

Investigating the Perceived Usefulness, Ease of Use and User Acceptance of GenAI by Digital Native English Language Teachers: A Study on Private Universities in Bangladesh

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Abstract

Amid the growing integration of Artificial Intelligence (AI), particularly Generative AI (GenAI), in education, this study investigates the adoption and acceptance of GenAI among digital native English language teachers at private universities in Bangladesh. Given their extensive exposure to digital technologies, the study examines teachers' awareness of GenAI tools and their perceptions of usefulness, ease of use, and overall acceptance. Grounded in the Technology Acceptance Model (TAM), the research employed a mixed-methods approach. Quantitative data were collected through an online survey among 108 digital native English teachers from 20 private universities, while qualitative insights were gathered through a focus group discussion (FGD). Survey data were analysed using SPSS 26 to determine frequency distribution, standard deviation and means for perceived usefulness (PU) and perceived ease of use (PEU), and qualitative data were analysed thematically. The findings reveal a high level of awareness regarding the use of various GenAI tools, particularly ChatGPT, Gemini, Deepseek, ClaudeAI, Copilot, Quillbot etc. Participants reported strongly positive perceptions of both usefulness and ease of use, highlighting the accessibility and efficiency of these tools. However, their intention to integrate GenAI into teaching remained limited due to inadequate institutional support, insufficient training, and limited pedagogical knowledge. The findings highlight the need for institutional policies, support mechanisms, and specialized training to ensure the effective and responsible use of GenAI adoption.

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Introduction

The world has witnessed an unprecedented emergence of a myriad number of flexible and accessible AI tools, such as Open AI's ChatGPT, Google's Gemini, and Microsoft's Co-pilot etc. which are increasingly used in educational settings (Druga et al., 2022). The capability of these AI systems to offer personalized learning experiences and furnish

immediate insights into student performance makes them an essential resource for tackling the longstanding educational disparities that have consistently posed challenges. In a continuously evolving educational environment, technology has become one of the most influential factors shaping curriculum and pedagogy. Its role in language education is now firmly established. Applied linguistics, in addition to addressing language theories and practices, increasingly focuses on the integration of technology in language teaching and learning. Over time, technological intervention in English language teaching is of diverse dimensions in this digital era. Consequently, teachers' competence to adopt this intervention in language teaching-learning and the interconnection between teachers' digital literacy and technology-enhanced language teaching are crucial to assess for feasible and successful implementation of TELT in teaching the English language. Nonetheless, recent studies (e.g., Rahman, 2025) showed that many Bangladeshi language teachers at tertiary level use only a limited "basic features of EdTech namely PowerPoint presentation, YouTube videos, audio materials related to the prescribed text books, overhead projectors, and few common apps which are free" (p. 25).

Against the backdrop of limited, teacher-dependent optional use of technology integration in Bangladesh, AI has the potential to significantly boost academic performance and create more equitable and personalized learning environments in developed nations. AI has emerged as a transformative tool in education management systems, providing benefits such as data-driven decision-making, enhanced assessments, and support for remote learning. While AI has the capacity to revolutionize teaching and learning methodologies, its widespread adoption and effective implementation depend on a clear understanding of its impact and the contextual challenges that may arise.

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

In the context of higher education, not much empirical research has investigated how English language teachers in Bangladeshi private universities perceive, accept, and integrate GenAI tools in their teaching practices. However, due to the prominence of English-medium instruction, the growing presence of AI-assisted learning, and the limited evidence specific to this context, private universities serve as an ideal venue for researching the factors influencing teachers' acceptance of GenAI and producing insights that can inform future technology assimilation into English education.

The current study focuses on private universities because we consider them the most relevant context for examining the adoption of Generative AI. Since the implementation

of Private University Act 1992, the private sector has grown rapidly and now is the largest part of higher education in Bangladesh. According to the Annual Education Survey (AES) 2023, private universities account for 116 of the 171 universities in Bangladesh, representing approximately 68% of the higher education sector. With English as the sole medium of instruction and a strong focus on educational innovations, private universities have become a major site for studying how new educational technologies are being adopted in Bangladeshi higher education. So, it is more probable for an English language teacher to explore and interact with the emerging AI technology. Hence, the private universities provide an adequate setting to investigate teachers' perceptions of usefulness and ease of use of GenAI tools.

The study specifically aimed to explore the viewpoints, possible reservations, and support requirements of English language instructors at the university level in Bangladesh regarding the integration of AI into their teaching methods. To fill this gap, the research intended to provide valuable information that can lead to customized strategies and support systems tailored for university-level English language teachers in Bangladesh. These findings could significantly contribute to shaping professional development programs and developing targeted interventions that help instructors effectively incorporate AI tools into their teaching practices.

For our understanding of the term digital natives, we referred to Prensky (2001, 2005) who coined the term digital natives in his seminal papers where he described digital natives as individuals who grew up with digital technologies and are therefore assumed to be comfortable using them. However, subsequent research has challenged this assumption, arguing that technological competence cannot be determined by age alone. Studies have shown considerable differences in digital skills, literacy, and technology use among individuals, with factors such as education, socioeconomic background, motivation, and access to technology playing a significant role (Kirschner & De Bruyckere, 2017; Reid et al., 2023). Reflecting this perspective, the present study defines digital natives not by generation but by demonstrated digital literacy, regular use of technology in educational settings, and the ability to effectively engage with digital tools for learning and teaching.

Despite the extensive utilization of GenAI tools like ChatGPT, Gemini, and Copilot in higher education, not much empirical research has investigated how English language teachers in Bangladeshi private universities perceive, accept, and integrate GenAI tools in their teaching practices. Due to the prominence of English-medium instruction, the growing presence of AI-assisted learning, and the limited evidence specific to context, private universities can be a good venue for researching the factors influencing teachers' acceptance of GenAI and producing insights that can inform future technology assimilation into English education.

To that end, this study has the potential to serve as groundwork for major educational reforms, especially regarding English language education at the tertiary level in Bangladesh. The research involves exploring the multiple perspectives of English language instructors on incorporating artificial intelligence (AI) into their teaching practices. To begin with, it is important to critically examine the needs and readiness

issues of the digital native English language educators in Bangladesh in integrating AI. Getting to grips with this knowledge is the first stage in developing focused strategies, training courses and resources that will help teachers use AI-powered tools more effectively in their classrooms. The results of this study might be useful for education policy and initiatives where a policymaker can employ it as a piece to guide them to what framework that includes AI they may develop to put into practice for learning. As a result, this may begin to create new flexible and adaptive teaching models that are compatible with technology.

Beyond policy, this research can lead to the enhancement of the teaching environment for the satisfaction of the instructors. By doing so, this process can help recognize the hesitations or obstacles of the English language teachers. Furthermore, it can help create an empowering space for them to confidently adopt AI technologies that can eventually improve the depth and effectiveness of teaching English languages in Bangladesh. Most importantly, the relevance of the study extends beyond its immediate context and could serve as a model for further research in additional areas or educational fields. The current study anticipated analysis of private university digital native English language instructors' perceptions, concerns and willingness regarding integration of AI at pedagogical practices. Besides, this study aimed for the real difficulties or issues that these teachers face when integrating AI in their teaching. The study sought to answer the following research questions

- To what extent are the digital native English language teachers of private universities in Bangladesh aware of the use of GenAI?
- How do the digital native teachers perceive the usefulness and ease of use of GenAI in English Language classrooms?
- How much do they accept the use of GenAI?

Literature Review

In the journey and evolution of AI, Generative AI (GenAI) marks the latest stage. It has significantly influenced how we learn, interact, and work (Qian et al., 2024). Early AI research focused on rule-based systems and symbolic reasoning; later focusing on analyzing or classifying information; whereas GenAI is known for its capacity to create new content such as, text, images, music, or even simulations, based on existing patterns. This creative capacity has opened enormous unprecedented opportunities in every creative or service sector, particularly in education. The accommodating features of GenAI have made personalized tutoring for diverse student demography, customized practice opportunities, immediate and constructive feedback (Luckin et al., 2016), promoted active learning, and facilitated problem-solving skills (Oran, 2023), and streamlined the evaluation process. In addition, AI has simplified the evaluation processes by automatically scoring assignments as well as delivering real time feedback including spoken language tests. Besides, teachers and assessors get benefitted from AI tools in terms of developing quizzes, creating assessment rubrics, evaluating students' responses and promoting self and peer assessment (Rudolph et al., 2023). It has also introduced interactive learning through virtual tutors and conversational agents possible within the shortest span of time (Lim et al., 2023). . AI has been found supportive to

teachers not only for designing lesson materials, assessments, and interactive content and reducing workload but also for fostering creativity and critical thinking. AI can develop digital content at a high level and AI can help digitize textbooks or create viable digital learning interfaces (Al-Farani & Al-Hujaili, 2020). Derakhshan & Ghiasvand, 2024 and Farrokhnia et al., 2023 have also supported this argument, mentioning that AI tools like ChatGPT reduces the workload of instructors, produces instructional materials, and reinforces traditional teaching methods. The prevalent studies have provided evidence that AI-based teaching practices have positively affected learners' academic achievement. For instance, Zhao et al., (2019) found that AI-based teaching helps the learners to surmount word forgetfulness by facilitating their retention of new vocabulary. Abu Zaqiyah (2018) mentioned that the AI provides a myriad of flexible, user-friendly and ready-made software for self-learning or teacher-assisted learning. AI can also help to bridge the access gap in quality education through online resources. As stated by Rabbi et al., (2024), distant learners can use good English language teaching (ELT) materials. Overall, GenAI holds the potential to bridge divides in access, engagement, and equity, transforming learning experiences worldwide (Luckin et al., 2022).

Despite the immense potential of AI in the education sector, scholarly discourse has identified several potential drawbacks associated with its integration into educational settings (Adeshola & Adepoju, 2024). One primary concern involves the misuse of these technologies for academic dishonesty, specifically through plagiarism and cheating on assessments. This issue is exacerbated by the fact that traditional detection software often fails to identify sophisticated, AI-generated text (Elkhatat et al., 2023). Other concerns include data privacy issues, and the fear of dehumanization of education, among others (Chan Hu, 2023). Several scholars such as Cotton et al. (2023), Farrokhnia et al. (2023) and Derakhshan and Ghiasvand (2024) perceived GenAI tools such as ChatGPT as detrimental to EFL instruction due to its potential to compromise academic integrity, profound and pure literacy, and teacher-student interactions in the classroom. Furthermore, ethical dilemmas arise from the tendency of platforms like ChatGPT to produce "hallucinations" i.e., information that is incorrect, biased, or entirely fabricated yet presented with a convincing level of authority (OpenAI, 2023). Other researchers concluded that the integration of ChatGPT into EFL research may endanger the field by disseminating misinformation, promoting high-tech plagiarism and patchwork writing, stifle creativity, enhance fabricated information and false assignments, discourage critical thinking, and overlook the importance of culture and context in language acquisition (Buriak et al.2023; Farrokhnia et al., 2023; Tlili et al., 2023; Zhai, 2022) and disregarding ethical research standards (Gašević et al., 2023). This is also consistent with the assertions of Liebreinz et al. (2023), Zhou et al. (2023), and Mhlanga (2023), who reported that ChatGPT contaminates scientific research by disseminating false information and disregarding critical ethical considerations. Finally, researchers often highlight that AI often lacks the specialized domain expertise and pedagogical depth of human instructors (Lelièvre et al., 2025), frequently providing generalized responses that may not meet rigorous academic standards (Zhang & Samsudin, 2026). In addition to these shortcomings of integrating AI into the pedagogical aspects, there exist several other challenges in terms of inadequate infrastructure and insufficient skills of instructors (Kasneci et al., 2023). Many teachers are not yet prepared to adopt ChatGPT for classroom use, according to a study conducted by Iqbal et al. (2022). Thus,

notwithstanding its inevitable drawbacks, the integration of AI by students and teachers, both globally and in Bangladesh, has largely depended on its perceived usefulness, ease of use, and the acceptance of AI among learners and educators.

A significant number of studies on AI have adopted the Technology Acceptance Model (TAM) widely to examine 'users' perceptions and usage practices', considering a range of contextual, individual, and organizational factors (Davis, 1989). This framework has proven to be a valuable tool for measuring teachers' technology adoption by elucidating their behavioral intentions', as demonstrated in several studies. For example, in the global context, researchers (e.g., Al-Abdullatif 2023) have often analyzed AI adoption by the students as well as educators through the lens of perceived usefulness (PU) and perceived ease of use (PEU) of TAM framework. While Almaiah et al. (2016) demonstrated the positive impact of perceived ease of use (PEU) on perceived usefulness (PU) and behavioural intention (BI) in the acceptance and adoption of various technologies, several other studies (e.g., Wu & Chen, 2017) similarly demonstrated that PU significantly influences the acceptance and adoption of technological tools. Aldraiweesh and Alturki (2025) studied the students of King Saud University integrating TAM with Social Support Theory and found out the educational support enhancing both PU and positive attitudes toward AI. This trend is echoed in online learning environments, where tech competency and usability have been identified as critical factors that enhance AI chatbot capability and learning effectiveness. Correspondingly, Hu (2022) conducted a study on Taiwanese university students in the context of AI-supported smart learning environments and confirmed that both perceived ease of use and perceived usefulness directly impacted students' behavioural intention to use the smart learning environment. These studies identified a positive relationship between PEU and PU and demonstrated that perceived ease of use and perceived usefulness are significant predictors of students' attitudes toward ChatGPT. Successful use of the chatbots is intricately linked to teachers' readiness and self-efficacy (Chan & Lee, 2023; Lin & Brummelen, 2021). There are several factors influencing teachers' readiness to incorporate AI, including their confidence in technology use and its perceived relevance to their teaching practices (Brookings Institution, 2023). According to the TAM model (Davis, 1989), the actual use of technology will be influenced directly or indirectly by the behavioural intentions and attitudes of a teacher as well as by its expected benefits and ease of use. The model indicates that there are external factors that may influence users' intentions and actual use through the impact of these factors on expected benefits and usability. For instance, cultural and ethical factors play a decisive role in global adoption of AI. Ayanwale and Molefi (2024) suggests that cultural and social contexts, alongside trialability and trust, are significant predictors of intention than traditional TAM constructs like PU and PEU. Dietrich and Grassini (2025) identified ethical perception as the sole predictor of behavioral intention for teachers, whereas students were more influenced by habit and performance expectancy. While AI tools are globally accepted as useful supplementary resources for tasks like language practice and writing assistance, both students and teachers emphasize that they should complement rather than replace human instruction. Effective integration of AI in education requires thoughtful consideration of pedagogical approaches and curriculum design (Casal-Otero et al., 2023). Teachers' attitudes towards AI are critical in determining its effectiveness in the classroom (Zawacki-Richter et al., 2019).

However, looking at Bangladeshi context, there is limited evidence on Bangladeshi teachers' readiness, willingness, and attitudes toward AI integration (Khan et al., 2021; Sumakul et al., 2022) despite the global agenda promoting AI for education (Pedro et al., 2019). Most of the studies in this context focusing on adoption or readiness of using AI in the education sector either emphasized the AI adoption by the students or identified the prospects and challenges of using AI. Rahman et al. (2025) reported that both teachers and students in Bangladeshi universities are actively using ChatGPT for academic and learning-related purposes, while simultaneously expressing concerns regarding ethical use, accuracy, and overreliance on AI-generated content. As an illustration, Akter et al. (2025) has shown how educational content, institutional facilities, artificial intelligence knowledge, acceptance hurdles, and usage/application affect students' preparedness to adopt AI. Tamanna and Sinha (2024) highlighted several challenges faced by Bangladeshi students and teachers, including data privacy concerns, limited knowledge of AI tools, issues regarding consent and plagiarism, and disruptions in the teacher-student dynamic. Similarly, Saleh et al. (2025) found that educators generally perceived AI tools as useful for enhancing productivity, personalized learning, and instructional efficiency; however, they also expressed concerns regarding ethics, privacy, creativity, and the need for adequate training and institutional support. Pande et al. (2024), too, noted the growing use of AI in Bangladeshi academic settings, stressing the importance of balanced integration to avoid misuse and ethical risks. ; On the other hand, While most of the studies highlighted the viewpoint of the learners, few studies worked on the adoption of AI by English language teachers or instructors; of them, Islam, 2024 identified while instructors recognize AI's perceived usefulness in automating tasks and personalizing learning, skepticism regarding accuracy and ethical concerns persists and perceived ease of use is driven by user-friendly tools like Grammarly and ChatGPT, despite limited institutional support and training being key barriers. Elahee and Rafique's (2024) study found that English language teachers favored generative AI (GenAI) tools for teaching writing and grammar despite their increased concerns regarding students' overreliance on the AI-generated contents and that led the teachers to regard AI-related cheating seriously and implement guidelines for students to ensure ethical AI usage, reinforcing the need for teacher supervision. Looking beyond the students' and teachers' perceptions of AI, Rahman and Shuvo (2025) highlighted the impact of AI tools, specially 'adaptive learning platforms' enhancing learning outcomes like 'academic performance, engagement, and teaching efficiency'. Aligning with this, Sultana and Faruk (2024) highlighted the contribution of the AI-driven concepts including adaptive learning, personalized learning, teaching evaluation, and educational equity on enhancing learners' educational sustainability. Uddin (2024), on the other hand, highlighted mostly the infrastructural and policy-based barriers while adopting AI in higher education.

To conclude, a review of the current literature reveals a notable research gap that the present study aims to address. While existing scholarship has extensively documented the attitudes and opinions of students, and to a lesser extent those of educators, there is a distinct lack of empirical evidence regarding the awareness and readiness of digital-native English language teachers of Bangladeshi private universities in adopting artificial intelligence in their classroom practices. To bridge this gap, this study investigates the

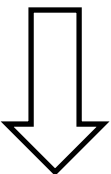
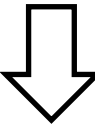
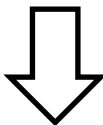
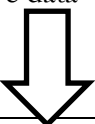
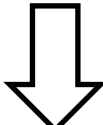
perceived usefulness, ease of use, and user acceptance of generative AI tools among digital-native English language teachers of the private universities in Bangladesh.

Methodology

Research Design

This study employed a sequential mixed method research design, integrating both quantitative and qualitative approaches to provide holistic insights about the perceived usefulness, ease of use and user acceptance of GenAI tools by digital native language teachers teaching English language in the private universities in Bangladesh. Quantitative data were collected using a survey questionnaire and were analysed using descriptive statistics, while qualitative data were collected through a focus group discussion (FGD) and analysed thematically.

Table 1: Research Design Employed in this Study

Phase	Process	Product
Quantitative Data Collection 	A set of close ended questions to identify the participants' AI awareness as well as challenges from the English teachers working in the Private universities in Bangladesh (n=108) A survey questionnaire (12 items on a 5-point Likert scale) to explore their perceived usefulness and perceived ease of use.	Numeric data
Quantitative data analysis 	Data screening Frequency distribution, Mean, Standard Deviation	Descriptive Analysis
Connecting quantitative and qualitative phases 	Selecting 7 digital native teachers teaching at private universities in Bangladesh Developing FGD questions based on the findings of quantitative data analysis	FGD protocol
Qualitative data 	FGD with digital native teachers (n=7)	FGD transcription
Qualitative data analysis 	Coding and thematic analysis	Codes, categories, and themes
Integration of quantitative and qualitative findings	Interpretation and explanation of quantitative and qualitative findings	Discussion and implication

Theoretical framework

The study employed Davis' (1989) Technology Acceptance Model (TAM) as the underpinning theoretical framework which is presented in Figure 1.

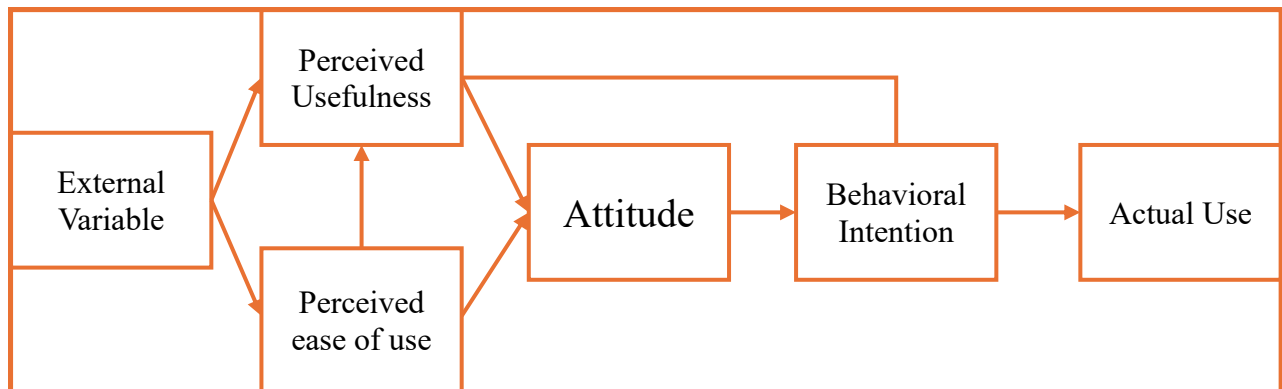


Figure 1: Technology Acceptance Model (TAM)

Note. Reprinted from “User Acceptance of Computer Technology: A Comparison of Two Theoretical Models” (p. 985), by F. D. Davis, R. P. Bagozzi, and P. R. Warshaw, 1989, *Management Science*, 35(8), 982–1003. Copyright 1989 by INFORMS.

Figure 1 presents the Technology Acceptance Model (TAM), that suggests two external factors i.e., perceived usefulness and perceived ease of use determine the decision of an individual regarding whether s/he will use the technology or not. These perceptions affect the user's attitude toward using and subsequently their behavioral intention to use the technology, ultimately leading to actual use of GenAI.

Instruments

The quantitative data were collected through a survey questionnaire containing 6 items on a 5-point Likert scale to explore their perceived usefulness (PU) of AI and another set of 6 items on a 5-point Likert scale to explore their perceived ease of use (PEU). The questionnaire contained several other close-ended as well as open-ended questions to explore their awareness and readiness of AI usage for English language teaching. The items of the Likert Scale include the adopted and modified items of the questionnaire of Davis (1989). An FGD was conducted among 7 digital native language teachers who are working at different private universities in Bangladesh to complement the quantitative data derived from the survey questionnaire. A pilot testing was conducted on the data collection instruments i.e., survey questionnaire to test its validity and based on the feedback of the pilot test, the tools were amended prior to collecting the data from the participants.

Population and Sampling

The population of the study consisted of all the digital native language teachers teaching English in the private universities in Bangladesh. Looking at a considerably smaller population fitting into the criteria of ‘digital native English teachers, working in Private Universities in Bangladesh’, the researchers deployed the survey questionnaire online using Google form. The study employed convenience sampling, putting together snowball sampling since the responses were collected from the circulated Google forms

among the Head of the English Departments of the private universities and teachers' association network accessible for the researchers; and self-selection sampling as some of the participants voluntarily responded through the social media platforms. Finally, 108 teachers completed the survey questionnaire.

The researchers received informed consent from all the participants prior to data collection. The confidentiality and anonymity of the participants were ensured by using pseudonyms to maintain ethical compliance in handling sensitive educational data (Gulson & Witzemberger, 2020). The statements of the informants were fine-tuned before using them as quotations.

Demographic Profile of the Participants for Quantitative Data

The quantitative data has been collected from a total of 108 participants and the demographic profile of these participants is summarized in Table 2.

Table 2: Demographic Information of the Participants for Quantitative Data

Participant Profile	Personal and professional information	Frequency of Participants	Percentage
Gender	Male	36	33%
	Female	72	67%
Age	20-24 years	4	4%
	25-29 years	64	60%
	30-34 years	8	7%
	35-40 years	10	9%
	41-45 years	12	11%
	More than 45 years	10	9%
Rank/Designation of the Participants	Lecturer	80	74%
	Assistant Professor	18	17%
	Associate Professor	6	5%
	Professor	4	4%
Reception of training on technology use by the participants	Training received	46	43%
	No training received	62	57%

The demographic picture of the participants Table 2 shows that The sample is largely dominated by female participants (67%) and predominantly consist of lecturers (74%) aged between 25 and 29 years (60%). The majority of the participants (57%) reported to have no formal training on how to use innovative modern technology including AI.

Demographic profile of the FGD participants

Table 3 presents the demographic profile of the participants of the FGD. Pseudonyms have been used to ensure privacy and confidentiality of the participants. Of the 7 participants 5 are female and only 2 are male. The age of the 6 participants is between 25 and 30 years while the age of one participant is between 35 and 40 years. 6 of the participants are lecturers while only one of them is an Assistant Professor. Only one of them has a teaching experience of 12 years, while two of them have an experience of 3

years, and 4 of them have an experience of 2 years. It can be concluded that the participation in the FGD is dominated by young female lecturers who have 2 to 3 years of teaching experience.

Table 3: Demographic Information of the Participants of the FGD

Pseudonym	Gender	Age	Affiliation	Teaching Experience
Jamal	Male	25-30	Lecturer	3 years
Tania	Female	35-40	Assistant Professor	12 years
Samia	Female	25-30	Lecturer	2 years
Nasir	Male	25-30	Lecturer	2 years
Abantee	Female	25-30	Lecturer	2 years+
Ramisa	Female	25-30	Lecturer	3 years+
Amina	Female	25-30	Lecturer	2 years+

Findings and Discussion

The findings of this study are derived from both quantitative survey data and qualitative focus group discussion (FGD) data, as the study adopted a sequential mixed-methods research design. The quantitative data provided an overview of patterns, frequencies, and trends in participants' use of GenAI, while the qualitative data offered in-depth insights into participants' experiences, perceptions, and rationales. The findings are presented thematically, with survey results reported first with relevant illustration, followed by interview excerpts that elaborate and explain the quantitative patterns.

RQ 1: To what extent are the digital native English language teachers aware of the use of GenAI?

The findings indicated that digital native English language teachers demonstrated a high level of awareness regarding the use of several GenAI tools in educational contexts. The findings have been presented in Figure 2 which shows that the highly used GenAI tool by the participants is ChatGPT (94%, n=102). The second highly used GenAI is Gemini (65%, n=70). It is followed by Deepseek (35%, n= 38). Other GenAI tools sometimes used by the participants of the study include ClaudeAI, Copilot, Gamma AI, Quillbot, and Grammarly. Overall, ChatGPT has been found to be the most used GenAI.

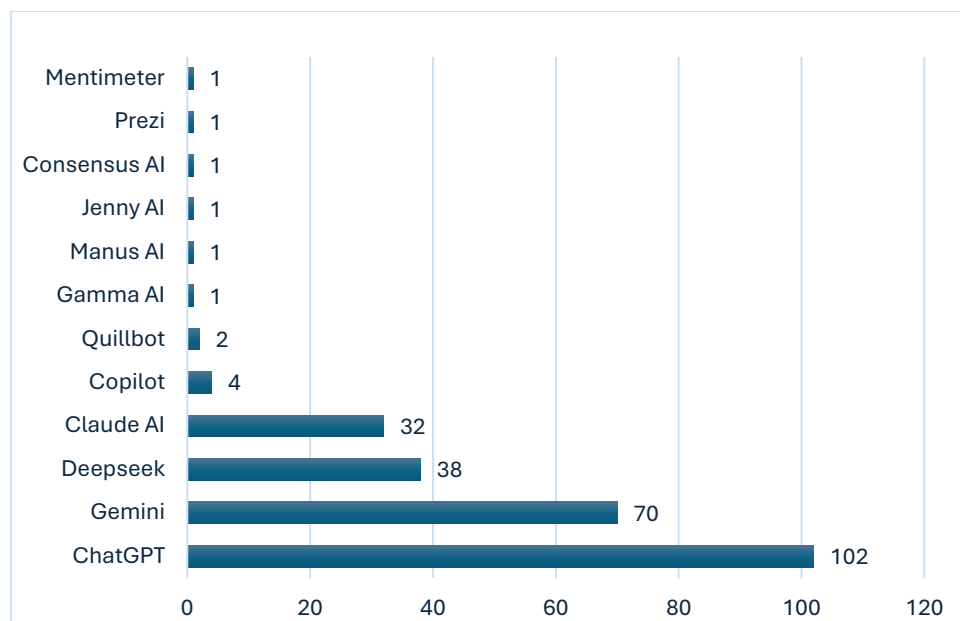


Figure 2: Frequency Distribution of Respondents by AI Chatbot Used

Recent studies show that the most common AI tools used by learners and educators are OpenAI's ChatGPT, Google's Gemini, and Microsoft's Co-pilot etc. This study also found a similar trend among the participants of the study. These findings have also been confirmed by the participants of the FGD who mentioned that they prefer those GenAI tools which are easily accessible, and can provide instant output, and support their academic tasks such as material development for class. One participant, Samia (Pseudonym), mentioned:

I use AI for developing teaching materials and preparing worksheets; in the case of students, I sometimes use AI, especially Deepseek and ChatGPT for developing their writing. I think Deepseek does better analysis than ChatGPT. Additionally, I use Canva and AI tools like Freepik and Dall-E for image creation.

Another respondent Nasir (Pseudonym) added, "AI has made creating customization of reading texts and relevant pictures easy which is useful for creating more interesting and student-oriented texts."

The descriptive analysis of the survey responses revealed multiple dominant purposes for using GenAI in their classes by the digital native teachers, as illustrated in Figure 3.

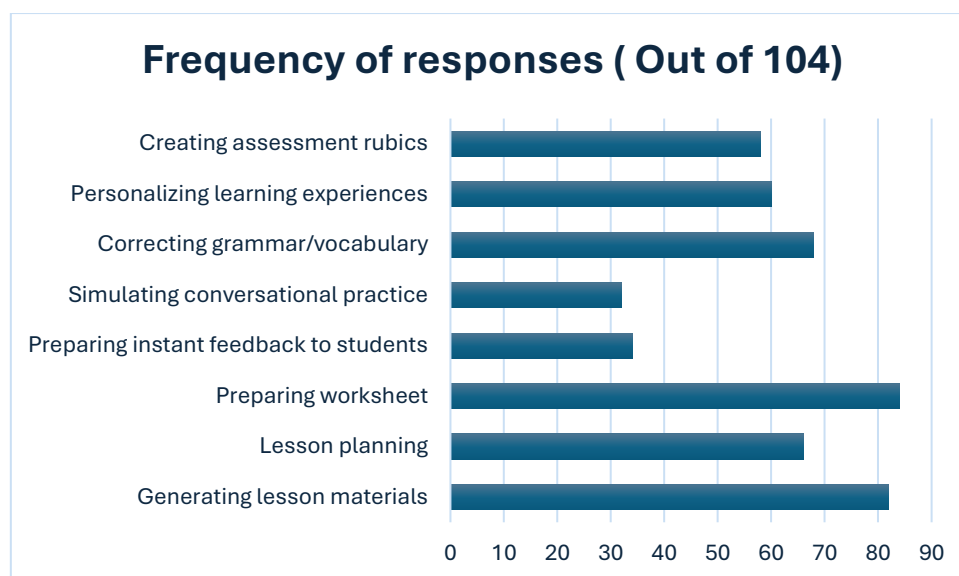


Figure 3: Purpose for Using Chatbots in Language Classroom

It is evident from Figure 3 that the most dominant purpose for using GenAI is the preparation of worksheets (n=84). The second most dominant purpose is generating lesson materials (n=82). Other important purposes include correcting grammar and vocabulary (n=68), lesson planning (n=60) and correcting assessment rubric (n=58).

The thematic analysis of the FGD data also revealed that the participants of this study use AI for multifarious purposes namely development of teaching materials, providing feedback, administering assessment, engaging learners. To begin with, the participants consistently expressed that they utilise AI for preparing practice materials and customized class materials, generating more student-oriented activities from any available texts, creating warm-up activities and planning role-playing activities for speaking classes, including context-oriented collocations, generating contextualized images, drafting PowerPoint presentations, and developing lesson plans. One of the informants, Tania (Pseudonym) mentioned,

For creating practice materials for English Reading skills, I use AI the most. Often while searching through different English learning or IELTS websites, I might not get the content relevant to my topic; In that case, the customized practice materials prepared by AI seems effective and swift to me.

Another significant application of AI by the informants is providing feedback. Several participants mentioned that AI assists in writing classes by giving feedback for students' drafts in different layers (e.g., in portfolio writing). To illustrate, Jamal (Pseudonym) mentioned, "Sometimes it is time-consuming and difficult to solve each question paper of every course since we are overburdened with many courses and administering formative assessment for each of them. ChatGPT has made preparing the answer sheet pretty easy and hassle-free." The participants also mentioned that they use AI for generating assessment materials and making more structured questions. Further, they use AI for proofreading and checking accuracy, punctuation, and conciseness of materials. It is interesting to note that several informants involve students in using AI for their writing

development or ask students to give feedback on AI-generated summaries to lessen AI dependency. Their main purpose was to develop AI awareness among the students and make sure that the learners make ethical use of AI. To exemplify, Abantee (Pseudonym) mentioned,

I see the students are using ChatGPT even when we ask them not to use it. So, I have adopted the use of AI for students in my classroom. For instance, when teaching writing, I instruct them to brainstorm ideas using ChatGPT and then write a text based on those AI generated ideas. Sometimes, I also ask my students to generate essays or paragraphs and ask them to give their feedback on the AI-generated texts, in terms of some specific criteria such as the organization of the contents, strengths and weaknesses of the write up; I find them being able to identify whether the topic sentence seems broad.

Overall, the findings show that the participants embraced GenAI because it has opened myriad unprecedented practical opportunities such as development of teaching materials, providing feedback, administering assessment, engaging learners. The incorporation of AI tools has facilitated their academic and administrative tasks by reducing their overwhelming burden and bringing relief from never-ending stress. The findings are in line with those of Luckin et al., (2016), Oran (2023), Lim et al. (2023), Rudolph et al., (2023), Al-Farani and Al-Hujaili (2020).

RQ2: How do the Digital Native English Language teachers perceive the use of GenAI in English Language classrooms?

The study, underpinned by Davis' (1989) TAM model, collected the data about the perceived usefulness as well as perceived ease of use of GenAI by means of a set of 12 items on a 5-point Likert scale. The findings regarding the perceived usefulness are presented in Table 4.

Table 4: Perceived Usefulness of using AI

Statements	M	SD
Using ChatGPT/other AI Chatbots in my job would enable me to accomplish tasks more quickly.	4.30	0.838
Using ChatGPT/other AI Chatbots would improve my job performance.	3.72	0.979
Using ChatGPT/other AI Chatbots in my job would increase my productivity.	3.96	0.910
Using ChatGPT/other AI Chatbots would enhance my effectiveness on the job.	3.80	1.053
Using ChatGPT/other AI Chatbots would make it easier to do my job.	4.22	0.904
I would find ChatGPT/other AI Chatbots useful in my job.	4.09	0.937

The results presented in Table 4 indicate that the digital native English teachers in the private universities held positive perception about the usefulness of AI as the use of

ChatGPT/other AI chatbots in their job would enable them to accomplish tasks more quickly, with an overall mean score ($M=4.30$) and standard deviation ($SD=.838$). High mean scores are also noticed in perceiving AI's role in making their job easier ($M=4.22$), finding ChatGPT/other AI Chatbots useful in job ($M=4.09$, $SD=.937$); whereas increasing their productivity ($M=3.96$, $SD=.910$) and enhancing effectiveness on the job ($M=3.80$, $SD=1.053$). demonstrated in the Table 4 indicates that the scores for *effectiveness* and *productivity* are comparatively lower. However, "Using AI would enhance my effectiveness on the job" received the lowest mean ($M=3.72$, $SD =1.100$), and the highest level of variability. This suggests mixed perceptions i.e., while the respondents acknowledge AI's potential to help them work faster, they are less certain whether it can meaningfully improve the quality of their performance or overall job effectiveness.

The finding shows a marked gap between perceived efficiency and the effectiveness. The high standard deviation in the "effectiveness" item indicates that different instructors have different experiences or are uncertain about how reliably AI supports complex teaching tasks or quality based on tasks in their teaching practices. This implies that AI is viewed as a supportive tool, rather than a sure way to improve professional delivery. The outcomes also suggest a lack of training or awareness as the lower confidence in efficacy may suggest a lack of familiarity with AI.

The findings of the qualitative data corroborated the findings derived from the quantitative analysis. One of the dominant themes emerging from the FGD is the 'perceived positive benefits' of using AI Chatbots. The most significant benefit of using AI mentioned by the informants is its 'time-saving aspects'. All the participants unanimously opined that AI is a great time saver for creating materials. It also helps in creating visualization and imaginary scenarios for speaking classes very quickly. Furthermore, it allows for quick learner responses and prompt feedback generation. Moreover, it helps them get texts from images converted into editable texts because typing materials can be hectic, though a noticeable divergence was evident in how participants interpreted the benefits of using AI chatbot for converting texts and images. To illustrate, some participants found it very difficult to summarize the text/content of a pdf file and turn an image into a word document and correct mistakes from write-ups or photos.

Responses regarding the perceived ease of use (PEU) presented in Table 6 show a consistently strong positive orientation toward the usability of ChatGPT and similar AI tools.

Table 5: Perceived Ease of Using AI

Statement	M	Std
Learning to operate ChatGPT/other AI Chatbots would be easy for me.	4.35	0.894
I would find it easy to get ChatGPT/other AI Chatbots to do what I want to do.	4.07	0.929
My interaction with ChatGPT/other AI Chatbots would be clear and understandable.	4.11	0.904

I would find ChatGPT/other AI Chatbots to be flexible to interact with.	4.04	0.889
It would be easy for me to become skillful at using ChatGPT/other AI Chatbots.	4.33	0.847
I would find ChatGPT/other AI Chatbots easy to use.	4.37	0.833

It is evident from Table 5 that most of the mean scores fall between 4.04 and 4.37, indicating broad agreement that AI tools are easy to learn, operate, and interact with. The highest-scoring item was “I would find ChatGPT/other AI Chatbots easy to use” ($M=4.37$, $SD=.833$) which is followed by “*Learning to operate ChatGPT would be easy for me*” ($M = 4.35$, $SD = .894$), suggesting that users feel confident in their ability to acquire basic operational skills. Similarly strong agreement was expressed for the clarity of interaction ($M = 4.11$, $SD = .904$). Although the item “*I would find AI chatbots to be flexible to interact with*” has the lowest mean ($M = 4.04$, $SD = .889$), it still reflects a positive perception. The slightly lower score may indicate that users feel AI tools can sometimes be limited, rigid, or require specific prompts to function optimally.

These findings were affirmed by the participants of the FGD. To illustrate, Tania opined,

AI tools, I think, are really easy to use and if effectively used, we can load ourselves off from a lot of tasks which would be hectic if they were done manually. Almost all the tools have similar accessing features and have a text/video guideline integrated to the tool that makes AI tools easily accessible and user-friendly.

One participant stated,

Though AI is easy to learn and use, I feel keeping pace with the ongoing innovation in AI is hectic. Things we learn about AI, today, become obsolete the next day or next week or next month (Samia).

Overall, the participants held a positive perception towards the ease of use of GenAI. All the participants considered that it is possible to use the innovative and creative GenAI.

RQ 3: How much do the Digital Native English Language Teachers accept the use of GenAI?

Despite holding an overall positive perception towards the usefulness and ease of use of GenAI, the digital native teachers opined that they cannot ensure the optimal use of AI Chatbots. They identified several challenges which thwart their behavioral intention i.e., making the effective use of GenAI in their teaching practices. Figure 4 presents the challenges faced by the respondents of the study.

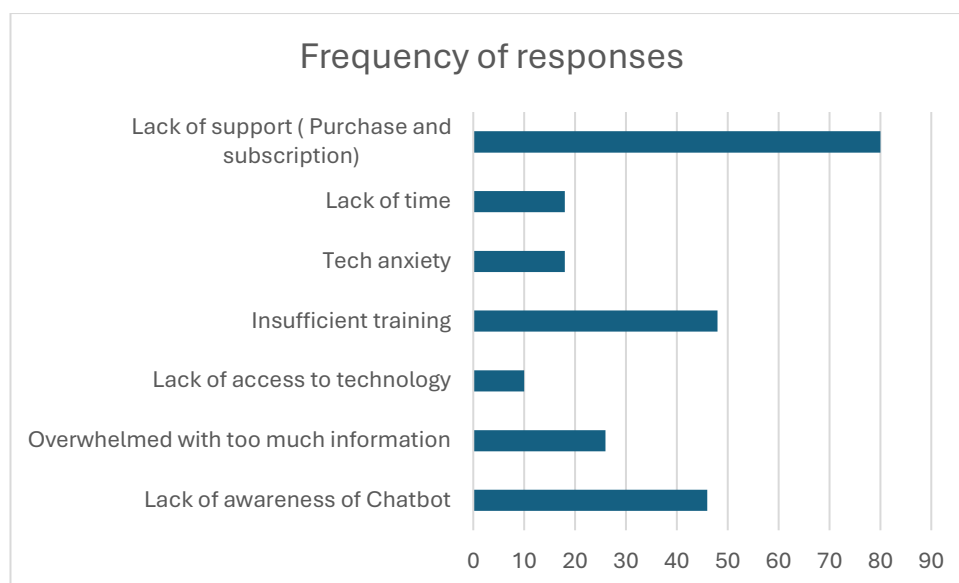


Figure 4: Challenges faced by the participants while using GenAI

As is evident in Figure 4, the major challenge in using GenAI by digital native English teachers is the lack of support to have access to GenAI tools due to poor institutional support i.e., aid for purchase and/or subscription ($n=80$). The participants expressed their concerns regarding the affordability. They can use only the free version of the GenAI which offers limited service. The premium version of these AI platforms is really expensive which they cannot afford. The second major challenge is their limited training to use these creative ingenious tools. Another challenge identified by them is their lack of awareness of the ever-increasing number of evolving Chatbots and explore the immense potential of these tools due to their time constraints resulting from their engagement with staggering numbers of academic and non-academic commitments at their workplaces.

These findings have been re-affirmed by the participants of the FGD. They added a few more challenges including misuse of AI by students, identifying the mistakes in the AI generated texts and ethical dilemmas in addition to the aforementioned ones. To begin with, they struggle a lot while they find their students are overusing and misusing AI without maintaining ethical concern. Many students have been reported to submit AI-generated plagiarized copies without any proper modification or customization. The findings revealed the teachers' concerns regarding the students' heavy reliance on AI resulting in their poor analytical skill and development of critical thinking. Even though there are several tools for AI plagiarism checkers, the teachers found these expensive as the subscription fee for AI tools like AI plagiarism checker may go up to 7-8 lakhs which is difficult to arrange for most of the educational institutions, except for well-reputed private universities. As an alternative, in case of subscribing through local parties, there is a sheer scope for security breach since the subscriptions are usually shared. Second, the participants also expressed their concern regarding the ethical boundary debate on whether teachers should use AI in front of students when they are simultaneously discouraging its use by students. This is illustrated by Ramisa (Pseudonym),

I often feel the ethical dilemma regarding whether to encourage students' use of AI or not because we, teachers, are using AI to reduce our work pressure and asking students not to use it; and, even if we ask them to stop using AI, they would not listen. Therefore, I keep questioning myself how ethical AI is.

Third, AI sometimes provides generic, incorrect or fabricated information. It is very challenging for the teachers to identify errors in the generic, faulty answers that AI generates for them. Jamal (Pseudonym) said

ChatGPT repeatedly uses some common words or phrases and generates generic and faulty answers that often lack criticality as well. For example, recently I prepared an answer sheet for one of my question papers on reading. The reading text was retrieved from Cambridge IELTS 20. Due to time constraints, I asked ChatGPT to prepare the answer sheet and received a number of wrong answers. If I had not checked the AI generated answers before starting the assessment, it would be a disaster.

Another respondent Nasir opined in similar fashion,

Once I asked ChatGPT to create the reference list for my research article and I found all the references were wrong and some of the authors' names and some of the articles do not even exist.

Another respondent mentioned that AI might present fabricated or wrong information which needs to be cross-checked carefully by employing different strategies. makes Acknowledging the mistakes committed by AI, Tania (Pseudonym) has mentioned her strategy for minimizing the impact of AI hallucinations,

I am aware of the fact that AI might present fabricated information or false information. Hence, I use different strategies. Usually, I ask AI to create materials only when I am well aware of the topic so that if the AI generated material has any mistakes, I can correct those or can go for more specific instructions for AI. For generating the exact class materials that I want for my class, the hassle of feeding instructions to AI several times has frequently occurred, I would say.

A significant challenge mentioned by the young respondents is the acceptance of the use of AI by senior colleagues. They often made discouraging comments regarding the use of GenAI by the young colleagues and even complained to the authorities sporadically against the young colleagues about their dependence on the AI. This phenomenon is evident in the statement of Ramisa,

We often find that our [senior] colleagues are trying to discourage us when we are using AI. Some colleagues are even found complaining to the authorities and creating misconceptions against us.

In short, the findings of the study provide valuable insights into participants' perceptions of AI tools through the dual lenses of the Technology Acceptance Model (TAM). The results indicate strong acceptance tendencies, with high levels of perceived usefulness and perceived ease of use across most items. However, the data also revealed important nuances that help explain the conditions under which AI tools are likely to be adopted in professional contexts.

The previous studies which employed the TAM framework demonstrated a strong positive correlation between the positive perception towards the usefulness and ease of use of GenAI and their behavioral intention to use. In contrast, the results of this study indicate that despite holding a positive perception towards the usefulness and ease of use, the participants are found more reluctant in optimizing the use of GenAI. This is where this study demonstrates a differing result from previous studies.

The findings of this study partially converge with that of Wu & Chen (2017) regarding holding positive perception towards GenAI. They particularly appreciated AI's potential to address diverse learning needs and boost student engagement. This positive attitude, coupled with their favorable view of the ease of use of AI tools, plays a critical role in their willingness to adopt AI in their teaching practices. Similarly, this study revealed that the participants held a very positive perception of AI's usefulness and ease of use. However, the relationship between PEU and actual adoption is more complex. While digital natives possess a baseline of technological self-efficacy, their perception of GenAI's ease of use is often affected by practical and pedagogical hurdles. This particular study has identified that lack of knowledge, limited access, and lack of proper ethical guidance and institutional policy of using GenAI are the main hurdles for adopting AI. Hence, the findings of this study diverge from the previous studies on the original TAM (e.g., Salloum et al., 2019; Aldraiweesh and Alturki, 2025) which indicated a significant direct relationship between PU and technology adoption. These findings also diverge from those of Wu & Chen (2017) who indicated that PU significantly influences the acceptance and adoption of technological tools. Unlike those previous studies, the findings of this study suggest that PU is not a strong predictor of technology adoption and acceptance by users.

To conclude, the findings support TAM framework i.e., users express strong perceived usefulness, ease of use, and willingness to adopt AI tools. Yet, there exists a gap between efficiency and effectiveness perceptions which reveals an important theoretical tension. The traditional models assume that perceived usefulness relates directly to performance enhancement, while users in this study differentiate between attitude and real behaviour. In short, the mere positive perception of the ease of use and usefulness of GenAI does not guarantee the actual use of them by digital native English language teachers.

Conclusion

The major findings indicated that the digital native English language teachers working at private universities in Bangladesh are well acquainted with the use of several GenAI tools, especially ChatGPT, Gemini and Deepseek in educational contexts. Their main purposes for using GenAI include development of teaching materials, providing feedback, administering assessment, and engaging learners. While the majority of the participants held positive perceptions about the usefulness of AI, few of them were polemic about its benefits. Despite acknowledging AI's potential to help them work faster, they are less certain whether it can meaningfully improve the quality of their performance or overall job effectiveness. The study identified several challenges while using AI. These challenges included the lack of institutional support i.e., support for

purchase and subscription, lack of awareness of chatbots, their lack of adequate training for using AI more effectively, becoming overwhelmed with too much information, lack of access to technology, lack of time, overuse of GenAI by the students without maintaining ethical concern, generic, incorrect or fabricated information, affordability, and negative attitude of their colleagues towards the use of AI and tech-anxiety misuse.

The findings have theoretical, pedagogical, and institutional implications. Theoretically, while the results support the Technology Acceptance Model by confirming that perceived usefulness and perceived ease of use foster positive attitudes toward GenAI, the identified barriers indicate that these factors alone are insufficient to ensure behavioural intention of GenAI users in Bangladesh; therefore, contextual elements such as infrastructure, assessment culture, ethical concerns, and teacher agency should be integrated into TAM frameworks. Pedagogically, teachers view GenAI as promising yet remain cautious about reliability and academic integrity, suggesting that it should be used as a supportive assistant for feedback and language practice, accompanied by AI-informed pedagogy that promotes critical evaluation of outputs and prompt literacy within communicative approaches. Institutionally, positive perceptions will not lead to sustained adoption without clear guidelines, professional development, and technological access, highlighting the need for Bangladeshi private universities to develop comprehensive policies on GenAI use, assessment practices, and teacher support.

In this context, the digital native English teachers working in the private universities in Bangladesh will be highly benefitted by professional development opportunities focusing on AI in education and its integration into the curriculum (Zhai et al., 2021). Providing support, resources, and training to build teachers' self-efficacy in AI education is therefore very critical (Ayanwale et al., 2022). Hence, private universities in Bangladesh might introduce systematic teacher training on GenAI literacy, develop clear guidelines for ethical classroom use, and redesign assessment practices to encourage human-AI collaboration. Without such multi-layered support, GenAI is likely to remain a supplementary tool rather than a transformative resource in English language education in Bangladesh.

The study acknowledges several limitations such as the limited number of participants and self-reported data, which might have impacted the validity and reliability due to systematic biases and measurement errors. It collected data through online surveys and FGD. The researchers could have observed classes to get a real picture of their classroom practices. The findings of this study should be generalized with caution.

Future research directions should focus on more participants, representing a greater number of participants, and more private universities. Further studies can be administered to get a comparative picture of the digital native teachers of public universities and private universities.

Overall, having adequate awareness of the GenAI and holding a positive perception of PU and PEU do not necessarily lead to the integration of GenAI in English language teaching. It is imperative to initiate proper training on GenAI literacy, develop clear guidelines for ethical classroom use, and redesign assessment practices to encourage

human-AI collaboration in order to make the digital native English foreign language teachers ensure the maximum exploitation of the GenAI as a transformative resource in English language education in Bangladesh.

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