



MOTHER LANGUAGE

Vol.: 10 | Issue: 1 | Page 118-137

DOI: <https://doi.org/10.3329/ml.v10i1.91758>



Effect of Artificial Intelligence (AI) in Learning French: A Quantitative Study from the University of Dhaka

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Article Info	Abstract
<i>Article History</i> Date of Submission 29-01-2026 Date of Acceptance 06-05-2026 Date of Publication 15-06-2026	The use of Artificial Intelligence (AI) in language education is significantly increasing over time. The current study is an investigation on the use of AI-based tools by French language learners at the University of Dhaka to find out and understand its impact on the learners' confidence and autonomy. Data was collected through an online based questionnaire administered to 52 learners having various levels of French. The frequency and perceived impact of using AI tools for reading, writing, listening, and speaking abilities were analyzed using descriptive statistics. Findings clearly demonstrate that the students depend mostly on AI-based tools for improving their reading and writing abilities where intensity is seen in writing section. They agreed on the question of advancing their confidence and independence through using Artificial Intelligence. A decline in the use of AI tools for developing speaking and listening skills is demonstrated equally. One of the reasons for this decline may be the underdeveloped conversational language of the AI tools. More than half of the participants agreed on becoming too dependent
<i>Keywords</i> Artificial intelligence (AI), Language education, AI-assisted learning, Learner autonomy	

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on AI. Despite this dependency, many complained about often receiving incorrect information. So, the result suggests that AI tools should be used as an assistant to the traditional language learning, not the substitution.

Introduction

The contemporary education system has been greatly impacted by Artificial Intelligence (AI). It is the era of technology, and students are no longer confined to learning in a classroom. Learning has also expanded aggressively, thanks to digital platforms and AI-powered tools. In learning French, AI has played a key role. Tools based on AI help students improve all language skills: listening, speaking, reading, writing, grammar, vocabulary, and pronunciation.

AI and French language learning are becoming increasingly popular in many developed or developing countries. From ChatGPT to Duolingo, from Grammarly and Google Translate to Elsa Speak, these are just a few of the many: they have tended to make learning more personal, convenient, and on demand. However, despite the increasing popularity of blended learning, there are not enough studies in local contexts regarding its influence on improving language competencies and confidence among learners, particularly in university-level settings in Bangladesh.

In Bangladesh, French language teaching and learning has been classroom-based and teacher-centered. Even though students begin to make use of AI tools independently, it remains uncertain how intentional and purposeful this usage is with its potential value or drawbacks (Zhai et al., 2024). Students of French language program at the University of Dhaka use a wide range of AI-based tools, but there are fewer studies focusing on the nature, degree, and impact of their usage based on empirical quantitative data.

Statement of the Problem

Despite the emerging popularity of Artificial Intelligence (AI) in French language education, few studies have systematically examined its actual implementation. AI tools like Duolingo, Grammarly, Google

Translate, Gemini and ChatGPT are increasingly used in Bangladesh for learning French. But there is little information on which AI tools French learners access and how much time they spend in these tools. French language education in Bangladesh has been traditionally instructor-focused. Although some students have been investigating AI-based tools autonomously, there is limited literature on how these tools enhance language proficiency, confidence, and autonomy. Furthermore, their effects on students' language ability, confidence, and independence have not been investigated.

In addition, there are concerns about the usefulness of AI tools as real language learning aids or if instead they promote dependency or misinformation. In this situation, it became a necessity to conduct a systematic quantitative inquiry to understand the use of AI tools for language learners. The purpose of this study is to screen the use of AI tools in learning French at the University of Dhaka by investigating on how students use AI tools and have visible effects on their language skills and motivation. The results will contribute to performing educational practices with the integration of AI tools into language learning programs.

Significance of Study

This study has both academic and practical significance. Academically, it has the potential to contribute to the existing body of knowledge on the use of AI in learning French at the tertiary level education in Bangladesh. The outcomes of this study will provide useful implications for teachers, learners, and policymakers to use AI tools effectively and responsibly in language education. By knowing the advantages and disadvantages of AI supports, this study suggests ways to improve language learning strategies at the University of Dhaka as well as at other places in Bangladesh.

Research Objectives

The aim of the present study is to explore how Artificial Intelligence (AI) tools are used by French learners at the University of Dhaka. The objectives of the study are:

- To discover the types of AI tools used by the students in learning French language.
- To identify how much and how often AI tools are applied to improve different aspects of the language.
- To comprehend the rationale and context for using AI tools.
- To investigate the effect of AI tool using on students' competency, confidence, and autonomy in language learning.

Research Questions

This research seeks to answer the following questions:

1. What kinds of AI tools do students use to practice varied language skills in French language learning?
2. What is the frequency and duration of student use of AI tools?
3. How does the use of AI tools influence students' perceived language proficiency?
4. What impact does the use of AI tools have on students' confidence and independence in learning the language?

Literature Review

In recent years, the application of Artificial Intelligence (AI) and digital learning tools has become a major area of study in language education (Godwin-Jones, 2021; UNESCO, 2023). AI is creating new opportunities for education while helping students and educators to improve the learning process. Gupta et al. (2025) mentioned that AI revolutionized education and contributed dramatically to making personalized learning.

AI for French Language Education in Bangladesh

In Bangladesh, the use of AI has been growing in teaching and learning of foreign languages in general, including French language. Szmyd and Mitera (2026) reported that students from higher education often used AI-based tools while learning French. They highlighted on the beliefs of the students that AI supports faster learning and improves

their language skills. But students do not think of AI as a replacement for teachers. Instead, they saw this as an assistive tool in an individual-focused learning process.

Karataş et al. (2024) exposed 13 preparatory class students to ChatGPT over four weeks in a qualitative case study. Findings indicated that ChatGPT improved the learning experience, motivation, and engagement of students. While examining the ethical and pedagogical issues of using AI in teaching and learning French, Chaubey (2024) noted that while many of the respondents believed that AI enhanced the act of learning French, most said it could not replace a human teacher.

There exists lack of authentic interaction, absence of cultural context and over-reliance on technology because of digital tools. So, besides using AI, the findings stressed the need for thoughtful integration alongside work led by humans and face to face human contact (Szmyd and Mitera, 2026). Chaubey (2024) uncovered further issues, including data privacy, accent misinterpretation, emotional detachment, and diminished cultural relevance in the applying AI for French language acquisition. The study advocates for AI to serve as a supplementary resource rather than a substitute of learning methods.

Alongside students, teachers also integrate AI in their teaching practices. They want AI tools for the classroom, but they are not inadequately trained for that. 70% of teachers had not received any professional training (Roshan et al., 2024). Islam (2024) claims readiness of teachers is important. While teachers who desire to use AI tools in their teaching are highly motivated, they also encounter obstacles due to inadequate training and support. Adopting Davis's Technology Acceptance Model (TAM), Islam examined teachers' adoption of AI and their worry and demand for professional development. The studies revealed that induction and in-service support were critical for improving the students' learning opportunities, as well as strengthening teachers' confidence. The former findings show that sufficient training for teachers is necessary not only to benefit students but also to expand teachers' capacity of effectively using AI.

Mavropoulou and Arvanitis (2023) stressed how they integrated AI into their teaching of French as a foreign language with a case study using an already designed course unit at CEFR A2 level. They found out that AI can automatically generate learning content of sufficient quality and can help teachers tailor up educational content in accordance with course requirements. The study concludes that AI tool could help in supporting language teaching, especially for materials and lesson planning.

Hossain and Al Hasan (2023) investigated the growing use of EdTech in learning foreign languages in Bangladesh. They found that, while EdTech can enhance learning, students often struggle to fully benefit from such resources owing to a lack of infrastructure and institutional support. There are some schools that help students with EdTech; however, for the most part, it is left for the students. Their research indicates that use of EdTech is more likely amongst students who have access to support and who can study more effectively.

AI in Higher Education

AI has become important research areas in higher education nowadays. AI-based tools are used in several ways to support teaching and learning in universities and colleges. Crompton and Burke (2023) notes that the use of AI in higher education has boomed rapidly. Their findings highlighted language learning as the predominant subject area where AI was being used. Key applications of AI are assessment and evaluation, prediction, AI assistants, intelligent tutoring systems, and management of student learning.

Bearman, Ryan, and Ajjawi (2023) also mentioned that AI in higher education tends to be vague when its ethical implications are not fully discussed. They also said that AI is transforming educators' traditional roles and raising new questions about authority, responsibility and relations in the classroom. The literature, therefore, suggests that despite offering great possibilities, it requires critical attention to ethical and pedagogical concerns.

AI-Based Writing Tools in Education

In higher education, students are being affected by AI language writing tools. Alam (2025) investigated the paper writer tool for AI writings and reported that although AI helps to adjust grammar penalties, it organizes written articles but may decrease the originality of writing as well as students' confidence in writing. The implication that AI refers more to the teacher than to the student is underscored by this research, which identified two strengths of educational implementation that are contingent on responsible use by the teacher and students' computer literacy.

AI Tools and ChatGPT for Learning Foreign Languages

Researchers have also studied the possible language learning utility of ChatGPT and found it to be an effective tool for polishing writing, grammar, and lexicon. Karataş et al. (2024) exposed 13 preparatory class students to ChatGPT over four weeks in a qualitative case study. Findings indicated that ChatGPT improved the learning experience, motivation, and engagement of students. It offered a range of accessible and flexible learning strategies that enhanced the learner's experience. The study revealed that ChatGPT can be an invaluable utility for boosting pedagogical methodologies and syllabi design in language education.

Project-Based Learning (PBL) and AI Tools

The application of PBL in combination with AI and digital tools positively influences students' success and motivation and sustainability in learning foreign languages. In other research with 64 students, use of AI and digital tools has been shown to contribute towards higher learning outcomes, motivation, and longer retention in an experimental group within a PBL compared to a control group that was exposed to traditional learning strategies. (Azamatova et al., 2023).

Research Gap

Although AI-based tools are increasingly used in language learning, we do not have enough research on it in the context of French language

learning at Bangladesh. However, there is a paucity of empirical studies in terms of large-scale quantitative data regarding AI based tools and their effect on French language learners at the University of Dhaka. Most existing research is qualitative or small-scale, and less is known about the prevalence of AI tool use, its effect on language proficiency, and the degree to which it nurtures students' sense of confidence and autonomy.

In a time where ChatGPT, Gemini, Duolingo and Grammarly are already reigning the market, not much research was done to explore this solution in the context of learning French language as well as self-learning. Although some AI tools scaffold basic skills, less is known about how they influence more advanced language learning, such as pronunciation, including its correlation with writing complexity and grammar. Additionally, the reasons for students to use AI tools and the obstacles that prevent them from using these tools more effectively (e.g., dependency or lack of literacy in AI) are not well studied. These issues will be important to consider when evaluating the potential AI must assist with French language learning.

Theoretical Framework

The few studies on AI-based language tools are based on a theoretical model that explains why and how students learn languages together with these new learning methods. Drawing on Self-Determination Theory (Deci & Ryan, 1985), Monitor Theory of Second Language Acquisition (Krashen, 1981), and TAM Model (Davis, 1989). This study draws on SDT, TAM and Krashen to interpret findings. These theoretical foundations can help us build a rich understanding of how AI tools might affect L2 learners' motivation, engagement, and proficiency.

Self-Determination Theory (Deci & Ryan, 1985)

According to SDT, the theory of self-determination, human motivation is based on three basic psychological needs: autonomy, competence, and relatedness. These necessities are also vital factors in motivating

intrinsic foreign language learning. AI systems that give learners more control over learning pace, provide immediate feedback to increase mastery motivation, and support relatedness by including collaborative/interactive functions have a strong positive impact on engagement. Learners who feel their psychological needs are satisfied have a greater tendency to interact with learning materials and, in doing so, find higher levels of achievement and satisfaction in the acquisition of a language.

Monitor Theory (Krashen, 1981)

The Monitor Theory proposed the existence of two separate but interrelated systems for language learning: subconscious and conscious. Language development through acquisition is more successful than language learning for the simple reason that it happens subconsciously by natural exposure to the language rather than consciously trying to grasp grammatical rules and constructs. AI tech in language learning can help to enable subconscious task automatization by offering learners immediate interaction with the real world (like, for example, via language practice apps) and enabling them to gain up-to-the-minute experience of how the new language is used. Furthermore, AI feedback model helps students to be self-aware and conscious about their correct/incorrect use of the language, which will improve both systems in terms of language learning.

Technology Acceptance Model (Davis, 1989)

The TAM model focuses on how individuals decide to accept or reject the use of technology. It implies that the extent to which users believe a technology to be easy and useful influences its acceptance. AI tools can only be integrated into language learning if they are seen as being user-friendly and successful in developing learners' language. This framework helps with the exploration of how students at the University of Dhaka perceive the utility and ease of use of AI-based language learning tools, as well as how these perceptions affect their intention to adopt and use such tools.

Methodology

Research Design

This research adopts a quantitative, descriptive research design to measure the extent, nature, frequency, and perceived impact of AI tools used by French language students at the University of Dhaka. The descriptive portion takes record of what types of AI tools students are accustomed to using and their frequency and duration of use. The study explores learners' perceived impact of AI tools on French language learning, confidence, and autonomy.

Population and Participants

The population of the study is limited to the learners of French language at the University of Dhaka. The study worked on the undergraduate students who are learning French and have various levels in French. From the total population, the researchers selected 52 participants using the convenience sampling technique. Researchers selected a representative number of students from bachelor's and master's programs. For the selection process, they took some criteria into account so that the sample size represents the total population.

Data Collection Instruments

The main data collection tool has been a self-administered questionnaire, which is introduced by a consent letter in the beginning. The questionnaire is divided into four different sections. In the first section, students' background information and skill-related data was collected that include academic year and AI experience in general. Next, they responded to the questions related to the use of different types of AI tools and their intensity. Questions include duration and frequency of using these tools. The third section, proficiency and confidence, tries to assess how students experience the effect of the use of AI tools on their skills, self-confidence, and autonomy. Finally, the challenges and practical context of using AI tools are investigated to understand the obstacles, challenges, or constraints

that students meet when using AI tools. The questionnaire was designed using a 5-point Likert scale to assess students' experiences and attitudes toward AI tools.

Data Collection Procedure

The survey has been conducted among students online using Google Forms. Participation in the research was voluntary. A written consent was also sent to the participants to inform them about the anonymity and confidentiality of their personal information and responses. Participants could stop responding at any moment. Besides, the clarity and effectiveness of the questionnaire were evaluated through a pilot study with two participants before execution. The expected data collection period was set at 3-4 weeks.

Data Analysis

The data was analyzed using Microsoft Excel. Descriptive statistical analysis, such as frequency counts and percentage distributions, was applied to explore the patterns of AI tool use among students and their attitudes toward French language learning.

Descriptive statistics were used to:

- Find out which kinds of AI tools are used for different language skills (listening, speaking, reading, writing, grammar, vocabulary, translation and pronunciation)
- Quantify time spent on AI tools according to skill.
- Investigate students' motivations to use AI tools.
- Investigate learners' confidence, autonomy, benefits, and drawbacks towards AI-based language learning.

Ethical Considerations

Ethics statement: This study has followed principles for the ethical treatment of subjects as set forth in research involving human participants:

Voluntary Participation: Participation is voluntary, and participants have been informed that they could quit responding to the questionnaire at any time they want.

Privacy statement: The personal details of participants have been confidential during the data collection process. Data will be used strictly for academic use in the context of this research project.

Informed consent: Informed consent was obtained through a consent statement included at the beginning of the online questionnaire.

Results and Findings

The findings are based on the responses of 52 French students at the University of Dhaka. Results highlight the use of AI tools for different language skills, time invested in these tools as perceived by learners, and students' opinion about technology (AI) effect on their language learning process, motivation and autonomy levels.

AI Tool Usage Patterns

The findings demonstrated that participants use several AI tools for language skill. Overall, ChatGPT, Google Translate, Duolingo and Gemini were all chosen as the most used tools across various language learning settings.

Listening Skills: As a listening practicing tool, YouTube (AI-based content) was the most widely utilized listening practice by all learners, at 80.8%. Duolingo and several other language learning apps were used by 46.2%, and Google Text-to-Speech was used by 36.5%. Moderate usage was revealed for podcasts (30.8%) and AI-based audio tools (25%). In contrast, for listening skills practice the participants engaged less and never learners were Memrise (3.8%), Busuu (1.9%) and FluentU (0%).

Speaking Skills: In terms of speaking tools, ChatGPT was the most frequently used (76.9%), followed by Duolingo (36.5%) and Gemini (26.6%). The other tools, DeepSeek (11.5%), HelloTalk (7.7%), and Talkpal as well as Praktika (1.9% each), were used by smaller number of students.

Reading Skills: The most common model used for reading comprehension was ChatGPT (71.2%). 41.2% of the respondents used Google Translate and AI dictionaries. Other sources were Gemini (25%) and Duolingo / LingQ reading exercises (19.2%). Notably, a significant number of students (15.4%) reported no AI use for reading.

Writing Skills: In writing abilities, ChatGPT was the most frequently used alternative with 86.5% of participants indicating exposure to its use. Other tools were Gemini (30.8%), Grammarly (28.8%), Quill Bot (23.1%), and Google Docs AI suggestions (19.2%).

Grammar and Vocabulary: For grammar resolution tools or vocabulary learning, ChatGPT (82.7%) and Google Translate (55.8%) were the tools that were most utilized. Less commonly used tools included Gemini (32.7%), Grammarly (23.1%), and Duolingo (21.2%). A few respondents (11.5%) did not use AI tools for grammar and vocabulary learning.

Translation: In translation, the most popular tools used were ChatGPT (82.7%) and Google Translate (69.2%). Small percentages of students used dictionaries (30.8%), DeepL Translator (15.4%), Gemini (21.2%), and Microsoft Translator (5.8%).

Pronunciation: Dictionaries (51.9%) and online pronunciation checkers (36.5%) were the most popular tools for pronunciation practice. However, 28.8 percent of students indicated that they had not used AI pronunciation tools at all.

Amount of Time Using AI Tools according to Language Skill

The questionnaire contained questions related to time spent using AI tools for different language skills, which were asked as separate items. Furthermore, the results indicate that AI tools are used for short durations across all language skills.

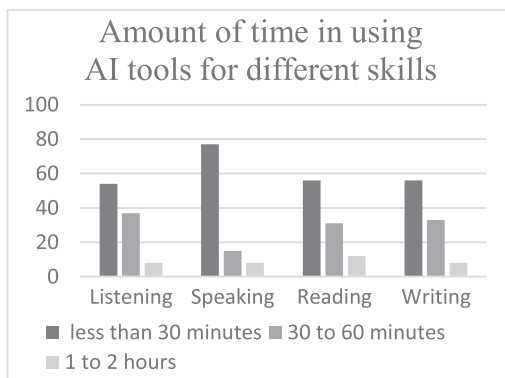
As for listening, 53.8% of students used less than 30 minutes per day, and it was approximately 36.5% that spent between 30 and 60 minutes focused on listening. Only 7.7% of the respondents reported

spending 1-2 hours and 1.9% more than two hours on AI tools daily.

In speaking ability, most of them (76.9%) used AI tools for less than 30 minutes per day. 15.4% reported spending 30-60 minutes per day, and 7.7%, 1-2 hours per day; none reported more than two hours.

For reading abilities, 55.8% of participants spent less than 30 minutes daily using AI tools, and 30.8% of participants spent 30-60 minutes per day. A small number (11.5%) used 1-2 hours per day.

In writing skills, 55.8% of students spent less than 30 minutes per day, and 32.7% studied for 30-60 minutes per day. Only 7.7% of the participants used AI for 1-2 hours a day, and no one spent more than two hours.



As for learning grammar and vocabulary, 53.8% reported a use of less than 30 minutes per day, and 36.5% spent between 30 and 60 minutes per day. Only 7.7% of the participants used AI for 1-2 hours a day, and no one spent more than two hours.

Total Time Spent with AI Tools

In terms of general daily use across all skills, 44.2% reported using AI tools for 15-30 minutes a day; the second most common level was 30-60 minutes (26.9%). A few respondents (9.6%) reported spending more than two hours a day using AI tools.

Confidence, Independence and Relevant Task Features of Learners

Findings indicate that AI tools have a positive effect on students' confidence in respect of writing and reading. AI tools assist with sentence structure, word choice and overall clarity, according to respondents. But confidence in speaking skills remained relatively low,

highlighting the failure of AI tools to provide for real conversation-based practice.

At the other end, fears of over-reliance were apparent. More than half of the respondents (51.9%) agreed with this statement that an overemphasis on AI-supported tools can reduce learner autonomy. Furthermore, 42.3% of the students strongly agreed that there are instances where AI tools give incorrect or misleading information, but such behavior would be detrimental to the learning process.

Discussion

This study explored the use of AI tools of French learners at the University of Dhaka and their perceptions regarding their impact on language learning, confidence and autonomy. Students commonly employed tools like ChatGPT, Google Translate, Duolingo and Gemini, primarily for reading, writing, grammar, vocabulary and translation. This implies that co-learning of AI should be easy to access and focused on structured learning tasks built around written texts.

The findings further indicate that use of AI was not uniform across all language skills. Use of AI tools was greatest in terms of writing and reading, but there was comparatively little support from such tools for speaking, listening and pronunciation. This pattern suggests that the existing generation of AI modalities do a lot better with understanding, writing new words, correcting existing text and rewriting than they do in real-time, speaking-in-place, and pronunciation.

Most of the students typically use AI tools less than 30 minutes each day. This indicates that AI is chiefly being deployed as an adjunct learning tool instead of a substitute for in-classroom education. Students seem to use these tools in concentrated manners, for things like checking grammar, enhancing writing, translating phrases and interpreting texts. AI tools positively impact learners' abilities to feel more confident in skills, especially reading and writing. But the study also highlighted significant concerns.

More than half of all the respondents agreed that excessive use of AI may undermine learner autonomy. Many indicated that at times AI tools return inaccurate or misleading information. This means that AI could be useful if used carefully, but depending too much on it could hurt independent learning. AI has very good potential to assist in learning French in higher education, particularly for exercises with a text form. But AI should serve as an aid, not a replacement for teacher guidance, classroom contact and genuine communicative practice. Hence the balanced utilization of AI is required to make sure that learners get a better experience from it without over relying on it.

Recommendations

Based on the results of this study, recommendations are suggested for instructors, students, policymakers, and educational institutions to implement AI tools in FL learning more effectively and responsibly at Dhaka University or equivalent settings.

Recommendations for Educators

- AI tools should work with traditional methods instead of replacing them while learning the French language. It is great for helping students practice their organized language abilities, like reading, writing, and grammar, but they still need to be encouraged to use language in spontaneous conversation.
- Teachers can encourage students to utilize AI tools for speaking practice. AI-powered chatbots or virtual language exchange systems could help students improve their speaking skills.
- Educators will also need to teach students how to use AI tools in a useful way. Workshops, or orientation events, can assist in making sure that students know how to utilize AI technologies safely and don't depend on them too much.

Recommendations for Students

- Ethical and responsible use of AI: students need to be taught (socialized) first how these AI tools are to be used for learning,

keeping language practice but not replacing their own practice. While such tools as grammar and vocabulary checks can be helpful, students also must do some production work without AI to develop problem-solving skills, help them become more fluent.

- Find ways where students are engaging in conversation such as language exchange partner, speaking clubs etc., so practicing with AI is further complemented by fluency and confidence.
- Students should reflect regularly on the impact of AI tools on their learning, using them in ways that are beneficial without becoming overly dependent.

Policy Recommendations for Universities and Policymakers

- Policy makers should encourage the widespread use of AI tools in French language curricula and education, ensuring multiple entry points for teachers and students.
- Professional development of teachers for the appropriate use of AI tools in French language teaching.
- The efficacy of AI tools used in language learning should be monitored to use as a tool for enhancing the language outcomes like speaking and learner confidence.

Recommendations for Future Research

- The effect of AI tools on French language proficiency, learner autonomy and motivation should be studied in the long term.
- Further research may include problems associated with the appropriateness of conversational AI (including accent correction in conversation) for teaching speaking skills.
- We need to compare how effective different language skills are enabled by various AI tools, and which tool is best for developing fluency, grammatically accurate expression and complexity in French as a second language.

Conclusion

The investigation of the use of AI in French language at the University of Dhaka showed great potential of AI-powered instruments as a support to various linguistic skills, particularly reading and writing. The results show that AI technologies made students feel more confident in learning French. AI tools can be helpful for speaking and pronunciation, but there is a limit to how helpful they can be. Students often think that AI tools are better for controlled, written tasks than for spontaneous spoken conversation.

Learning languages with the help of AI technologies can assist students in the same way teachers do, yet they cannot replace classroom instructions. They should be used to assist with grammar and vocabulary, but they also shouldn't cut into more valuable time spent interacting in school. And some of those are concerned that an over-reliance on these technologies could restrain students from learning and self-directing their own knowledge in the future.

In short, language learners will benefit greatly from using AI tools appropriately if they know a clear way to do so. The excessive use of AI could hamper the progress in the language learning process. More research would help determine whether these effects will persist and whether these tools can better assist with different language skills. Thus, Artificial Intelligence will be an effective and long-term support for language learning at the University of Dhaka and all other institutions if used with proper guideline.

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