch date		15 July 2025
Responsible organization		World University of Bangladesh
Program content and process		• Introduction & Background • Impact of COVID-19 on digital learning in Bangladesh • Emergence and role of AI in post-COVID ELL • Literature Review • Global and local research on AI adoption in language learning • Theoretical grounding (e.g., Diffusion of Innovations theory) • Research Objectives & Questions • Focus on familiarity with AI tools and learners' perceptions of AI's role • Methodology • Qualitative-methods approach: FGDs + interviews • Target group: tertiary EFL learners in Bangladesh • Expected Findings & Discussion • Anticipated trends in AI familiarity • Learner perceptions of AI's benefits and challenges • Recommendations & Implications • For educators, policymakers, and institutions • Limitations & Future Research Directions
Key highlights of the content/process		Explore how COVID-19 accelerated Bangladeshi EFL learners' familiarity with AI tools.

	Examine learners' perceptions of AI's role in enhancing English language learning. Identify the transition from traditional digital tools to AI-powered tools in the post-COVID period. Highlight the influence of technological trends and global innovations like ChatGPT. Analyze learners' readiness, advantages, and concerns over AI use in language learning. Discuss implications for educators and policymakers to design AI-integrated, ethical, and learner-centered strategies. Recommend future research directions focusing on broader demographics and institutional roles.
Differences from traditional approaches	* Focuses specifically on the post-COVID technological shift, rather than general digital tool use. * Examines learners' familiarity and perceptions of AI tools (e.g., ChatGPT, Grammarly) rather than just traditional e-learning platforms. * Highlights the impact of global trends and innovations on local Bangladeshi EFL learners. * Explores the transition from traditional digital tools (e.g., MS Word, Google) to AI-powered tools for language learning. * Considers learners' concerns over ethics, overdependence, and authenticity—topics less emphasized in earlier studies on digital learning. * Positions AI tools as part of an ongoing technological continuum shaped by the pandemic, rather than isolated tools or methods.
Progress as of today	Initiated
Problems in implementation	• Limited access to AI tools: Some learners may face financial or infrastructural barriers to using advanced or premium AI applications. • Varying digital literacy levels: Differences in learners' prior experience with technology could affect consistent adoption and use. • Resistance to change: Some educators or institutions may hesitate to integrate AI tools, preferring traditional methods. • Ethical concerns: Issues like plagiarism, authenticity of work, and overdependence on AI might create hesitation among stakeholders. • Lack of institutional policy: Absence of clear guidelines on AI use in ELL settings may lead to inconsistent practices or misuse. • Data reliability: Self-reported perceptions from learners might be influenced by social desirability or limited awareness of AI's full potential. • Technical challenges: Unstable internet, device compatibility, or software limitations in some contexts may restrict AI integration.
Approaches to solve the problems	• Create clear standards on ethical AI use, plagiarism, and academic integrity to reduce misuse and confusion. • Provide AI literacy programs for both learners and educators to build confidence and skills in using AI tools effectively. • Negotiate institutional licenses or explore open-source and free AI tools to address financial constraints and broaden access.

	- Promote strategies that combine AI tools with traditional methods to prevent overdependence and encourage critical thinking. - Engage teachers, learners, and administrators in decision-making about tool selection and implementation to increase acceptance. - Strengthen internet connectivity and ensure access to compatible devices, especially in resource-constrained settings.
Completion date, if completed	February 2026
Seeing	
Impacts on students	- Increased familiarity and confidence with AI tools for English learning - Improved skills in reading, writing, speaking, vocabulary, and grammar - Greater personalization and efficiency in language learning tasks - Heightened awareness of ethical use and academic integrity - Potential risk of overdependence balanced by growing AI literacy and critical thinking skills
Impacts on professors	- Opportunity to enhance teaching efficiency by using AI-supported assessments, feedback tools, and instructional design. - Professors may require training to stay updated on AI tools and best practices.
Impacts on university administration	- The university gains reputation and competitiveness by adopting modern AI technologies and innovative practices. - Necessity to formulate institutional guidelines and policies on AI use to ensure integrity and sustainability. - Potential to bridge resource gaps in large classes through AI-enabled personalized support and automated tasks.
Responses from industry/market	- Development and launch of AI-powered EdTech products tailored for language learning (e.g., ChatGPT, Grammarly, Duolingo, Co-pilot). - Rapid upgrading of existing digital tools with AI features to meet evolving learner demands. - Partnerships with educational institutions to promote AI integration in curricula.
Responses from citizen/government	N/A
Measurable output (revenues)	The study is expected to produce several measurable outputs, including a clear mapping of Bangladeshi EFL learners' familiarity with AI tools developed during and after COVID-19, and detailed insights into their perceptions of AI's role in enhancing language learning. The research will quantify the range of AI tools adopted, learners' self-reported improvements in specific language skills, and the extent of ethical concerns and awareness regarding AI use. These findings will contribute to data-driven recommendations for educators and policymakers, aiming to inform curriculum design, AI literacy initiatives, and institutional guidelines for responsible AI integration in English language learning.
Measurable input (expenses)	1,50,000/- (One Lac and fifty thousand BDT only)
Cost-benefit analysis for effectiveness	Costs: - Financial: The study uses qualitative methods (interviews, surveys) and existing institutional resources - Human: Requires time investment from researchers for designing

	instruments, collecting and analysing data, and writing up results; also, time from participants to provide detailed responses. • Technological: Existing digital tools (e.g., survey software, transcription tools, analysis software). Benefits: • Practical Impact: Generates actionable insights into learners' transition to AI, which can guide teachers in aligning pedagogy with student needs and expectations. • Policy Relevance: Offers evidence to policymakers to draft AI integration guidelines, training programs, and ethical use frameworks in EFL contexts. • Academic Contribution: Fills a gap in post-COVID Bangladeshi research on AI in language learning, setting the foundation for further studies and international comparison.
Future Planning	
Where does the project go from here?	After completing this initial exploratory study, the project will move towards deeper and broader phases. Future steps will include: • Expanding the participant base beyond Dhaka to include more universities and diverse learner groups across Bangladesh for generalization. • Conducting longitudinal studies to track changes in AI familiarity and perceptions over time, rather than relying only on cross-sectional data. • Developing and piloting AI literacy training modules based on the findings, followed by evaluating their effectiveness. • Collaborating with policymakers and educators to draft context-specific guidelines for ethical and effective AI integration in EFL classrooms. • Comparative research to benchmark Bangladeshi learners' AI transition against similar contexts in South Asia or other developing countries. These next stages aim to transform insights into practical interventions, policies, and further scholarly work to sustainably guide AI integration in English language learning.
Addendum	
Exhibits, pictures, diagrams, etc.	Will be accumulated later
Reports, mimeos, monographs, books, etc.	Will be designed to be Published in a Scopus-indexed [Q1 or Q2] journal.
Others which may help explain the program (including website links)	A final report will be submitted to the university for record-keeping purposes.