The Use of ChatGPT in Bangladeshi Tertiary Education

Tasnim Rahman

Lecturer, Department of English

BGMEA University of Fashion and Technology, Bangladesh

Maisha Sadaf (Corresponding author)

Lecturer, Department of English

BGMEA University of Fashion and Technology, Bangladesh

E-mail: maishasadaf98@gmail.com

Abstract

This study explores the growing use of ChatGPT in the academic landscape of Bangladesh, focusing on the differing perspectives of students and teachers. ChatGPT is a popular tool among students for academic support, including grammar, literature analysis, and writing. However, instructors are apprehensive about its potential impact on students' critical thinking skills, ethical practices, and creativity. The research reveals that although ChatGPT offers advantages in enhancing language learning and accessibility to information, its unchecked usage in classrooms has raised issues of distraction, dependency, and academic dishonesty. Teachers prefer traditional, paper-based resources and emphasise the importance of independent thought and ethical academic practices. The researcher followed mixed method to gain a more comprehensive understanding of the research questions of this study. Meanwhile, more technologically inclined students prioritise convenience and digital engagement. The study calls for a balanced and responsible approach to integrating ChatGPT in education, highlighting the need for awareness, ethical considerations, and collaborative efforts between teachers and students to ensure the effective and meaningful use of AI in learning environments.

Keywords: Technology, English language, Students, Teachers, University-level

1. Introduction

The present world is dominated mainly by artificial intelligence and machine learning (Tanvir, Islam, Sezan, Sanad & Ataur, 2023). Conventional teaching techniques have become outdated in recent times. Nowadays, teachers and students are using AI-based platforms, which is making teaching-learning more up-to-date in the academic field. A range of online tools helps students to develop their command of the English language. The online sites are Duolingo and Kahoot!; Coursera, ChatGPT, and similar ones. Technological platforms offer an innovative and smart means of language teaching and learning (Shyamlee & Phil, 2012). These platforms help students understand different aspects of the English language, including instant feedback. Jabeen and Thomas (2015) assert that beneficial online applications have attracted the interest of language instructors, leading to the establishment of a student-centered learning environment in English language acquisition classes.

Among these platforms, ChatGPT demonstrates its impact on various sectors, including the academic sector (Tanvir, Islam, Sezan, Sanad & Ataur, 2023). Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses (2023) stated that ChatGPT is considered one of the most significant language models able to write a variety of creative material, translate languages, and offer intelligent answers to any subject matter. Through ChatGPT, students can get their desired information about course-related content, and teachers can also use this application to make course outlines. This fascinating technological platform can help students learn various components of the English language.

Bangladesh is a developing country with modernised educational systems, and technology is introduced in public and private university classrooms (Sarker et al., 2019). Many university students from private universities in Bangladesh have the necessary knowledge and abilities to make successful use of ChatGPT. The majority of them claim to be sufficiently knowledgeable about ChatGPT (Rahman, et al., 2025). In the article, a student from a renowned private university said, "The little time given for assignments poses a significant challenge in creating a well-crafted task within a tight timeframe. With the assistance of ChatGPT, I can now efficiently generate well-informed and suitable assignments in a short period." (Rahman, et al., 2025). As a developing country, Bangladesh is trying to properly incorporate AI-based technology in education. This study sheds light on the perspectives of Bangladeshi teachers and students on using ChatGPT in tertiary education.

1.1 Research Questions

1). How do Bangladeshi teachers and students use ChatGPT for English teaching and learning?

2). What are the differences in perceptions among Bangladeshi teachers and students about using ChatGPT for English teaching and learning?

1.2 Research Gap

English language is mandatory for the professional and academic fields (Shrishthy, 2022). Moreover, In today's world ChatGPT is considered one of the most significant tools of English language education (Giray, Jacob & Gumalin, 2024) as it can write a variety of

creative material, translate languages, and offer intelligent answers to any subject matter (Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses, E, 2023). The current literature identifies several critical aspects, such as the function of ChatGPT as a tool for language instruction and its applications in professional environments (Pratiwie & Rakhmasari, 2025). In the existing literature, the influence of ChatGPT on the English language development of Bangladeshi tertiary-level students and the experiences of Bangladeshi teachers in using ChatGPT have inadequately been addressed. In most existing literature, negative aspects of using ChatGPT have also been mentioned for students and teachers. Therefore, this study will offer thorough information on the academic performance of Bangladeshi tertiary-level students and the teaching methods of Bangladeshi teachers as a consequence of using ChatGPT. Jahan, Arif & Mustafa (2024) in their study only talked about the use of ChatGPT in improving students' grammatical competence. But, this study emphasized the use of ChatGPT on overall English writing skills including organization skills. On the contrary, Fikri, Noni & Sunra (2024) conducted their study with school level respondents from Indonesia. This paper sheds light on the perspectives of Bangladeshi tertiary-level students. This study will also examine the potential contribution of using ChatGPT to Bangladesh's educational policy. This study is significant because it allows readers to examine the numerous perspectives of educators and students in Bangladesh about using ChatGPT, emphasizing both the benefits and drawbacks of its use in higher education. Moreover, the findings of this study will be helpful for educational policymakers in the context of Bangladesh.

2. Literature Review

English teaching and learning in Bangladeshi higher educational premises began with the "Communicative Approach" in the late 1990s, aiming to facilitate students' proficiency in communication in English. Nowadays, English language learning is becoming teacher-student oriented in Bangladesh. The English language proficiency of Bangladeshi tertiary-level students develops through interactions between teachers and students (Rahman & Pandian, 2018).

In the study of Rubel (2019), the researcher observed classes of two private universities and found that, in private universities, each student comes from a different family, region and environment, so they cannot cope with the materials and contents of the English language. On the other hand, students of private universities are reluctant to participate in activities based on ELT because of their shyness and fear of making mistakes. Most of the students prefer Bangla instead of English to communicate with their teachers (Rahman et al., 2025). Private universities conduct English language examinations based only on their prescribed courses. So, students are only interested in getting good marks in the examination, not linguistics skills. Moreover, private universities need to build up English language clubs so that students can get the opportunity to practice English in real-life situations (Rubel, 2019). Nowadays, ChatGpt is gaining popularity in language teaching. The study of Meniado (2023), with numerous findings, shows that varied uses of ChatGpt are beneficial in the field of English teaching and learning. According to the study, ChatGpt provides and facilitates meaning-focused inputs,

supports language-focused learning, and promotes students' fluency development (Meniado, 2023).

Integration of AI-based platforms in the educational field can enhance a student's language learning skills (Jahan, Arif & Mustafa, 2024) by receiving instant feedback on micro-skills of language: grammar and vocabulary skills (Fikri, Noni & Sunra, 2024). Jahan, Arif, and Mustafa (2024) advocate that students can learn vocabulary from ChatGPT, which can be implemented in their creative writing assignments. Supporting this fact, Amini and Susantiv(2024) and Mugableh (2024) show that ChatGPT encourages students to develop their vocabulary and sentence-making skills. The study of Mugableh (2024) on Saudi EFL students showed that ChatGPT exercises provided interactive and engaging learning, which reinforced vocabulary usage in context, as in four months, the experimental group outperformed the control group in both vocabulary size and strength of word families.

The researchers agree that AI tools like ChatGPT can complement traditional teaching by providing immediate, personalised feedback. According to them, if students combine AI and teacher-led feedback, they can produce an effective write-up (Jahan, Arif & Mustafa, 2024). Students get help from ChatGPT to clarify the contents of the literature. They can learn the major concepts of various novels and stories to write a descriptive text by using ChatGPT.

ChatGPT can help students increase their writing proficiency in vocabulary and the use of ChatGPT (Amini & Susanti, 2024). https://dx.doi.org/. Grammatical rules taken from ChatGPT can also improve students' writing skills (Jahan, Arif & Mustafa, 2024). They can get help from teachers and participate in group discussions to enhance their writing skills. It will also enhance the overall ambience of the classroom. Students use ChatGPT in their pre-writing stage to generate ideas, and they need help from their teachers to draft and make a final report for their research paper. ChatGPT can produce essays, but this application also has limitations, as it can hamper students' critical thinking ability (Miljkovic Krecar, Kolega & Jurcec, 2024). Students should combine their thoughts with ChatGPT suggestions while writing English essays. Students should not entirely rely on using ChatGPT to improve their English essay-writing skills. The role of ChatGPT should be supplementary rather than a primary writing tool (Aglibot, et al., 2024).

While students mostly make drafts of their writing assignments, they use ChatGPT instead of paper-based resources. Teachers and students can easily use ChatGPT because this platform allows them to create ideas for their course syllabi. Due to the ease of the application, teachers and students can learn, control and understand various components of the English language.

ChatGPT has the capability to accelerate and simplify work, so both teachers and students will become interested in using this platform. Therefore, the collaboration of students, teachers and AI-based applications is essential for English language development (Fikri, Noni & Sunra, 2024).

On the other hand, ChatGpt helps teachers by assisting in lesson plans and activity design and making lesson plans suited to learners' needs. It helps to develop customised instructional materials and provide real-time feedback. Meniado (2023) also said that ChatGpt helps

teachers to make assessment criteria less messy. Teachers must exercise caution when using AI technologies such as ChatGPT and emphasise transparency, underscoring the importance of human intellect and critical thinking in learning (Aglibot et al., 2024). Moreover, the most challenging grammatical issues, such as the article, prepositions, pronouns, punctuation, and, most importantly, sub-verb agreement usage, were effectively solved by ChatGPT's feedback mechanism.

3. Methodology

3.1 Research Design

In conducting the research, the researcher followed mixed methods research design. According to Creswell (2014), if the researcher first collects quantitative data and then collects qualitative information, that is considered an explanatory sequential mixed method design. This study is an explanatory sequential mixed methods design as the researcher first collected quantitative data, and then, to support the quantitative data, the researcher collected qualitative data. The aim is to collect participants' opinions, and then, to understand the phenomena, entirely qualitative data was collected. Students and teachers shared their opinions about the challenges they face in using ChatGPT using ChatGPT. The researcher used interviews to collect in-depth information from the respondents. All the names used for participants are pseudonyms.

3.2 Participants

The researcher interviewed 132 students and 10 teachers by selecting participants based on purposive homogeneous and snowball sampling techniques. As Patton (2015) explained, purposive homogeneous sampling involves selecting cases with similar characteristics to study their shared traits. The researcher chose participants who had used ChatGPT for academic purposes, ensuring that both students and teachers were from public universities where English is the medium of instruction, aged between 19 and 25, and willing to participate. This sampling method was suitable as most participants were from Bangla medium backgrounds. Additionally, snowball sampling was employed, a technique used when it is difficult to access the target population (Anieting & Mosugu, 2017). The researcher asked participants whether they had used ChatGPT at least twice for academic purposes to ensure they could provide relevant insights for the study.

3.3 Instruments

The researcher conducted a pilot study after making the survey and interview questions. The researcher reviewed the questions with a distinguished professor from a renowned public university in Bangladesh. The researcher chose him because he made the interview questions for his PhD proposal using mixed methods and had a good knowledge of the patterns of making open and close-ended questions. Harding (2013) stated that the researcher would benefit from piloting the interview questions. Consequently, if the participants feel shy regarding in-person interviews, the researcher will administer the interviews using Zoom meetings.

3.4 Data Collection Procedure

Creswell (2012) says that researchers can use email and other online communication to send open-ended and closed-ended questions to responders. The researchers made a survey questionnaire with 10 closed and two open-ended questions and sent the questionnaire via e-mail or WhatsApp. The researcher then noted down their answers. Some participants gave their interviews via Zoom meeting. At the final step of the data collection process, the researcher conducted a member check to enhance the study's validity and reliability (Carlson, 2010).

3.5 Interpretation of Data

The researcher used qualitative thematic analysis to analyse the data in this study. As outlined by Braun & Clarke (2006), the method involves identifying, analysing, describing, and presenting themes within the data. The researcher followed a six-step data analysis framework: familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. In the first step, the researcher carefully read the interview responses to become familiar with the data. Coding was then applied to classify and interpret the data effectively (Savage, 2000). After generating initial codes, the researcher grouped similar codes to form themes, ensuring coherence between the codes and the themes (Braun & Clarke, 2006). Before finalising the themes, the researcher evaluated them at least twice, as King (2004) recommended. After completing the thematic analysis, the researcher wrote the final report, adhering to Thorne's (2000) recommendation for systematically developing findings.

3.6 Ethical Consideration

The researcher got the participants' consent after explaining the purpose of the study to them (Creswell, 2012). The researcher instructed the course instructor to choose one student who invited his peers. Messenger chats were used to get the participants' agreement. Additionally, the researcher employed pseudonyms for the participants and instructors in the study.

4. Results

4.1 Students Responses

4.1.1 The Use of ChatGPT

Students mostly depend on technological tools instead of preferring printed books for their English language learning. Responding to question number 1 (Figure 1), 35.2% of students mentioned that they had used ChatGPT once a month or more rarely outside the classroom.

How often do you use ChatGPT outside the classroom?
105 responses

- ● Once a month or more rarely
- ● Several times per month
- ● One or two times per week
- ● Three times or more often per week
- ● to practice my English i use this every…
- ●
- ● Frequently if i need too plus other AI t…
- ● খুবকম সময়

▲ 1/2 ▼

Figure 1

On the contrary, 27.6% of students said they had used ChatGPT frequently outside the classroom. However, Roza (pseudonym), a student from the Department of Fashion Studies, mentioned (Appendix 1, Question no 2) that she has used ChatGPT to find course-related information within a short period inside the classroom, but his faculty members always encourage them to use printed books instead using AI-based tools inside as well as outside the classroom. Other students also commented that they rarely use ChatGPT inside the classroom because using technological tools is banned by their university authority. Therefore, students are more comfortable using AI-based applications in the informal context because they do not have to face any obstacles outside the classroom regarding using AI-based platforms.

4.1.2 Why Use ChatGPT?

The researchers got various answers from the students. Among 132 students, only 105 students responded to question no 2 (Figure 2). Only 38.1% of students mentioned that they use ChatGPT outside the classroom to search for additional information. Among those students, Mehbuba said that she uses ChatGPT outside the classroom to find additional information on a particular literary text that she cannot understand. Here, she gives an example of her course called "Old and Middle English Literature." For this course, when she finds it difficult to understand the significant ideas of a particular text, she immediately takes help from ChatGPT.

For what purpose do you use ChatGPT outside the classroom?
105 responses

- Search for additional information
- Write or edit a text
- Inspiration or brainstorming
- Seek clarification
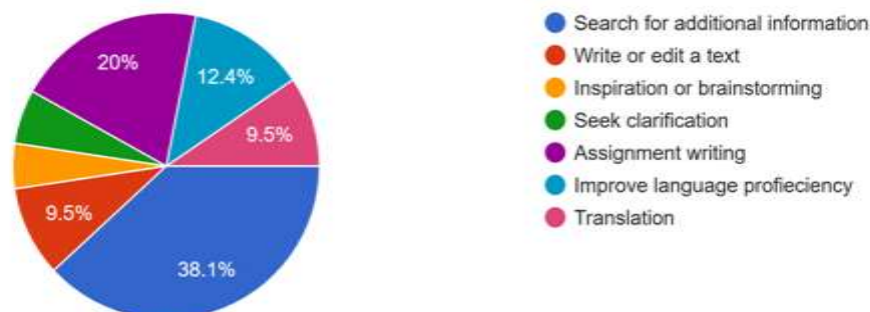- Assignment writing
- Improve language profieciency
- Translation

Figure 2

This technique helped her to understand many difficult texts in the informal context (Appendix 2, question no-1). In addition, 20% of students said they use ChatGPT for their assignment writing tasks, which the teachers disapproved of during the interview. Teachers believe that students should use their creative thinking ability for writing assignments. It will also help them to develop their English writing skills. Answering question number 3(Appendix 1), 130 students answered (62.3%) that young students think that ChatGPT is an effective platform for improving their English language skills, but 17.7% of students mentioned that ChatGPT is a highly effective technological tool for developing their English language skills. Among 132 students, 107 responded to question no 4 in the Google form. 77.6% of students think using ChatGPT outside the classroom is very easy because they will not face any obstacles if they use it in an informal context.

How effective do you think ChatGPT is in improving your English?
130 responses

- Not effective at all
- Less effective
- Effective
- Extremely effective

Figure 3

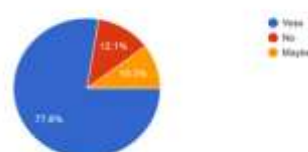Have you used ChatGPT outside the classroom?
107 responses

- Yes
- No
- Maybe

Figure 4

4.1.3 Improving Grammar

Only 65 students responded to question no 5 in Google form. The result shows that 66.2% of students think ChatGPT is a helpful platform for developing their grammatical competence. In contrast, only 18.5% of students disagree that ChatGPT can help students develop their grammatical skills. Students who agree with this fact believe that CHATGPT, like any other AI

platform, is helpful in quickly finding grammatical rules. On the contrary, in the interview session (Appendix 1 Question no 3), a student said that grammar needs to be practised by students. He usually practices grammar from "A New Headway," an intermediate-level book with many exercises on tenses, articles and modal verbs. Another student clarified that writing is another technique he uses to develop his grammatical skills. He writes regularly in English and gives his write-up to his teacher. His teacher evaluates his script and identifies his mistakes, including grammatical errors. Regarding grammatical skills, most of the students agreed on one point: that students can improve their grammatical competence through regular practice, and very few of them mentioned that they take help from dictionaries to see new grammatical rules.
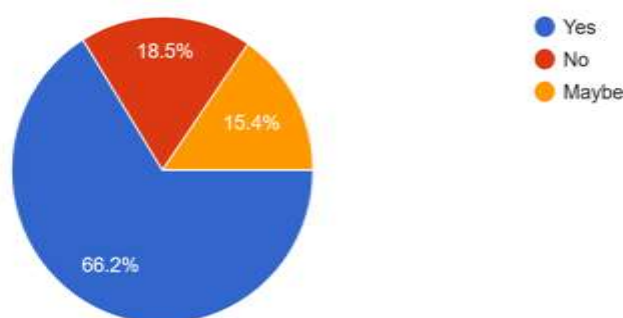

Figure 5

4.2 Teachers' Responses

4.2.1 Using Other Platforms

Both Mehrin and Labiba express concerns about using ChatGPT for course materials, as they believe it hampers creativity and critical thinking. In the interview, Mehrin said, "I use ChatGPT to take ideas to make my course syllabus, but sometimes I find that this platform produces grammatically incorrect sentences. I try to avoid using these sentences and paraphrase the ideas to make my course outline. It helps me to develop my critical thinking ability." However, Labiba prefers using YouTube tutorials and Google Classroom over ChatGPT for students' understanding. Amin also emphasises the importance of paper-based resources, particularly for learning English grammar and vocabulary, and warns against over-reliance on AI. He suggests that such dependence could distract students from their regular studies and hinder their creativity and critical thinking. The interview has brought up the risks of excessive reliance on AI tools, which may limit students' problem-solving and critical-thinking abilities, ultimately impacting the quality of education (Krullaars et al., 2023;

Ahmad et al., 2023). It suggests a cautious approach to integrating AI tools like ChatGPT, ensuring they complement rather than replace traditional learning methods.

4.2.2 The Use of ChatGPT for Variant Courses

Different experiences of using ChatGPT were found in the interview session. ChatGPT plays less of a role in literature-based courses. Joya said, "I do not use ChatGPT to teach literature courses. I prefer to use paper-based resources for students to teach literature courses. Sometimes I take ideas from ChatGPT but interpret those ideas in front of the students by myself." Students get ideas from ChatGPT, and for this reason, they do not give them conventional questions. They prefer open discussions for literature-based courses, such as allowing students to share their ideas freely, not judging their ideas right or wrong; instead, they try to make them understand the relevance of those ideas. However, they sometimes find some unique ideas about a literary text from ChatGPT that they never had. Both teachers mentioned that they use ideas from ChatGPT, but they interpret them by themselves. In addition, for examinations, they take ideas of discussion-based questions for literature-based courses and change the questions according to their preferences. Mehrin sometimes takes research ideas from ChatGPT and then refines them to create innovative research topics. He does not frequently get help from ChatGPT for research ideas but reads articles from Google Scholar and ResearchGate and annotates those articles through ChatGPT to extract the main ideas.

4.2.3 Writing Activities

According to Labiba, students directly copy answers from the platform, which means they cannot organise their answers properly in their answer scripts. Moreover, Amin prefers to take ideas from articles and books from renowned scholars and consult with research experts when writing a research paper. Amin annotates research articles through ChatGPT to have general ideas about what has been discussed in those articles.

Regarding assignment writing, Joya highlighted that teachers always provide hand-written samples to the students, but students directly copy from online platforms. Sometimes, students do not think about the organisation of their writing, so they get lower marks in their writing assignments. Rubina suggested that students should have a habit of writing English passages regularly. She motivates his students not to use ChatGPT but rather write at least 1-2 pages in English regularly. Rubina also gives feedback to their students on their writing, and this technique helps the students improve their English writing skills. On the other hand, Rubina also preferred arranging workshops on English writing and training sessions on using AI-based applications for teachers and students so that students can learn how to use AI-based platforms effectively for their academic purposes.

4.2.4 Learning Grammar

Mehrin said that ChatGPT rarely makes grammatical mistakes. However, he thinks that reading English books, newspapers, and storybooks will be more beneficial for students in improving their grammatical skills than using ChatGPT. In addition, Labiba mentioned that students should use renowned grammar books that will help them increase their grammatical

knowledge. Amin and Joya agreed that grammatical rules are already in grammar books, so using ChatGPT cannot play a significant role in learning grammar-based rules. They emphasised regular grammar practice and reading easy English novels, storybooks, newspapers, and magazines as a must to improve their grammatical competence. However, Rubina also preferred paper-based books to AI-based applications to find grammar rules. However, he said he takes ideas to prepare worksheets for his students and prepare the exercises for the class.

4.2.5 Learning Vocabulary

Students' varying opinions on using ChatGPT to learn new English words. Mehrin uses ChatGPT to find word meanings but always verifies them with dictionaries before incorporating them into her writing or conversations. In contrast, Labiba believes ChatGPT is ineffective for learning new words and recommends using English-to-English dictionaries and mobile dictionary apps for better results. Amin emphasises the importance of extensive reading for vocabulary acquisition, noting that many students are reluctant to read beyond prescribed texts. Joya agrees with Amin and prefers traditional methods like reading and using dictionaries over ChatGPT. Rubina also supports reading but adds that students should focus on paraphrasing and using their own words to learn new vocabulary thoroughly. Rubina said, "I think that students should read English novels, story books, magazines and newspapers to develop their English vocabulary skills. In this case, using ChatGPT or other AI-based platforms for searching new words is not essential for them." Therefore, the consensus is that while ChatGPT can be helpful, it should not replace reading or other more reliable methods for acquiring new English vocabulary.

5. Discussion

The study shows Bangladeshi teachers and students use ChatGPT to teach and learn English. Students use ChatGPT for various academic tasks, and teachers also use ChatGPT, especially for content creation. Students directly copy information from ChatGPT, but teachers first take ideas from ChatGPT and then verify those ideas to implement in their course outlines. Besides language courses, teachers depend on their creative thinking ability for literature-based courses and use ChatGPT as a supplementary resource. However, students rely on technological tools as their primary resource. Incorporating AI systems and chatbots into the educational domain should be seen as an opportunity for progress rather than a source of concern (Kooli, 2023). Both teachers and students need to be aware of the use of ChatGPT for English courses.

The study shows that teachers' and students' perspectives on ChatGPT are strikingly different. Most students use ChatGPT to find course-related information, but their teachers discourage them from using ChatGPT and other technical tools because it hampers their creative thinking ability. Therefore, students are not allowed to use ChatGPT inside the classroom because using ChatGPT frequently inside the classroom can distract them from listening to their class lectures. Students mentioned that they find it easier to use ChatGPT to find additional information about a literary text, but teachers have different opinions. Teachers think paper-based resources are more reliable than online platforms to find information about a text. Teachers preferred verification from other paper-based resources after getting information directly from ChatGPT.

While there are potential benefits, teachers also have concerns and perceive challenges in integrating Chat GPT. It supports the study of Lee and Kim (2023), who stated that teachers worry about the reliability of Chat GPT's responses and the potential for misinformation. Furthermore, the technical complexity of implementing Chat GPT in classrooms can be seen as a significant challenge (Davis & Smith, 2022).

Students and teachers have differing views regarding using ChatGPT for academic purposes. Students find ChatGPT a useful tool for improving their grammar, vocabulary, and writing skills, while teachers believe that traditional paper-based grammar books are sufficient for learning English grammar. Teachers are concerned that students rely too heavily on ChatGPT, often copying answers from it during exams, which results in lower marks. Teachers emphasise the importance of reading and critical thinking over using AI tools. They also prefer brainstorming techniques for idea development but note that students find using ChatGPT easier than engaging with traditional, print-based materials.

Additionally, although some teachers use ChatGPT to generate course outlines, they are cautious of its overuse and the ethical concerns it raises, such as potential academic dishonesty. Students, however, are less concerned about these issues and rely on AI-based platforms frequently for their academic needs. The study suggests the need for addressing these ethical concerns. The study shows the widespread use of ChatGPT in Bangladesh. ChatGPT, an advanced language chatbot, has received significant attention and popularity among students due to its user-friendly interface and applicability in Bangladesh's academic environments (Karu & Haque, 2024). Teachers and students are using the application to improve their teaching and learning in Bangladesh.

6. Conclusion

In conclusion, the study highlights a significant divide between students' and teachers' perspectives on using ChatGPT in the academic context of Bangladesh. While students embrace the technology for its convenience, accessibility, and support in understanding and improving their academic performance—especially in areas like grammar, literature, and writing—teachers remain cautious. They expressed valid concerns about over-reliance on AI tools, potential misinformation, ethical implications, and the risk of hampering students' creativity and critical thinking. Despite these concerns, some teachers acknowledge the usefulness of ChatGPT for tasks like drafting course outlines, although they prefer verification through traditional resources. The difference in mindset underscores a generational and pedagogical gap: Students, being tech-savvy, tend to favour digital solutions, whereas teachers uphold conventional learning methods. The study emphasises the need for a balanced integration of AI tools like ChatGPT into the academic framework—ensuring that students benefit from technological advancements while developing critical thinking, ethical awareness, and independent learning skills. Constructive collaboration between educators and students is essential to harness ChatGPT's potential responsibly and effectively. As educational landscapes evolve, bridging this gap with informed guidelines and thoughtful policies that align technology with educational integrity becomes increasingly important. The education system of Bangladesh must integrate ethical and responsible use of AI-based technology in

English classrooms. Therefore, further investigation into the use of ChatGPT is needed to make teachers and students aware of the negative uses.

References

Aglibot, K. A., Tomines, E., Talaman, J., Soguilon, J., Bongolto, R., Abayon, R. (2024). Usability of ChatGPT in the english essay writing proficiency of the BEED students. Journal of Science and Education (JSE). https://doi.org/10.56003/jse.v4i2.338

Amini, F., & Susanti, A. (2024). Chat GPT: Enhancing Students' Writing Skills for EFL Students in Descriptive Text. *International Journal of Research and Innovation in Social Science, VIII.* https://doi.org/10.47772/IJRISS.2024.8100195

Anieting, A. E., & Mosugu, J. K. (2017). Comparison of Quota Sampling and Snowball Sampling. *An International Multidisciplinary Research e-Journal, 3*(3), 33-36.

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology, 3*, 77-101. https://doi.org/10.1191/1478088706qp063oa

Carlson, J. (2010). Avoiding Traps in Member Checking. *The Qualitative Report, 15*(5), 1102-1113.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

Davis, R., & Smith, J. (2022). Overcoming technical challenges in integrating Chat GPT in classrooms. *Educational Technology Research, 38*(4), 211-225.

Fikri, H., Noni, N., & Sunra, L. (2024). The Use of ChatGPT in Teaching Writing. *International Journal of Language, Education, and Literature, 1*(2), 129-139. Retrieved from http://journal.unm.ac.id/index.php/IJLEL/article/view/3857

Giray, L., Jacob, J., & Gumalin, D. L. (2024). Strengths, weaknesses, opportunities, and threats of using ChatGPT in scientific research. *International Journal of Technology in Education, 7*(1), 40-58. https://doi.org/10.46328/ijte.618

Harding., L. (2013). *Qualitative data analysis: From start to finish*. Thousand Oaks, CA: Sage Publications.

Jabeen, S. S., & Thomas, A. J. (2015). Effectiveness of Online Language Learning. World Academy of Science, Engineering and Technology. *International Journal of Cognitive and Language Sciences, 2*(6).

Jahan, J., Arif, B., & Mustafa, U. (2024). Enhancing Practical English Grammar Skills Through AI: A Study on the Impact of ChatGPT-Assisted Feedback on Student Writing. *Contemporary Journal of Social Science Review, 2*(4), 217-229.

King, N. (2004). *Essential Guide to qualitative methods in organizational research*. London, UK: Sage.

Kooli, C. (2023). Chatbots in education and research: a critical examination of ethical implications and solutions. *Sustainability, 15*. https://doi.org/10.3390/su15075614

Lee, H., & Kim, S. (2023). Addressing concerns about misinformation in Chat GPT integration. *Journal of Media and Communication Studies, 42*(2), 95-112.

Meniado, J. C. (2023). The Impact of ChatGPT on English Language Teaching, Learning, and Assessment: A Rapid Review of Literature. *Arab World English Journal, 14*(4), 3-18. https://doi.org/10.24093/awej/vol14no4.1

Miljkovic Krecar, I., Kolega, M., & Jurcec, L. (2024). Perception of ChatGPT Usage for Homework Assignments: Students' and Professors' Perspectives. *IAFOR Journal of Education, 12*(2). https://doi.org/10.22492/ije.12.2.02

Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses, E. (2023). Impact of the Implementation of ChatGPT in Education: A Systematic Review. *Computers, 12*, 153. https://doi.org/10.3390/computers12080153

Mugableh, A. I. (2024). The impact of CHATGPT on the development of vocabulary knowledge of Saudi EFL students. *Arab World English Journal, 1*(1), 265-281. https://doi.org/10.24093/awej/chatgpt.18

Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Pratiwi, B. I., & Rakhmasari, D. L. (2025). From basics to expertise: Leveraging Google Translate and ChatGPT for English language learning across academic journeys. *English Review: Journal of English Education, 13*(1), 133-144. https://doi.org/10.25134/erjee.v13i1.11160

Rahman, A., Islam, M. K., Al-Mamun, A., & Islam, M. S. (2025). Teachers' and students' use of ChatGPT at Social science faculty in the public and private Universities of Bangladesh. *F1000Research, 14,* 269. https://doi.org/10.12688/f1000research.161351.1

Rahman, M. M., & Pandian, A. (2018). A Critical Investigation of English Language Teaching in Bangladesh. *English Today, 34*, 1-7. https://doi.org/10.1017/S026607841700061X.

Rubel, H. M. (2019). Development of English Language Teaching In Bangladeshi Universities: Context, Problems and Implications. *International Journal of Advanced Research and Publications, 3*(1), 59-68.

Sarker, M. F. H., Mahmud, R. A., Islam, M. S., & Islam, M. K. (2019). Use of e-learning at higher educational institutions in Bangladesh. *Journal of Applied Research in Higher Education, 11*(2), 210-223. https://doi.org/10.1108/jarhe-06-2018-0099

Savage, J. (2000). One voice, different tunes: Issues raised by dual analysis of a segment of qualitative data. *Journal of Advanced Nursing, 31*, 1493-1500. https://doi.org/10.1046/j.1365-2648.2000.01432.x

Shrishthy. (2023). Importance English language for global understanding and for global education. *International Journal of Research Innovation and Commercialization, 7,* 116-120.

Shyamlee, S. D., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *Proceedings of the International Conference on Language, Medias and Culture, Singapore*, 150-156.

Tanvir, K., Islam, M. S., Sezan, S. B., Sanad, Z. A., & Ataur, A.-J. I. (2023). Impact of ChatGPT on academic performance among Bangladeshi undergraduate students. *International Journal of Research in Science & Engineering*, (35), 18-28. https://doi.org/10.55529/ijrise.35.18.28

Thorne, S. (2000). Data Analysis in qualitative research. *Evidence Based Nursing, 3*, 68-70. https://doi.org/10.1136/ebn.3.3.68

Appendix 1. Questionnaire Survey

1. Have you used ChatGPT outside the classroom?

2. How often do you use ChatGPT outside the classroom?

3. For what purpose do you use ChatGPT outside the classroom?

4. How effective do you think ChatGPT is in improving English?

5. Do you think ChatGPT is an effective platform for developing your grammatical skills?

Appendix 2. Open-Ended Questions: (Students)

1. Do you use ChatGPT outside the classroom? If your answer is yes, then explain the reason.

2. Do you use ChatGPT inside the classroom? Explain the reasons behind it.

3. What are the techniques you can use to improve your grammatical skills?

Appendix 3. Open-Ended Questions: (Teachers)

1. How many years have you taught English?

2. Can you tell me anything else about how ChatGPT has changed your teaching of English? If so, please provide some examples.

3. Do you think that ChatGpt is an effective AI-based application to search for the meaning of new words? If your answer is yes/no, then can you explain why?

4. Do you think that Chatgpt can improve students' English writing skills? If your answer is yes/no, then can you explain why?

5. Do you think using Chatgpt can improve students' grammatical skills? If your answer is yes/no, then can you explain why?

6. Do you use ChatGPT for literature-based courses? If your answer is yes, then explain how.

7. Is there anything else you can tell me about the disadvantages of using ChatGPT in your English classes?

Appendix 4. The Researchers Used Pseudonyms for Five Teachers. The Table Is Given Below

T1	Mehrin
T2	Labiba
T3	Amin
T4	Joya
T5	Rubina

Copyrights