

From Coaching Dependency to Digital Autonomy: Integrating Ai Tools to Democratiser English Language Education in Bangladesh's Higher Secondary System

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Abstract

The escalating financial burden of private coaching centres has transformed English language education into a privilege rather than a right in Bangladesh's higher secondary system. This study examines whether AI tools can democratiser English learning by promoting student autonomy and reducing coaching dependency. It also investigates students' willingness to accept AI-mediated learning and its perceived influence on learning independence using a mixed-methods approach that includes questionnaire data from several college students. The study identifies a turning point at which technological intervention may be able to remedy the system's socioeconomic injustices as well as its pedagogical shortcomings. Preliminary findings suggest that students exposed to AI tools demonstrate increased confidence in self-directed learning. The data indicates a significant shift in learners' perceptions regarding their capability to navigate English acquisition independently, with many expressing willingness to reduce or eliminate coaching centre attendance. However, as students recognise their needs for technological help and instructor direction in efficiently utilising these digital tools, the move necessitates cautious scaffolding. The study increases our knowledge of how developing countries might use technology to close the gap in education and prepare students for global citizenship. This study provides insights into rethinking English language education in resource-constrained environments by investigating the relationship between digital literacy, learner autonomy, and economic accessibility. The ramifications go beyond Bangladesh, offering strategies for comparable educational environments battling the twin problems of high-quality instruction and fair access. The findings advocate for strategic curriculum reform that positions AI not as a replacement for human instruction, but as an empowering complement that cultivates independent, confident language learners.



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