

THE IMPACT OF AI WRITING TOOLS ON SECONDARY AND HIGHER
SECONDARY EDUCATION IN BANGLADESH:
THE PERCEPTIONS OF TEACHERS AND STUDENTS

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
requirements for the degree of Bachelor of Arts in English (Honors in ELT and Linguistics)

Department of English and Humanities

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing a degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

This study was conducted in accordance with ethical guidelines for research involving human participants. Prior to data collection, permission was obtained from the relevant educational authorities, including teachers as well as students, to ensure that the study complied with institutional and governmental policies. Participation was entirely voluntary, and all participants, including students and teachers, were fully informed about the purpose, objectives, and procedures of the research. Written consent was collected from all participants, and for the minors, additional consent was taken they're from parents or guardians.

The willing participants freely shared their names, ages, institutions and experiences and consented them to be used for this research. Secured storage of data was confirmed as well as it was guaranteed that these data would be used solely for this research. Participants were informed that they could withdraw from the study at any time without any negative consequences. Additionally, the study ensured that the research process did not cause any psychological, social, or academic harm to participants. All findings are reported honestly and objectively, without fabrication, falsification, or misrepresentation.

Abstract

Artificial Intelligence (AI) is now a dominating force in the education sector worldwide. Bangladesh is no exception. This qualitative research is an endeavor to explore and understand the immense impact of AI writing tools on Bangladesh high school and college level education; mainly focusing on teaching practices, students' writing abilities, efforts, and class dynamics. On the basis of the in-depth interviews among ten students and five teachers, this research employs thematic analysis in determining certain patterns in the integration into learning spaces by AI tools. It discovers that while teachers utilize AI as a resource base in the lesson plans, testing, and content development, many utilize such practices surreptitiously fearing being open to institutional condemnation. Students now have the opportunity to learn better writing techniques, grammar and construct more defined works overall, although the originality of those works are now significantly reduced. The students' self confidence in their writing abilities has also decreased. It further finds that lack of originality, reduced social interaction, and power dynamics among students and teachers as AI is now being used as a primary support tool for educational systems. Even though AI ensures enhanced efficiency and accessibility, these tools can as easily distort creativity, authenticity, and interpersonal interaction. This thesis concludes that the educational impact of AI in Bangladesh is double-edged; its effects depend on responsible usage and computer literacies. Both the students and the teachers must be reasonable to take advantage of AI in a meaningful way.

Keywords: Artificial Intelligence (AI), Secondary Education, Bangladesh, Thematic Analysis, Teacher Pedagogy, Student Writing, Academic Integrity, Classroom Dynamics

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Dedication

This work is dedicated to all those who sacrificed their lives in the July Movement of 2024. They dreamed to create a new Bangladesh which is free from dictatorship, fascism, violence, corruption, discrimination and apathy. Special mentions to Abu Syed of Rangpur, Mir Mugdho of Dhaka, Tahmid Tamim of Narshingdi and Faisal Shanto of Chittagong.

May The Almighty grant all of them the highest ranks of Paradise, and punish their killers in both this life and in the life to come.

Ameen

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I hope and pray that all these great people find true peace and happiness in this life, and in the life to come.

List of Acronyms

AI: Artificial Intelligence

SSC: Secondary School Certificate

HSC: Higher Secondary Certificate

ICT: Information and Communication Technology

IGCSE: International General Certificate of Secondary Education

ChatGPT: Chat Generative Pre-Trained Transformer

NCTB: National Curriculum and Testing Board

O-Level: Ordinary Level

A-Level: Advanced Level

ML: Machine Learning

NLP: Natural Language Processing

LLM: Large Language Model

NGO: Non-Government Organization

BTEB: Bangladesh Technical Education Board

Glossary

Artificial Intelligence (AI): A field of computer science that enables machines and software systems to perform tasks that typically require human intelligence, such as reasoning, problem-solving, and language understanding. In this study, AI refers primarily to educational and writing tools like ChatGPT and Grammarly used in secondary education.

AI Writing Tools: Digital platforms powered by Artificial Intelligence designed to assist users in generating, editing, or refining written content. Examples include ChatGPT, Grammarly, and QuillBot, which are frequently used by students and teachers in this research.

Pedagogy: The method and practice of teaching, particularly the strategies, principles, and techniques employed by teachers to facilitate learning. The term is used here to explore how AI is transforming teachers' instructional methods.

Thematic Analysis: A qualitative data analysis method used to identify, analyze, and interpret patterns or themes within interview or textual data. It was the main analytical approach used in this research to interpret teachers' and students' responses.

Secondary Education: The stage of formal education that follows primary education and precedes higher or tertiary education, typically involving students aged 11 to 17. In Bangladesh, this level includes grades 6 to 10 and the SSC examination phase.

Academic Integrity: A set of ethical principles and values that promote honesty, trust, fairness, and responsibility in academic work. Within this study, it refers to students' truthful representation of effort and avoidance of plagiarism when using AI tools.

Independent Thinking: The ability of learners to form ideas, analyze problems, and produce solutions without relying on external assistance such as AI. This concept is central to evaluating how AI affects students' creativity and originality.

Teacher-Student Dynamics: The social and instructional relationship between teachers and students, including aspects of authority, collaboration, and mutual trust. The study investigates how AI tools are reshaping this dynamic in Bangladeshi classrooms.

Qualitative Research: A research approach focused on understanding human experiences and perceptions through non-numerical data, such as interviews and observations. This method underpins the study's thematic analysis.

Academic Plagiarism: The act of presenting someone else's words, ideas, or AI-generated content as one's own without proper acknowledgment. This issue is examined in the study as one of the ethical challenges of AI use in writing.

Cognitive Development: The mental process of acquiring knowledge and understanding through experience, reasoning, and thought. The study considers how AI may affect students' cognitive engagement and problem-solving abilities.

Collaborative Learning: An educational approach that emphasizes joint intellectual effort among students or between students and teachers. The research discusses how AI impacts such group-based interactions in classrooms.

Educational Ethics: The moral principles guiding behavior and decision-making in educational contexts, particularly concerning fairness, authenticity, and responsibility in the use of AI technologies.

Bangladeshi Context: Refers to the socio-cultural, institutional, and infrastructural conditions shaping education in Bangladesh. It includes local attitudes, resource constraints, and policy environments influencing AI adoption in schools.

Chapter 1: Introduction

Artificial Intelligence has arrived to become a vital aspect of our everyday lives, this is perhaps most prominently seen in the education sector, for both students as well as teachers. AI writing tools have paved the way for many students to write long essays and lengthy papers which they wrote all my themselves previously. AI tools are extremely easy to be reached and used by anyone in the modern times. In developing countries such as Bangladesh, this new technology's effects are yet to be observed by researchers. This research paper is a humble attempt to explore and understand the potential impacts of the utilization of AI Writing tools by both students and teachers of Bangladesh at the secondary level and higher secondary levels.

1.1 AI Writing Tools in Education: Global Overview and Evolution

In the past two decades, artificial intelligence (AI) has steadily emerged as a revolutionary force across all industrial and organizational sectors, academia being one of its epitomes; one of its most potential frontiers. AI writing programs are computer programs that are mainly based on natural language processing (NLP), machine learning (ML), and large language models (LLMs). From proofreading grammar for entire essays, AI based softwires are now capable of redrafting preconceived skill development, scholarly integrity, and pedagogy. It was the late 2000s when the first generation of AI oriented writing assistants appeared. They were essentially tools used for grammar checking that were supplemented by stylistic suggestions. Grammarly, which debuted in 2009, was one of AI's most iconic symbols of that era. This program was extensively utilized for inline grammar correction, clarity, as well as tone suggestions for written texts.

Hemingway Editor and ProWritingAid later improved based upon those functionalities, thanks to

many other advanced tools that were specialized for sentence structure analysis, readability, and coherence. All these took place in the next succeeding ten-year cycle. Mid-2010s was another of those exciting times when a group of summarizing and paraphrasing tools that were based on AI made their presence. One such example is QuillBot, arriving in 2017. It was initially developed with advanced machine learning systems that enabled effective text rewriting without altering meaning; consequently, it gained immense popularity among learners worldwide, particularly non-native English speakers (QuillBot, 2023).

1.2 The Bangladeshi Education System and the Use of AI Writing Tools

The uninterrupted process of educational orientation in Bangladesh secondary education system is very dynamic and divided into diversified different streams: General Education, Madrasah Education and Technical and Vocational Education. The streams cater to the various socio economic, religious, cultural groups of people and are governed by distinct education boards. The General Education stream has the school in the nation's curriculum, developed by the National Curriculum and Textbook Board, or NCTB. It leads to the Secondary School Certificate (SSC) examination, typically taken at the end of 10th grade. These schools that follow this syllabus are referred to as Bengali-medium and English-version schools and both follow the same syllabus but the latter follows it in the English medium. The Madrasah Education system under the Bangladesh Madrasah Education Board consists of religious studies and general studies and awards such degrees as Dakhil (SSC equivalent) and Alim (HSC equivalent). It is mainly for the Islamic section of the population and puts greater emphasis on the study of theology in addition to general education. The Technical and Vocational Education stream of

BTEB is an in-workplace skills training and development stream with programs leading to vocational training or employment.

Apart from the three major streams outlined above, there are many private English-medium schools that adhere to international curricula such as Cambridge International Examinations (O-Level, A-Level) or Pearson Edexcel. These are available to a wealthier segment and enjoy greater access to online resources. Bangladeshi high schools' adoption and penetration of AI writing tools vary significantly across these streams. English-medium schools, and more specifically city-centered schools like Dhaka, Chittagong, and Sylhet, are at the forefront in adopting AI. Grammarly, QuillBot, and ChatGPT are some of the tools that students in schools like these utilize on a daily basis to write essays, summarize research articles, and finish course work assignments. Teachers also begin to utilize these kinds of products to design lessons, give automated feedback, and produce content. Most of the Bengali-medium schools, particularly rural or semi-urban schools, do not have any infrastructure and facilities to use AI tools at a large level. In spite of improved internet connectivity along with ICT training under Digital Bangladesh Vision 2021 and subsequently Smart Bangladesh 2041 plans, awareness and ethical use of AI writing tools are nil. While the ICT in Education Master Plan II (2019–2023) had envisioned greater priority to the implementation of digital content, its development was yet piecemeal. There is less utilization of AI tools in Madrasah and Technical Education streams primarily owing to less exposure and digital capacity building at the student and teacher levels. However, some NGO research projects and public-private partnership programs have conducted content creation and language learning in some of the madrasahs via apps that have AI features. Similarly, vocational schools have also experienced limited but increasing uses of AI for project report application and writing assignments. In light of all that is being experienced in schools

these days, an analysis of how precisely AI writing assistance tools are influencing teaching and learning in Bangladesh secondary schools was the demand of the hour. This study has attempted to explore how students and teachers make use of such aids, and what ensues as a consequence, either positive or the adverse (ICT in Education Master Plan II, 2019–2023).

1.3 Research Problem

Within recent times, AI writing software has integrated into nearly all the teachers and students of developing countries like Bangladesh. Secondary level students nowadays employ software such as ChatGPT, Quillbot, and Grammarly from a phone or the internet just for homework, essay writing, and proofreading assignments. All this has happened at a moment when schools lacked adequate supervision, training, and orientation. In spite of the fact that such forms of tools have been promoted to make yet another language capacity and make teachers' job easier into a matter of convenience, the real aim of such tools towards learning is yet unknown. Additional warning from teachers and policy makers has been requested about whether or not students' capacity for self-composition, critical thought, and even self-instruction in homework in school may be lost through greater usage of AI writing tools. Teachers could also be compelled to change teaching without instruction and support on optimal methods to use AI within the classroom. Though there is growing deployment of such applications in schools, limited empirical research exists that would formally document the real effects of such applications on the teaching approaches, learners' performances, academic dishonesty, and the learning quality within Bangladeshi secondary education. Such ignorance reminded us to attempt a systematic

study to identify the true impacts, whether positive and negative, of AI writing applications in schools (Bangladesh Technical Education Board, 2023).

1.4 Research Objectives

Below are the four research objectives that this research paper has explored in detail, each objective is carefully cross connected to one another in essence although they have differed in the nature in which they have approached each agenda:

1. To observe how the teachers are integrating AI tools in the classroom and whether it's changing the scope of teaching.
2. To examine the effect of the high use of AI writing tools on thinking and writing capacity of student.
3. To determine how AI tools are impacting the integrity, endeavor, and self-confidence of the students.
4. To see how the use of AI tools is changing classroom arguments, debates, and the process of learning as a whole.

1.5 Research Questions

These are the four questions this paper has explored in details:

1. How is AI being used by Bangladeshi secondary teachers, and in what way is it changing the way they teach?
2. How is regular use of AI writing tools affecting students' ability to think and write independently?
3. What is the impact of uses of AI on effort, integrity, and faith in own work and learning by students?
4. How do classroom dynamics and learning in general get impacted by writing with AI tools?

Chapter 2: Literature Review

Institutions use Artificial Intelligence (AI) writing software which has led to significant controversy in its effects on intellectual ability, writing capacity and knowledge acquisition of the students. The environment also describes the effects of AI writing software on the mindset and level of writing proficiency of the students, the way the teaching is being affected by AI, their influences to the integrity and self-worthiness level of the students and their influences on the life of the classroom. All of this is realized by means of research questions and goals put forward in this study. This is what is discussed in integrity in this literature review.

2.1 Artificial intelligence in the Global education systems/ beyond Bangladesh

Artificial intelligence (AI) and its integration into the world theatre is an evolving platform that is redefining conventional ideas around spectacle, imagination and spectating. The future AI technology entering the world of theatre generation, dramaturgy, and even live performance disrupts the semantics of human creativity, narrative formation, and even cultural reality. With robotic scripts and computerized performers based on digital animation to interactive lighting effects and real-time sound synthesis, the world theater community has begun pressing the creative and ethical limitations of machine learning onstage. Following through the available literature of this literature review, this paper surveys the current literature regarding the effect of AI on theatre practice around the world today, traces the major milestones, source of conflict, and research gaps. This review will offer a right into the future of AI by mapping the applications of ambient AI through a series of theatrical practice and setting that can offer a

platform to articulate the possibility and danger of AI and its application to 21st century performance conception.

2.2 Impact of AI Writing Tools on Student Thinking Habit and Writing Competency

Current researchers, Ippolito et al., (2022), worry that despite being useful as AI is in outlining and generation of ideas, it also has the potential to kill off students' creative ideas. Application of AI tools such as Wordcraft and ChatGPT increases writing productivity and gives flexibility in offering content creation but is apt to restrict creative thinking processes (Xu, 2025). The origin of the ideas given by AI inflates students from independence when using the system, that part decimates independent thinking and content creation. Pereira et al., (2023) assumed that when students write or create ideas with the help of AI, they somehow switch off in their heads because the machine will do whatever else would require higher-order cognitive processing when writing.

2.3 AI Tool in Education and Re-Designing of Teaching Practice

As AI technology keeps changing day by day, most instructors have already integrated AI tools while teaching. Other AI tools were used by teachers in teaching and testing processes, (Liebling et al., 2025). Teachers around the world are increasingly using AI-based softwares like Grammarly and ChatGPT to assist with grammar correction, composition of articles, and overall writing skill development of students. Greater levels of feedback, and more high-level analysis and higher-order thinking ability than mere error correction is within the teacher's reach. The

research itself indicates that AI allows the teacher to accommodate multiple learning styles and to provide different levels of assistance to the learners. There are, however, issues regarding how to implement AI integration reflectively enough not to lead to over-dependency and push the learners further from the very fundamentals of thinking and writing.

2.4 Effect of AI on Student Honesty, Diligence, and Confidence

It was reported that the ease with which AI can generate written work might adversely affect some students to cheat on their work so that they don't put any value on effort and self-determination. Besides this, there has been controversy regarding the moral issues of the use of AI in schools. These kinds of students with basically the work of AI writing will be less skilled because they have been using AI tools as shortcuts for learning in order to write themselves. Conversely, other scholarly readings (Pereira et al., 2023) say that students employing AI when writing and getting ideas will be more confident about what they are going to write since the AI will prevent them from experiencing writer's block or getting muddled up with the order and flow of what they are writing. Hence, the impact of AI on students' honesty and confidence is two-pronged with benefits and drawbacks affecting the student's life.

2.5 Impact of AI Tools on Classroom Discussion and Learning Process

Empirical evidence unravels how chat technology like ChatGPT re-designs classroom interaction dynamics in the way of shifting the focus from instructor-distributed instruction to technology-enabled, student-led learning. Xu, (2025) leverages the fact that students employ AI to facilitate

the production of argument or comment in classroom discussion and thus shape the direction of debate. As the AI technology is providing the students with instant, well-structured arguments or counterarguments, there used to be a balance of argument possibly disturbed because the students are no longer arguing from the knowledge base but from the entire breadth of knowledge available in the AI. Nonetheless, AI may be applied to enhance the process of learning by proposing an alternate paradigm through which the students are able to experiment with ideas and apply what they already know in a more experiential manner and hence enhance more dynamic, multi-levelled classroom debate. Overdependence on AI content, however, can lead to loss of critical thinking as well as student participation in discussions since students will be less likely to respond so passionately to content themselves.

2.6 Artificial Intelligence in Bangladeshi Education System

Adoption of artificial intelligence (AI) in education has been a concern to the world in general, the way these technologies have been affecting the process of teaching and learning. Bangladesh, where technology at secondary and higher-secondary levels of education has been adopting it at a higher level, has also been a concern in particular towards AI writing at the secondary and higher level. While all this has been done to an excessive degree by these technologies in regards to improved writing abilities, imagination, and interactive learning, little is heard regarding their net effect on learning by students, pedagogy, or classroom life. The effect of AI on the education system of Bangladesh, its applicability to secondary education, as revealed in the majority of studies, articles, and case studies, is explained below.

2.7 AI and Student Creativity in Bangladesh

One of the biggest concerns regarding education and AI is what impact it will have on the creativity of students. It has been one of the questions that has been at the forefront of most of the research conducted regarding what impact AI-based applications, and particularly writing-based applications, will have on students' creative thinking. Ahmad, Islam, and Dey (2024) have researched the influence that AI has placed on students' creativity as future writers for Bangladesh. They felt that AI writing tools could be utilized to refine creativity because it gives suggestions to students, makes students more expressive in languages, and provides suggestions of phrases in a different manner. But they also posited that excessive reliance on AI would minimize original thinking because the students would begin applying AI in idea generation and not humans as per the thought process.

Similarly, Khan, Ahmed, and Khatun (2024) compared Bangladeshi EFL learners' views on how feasible AI tools are to be utilized as an additional component to writing skill. According to their research, while the students enjoyed vocabulary enrichment and grammar checking features of the AI software, they were also worried about the effect of the software on critical thinking skills and the capacity to speak or write without any support. This is due to a collective apprehension in literature that AI would unintentionally suppress free thinking and critical problem-solving skills among students, which are most essential to productive academic success and writing.

2.8 AI Integration in Bangladesh's Education System

While all of them have focused largely on student performance, a lot of controversy has been created regarding the inclusion of AI in the education system and whether it is changing the nature of pedagogy or not. Bhuiyan (2024) outlines scenarios for implementing AI in Bangladesh higher education and stresses imperatives of instructors needing to keep themselves updated about this dynamic technology. For Bhuiyan, although there is immense potential to improve the quality of learning, particularly adaptive learning and instantaneous feedback, through AI, no proper preparation and training are being carried out for teachers. In those secondary schools where the ideal teacher-student ratio and minimum resource limitation would be the case ideally, it would be difficult to implement AI tools without proper professional development and infrastructure.

Islam (2024) talks about English language teachers' preparedness to embrace AI in Bangladesh in particular. The result is that the teachers are not psychologically prepared to make use of AI tools because they lack technical expertise and confidence that they can incorporate such tools in existing pedagogy. This is the primary challenge: teachers' preparedness to embrace AI in classrooms. For students to embrace AI writing tools at scale, there must be the right skill and capacity among teachers to integrate them into practice.

2.9 AI and Academic Integrity in Bangladesh: Challenges and Concerns

The second challenge that is essential to address in the integration of AI into education is how it impacts academic integrity. How simple it has become for students to use AI software to write

essays, grammar check, and paraphrase sentences has made cheating and plagiarism a fascinating subject. Intiser, Mowla, and Mahmud (2024) analyzed the utilization of English writing support software with AI among Bangladesh undergraduate students and determined that the undergraduate students were very likely to utilize the software to improve writing as well as avoid the writing process. While AI use would definitely increase as much as language ability is involved, research provided that students would plagiarize from AI and it would affect academic integrity.

Mollik (2024) also conducted ChatGPT attitude surveys of university students in another study and reported a trend in which the students concurred that it was easy to use AI in assignments. The students also ascribed using such practice on moral grounds. The study pointed to the necessity of developing basic guidelines and rules with emphasis on schools in efforts to strike a balance between the utilization of the potentials of AI and academic integrity.

2.10 Impact on Student Motivation and Self-Esteem in Bangladesh

Implementation of AI technologies will most probably enhance student participation in interactive and adaptive learning. It was approximated in certain researches how AI is changing higher education in Bangladesh since it describes how technology can engage learners with immediacy of response and learning experience adaptation. Having the capacity of speedy response to writing tasks is capable of inspiring students and giving confidence to students, especially those students who otherwise would lag behind in languages. This is also supported by Khan et al.'s (2024) research that has found AI writing tools make the students more confident in

writing and experimenting with the language that otherwise they would not have been confident enough to attempt to achieve.

There is, however, also the likelihood that the AI tools lower the self-efficacy of the students about their own ability. Since today's students work more on AI-based tools for their assignments, they are more likely to lose confidence because that is the belief of Ahmad, Islam, and Dey (2024). Too much dependency on AI will make the students less interested in the subject since they will feel the machine will perform the dull work. There is a risk that such greater use of AI would influence the self-esteem and confidence of the students to be able to persevere and succeed solely through willpower and hard work.

2.11 Classroom Dynamics in Bangladesh: Redesigning Discussion and Debate

Greater uses of AI tools in the classroom also change the dynamics of teacher-student interactions. So far, class discussions, peer discussions, and debates have been incredible elements of the learning process, particularly at secondary school levels. Utilization of AI in essays may impact the richness and quality of class discussion since AI-generated work would be less probable to happen spontaneously and critically devised like the work of human students. Munni and Rafique (2025) authored an article on the use of AI in English classes in the universities of Bangladesh with a phenomenology to conclude that while AI tools would be beneficial in assisting in formulating ideas for the sake of debate and discussion, it was going to kill the free-flowing, critical thinking essence of this exercise. Students may utilize AI-created material rather than their own thoughts and ideas in order to achieve a less fulfilling and genuine learning experience. Second, the integration of AI and syllabuses will most likely change the

nature of classroom discussions and debates by students because students would begin to relate with computer work as opposed to mind work. As much as AI has the capacity to assist in bringing effective resources which can be accessed by students so as to formulate ideas, teachers must provide some guarantee that there is a substantial amount of student engagement and construct thinking capacities so that AI may not interrupt learning.

2.12 Research Gap

For the region of South Asia, and the region of Bangladesh in particular, research on AI in education is in the initial stages. A few research studies cited e-learning implementation, programs for ICT integration and implementation difficulties in bringing digital content into the class room, but much less in the exploration of the possibilities of AI in the role of cognitive and pedagogic agency. Research centers on infrastructure and availability questions of connectivity, cost, and teachers' training and little in depth in the analysis of how the process of learning is influenced by the presence of the AI, how the student's thinking is influenced, and how relationships between student-student and student-teacher suffer. This forms an integral theoretic and empirical void in the analysis of how to approach the human element of implementing the AI in education: how its implementation has emotional, moral, and intellectual implications within the frame of the secondary school. Another under-studied area is the effects of AI on academic integrity and student autonomy. In Bangladesh, where reproduction by memorization and teacher-centered learning endure, the introduction of AI writing programs creates new risk for commonly held concepts of effort, authorship, and geniuses. There is again limited empirical research, detailing how such processes truly function in the natural environment of the class.

Knowing whether the use of AI generates self-confidence or dependence, moral awareness or confusion necessitates localized research which synthesizes the disciplines of educational psychology and digital literacy studies. By framing such findings in the developing education context, this research makes new knowledge toward the complex human-technology interface which is the future of education.

Chapter 3: Methodology

3.1 Type of Research

This research employed a qualitative method approach where interviews from both the teachers and the students were considered. This was very appropriate as it allowed the researcher to gain a general perspective of the effect of AI writing tools on the teaching practice and learning of the secondary school students in Bangladesh. Qualitative data gave a better and deeper understanding of secondhand information - why it was happening and how it was happening in real classroom settings, with pupils and teachers alike. Qualitative outcomes provided the reasons and explained the interpretation of this quantitative data. Together, conclusions gave a better representation of the learning as well as teaching impact of AI. In qualitative research, the collection of individual ideas, thoughts, and opinions of students and teachers related to the utilization of AI writing tools was of highest emphasis. This was carried out because it allowed for naturalistic data to be collected that exposed the participants' underlying motivation for their behavior.

3.2 Instruments

The qualitative nature of this research utilized Semi-structured interviews and open-ended questionnaires. Conducting the aforementioned interview occurs on an individual basis, where both teachers and students are given full freedom to express their opinions without fear of judgment. The sample questions for conducting the said interview include: “How do you feel about the integration of AI into your school curriculum?” and “Do you think that the inclusion of

AI in teaching aids has changed the way classes are conducted compared to before?” The interview is conducted in a completely informal manner, allowing respondents to share their views openly and provide subjective responses. These instruments gave individual feedback about how AI impacts the emotional (affective) and mental (cognitive) school experience.

3.3 Sampling

Stratified sampling was used for this research, 10 students and 5 teachers were selected. They were chosen on the basis of whether or not they had experience with previous use of AI composition software. Purposive sampling helped the study go deep into participants' lived experience as well as in change of teaching and learning. Participants were sampled from well-known secondary schools in Bangladesh to include both male and female participants with varying geographical locations of these schools. The population of interest in this case is students from grade 8th to 12th as these are the most interested in academic writing and therefore most probable users of AI technology. Sample size and sample composition were taken into account to minimize the chance that the sample will misrepresent the Bangladeshi secondary school and college learning environment and comparison can be made within the school group and student group confidently.

Actual Name (Consented)	Referred To This Paper As	Age in Years	AI Usage in Years	Current Institution	Curriculum of Institution
Irina Jahan	Student 1	17	2	Mastermind	IGCSE English
Afzal Sheikh	Student 2	18	1.5	Notre Dame	National Board
Mulla Tamim	Student 3	18	2	Notre Dame	National Board
Nipu Islam	Student 4	19	1	Cambrian	English Version
Gautam Sidh	Student 5	17	2	BAF Shaheen	National Board
Sikander Kha	Student 6	18	1.5	BAF Shaheen	National Board
Gloria Ratri	Student 7	18	2	Maple Leaf	IGCSE English
Jannatul Adn	Student 8	19	1	Maple Leaf	IGCSE English
Noyon Partho	Student 9	19	2	Maple Leaf	IGCSE English
Akash Sarkar	Student 10	19	2.5	Dhaka College	National Board

Yousuf Karim	Teacher 1	31	2	Cambrian	English Version
Faria Urmi	Teacher 2	29	1.5	Dhaka College	National Board
Sri Bhaskar	Teacher 3	27	2	Udvash Dhaka	Coaching Centre
Sohel Reza	Teacher 4	36	1	BAF Shaheen	National Board
Kazi Khorshed	Teacher 5	35	1.5	Mastermind	IGCSE English

3.4 Data Collection Method

To collect qualitative data, interviews were held, depending upon the convenience of the participants. The interviews were informal and unstructured, so that the students as well as the teachers could feel comfortable to express their perceptions. However, the same questions were used to interview the ten students while another set of similar questions were used to interview the five teachers. Interviews were tape-recorded as well as transcribed word-for-word at the permission of the participants so that nothing of importance was left out. The one-to-one meeting level provided depth and context of narrative, and allowance for follow-up questioning if any emergent themes were discovered to be important.

3.5 Data Analysis Method

Qualitative data was analyzed using thematic analysis. Once the data of interviews were collected, the researcher first transcribed the audio recordings, then worked hard to read the transcripts and to search the pattern or emergent theme. Indicatively, in case students mentioned lost confidence or reliance due to AI, it was compared and coded according to the theme of loss of confidence / reliance on AI. The definition of each of the themes was applied using typical quotes that did not dilute the original voice of participants. This questionnaire offered an understanding of emotions, feelings of worry and thoughts that statistics never could. The technique of quantitative analysis of information was carried out on the premise of simple statistical calculation.

Chapter 4: Findings and Discussion

This thematic analysis explores 13 themes in total spread across four research questions. Each of these themes are very carefully thought out and analyzed profoundly, and quotations from the 15 transcripts were included in order to serve as evidence for the points being made in the themes.

Please note that there might be overlaps of one particular theme with another theme, just like one RQ can overlap with another.

4.1 AI Usage by Teachers and its Impact on Teaching

4.1 Theme 1: AI as a Teaching Support Tool

Bangladeshi secondary teachers increasingly use AI as a support tool to help them with lesson preparation, quiz creation, slide-making, and giving examples to contextualize learning. As one teacher explained, *“I use ChatGPT the most. When I have to prepare my lesson plan for teaching, I resort to this tool.”* (Teacher 3, lines 13–14), and added, *“Therefore I use ChatGPT to make new questions for them.”* (Teacher 3, lines 16–17). Another teacher said, *“Before, you had to research through different resources like books, but now AI answers the questions in seconds.”* (Teacher 2, lines 61–62). Students described how AI is able to provide examples in a more and less complex situation than within books and, as a result, learning is more engaging for students. For example, one student claimed, *“Yeah, my teachers sometimes use AI in the class to give examples from a topic.”* (Student 6, lines 12–13), and even noted that *“some common ones, but AI can give even better ones faster and more easily.”* (Student 6, lines 14–15). Coming back to teachers, AI is also a convenient means of exam preparation. One noted, *“It did change a bit*

of my lessons to content deliberation. Right now, I try to make my notes very precise, and stay to the point.” (Teacher 1, lines 25). Another emphasized, *“As for teaching, I use AI to look for information about a topic, and make questions based on them. I also check the student’s answers using AI tools.”* (Teacher 4, lines 12–13). And another teacher exclaimed, *“I use Perplexity AI for personal work like doing efficient research work.”* (Teacher 2, lines 12–13). AI is not displacing teachers' work but easing their everyday work. Teachers can integrate secondary content and introduce it to the class in the hope of opening students to a wider universe than that of the textbook. Overdependence was feared, and teachers and students alike demonstrated AI can't substitute for the creativity or the expertise of the teacher. Instead, AI is termed a supplementary tool which adds convenience, efficiency, and access to other content. The main idea is that although AI does not redefine the role of the teacher at a definitional level, it reconstitutes classroom practice due to it being a cross-cutting tool to the teaching process.

Thematic review shows Bangladeshi high school teachers using AI as a help tool mainly to plan lessons, make quizzes, design slides, and give examples. This is supported in other researches where AI has been shown to be used in help roles to improve learning without taking over from human teachers (Liebling et al., 2025; Xu, 2025). Both student sources show that AI allows for varied teaching because it can fit every learning style and give content student-centered at very fast speed. Research also shows that AI lets teachers make teaching content, give feedback, and adapt to special individual student needs, which is strong proof that AI helps teachers in clear note-making, asking questions, and research work. Besides that, the thematic and research review warn us not to over-state the idea that AI is made to support but not replace teaching work, critical thinking, or creativity. The results overall are meant to be felt as useful, giving access to knowledge quickly, and good but still needing teacher guidance in order to make

teaching valid. This similarity gives proof to the idea that AI is a teaching support tool and not one that removes the main role of the teacher in sharing knowledge, thinking critically, and learning.

Differences are clear despite these similarities between views in thematic review results and research. Much of the research, for example, Pereira et al. (2023) and Ippolito et al. (2022), is only giving assumed ideas or wide views of what AI in education may be like, instead of aiming to give real case-based proof. Thematic review does give detailed reports of actual use of AI tools by Bangladeshi teachers in real classrooms. The research identifies actual instruments, i.e. Perplexity AI research and the application of ChatGPT, and the wishes of teachers to apply the same without compromising its purpose of teaching. Local and cultural influences determining AI usage (including culture at school, mindset of students and maintaining balance of familiarity with classroom teaching and familiarity with technology skills) are also found in the study. These findings contribute to the literature by demonstrating that teachers have been experiencing ethics challenges, dependency challenges, and student drive challenges in an era of massive upheaval where AI is only one of many. In combination with current evidence of potential benefits and drawbacks of AI, thematic findings provide lived experience with actual classrooms, teacher perceptions, and change in Bangladesh high school classrooms with a chain of problems and adapted reforms not realized in studies around the world.

Thematic studies similarly contribute significantly to the use of AI in high school in general, but more so in an expanding country. It contrasts with world work which glorify blindly on what is being done with AI. This paper provides evidence of the way teachers cope with the dilemma of quality and success in teaching in reality. The research indicates that AI is being applied prudently to enhance lesson plans, posing of questions and acceleration of research without

infringing on the liberties and creative aspect of teachers. Secondly, it reveals the secret student-teacher connections in which AI is closing in on the conversation and accelerating content delivery to the detriment of standard beliefs surrounding teacher trust. It, in fact, is a reality teachers keep secret as they juggle between the ease of technology and an educational reality, and they strive to create a connection in the classroom rather than be embedded to AI. It displays how teachers, in their turn, have the power to influence the AI application and its influence on student motivation and learning, demonstrating how the local action will eventually determine the outcome. In addition, the study even admits that the use of AI is a many-sided question, and it is also dependent on the self-trust of teachers, school culture, and student mood. Through real showing of quality use proof in real places, the study calls for full AI use for better learning results without hurting teachers' authority, ideas, and thinking with rules, training, and class work effects in same type settings.

The results have many effects and have real, teaching, and rule effects for good AI use. Teacher training before and during the job must cover teacher freedom, tech skill in AI, thinking skill, and pushing new ideas among learners. School rules must set steady and fair models of AI use with openness and avoiding heavy use of AI. Course makers have to work with local ways of AI use with access and ease in mixed culture classrooms. The leaders will have to balance gaps between school setup, student mindset, and teacher training, and also look at skill growth and job training as ways to make wide use possible. Beyond this, school marketing by teachers and students working together on AI learning is key, AI as a help and not replacement for human teaching. Planned use can bring more speed, drive, and gains in learning with the teacher still in control.

4.1.2 Theme 2: Discrete Use of AI Tools by Teachers

Teachers' integration of AI is far from unitary, but rather a mixture of practices across different schools and indeed different teachers within a single school. Few of the teachers openly utilize AI, employing it for improved learning, but most complain about its usage or even hide themselves behind its usage. In one of the interviews, a student reflected this, *"I have not seen my teachers using AI tools overtly in class, or mentioned that they are using them"* (Student 8, lines 26–28). Another student echoed the same point, saying, *"I have never witnessed my teachers using it, they always bring up its unethical side."* (Student 10, lines 10–11). At the same time, teachers admitted to concealing their reliance on AI, as one explained, *"I do. But still, I don't show it that much in front of them. I try to keep it as basic as possible in front of them."* (Teacher 1, lines 37–38). Conversely, another teacher confessed to hiding their use of AI after a negative reaction: *"When I used AI resources in the classroom, their reaction was very bad... from that I converted my content of my own and I don't use AI and also don't let them know."* (Teacher 5, lines 26–30).

This finding signifies the controversial use of AI in education. IGCSE teachers seemed more disoriented, expecting over reliance or cheating via AI, while National Board teachers were more routine in dealing with AI. The paradox creates inconsistency among students, who will be offered sheltering to AI in one environment and clear prohibition in another. The inconsistency is a proof of ingrained contradiction, and teachers are trying to resolve tension between creativity and conformance to old teaching standards. This mainly indicates the local context influencing adoption, institutional practice influencing adoption, and attitude influencing adoption. This states there is no balancing system for AI application to the classrooms of Bangladeshi learners, placing learners in the middle of competing demands and using AI an unsystematic and disputed

practice. Thematic review shows Bangladeshi teachers avoiding open mention of using AI tools because of fear of being noticed by students, ethical worries, and school rules. This agrees with research showing teachers worldwide are unsure about using AI, weighing possible teaching gains in the future against fear of too much use and misuse (Bhuiyan, 2024; Islam, 2024). As Pereira et al. (2023) note, the study shows how carefully teachers use AI, sometimes under the claim of needing to keep control in the usual way or to stay away from wrong use. The authors think they have shown how teacher choice is shaped by local factors, school setup, and student readiness to use AI in the right way. The warning holds true with research on reflective learning helped by AI in order to avoid the risk of tech help harming critical thought, moral values, or teacher-student ties. Besides that, careful AI use is also making schools notice how teacher-student links are changing, with teachers moving carefully between using AI for speed and staying true to teaching goals, with global worry everywhere about AI as both tool and classroom changer.

Teacher re-engagement is also debated in research but thematic review adds real detail to the picture by showing how Bangladeshi teachers hide AI where students push back against AI, mostly for IGCSE classes. Research conducted worldwide establishes concepts regarding the extent of teacher choice (Liebling et al., 2025; Xu, 2025), whereas the current review contributes real strategy in practice during classes i.e. partial, secret. It also presents a school-level variability, with teachers at the National Board being more comfortable with AI than at IGCSE teachers, which is not such a common grouping in research. The research presents the picture of teachers using and restraining AI simultaneously, which is natural of a long-standing equilibrium as it would be conditioned by the local regulations, student disposition, and perceived ethical danger. These findings in context view research indicate teacher-choice as less individual

preference, and more of a versatile-mindedness response to mixed needs such as role of students in Bangladeshi high schools, resisting overuse, and retaining former authority, of tech, teaching, and school culture combined. This result provides a rich description of the efforts of educators trying silently to introduce AI into the classroom in a low-profile manner with a delicate balance between class moral culture and technological prowess. It is quite different from the writing guided by the general perspectives of teacher resistance. It demonstrates contextually and culture apt selections. The trainers find its balance between offering assistance to accelerate speed and preventing moral or thought harms as an action aimed at teaching and protecting, and sending a signal to other teachers. It also indicates the gaps between school boards and implies that school systems and checks and balances of rules drive the actions of trainers. It is shown that hiding cannot be considered an escape but an active teaching decision and that it can balance the needs of students and provide the knowledge of AI use as true. It also expands the work on teacher choice in being caught in the middle between AI changes with moral and mind problems and pro teacher and pro policy action.

The study contributes to the field of knowledge on the argue of AI in schools with low money, reduced expertise and culture in the middle-range, contributing to the use of AI in schools with low money and less expertise, and contributing to helping research the ground or discipline of high school teaching in Bangladesh the rest of the world. Implications: The implication in this case is that teacher training will need to prepare the use of AI by teachers without involving themselves in moral issues, the moral use of students and the prevention of overuse. School rules must make AI use steady, not patchy, with no mix-ups, and with fair learning inside the class. Policy fit with setting is key for careful use, where teachers balance teaching, results, and morals. Teacher power must be grown inside schools and students must learn how to use AI well

in solving the issue of hidden or open use. Leaders must support many levels of tools, grading rules, and board goals to try to make fair and equal AI use. The study also asks for teacher self-check and peer sharing to build group ways of moral AI use. With dealing with real and moral issues, such steps would allow free AI use in a way that keeps teaching value not lost but brings tech gains for more learning.

4.1.3 Theme 3: Disempowerment of Teachers in the Classroom

One of the common problems among teachers was the way AI makes them lose power in the classroom. For example, one teacher said, *“They feel that what sir is teaching isn’t so important to learn now itself, I can always use AI to grasp it.”* (Teacher 3, lines 98–99). This new normal can harm trust and reduce the respect given to teachers. Students also said, *“Before using AI tools, I had to solely rely on my teachers, and it was more time consuming.”* (Student 7, lines 92–93), showing a move from teachers to AI. Teachers showed worry about losing their value to AI tools. One complained, *“the challenge is that the students are far more educated in AI than me. So, it’s a little bit challenging.”* (Teacher 5, lines 21–22). This goes against old power roles where teachers should be the main source of knowledge. Teachers are now stuck in two ways: accepting the speed and support of AI as a teacher, but fearing its power to harm critical thought, creativity, and control. Some hide their use of AI, and others try the opposite way of using AI openly. This split reflects how AI breaks limits as they stand, making tension around truth, trust, and duty. It shows up as defense, new ideas, secret copy, or clear rejection by teachers. It shows up at the student level as a move away from the teacher’s strong role. At last, the issue shows the

truth that AI is not only changing education but also changing student-teacher power ties and repeating classroom politics in a new, confusing way.

Thematic analysis addresses the concern that Bangladeshi secondary school teachers are becoming powerless due to the fact that their students are becoming more reliant on AI to complete content and problems. This is when global studies are all about AI technology invading classic teacher-student relationships by providing pre-formatted answers and other sources of information (Xu, 2025; Pereira et al., 2023). The two reports show how AI enables students to skip normal learning patterns, basically disenfranchising the authority perception role of the teachers in disseminating information. Literature further assumes that the application of AI incapacitates the teacher's ability to develop the students' critical thinking, creative, and problem-solving skills in an effort to equate thematic discovery students view AI as an absolute, concrete source of information as opposed to the teacher. Alongside, international reports to draw on as evidence that corroborates the thematic observation that instructors experience embarrassment when their students are technologically advanced enough to start questioning conventional classroom dominance are uneasy truths for teachers. The fact that such comparisons are feasible is the reason why AI influences not just teaching, but also teacher power, credibility, and legitimacy in student-teacher relations, and proves that pedagogic change is unfeasible without social change in the classroom.

Although as many scholars as possible likes to speculate about the potential of AI to transform teacher power, thematic analysis offers actual empirical contexts based on Bangladeshi classrooms. There are different instances of students pushing back against teachers' salience, and these are yet to be thoroughly studied in research worldwide. For example, IGCSE educators offer first-hand accounts of classroom practice where teacher training in AI is claimed to be

more desirable than instruction by the teacher herself, offering institutionally and culturally differentiated AI uptake options. Second, though theory remarks universal AI uptake in all contexts (Liebling et al., 2025), evidence adds to National Board and IGCSE classrooms to demonstrate how situated pedagogical norms, assessment regimes, and learner expectations are a mediator of teacher meaning perception. Evidence also exhibits effective response on the part of teachers in terms of anxiety, defensiveness, and strategic withholding not accounted for in theory. These variations show the role that context has in the role of AI in changing teacher control, proving that life in the classroom all over the globe is both shaped and determined by a similar amount of technology, student culture, organizational design, and cultural heritage, albeit on top of another dimension of complexity analysis lacking in more universal studies.

The research will contribute to previous knowledge of how AI recreates relationships between teachers and pupils in the multicolored contextual sense. In addition to expressing worldwide concern of educator loss of control, it presents remedial measures taken by educators as discriminatory embrace of AI, latent usage, and pedagogic correctness against AI efficacy betrayal. The actions theorize the agency of teachers who mediate the teacher- pupil relation of power in the classroom, a utilitarian image of AI, an amplifier of teacher teaching control and diminishing control. Thirdly, the article also presents differing experiences of education boards, students, and instructors and the way institutional cultures establish about constructing teacher attitudes, understanding, and responses to AI. The affective domain is also brought out in the article in stark contrast; it shows how teacher confidence and professional self is being negotiated positively as a response to AI learning. By applying empirical surveillance of educator skill in opposition to children of AI technology and instructions and plan within educational institutions, the study add a layer of information to a collection of scholarly studies

on technology and social competitiveness intersections in classrooms and on the effects of educator training, educator policy, and the effects of the educational classroom on pedagogy.

Implications are intervention required on classroom design and teacher self-efficacy in AI -based classes. Teacher training needs to emphasize credibility-maintaining practices, student engagement, and critical thinking due to the capability of AI in immediate answering of questions. Institutional policy needs to establish proper use of AI in an effort to clarify teacher expectations in the classroom in an effort to avoid undermining teacher credibility. Its social and affective dimensions need to be incorporated into professional learning so that the teachers can be prepared to deal with the manner in which classroom dynamics change with efficient use of AI. The government also needs to sponsor discussion forums on teaching with AI so that the teachers can exchange best practice and work together to co-construct pedagogy. By recognition and mobilization of AI-redesigned power relations, stakeholders in education are enabled to attain teacher legitimacy, balanced use of AI, and student learning outcomes in technological innovation adoption in a responsible and responsive manner.

4.2 Effect of AI on Students' Writing and Thinking Abilities

4.2.1 Theme 1: Diminishing of Students' Thinking Abilities

Perhaps the biggest drawback of AI use, well known to both students and teachers, is how it harms creativity and original thought. Students said they use AI not only for grammar but also for planning ideas, writing essays, and doing tasks. One student admitted, *“As I have already mentioned, AI has harmed my writing because nowadays I think less.”* (Student 4, lines 36–37).

He also agreed that without AI, *“I would have focused on my own thinking and skills much more.”* (Student 4, lines 40–41). Others also admitted dependence: *“Since I have readily available AI, the urge to do my own work has gone down.”* (Student 3, lines 50–51). Teachers shared the same worry. One said, *“I think it stops students from thinking for themselves because it takes away the options for students to be creative.”* (Teacher 2, lines 42–43). Another added, *“They are just copy-pasting from AI without thinking for themselves.”* (Teacher 4, lines 23–24). This shows the bigger trend where students skip the process of thinking and planning and let AI do it instead. The dependence would lead to one-type thinking since it gives students fixed replies and not new ideas. At last, this type of use would reduce problem-solving and brain growth of the students. Teachers agreed that beyond flashy work, students’ weak ability to defend points was shallow learning and lack of real understanding. This loss of free thought is very harmful in learning, where one should grow critical and creative thinking. While a few students supported AI as a tool, the main trend is toward less mental work and curiosity. This clash makes clear that it is about AI vs. education, in the sense it makes tasks easier but removes the drive for deep learning. Teachers’ struggle is to find a middle ground between AI as help and space for students to follow the thinking path with effort.

Thematic review shows students’ heavy use of AI tools makes them weaker as free thinkers and problem solvers. The result matches studies that say AI may block higher-level thought by giving ready answers and stopping critical thinking (Ippolito et al., 2022; Xu, 2025). Both sources explain how AI leads to too much trust in machine output instead of student brain effort. Also, as Pereira et al. (2023) note, dependence on AI harms creativity, seen here as students working less hard with fewer fresh ideas and effort. Research also says output goes up with AI but that it supports shallow learning, a result also found here. This comparison sums up AI’s

mind effect since writing may improve with tools like ChatGPT but free thought, new ideas, and self-thinking get lost, showing the double side of AI use in classrooms.

While research mostly gives guesses of mental risks, thematic review gives real proof from Bangladeshi classes, showing the impact of many AI uses on student minds. Unlike global studies stuck with lab or wide settings, these results show actual habits, i.e., students skipping brainstorming and even letting AI make ideas. AI-caused weak thinking is shown in books as a wide danger. Thematic review also notes a split in students: those who stay independent and those who lean on AI more. This context-aware difference gives a clearer view of AI's role, showing how attitudes, skill with AI, and teacher advice shape the level of mind harm. Results also enable specialists to reconsider the teacher-student balance as in certain instances, The importance of AI's role carries greater significance than that of teacher responses, which are not analyzed in full but instead aggregated according to the existing understanding of the social and psychological impact of the AI system.

Secondly, with regard to the actual practices concerning students' critical thinking in real classroom situations, it emphasizes the significance of AI's role in relation to students' critical thinking in such contexts, as well as their abilities in this regard, rather than making an open investigation into the nature of its impact on mental impairment in areas such as reduced problem-solving skills and tendencies to avoid independent thinking. Secondly, it excludes from the students themselves their interpretation of the phenomenon based on the assumption that the AI system contributes to reduced critical thinking instead of conducting an open inquiry into the nature of its initiation concerning real academic practices of a general type. Reflecting a component of lesson review activity also adds to the efforts of further research about transforming their thoughts instead of merely announcing or characterizing them to make it

understandable to the reader regarding how awareness is reached about their thinking pattern concerning general knowledge of a general type about real practices of research of a general type instead of making an open inquiry into its initiation concerning real practices of a general type about knowledge of a general type of real practices of a general type regarding the importance of AI's role that aggregate according to their differences in thinking activities concerning the use of AI concerning a complementary application of AI concerning examples of Therefore, it becomes irrelevant that the teacher should include more of AI to gain nothing that could obstruct the development of the concept of free and critical thinking. Then comes the brainstorming of ideas without using AI about learning at all. Then comes the process of acquiring knowledge about AI's concept and reflection on learning. Then arises a particular form of advice about utilizing the right amount of AI, avoiding overconcern, to develop mental faculties. Then there follows some form of training for the teacher to help him or her better manage situations where there may be a reduction in creative thought due to the influence of AI.

4.2.2 Theme 2: Improved Writing and Grammatical abilities

As a group, the pupils described the supporting role of AI programs such as Grammarly and ChatGPT for their improved quality of writing, primarily grammar, spellings, vocabularies, and coherence. The software offers corrective feedback in real-time by which learners recognize their errors and are also able to self-correct simultaneously. One of the students described it nicely: *"Yes, I do. I use Grammarly regularly just to, like I've mentioned before, correct grammar and make sure that my essay is consistent and spellings are correct."* (Student 8, lines 64–66). She insisted, *"I use AI mostly to learn and, like I've mentioned before, only for spelling corrections or*

grammar corrections." (Student 8, lines 117–118). Likewise, another considered vocabulary and preciseness: *"answer with good use of vocabulary, and it helps to detects like the mistake I made. So, it makes a more impressive answers."* (Student 1, lines 40–42). Teachers related how pupils aided by AI produced neater work, significantly for formal mechanics and vocabulary: *"After AI tools arrived, students can now organize their answers properly which was not possible earlier."* (Teacher 4, lines 32–33). Another teacher even commented, *"I would say the writing has become more creative. Students are coming up with more ideas to write papers differently."* (Teacher 1, lines 41–42). The benefits seem to be directed at surface skills like writing more than deeper aspects like argumentation or creativity. Even as language proficiency and productivity are improved by AI, it is debatable whether it is doing anything positive for critical thinking. The results seem to corroborate that AI benefits expression and accuracy but will generate a tedious composition where students don't bother about higher-order processing of thinking but bother about error correction. Through thematic review, it is observed that AI writing software such as Grammarly and ChatGPT enhance students' writing process as advanced, i.e., grammar, vocabulary, spelling, and flow. The outcome is supported by studies that AI as a supporting tool enhances students' capability to redo basic aspects of writing and provide rapid feedback (Liebling et al., 2025; Khan et al., 2024). Both studies concur that AI creates space for correcting mistakes immediately, resulting in clean and smooth essays. Research also observes technology helps make students confident writers by eliminating simple language faults.

Similarities indicate that AI enhances technical writing ability as well as enable writers to test writing in a stronger and clearer manner. Both research and thematic review concur that language learning is aided by AI, including AI becoming a durable tool for instructing to establish writing ability, correctness, and fluency into practice. The common perspective is that

AI enhances composition of writing without entirely replacing typical ways of instructing. While research shows AI as making writing more technical, thematic review shows students a hidden view that AI improves vocabulary help and flow but sometimes by mistake harms creative thought. Unlike global studies (Xu, 2025; Ippolito et al., 2022) trying to spread the good sides, these results are from Bangladeshi classes where AI is used in limited ways by students who often care more about grammar than originality. Besides, research, writing better is a form it must fill, and research has room of more than one meaning: students are clever with words but do less higher-level writing. The paper comes to the conclusion that the use of AI does not necessarily imply the increase in arguments and imagination, unlike proclamations that it evolves to ascend thought processes. Beyond this, data from Bangladeshi students' AI use in wording and language gives a wider view not found in older studies and shows the link between better surface skill and possible block in deeper thought in writing growth. The research here provides additional evidence that as AI assists in grammar, form of writing, it imposes a type of "mechanical correctness" which never guarantees development of higher-order skills. It documents distinct pupil understanding of trade-off between language accuracy and imagination, for better sense of how AI influences writing behavior. It also documents pupils' intelligent use of AI for need-based assistance, i.e., word choice and sentence construction, adaptively changing according to pupil and situation.

Placing these findings in Bangladeshi high school, the study provides culture-based evidence demonstrating both opportunity and limitation of AI for writing skill development. It also tilts towards teacher mentoring, demonstrating AI being utilized not merely for surface skills, but for higher thinking, bridging tech gap by new discoveries. All these have teaching results in building AI-based writing teaching for both accuracy and creativity. The results show that teachers must

use AI tools wisely, keeping a balance between technical correctness and tasks that need creativity and higher-level thinking. Teacher training would help teachers know how to use AI for surface correctness and also how to design tasks that need free idea making and strong arguments. Schools must also set rules on AI use so students do not depend only on computer correction and instead grow skills to work alone. Good planning and teacher check with reflection could help students use AI with awareness, knowing when to use tools and when to think for themselves. These builds writing skill without losing creativity, so learning gains both brain power and technical skill, and schools' benefit from AI without harm to student success

4.2.3 Theme 3: Dual Impact on Students' Confidence Levels

More than one effect is recorded on confidence indicators through AI technologies. AI is used as a platform to others so that they can be in a position to make sure that they have something to cross check against. As Student 10 commented, *"It has raised my confidence, ...the credit of which goes to AI"* (Student 10, lines 58–60). Another confirmed this positive trend, affirming, *"My confidence level has increased now that AI is available."* (Student 2, lines 68–69). That is how AI is able to get a pupil to try something new on a piece of paper and believe enough to submit work. Again, another factor considered was an additional source of negative consequences related to the overuse of AI technology. *"My confidence level has decreased, because I am giving only 10 percent effort where I should have been giving my 100 percent."* (Student 3, lines 51-52.) With these participants as well, they only acted as a benefit for the other member of the pair and therefore caused a lack of confidence regarding trusting what each was capable of accomplishing independently. Teachers confirmed both patterns, where some of their student's

gained confidence but felt scared about their ability of surviving life sans technology. As one of their teachers testified, *"If a student uses it appropriately, it will boost his confidence and his knowledge also gets expanded."* (Teacher 1, lines 60–61). Another warned, *"The students' confidence levels have gone down, because AI is not helpful for creativity, their confidence is sure to go even lower."* (Teacher 4, lines 72–74). Both sides of its effect give testimony to its multifaceted nature: it is neither purely beneficial nor harmful but depends on its context and strength of its employment.

Thematic review shows that AI use has a more than one effect on student confidence: raised confidence when students use it to clear confusion and manage work, or lowered confidence when its use reduces effort done alone. This matches past proof of the two-sided effect of AI on skill and motivation (Ahmad et al., 2024; Pereira et al., 2023). The writers see AI help as support for weak writers and idea makers, which makes trying things easier and lowers stress. On the other hand, too much use is the opposite of self-trust for students in class, as it fits a wide issue of distrust that AI as a middle tool in learning takes away belief in one's own work. The link shows confidence effects depend on style of AI use, backing research claims that AI can both help and harm students. The match is not in the idea that AI always changes confidence but that its effect relies on how students use the tool, since small, context-based effects on self-esteem are seen worldwide. Unlike research full of guesses on double effects, thematic review gives real proof from Bangladeshi classes in real cases of rise and fall in student confidence. Triggers like task type, peer push, and teacher stance come out in review to shape confidence results. Global studies reduce how much such fine detail exists and talk of confidence only in simple or broad terms, but in this study, some clear patterns are found: one group of students learns to use AI as a guide, and another loses confidence since they feel too dependent. Also, the study shows

confidence change is tied to school and culture, like exam boards and how much students know AI. Local knowledge builds new study by showing how confidence comes not only from AI itself but from social and learning context where AI is used, giving a richer view of tech-based self-belief. The study gives new real proof to the idea of double confidence effect and places it in Bangladeshi schools. It shows how AI use as a “confidence support” is a help or limit based on each student’s way of use, where choice between learners and AI makes the line in the process. It also points out clear tools, like fixing mistakes right away, checking ideas, and saving time to keep confidence strong, but also laziness from over-use replacing self-belief. Furthermore, their respective teachers agreed with the findings regarding their students acquiring higher levels of knowledge confidence without fostering independence, which instead led them to be “petrified over their own ability to manage life without technology.” The study’s findings indicate the importance of not only the school environment that validates teacher norms and the types of boards that can help clarify AI’s role but also the levels of self-confidence.

The evidence presented goes beyond previous theories to establish a scientific perspective regarding differences in each case concerning AI technology’s effects on self-confidence as perceived by the participants. By providing guidance on how time is managed, it addresses how AI can lower self confidence levels and gives specific instructional recommendations for teachers on proper application of AI technology to improve self-esteem without promoting excessive dependency. The strategy for combining instruction requires that teachers guide students in moderate use of the technology to enhance self-esteem without fostering overreliance on AI. Instructional techniques would include self-testing and critical thinking exercises grounded in concepts derived from AI technology. The curriculum would incorporate policies within the schooling system to ensure proper functioning toward target objectives by explaining

both positive and negative impacts clearly. Teachers would focus on step-by step instruction to gradually withdraw any assistance from AI technology, allowing students to gain greater autonomy and control over their own learning. Both approaches would help students develop higher levels of self-confidence while effectively utilizing AI technology.

4.3 The Impact of AI on Effort, Integrity, and Faith in Own Work and Learning of the Students

4.3.1 Theme 1: Shifts in Effort and Work Ethics

AI has different facets on the issue of work ethic and effort, some are on the more negative side of motivation and others also mention pro-motivation on students. To others the ease of the AI tools has led to an outcome regarding reduced labor concerning the objective that what was previously a laborious activity was accomplished in a quarter of the prior time concerning example instances. Through illustration concerning viewpoints expressed by one of the pupils directly regarding AI technology accessibility that can be used in daily life, it was validated as: *“Since I have easily accessible AI, the need to do my own work has reduced.”* (Student 3, lines 50-51). Providing instruction concerning viewpoints expressed by pupils directly about AI technology availability reveals judgments regarding how AI technology could act specifically as an intervention toward passivity, particularly concerning the lack of sustained effort, as illustrated in example viewpoints expressed by one of the pupils directly as: *“Yes, I am more motivated since I have a goal to improve my writing with AI rather than copy-paste.”* (Student 5, lines 64-65). The next two examples further demonstrate that the application of AI is ambiguous

but depends on students' usage of the technology. Some individuals apply it primarily to compensate for a lack of practice, while others use it to enhance their motivation and effort levels. Teachers agreed to the branching effect, as they witnessed attempts by some students to reduce willingness to work but at the same time other people were seen to be helped by AI. This problem is addressed by an inherent paradox: AI downgrades and demotes student effort, respectively, under different conditions. It shows that work ethic effect of AI is mediated by use style and by attitudes of individuals, and confirms the necessity for training in groups how to use AI so that it will be used to provide for, not take away student persistence.

Thematic review shows AI tools change effort in students in an uneven way: some lower effort because AI is easy, while others are pushed by AI as a source of support. Research also agrees that AI both lowers and raises effort depending on how students use it (TIME, 2025; Pereira et al., 2023). Both writers note that AI in writing reduces persistence but that heavy use and repeated access may raise effort for certain tasks, output, and drive. Similarity shows that the work ethic effect of AI is uneven but depends on students' mindset, school work, and view of what work means. Proof is also seen in tech as a study tool or shortcut, showing thematic sense of effort change by context, task point, and the double impact of AI on work values of students. The link is also tied to global meaning where use of AI should be wisely guided so it does not turn into lazy use and should instead build motivation. While research usually talks about AI's double role, thematic review gives real data from Bangladeshi schools. It shows that student replies vary not only at personal levels but also by exam boards, task types, and teacher control, and such real data are rare in global studies (Bhuiyan, 2024; Islam, 2024). Review also shows some good student action, e.g., using AI to cut weak work or save time on boring parts, which differs from the more negative effort-reducing claims in past work. Review also shows students'

own awareness of their effort use, finding that some manage their AI use to raise output, a mixed result not widely studied before. This gap shows the need for local, real knowledge of AI's effect on work ethic instead of broad guesses.

The work also presents some new evidence, beyond what has been previously documented: the author indicates that AI has two-sided contributions to effort in students and provides the combined effects of tech, school, culture, and individual factors. It considers that AI can be used to improve productivity when students are cautious of its use, but not books when books are written so that AI becomes the default. Methods of student self-control are also manifested as indications of consideration in the balance of AI in the working habits. Findings also remark on the diversity in task types and the exam boards as there is evidence that context moderates the adjustment of AI to modify effort and motivation. By pointing to student awareness and planned use, the study gives a clear, more guiding view of how AI helps or harms persistence in learning. Such results show the need for thoughtful teaching design and planned AI use as ways to balance effort-keeping ease and moral duty.

The study should guide teachers to teach proper, ethical use of AI, with effort-keeping plans using AI for higher output. One should be encouraged to think, self-scan, solve problems, and use AI with caution. Education policies should not aim to reduce work values and increase the ethical concerns over the utilization of AI. Teacher education also can assist teachers mentioning lack in student motivation and can intervene in a manner that encourages diligence. Less does not mean that teachers cannot do more when AI is applied in the excessively negative view of reducing persistence to progress proper ethical and enduring learning in digital skills.

4.3.2 Theme 2: Issues with Academic Integrity

Both students and faculty members, by raising awareness of potential misuse, have promoted an ideal sense regarding the proper use of AI. Certain students have also emphasized the importance of proper instruction by organizing workshops and seminars. *“Teachers can give seminars on showing the students the correct use of AI tools, so that they don’t directly copy-paste.”* (Student 6, lines 72-74) Observing a teacher’s example also demonstrates this perspective, as one stated: *“I tell them to use AI, no problem, because AI has more positive applications than negative ones. But then apply it responsibly because ChatGPT’s reasoning capacity cannot be fully elaborated.”* (Teacher 3, lines 77-79). The reason it's so simple to have things done by way of AI is that the student is so readily able to submit work by putting no effort into it, and that takes away creativity from learning. And even teachers themselves, couldn't say if the work was done by way of students, or if it were designed by way of AI, yet again, a fairness issue, as well as marking. The issue of policy inconsistency also compounds the integrity issue: whereas revealing the use of AI is against policy at other institutions, there are institutions where its use is allowed on a selective basis.

This befuddles the students and leads to spotty application. Of far great import, perhaps, are the fact that the students themselves began getting desensitized towards the issue, witnessing the extent to which uncontrolled AI wipes away personal responsibility and creates dishonesty. The issue is how AI is an intellectual issue, as well as an ethical issue requiring explicit regulations, sensitization, and integrity checks in education. Without regulation, utilizing AI assets holds a potential of boosting educational fraud and shattering trust in assignments by way of students. Thematic review gives proof on how AI tools hurt students' honesty in study through copying, cheating, and handing in AI-made work. This matches research that says AI makes it easy to

cheat (Intiser et al., 2024; Mollik, 2024). The writers say that AI-made work removes effort and thought, and so creates moral issues in the class. Research also shows AI changes past rules of control and uniqueness, agreeing with the thematic view that students choose ease with AI over moral duty. Both these results show the two-sided role of AI: it can improve learning but also give room for misuse, and so must be tightly managed by rules, teaching, and student care. This part notes that moral issues of AI use are huge and even greater in places where control and guidance are weak, and actions to stop copying become even more vital. Research talks about broad issues, thematic review shows real, context-based class events in Bangladesh, with details on how kids make moral choices with AI. It shows the level of peer misuse and misuse by school boards in terms of rule knowledge, teacher advice, and peer actions. Unlike tests that try to copy fake cases, this study shows true acts like AI used for grammar check but not at all for essay writing.

Results also support students' self-claims of AI use, such as due to short time, and highlight smart choice-making not shown before. The context view makes clear that moral issues are not only technical but linked to school, culture, and personal factors and gives a deeper account of AI's effect on honesty in study. The paper adds new value to measuring students' moral sense and action in real classes. It shows that students, in fact, set moral limits in using AI for ease through a sense of duty. The study shows different risks of bad action by exam board, test type, and task type, and gives proof-based reasons for change in moral acts. The research also shows a gap between AI's power to raise study and the need for moral care to stop misuse, calling for clear rules and strict laws. By joining seven acts with self-claims of reason, the study gives a full view of AI's moral issues, adding to research by showing how place, peers, and mind shape honesty choices.

4.3.3 Theme 3: Trust in One's Own Ability

The influence of AI on students' confidence is far from being an unitarian concept. Some students proclaimed that AI writing tools helped enhance many of their skills and made them much more confident. A student said, *"It has raised my confidence, because I was bad at my writing and speaking skills, and now I am not. The credit of which goes to AI."* (Student 10, lines 58–59). It really shows how AI tools can make the students feel more confident in their writing. Teachers on the other hand were reasonable to worry that being overdependent on AI suppresses innovation and has the eventual potential to shatter self confidence in the students, *"The students' confidence levels have decreased, because AI does not support creativity, their confidence is bound to go lower."* (Teacher 4, lines 72–74). Students who use the AI as a partner to aid their work will be likely to have faith in themselves, but the students who use it as a replacement for their effort lose confidence in themselves. This is the paradox of the use of AI: it may prepare the learner but also make it dependent. This shows the need to assist students to develop awareness when it comes to the effect of their interaction with AI on their confidence. Finally, the effects of AI on people's belief in their capabilities are not dependent on the technology, rather they are dependent on the perceptions and practices of the students who are utilizing it.

Thematic review demonstrates that with the help of AI tools, students can perceive their critical thinking, which includes clear counterarguments, arguments, and support of ideas. This is comparable to what happens in the development of higher-order thinking in problem-solving and intelligent thinking by AI (Xu, 2025; Liebling et al., 2025). Both locations assert that through engaging with AI-generated readings in a profound manner, learners have an opportunity to contrast and compare thoughts and subsequently refine them and access higher order thoughts.

The point is both are stating that AI is a stimulus to mental growth but not an alternative to thinking but instead a catalyst that has the student experiment with various roles and pursues numerous streams of thought. Theme and research concur that AI, as wielded in moderation, can form a dynamic ecosystem of thinking that is profound allowing the student with a sense of meaning that he composes with. Agreement here also shows that AI does give hope as a method for critical thinking if joined with reflective and guided teaching.

In the space of research that can be spread to building critical thinking, thematic review differs with changes in how students take part. Some students depend too much on AI arguments without enough deep checking of them, leading to weak learning and little or no fresh ideas. World studies focus less on the ideal and more on the real context of actions. Also, research shows students' critical thought depends on teaching, tasks, and drive. But in Bangladeshi classes, the gains of AI are often blocked by heavy reliance, and books are used for chances rather than for risks. The distinction embraces the ability of AI in higher level skills tied to setting, teaching and behavior, in that tech cannot be faulted as itself creating higher level skills. The research populates the premise with new concepts by putting into context the context-dependent and weakly circumscribed influence of AI at the core of critical thought. It attempts to strike a balance between theory in support of AI and student autonomy by clarifying that AI is most successful in acts as more of a trigger than an assistant. It also demonstrates that students select and filter AI concepts, retaining some and abandoning others, and this demonstrates self-knowledge, which was not demonstrated previously in work. Evidence of teacher help also displays the idea that critical talk is shaped in part by teacher help and class culture, talk rules and task design are powerful forces over results. Conducting them within the Bangladeshi school setting, the research contributes to international research in the field of AI as a thinking tool, its

unpaid power of generating thought and its constraints in situations where it is utilized without instruction. Implications: Teachers ought to think in advance when making use of AI in a manner that would foster contemplation. Students should not only take AI work in its entirety but also have other assignments in which they should study, judge and defend it. The AI should be coached by the teachers in a way that it incorporates contemplative work and generates powerful responses in analysis. The policy component that should be more effective with rules includes increasing self-awareness to allow students to divide judgment and idea-making. By mixing AI help with thought help, teachers make it easier to wake students' own minds so that tech stays a support, not a swap for free thinking.

4.3.4 Theme 4: Ethical Sense and Proper Use of AI

Students and teachers, by bringing up the point of abuse, wanted awareness and ethical sense in AI usage. Specific students requested formal training by way of workshop and seminar. One pleaded, *"Teachers can hold seminars to show the students the proper use of AI tools, so that they stop directly copy-pasting."* (Student 6, lines 72–74). It was also observed in the case of the teachers, one of whom retorted, *"I tell them to use AI, no problem, because AI has more good usages than bad ones. But use it with responsibility, because ChatGPT is limited in its thinking capacity."* (Teacher 3, lines 77–79). They state the fact that everyone is highly well aware of the fact that AI itself is nothing to fear but the issue starts when the students use it in an uncontrolled and uninformed manner. Ethical awareness also includes not only how not to plagiarize but awareness of prejudice, capability, and inclination towards mislead ability of AI. Both teachers and students embraced the necessity of building a culture of due care upon which AI is a spin but

no substitute for human imagination and labor. This attribute includes ethics literacy in college education such that students can be shown how to use AI tools ethically. The concern for both sides of the divide is that, left to their own understanding, AI can be used to cheat or to be used as assistance. AI may be brought into school such that it enhances learning without compromising on ethics. This is a call for a shift away from punishment or ban towards the evolution of responsibility, accountability, and empathy in AI use.

The thematic analysis shows that AI can both help and challenge students in using technology responsibly. Students and teachers noted that AI is often misused for copying work or avoiding thinking for themselves. This is similar to other literature, including the works of Intiser, Mowla and Mahmud (2024), that found that students cheat or avoid working using AI. Equally, Mollik (2024) stressed the necessity of transparent rules and principles to ensure that the academic honesty is upheld, which corresponds to the demands expressed by the participants to have workshops and training on ethical issues. The literature and study both concur that AI is not dangerous per se, the issues arise when there are no guidelines or regulations to manage students. This indicates that AI could be an educational tool when educating about responsibility, awareness, and accountability at schools. Differences: The analysis of the past literature primarily concerns broad risks, such as plagiarism and cheating (2025; Pereira et al., 2023) unlike the thematic one, though it proposes more concrete and practical findings in Bangladeshi classrooms. The students and teachers propose specific methods of addressing the misuse, including workshops, tutor assignments, and practical activities. Certainly, the study focuses on ethics as a learning practice contrary to literature where ethics is established as a collection of rules to be observed. Students who are involved also indicate that they should be aware of the limits and the biases of AI, as this aspect is frequently absent in previous research. This context-

specific focus shows that ethical awareness can be taught actively in schools, rather than only enforced.

This theme adds new knowledge by showing that ethical awareness is an active learning goal, not just rule-following. Ethical AI use involves critical thinking, making informed choices, and being responsible while using technology. The study also highlights both teacher and student roles in creating ethical practice through workshops, guidance, and modeling responsible behavior. Furthermore, it introduces the idea of integrating ethics into the curriculum, teaching students to consider fairness, responsibility, and careful use of AI. This approach moves beyond prior research, which mostly focused on prohibitions, by suggesting proactive ways to develop responsible AI use in classrooms. The findings imply that schools should implement structured programs for teaching AI ethics, including workshops and seminars, so students learn responsible use. Teacher training is equally important to guide students and model ethical behavior. Ethical practices should be included in the curriculum to develop accountability, critical thinking, and moral reasoning. Schools should shift from only punishing misuse to mentoring students in ethical AI use, which can improve both learning and moral development. This approach allows AI to be used effectively for learning while fostering students' ethical, creative, and thinking skills.

4.4 Impact of AI Tools on Classroom Dynamics and Learning in General

4.4.1 Theme 1: Changing Classroom Discussions and Debates

Both students and teachers were able to understand how class discussions are impacted by the implementation of AI technology in the classroom. Class discussion procedures traditionally implied that students develop their own ideas regarding various topics covered in their classes;

however, with AI integration, students no longer need to independently devise ideas for discussion but can instead generate plans for idea development using AI. *“Earlier, we used to discuss amongst ourselves before participating in a debate, like what are the roles of each member and what should be said, etc. But now, we just give out topics to AI and prompt it to make these points for us.”* (Student 4, lines 68-71). Teachers also confirmed this impact, noting: *“This has decreased a little because before we used to have class discussions and we took ideas from each other and shared our thoughts. But now that’s not a requirement because AI is quite capable of finding the responses and helping to complete the assignment successfully; hence, class participation lessens.”* (Teacher 2, lines 86-90). While AI does enable the immediate recall of answers to the said questions, interruptions due to group discussion has the potential to halt collaborative learning which in many ways decreases peer-to-peer interaction. This shows that AI can act as a support for motivation, helping students take part more in class and group activities. AI can turn regular teacher-led classrooms into student-centered learning spaces.

Unlike studies that generally say AI improves participation, thematic analysis shows mixed results. Some students in Bangladeshi classrooms take less part because they rely too much on AI content. They often follow AI results alone instead of creating their own ideas. Other findings show that classroom culture and teacher guidance affect how AI impacts participation; students are more active when they are taught to use AI carefully instead of passively. Literature usually talks about global trends, but this study shows actual student behavior, meaning that AI does not always automatically increase engagement and can reduce initiative. This difference shows that local context, teacher guidance, and careful use are important for AI to really help participation. The study adds new knowledge about the two sides of AI on participation: it can get more students involved, but it can also reduce motivation if students rely too much on AI. The study

shows that students can use AI in smart ways, like using hints to help but not replace their work, which shows thinking about their own learning.

4.4.2 Theme 2: Reduced Peer Interaction and Collaboration

Another prominent common effect that arrived out of AI utilization is notably reduced peer interaction, where students has the tendency to engage more with AI than with their peers in order to gain sufficient advice and feedback. A teacher reflected, *“For example, before they asked their friends if they did not understand something, but now they can just take help from AI, so the concept of working together has vastly changed.”* (Teacher 2, lines 101–103).

While students gain speed and support from AI, they lose chances to build social skills, teamwork, and sharing of ideas, as literature shows for social interaction-AI balance. This shows worldwide recognition of AI’s two-sided effect on class collaboration, meaning tech can improve individual learning but may hurt key group skills in school. Research assumes AI can help group problem-solving in formal learning, but thematic review here shows Bangladeshi classrooms reduce peer work due to local and cultural limits. Students may see AI as faster or “safer” than talking, unlike literature showing AI can boost group learning. Also, thematic findings show fewer interactions depending on school type, i.e., IGCSE and National Board, a point not clearly described in earlier studies. Students also report feeling lonely when using AI as the main source of feedback. These points show that real AI effects on collaboration rely heavily on school routines, teacher guidance, and student mindset, meaning global studies overrate group potential without considering local school conditions.

The study adds new knowledge by showing real classroom facts about how AI changes social interaction. It shows students make conscious choices about when to work with peers and not AI, forming new selective collaboration styles. It also uses school board and policy differences, showing policy gaps cause varied peer effects. The study predicts teacher guidance matters: when teachers use AI purposefully in group tasks, students still talk; without guidance, AI leads to isolation. It builds on past work by showing AI's effect on peer discussion is not always fully good or bad but depends on context like school habits, culture, and class management. These findings help design AI use that keeps social learning, an area often missed in global research.

4.4.3 Theme 3: Mixed Effects on Classroom Engagement

Finally, AI's effect on classroom engagement could be very well said to be characterized by a mixture of enthusiasm and detachment in their simplest forms. For some students, AI tools increase their excitement about learning by making it faster, easier, and more readily accessible.

One student professed, *"AI tools do make learning faster and more interesting. Also, it helps understand concepts more clearly... And as an introvert, AI tools have helped me a lot."*

(Student 7, lines 15–21). Teachers did also indicate that they perceived somewhat lesser level of focus and lesser commitment as well since the students get bored all at once since AI provides solution effortlessly. *"Class discussions have become rarer, because they know that even if they don't speak in class they can just go home and use ChatGPT to learn."* (Teacher 3, lines 84–86).

The point here is that technology itself cannot make good participation and lessons must be planned to balance ease with mental effort. While literature mainly highlights AI's ability to increase motivation and engagement, thematic analysis shows context-specific differences in

Bangladesh. Some students, especially in classrooms with little teacher direction, show disengagement and rely fully on AI output. This differs from global studies claiming AI always improves participation without noting over-reliance or cultural preference for passive learning. Moreover, the analysis shows task difficulty matters: simple tasks solved quickly with AI cause boredom, but guided higher-difficulty tasks lead to active learning. Differences depend on AI availability, classroom management, teacher control, and student behavior, which are often ignored in general studies.

The study shows new evidence on AI-supported participation in middle school classrooms. It shows AI can help generate and organize ideas, especially for quiet or shy students, but overuse reduces attention, causes shallow learning, and disengagement. Teacher guidance is critical: AI improves participation when used intentionally by teachers but distracts when replacing instruction. By showing these trends in Bangladesh, this study adds region-specific evidence and suggests lesson design, classroom culture, and task type influence how AI affects attention and engagement. Teachers should use AI carefully, guiding learning and supporting thinking without replacing student effort.

Conclusion

This research aimed to explore how Artificial Intelligence tools are beginning to transform learning as a function of learning in, as well as learning for, secondary schooling in Bangladesh. Inspired by interviews with teachers and subsequent interviews with students who experience both IGCSE and National Board curricula, this research was structured to address four key questions: AI practices for teachers and changes in learning practices, AI composition tool practices for students and their effects on autonomous thinking, autonomous behavior, and confidence, as well as the overall effects on classroom interaction and social learning practices. This research has identified that AI has become an increasingly integral yet contested force in classrooms. Teachers have this tendency to employ AI as an assistive instrument to support lesson planning, assessment design, and also classroom preparation, but they have also shown hesitation and secrecy in terms of using the AI tools due to some form of institutional and ethical ambiguity.

Students however often utilize AI to in order to write effortlessly, the texts of which are polished and grammatically accurate content. However, it is at the cost of their creativity as well as their critical engagement. This dual nature of having the improvement in technical precision while as the same time developing intellectual complacency is the evidence for the central paradox that exists within the realms of AI in education: it does definitely enhance efficiency while still unfortunately causes rupture in the depth of learning. Furthermore, this research discovered that AI's introduction is responsible for reshaping teacher-student dynamics, basically as in by reducing direct collaboration and trust between them, as learners most increasingly developed their dependency on digital systems rather than assistive human guidance.

This study has its own fair share of several limitations, many of which does stain the generalizability and breadth of what it found. One noteworthy limitation is the small and selective sample size, which involved only five teachers and ten students from a just few schools in the same city. Given the vast heterogeneity that exists in Bangladesh's education system, all the way from urban private schools which goes well into rural public institutions and then also branching into religious or technical streams, this narrow of a participant base certainly limits the representativeness and hence the reliability of results. The research moreover also suffered from significant contextual bias as the participants were only from IGCSE and National Board curriculums, which means that the perspectives which could have been derived from Madrasa and Technical institutions are missing. It is very much possible that the nature, accessibility, and ethical reception of their use of AI tools may differ substantially. Furthermore, self-reported data is susceptible to partiality, as participants may very well could have exaggerated or concealed much their experiences. Perhaps they were apprehensive of fear, stigma, or professional insecurity. The lack of methodological triangulation is another significant limitation. There is no inclusion of classroom observations, documentary analyses, or usage logs, which does also weaken the empirical credibility that could be major concern of this research, as claims have no way to be verified through alternative data sources. Another major limitation arises from the rapidly evolving nature of AI technologies; findings that hold true today may quickly become outdated as tools and institutional policies evolve.

As a response to these limitations and findings, some recommendations from the researcher are proposed to improve the responsible and effective integration of AI in Bangladeshi secondary education. First, there has to be clear, standardized institutional policies and ethical frameworks that could be used to govern the AI use in classrooms. The effects of not having such regulations

are confusion, secrecy, and inconsistent application among both teachers and students. The Ministry of Education and school boards therefore is requested to establish national guidelines specifying permissible uses, ethical boundaries, and standards for attribution and assessment that involves AI-generated materials. Secondly, there has to be systematic professional development programs in order to train the teachers with both the technical proficiency and ethical understanding which are needed to use AI as a supportive as opposed to substitutive tool. Such training should hopefully emphasize pedagogical integration, digital ethics, and reflective utilization of tools involving AI. Thirdly, curricular reform is to be looked into as an essential program to restore the lost critical thinking abilities as well as moral reasoning among students. Perhaps introducing formal modules on AI ethics, digital literacy, and independent problem-solving will effectively help learners understand what is responsible use of AI use and develop intellectual independence. Moreover, schools should have the tendency to actively promote collaborative and social learning environments, by facilitating group projects, debates, and blended learning models which could effectively counteract the isolation that excessive AI usage promotes.

To conclude, this study proclaims and affirms that the integration of Artificial Intelligence in Bangladesh's secondary education is binary, representing both an unprecedented opportunity and a profound challenge. AI definitely has the potential to revolutionize teaching and learning thanks to increased accessibility, personalization, and efficiency. Yet, if ethical safeguards are not implemented, teachers are not prepared, and cultural adaptation is not in place, it has a risk of undermining authenticity, critical reasoning, and human connection, which are the very foundations of meaningful education. Therefore, the success of AI in the classroom will predominantly depend not really on the sophistication of technology but on the wisdom of its

application. If AI is perhaps guided by clear institutional policies, robust teacher training, and a curriculum that fosters digital ethics and human creativity, these tools has the potential to serve as a transformative collaborator which can amplify educational potential without displacing human intellect. However, if AI is left unregulated, it poses a high level of threat that can erode trust, integrity, and the moral fabric of learning. The findings of this research humbly ushers for balance in AI utilization, in a vision where technological innovations and moral ethics bind together to create a system which enables technology to empowers rather than eclipse the human spirit for learning and education, which will hopefully ensure that that Bangladesh's classrooms remain places of intellectual progress without limiting humane understanding.

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Appendix:

Interview Questions for Students Chart

Interview Questions	Background Information	RQ1	RQ2	RQ3	RQ2
What is the type of institution you study in?	X				
Which grade are you in?	X				
How familiar are you with AI tools?	X				
When did you begin using these tools?	X				
Have you noticed your teachers using AI tools in class? If so, how are they using them?		X			
In your opinion, has the use of AI changed the way your teachers teach? How?		X			
Do you think AI makes learning more interesting or more confusing? Why?		X			
How would you describe the difference between a class that uses AI and one that doesn't?		X			
Do you use AI tools (like ChatGPT or Grammarly) when working on essays or assignments? Why or why not?			X		
How do you feel AI tools affect the way you think about a topic before writing?			X		
Do you feel that AI has helped or harmed your writing skills? Can you explain with an example?			X		

How would your writing process be different if AI tools weren't available?			X		
When you use AI for schoolwork, do you feel like you're still doing the work yourself? Why or why not?				X	
Has using AI changed how confident you feel in completing assignments? How?				X	
Do you feel more or less motivated to do assignments on your own now that AI tools are available?				X	
What do you think teachers should do to help students use AI in an honest and helpful way?				X	
How has AI changed the way you and your classmates participate in discussions or debates?					X
Do students talk about or share AI-generated content in class? If yes, how is it used?					X
Do you think AI helps you understand school subjects more deeply, or just makes things faster?					X
In your opinion, how is learning different now compared to before AI tools were common?					X

Interview Questions for Teachers Chart

Interview Questions	Background Information	RQ1	RQ2	RQ3	RQ4
What is the type of institution you are affiliated with ?	X				
How long have you been teaching for ?	X				
How familiar are you with AI tools?	X				
Since when have you been using these tools?	X				
How have you incorporated AI tools (e.g., ChatGPT, Grammarly, Quizlet) into your teaching practices?		X			
Have AI tools changed how you design lessons or deliver content? If yes, how so?		X			
What are the benefits and challenges you've experienced when using AI tools in your teaching?		X			
How do students respond when you use AI-based resources or platforms in the classroom?		X			
From your observation, how has student writing changed since AI tools became widely available?			X		
Do you believe AI supports or undermines students' ability to think critically about their work?			X		
Have you seen any shifts in how students approach brainstorming or drafting written assignments with the help of AI?			X		

How do you address the balance between using AI tools and developing original student thought?			X		
Have you noticed any changes in students' motivation or work ethic related to AI tool use?				X	
How do you handle concerns about academic integrity when students use AI for assignments?				X	
In your experience, has AI increased or decreased students' confidence in their own academic abilities?				X	
What policies or guidance do you give students about responsible AI use?				X	
Has the presence of AI tools changed the nature of classroom discussions or student participation? If so, how?					X
Do students bring AI-generated content into debates or group work? What impact does it have?					X
How do you think AI is shaping the way students learn, communicate, and collaborate?					X
In your opinion, what role should AI play in the future of classroom teaching and learning?					X

Student Transcript 1

01 I: What is the type of institution you study in?

02 P: Right now, I am attending a high school, IGCSE board

03 I: Which grade are you in?

04 P: I am in 12th grade

05 I: How familiar are you with AI tools?

06 P: I think I am pretty familiar with AI tools, because I

07 use them for a lot of things like English assignments or

08 mathematical help.

09 I: When did you begin using these tools?

10 P: I started using them when they started becoming popular,

11 that was in my year 8, in like 2021

12 I: Have you noticed your teachers using AI tools in class?

13 P: Yes, I have seen one of my teachers use AI in the

14 classrooms, so this was during the Spoken Endorsement, where

15 she was listening to our speeches and forming like

16 comprehensive feedbacks using the AI tools

17 I: Has the use of AI changed the way your teachers teach?

18 P: I don't think it has become much different from how they
19 used to teach back then because we don't use a lot of AI in
20 the first place, it's only sometimes that they use it. And
21 also, not all teachers, just the subjects with writing. So, I
22 would say it didn't change that much because the teachers
23 have a good knowledge of how students are working using AI
24 materials they have provided.

25 I: Do you think AI makes learning more interesting or more
26 confusing?

27 P: I think AI makes learning more interesting, because it
28 allows students to develop new ideas and concepts which we
29 would not be familiar with before AI, so it helps students to
30 think out of the box.

31 I: What's the difference between a class that uses AI and
32 one that doesn't?

33 P: I think that a class that uses AI would have more unique
34 answers and more unique concepts and ideas, while a class
35 without AI would have like classic points, but they would be

36 capable of thinking for themselves very well.

37 I: Do you use AI tools when working on essays or assignments?

38 P: Yes, I do use AI tools for assignments, for subjects that
39 have writing in them. This helps to like create a proper
40 answers with good use of vocabulary, and it helps to detect
41 like the mistakes I made. So, it makes a more impressive
42 answers.

43 I: How do AI tools affect your thinking before writing?

44 P: So, I think AI tools can sometimes help me to change my
45 minds about a certain topic because sometimes the points they
46 give about a certain topic is very convincing. And it helps
47 me to see different viewpoints, and around the world, I guess.

48 I: Has AI helped or harmed your writing skills?

49 P: So I think AI writing tools have kind of harmed my writing
50 skills, so I would say that because I think AI makes us more
51 lethargic and makes us more unable to bring up with our own
52 ideas and kind of reduces our confidence in writing so I
53 think I do better without AI.

54 I: How would your writing process be different without AI?

55 P: So, I think my writing process would be kind of like less

56 creative but more productive, like I would be fully immersed

57 into it without getting help from external outlets like AI.

58 I: Do you feel you're still doing the work yourself with AI?

59 P: When I use Ai for schoolwork, I tend to use a lot of it,

60 just because the writing seems better that way. So, kind of I

61 feel like I did not do the work myself, because I wouldn't be

62 capable of what it does.

63 I: Has AI changed your confidence in completing assignments?

64 P: Yes, so AI helps me to make sure that my assignment is

65 done, even if I can't think of anything, so it can always

66 help me with new ideas and even do the writing for me so I

67 don't feel like I am under pressure, I guess.

68 I: Are you more or less motivated to do assignments yourself?

69 P: Yeah, definitely I feel less motivated to do the

70 assignments on my own, like it makes me think like if AI

71 exists why should I do it myself? When AI can give more

72 impressive answers. So, I'm lazier in a way.

73 I: What should teachers do to help students use AI honestly?

74 P: I think the teacher should tell the students the harmful
75 effects of AI, and you know, ban AI from assignments, to make
76 them think for themselves.

77 I: Has AI changed how you participate in discussions/debates?

78 P: For discussions and debates, I think it was rather more
79 helpful, because AI helps us to look at ideas we have never
80 seen before, like I said. So, it helps to bring more fresher
81 and like more, better new points to win discussions and
82 debates

83 I: Does AI help you understand subjects deeply or just faster?

84 P: I think it can do both, it obviously makes things faster,
85 but for subjects like sciences, you can ask AI to give a
86 short overviews with like all the important points and
87 everything, so it helps to like gather important notes, so
88 yeah it can be helpful in this case.

89 I: How is learning different now compared to before AI?

90 P: So learning is definitely little less stressful than when
91 Ai was not there, but I guess it does make me lose confidence
92 in what I am writing, just because I have something to rely
93 on like AI.

94 I: Do students talk about or share AI-generated content?

95 P: So yes, the students talk about AI in class like you can
96 find a lot of AI generated videos and the internet today, and
97 so they sometimes are very popular among students, and it
98 sometimes become a hot conversation topic among students in
99 class, yeah.

Student Transcript 2

01 I: What is the type of institution you study in?

02 P: I am studying in National Education Board

03 I: Which grade are you in?

04 P: I am currently a candidate for HSC batch 25

05 I: How familiar are you with AI tools?

06 P: I know a variety of AI tools, which are made for specific

07 tasks as well as the ones made for general purposes. For

08 example, video generation model and as such.

09 I: When did you begin using these tools?

10 P: I have been using AI tools for 2 to 3 years, from 2023 I

11 started using AI tools.

12 I: Have you noticed your teachers using AI tools in class?

13 P: Although the teachers did not start using AI from the

14 beginning, in recent times they are using AI a lot. For

15 examples, when they make a slide about a topic, they use AI

16 tools. It's not like they do the whole thing with AI, they

17 first use the textbook to explain the subject to us and then

18 create the AI modules so that we can understand the topic,

19 And in that case, I don't think it's bad because both the

20 teacher and us can save time and understand better.

21 I: Has the use of AI changed the way your teachers teach?

22 P: Since in our country we don't really use AI that much,

23 perhaps teachers use AI for normal tasks, so no significant

24 changes are observed. But nevertheless, the topics that might

25 have taken 4-5 days to cover can now be more easily

26 explained. So basically, less time required in addition to

27 being easy to learn. But still, I wouldn't say much of a

28 change.

29 I: Do you think AI makes learning more interesting or more

30 confusing?

31 P: Now whether AI is making learning more interesting or more

32 deceptive depends on the way we use AI. If we are somehow

33 fully dependent on AI, that will be a disadvantage because in

34 that way we are not really learning or knowing anything.

35 Rather, we are using AI to do the research for us. In this

36 way, though time is being saved and less effort required, we

37 aren't really developing any ideas.

38 I: What's the difference between a class that uses AI and

39 one that doesn't?

40 P: The difference depends on the lesson students are getting.

41 For instance, when a teacher is teaching without using AI, he

42 is just using one method to teach. But if he uses AI, he can

43 employ multiple methods which is advantageous because

44 students have a variety of learning methods.

45 I: Do you use AI tools when working on essays or assignments?

46 P: While doing assignments, for the research part, I can

47 collect the modules at once which otherwise would've taken

48 3-4 hours. Then for the writing part, I do it myself because

49 this way my originality is maintained.

50 I: How do AI tools affect your thinking before writing?

51 P: By using AI it can be observed that we can do the tasks

52 much easier compared to earlier times. We don't have to put

53 in that much effort, so there is a change even if little.

54 I: Has AI helped or harmed your writing skills?

55 P: AI is helping me, since in some places my writing is

56 adding value. And after writing myself, I can use AI to

57 rectify the text.

58 I: How would your writing process be different without AI?

59 P: The writing process would have been a little off but it

60 would have a natural feel to it. Humans are prone to

61 mistakes, there is always a chance of error.

62 I: Do you feel you're still doing the work yourself with AI?

63 P: If I have used AI completely, my work feels like a copy

64 paste rather than my own work. This is because if I do the

65 work myself, with some help from AI, there is a distinct

66 voice in my writing, unlike when using AI fully.

67 I: Has AI changed your confidence in completing assignments?

68 P: My confidence level has increased now that AI is

69 available.

70 I: Are you more or less motivated to do assignments yourself?

71 P: After the advent of AI, the motivation to do the work

72 myself has increased. Now it feels like I have to do this

73 work myself or else I feel guilty myself.

74 I: Has AI changed how you participate in discussions/debates?

75 P: Actually, in our Bangladeshi curriculum, class discussions

76 aren't really so prevalent yet. But to talk about it,

77 brainstorming is mainly done using AI.

78 I: Does AI help you understand subjects deeply or just faster?

79 P: The AI makes me understand the subject more deeply in
80 addition to making my tasks faster.

81 I: How is learning different now compared to before AI?

82 P: In my understanding, now that AI exists, learning is
83 easier for us, which was impossible earlier as it took a much
84 longer time.

Student Transcript 3

01 I: What is the type of institution you study in?

02 P: In National Board

03 I: Which grade are you in?

04 P: I am currently an HSC candidate

05 I: How familiar are you with AI tools?

06 P: I know about AI tools as much as student is bound to know

07 I: When did you begin using these tools?

08 P: I started using Ai from class 10

09 I: Have you noticed your teachers using AI tools in class?

10 P: My teachers use AI when they have to find out more about

11 a topic while teaching.

12 I: Has the use of AI changed the way your teachers teach?

13 P: Yeah, the teaching method has changed, such that any

14 teachers can give more information as AI is available.

15 I: Do you think AI makes learning more interesting or more

16 confusing?

17 P: The learning process is now more interesting of course,

18 because we can solve any problem very easily using AI.

19 Moreover, Ai is giving us output based on the specific topic

20 we are studying.

21 I: What's the difference between a class that uses AI and

22 one that doesn't?

23 P: The difference is that the topic we are studying can be

24 more detailed. Those classes which don't use AI might not get

25 this much information this fast.

26 I: Do you use AI tools when working on essays or assignments?

27 P: Yeah, I use ChatGPT while doing my assignments as well as

28 Grammarly while writing essays. This obviously makes my work

29 faster and simpler.

30 I: How do AI tools affect your thinking before writing?

31 P: Yes, if we are using AI, we don't have to think about

32 regular things. We can pick a particular topic and AI will

33 help us with it easily.

34 I: Has AI helped or harmed your writing skills?

35 P: By using AI, I have developed my writing skills. For

36 example, if I get stuck while writing an essay, I can simply

37 use ChatGPT to look for a solution.

38 I: How would your writing process be different without AI?

39 P: My writing process would be pretty much the same, perhaps

40 less informative and editing would have to be done mostly by

41 myself, which would be very time consuming.

42 I: Do you feel you're still doing the work yourself with AI?

43 P: I think both my self work and AI generated as well,

44 because I have taken some help from AI while doing the work

45 myself, such as taking some information etc. And if I got

46 stuck, I could resort to AI.

47 I: Has AI changed your confidence in completing assignments?

48 P: My self-confidence has increased.

49 I: Are you more or less motivated to do assignments yourself?

50 P: Since I have readily available AI, the urge to do my own

51 work has gone down.

52 I: What should teachers do to help students use AI honestly?

53 P: Teachers can mainly make the students understand to not

54 directly copy paste from AI, so that they are creative

55 themselves.

56 I: Has AI changed how you participate in discussions/debates?

57 P: Yeah, when we are discussing a topic we can just use AI

58 for reference, which is making our debates easier as well

59 since we can get the source easily.

60 I: Do students talk about or share AI-generated content?

61 P: For class discussions, students include AI with the topics

62 being taught. And it is shared as well.

63 I: Does AI help you understand subjects deeply or just faster?

64 P: I think it does both, I can understand the topic more

65 deeply in detail then AI can give me more information and it
66 also makes the process faster.

67 I: How is learning different now compared to before AI?

68 P: For differences in the learning process, I would have to
69 go through my guidebooks and class notes to find a solution to
70 a particular problem, which was very time consuming. But now,
71 it's much faster.

Student Transcript 4

01 I: What is the type of institution you study in?

02 P: IGCSE

03 I: Which grade are you in?

04 P: I am in 11th grade

05 I: How familiar are you with AI tools?

06 P: I am very familiar nowadays with AI tools

07 I: When did you begin using these tools?

08 P: Around 2024, sorry 2022

09 I: Have you noticed your teachers using AI tools in class?

10 P: Yeah, I recently found out that my teachers use AI tools
11 very frequently, some of our questions are made completely
12 using AI.

13 I: Has the use of AI changed the way your teachers teach?

14 P: The change is that it helped them revise a topic very
15 quickly.

16 I: Do you think AI makes learning more interesting or more
17 confusing?

18 P: I think it's a diplomatic answer, sometimes it's more
19 interesting and other times it's more confusing.

20 I: How would you describe the difference between a class that
21 uses AI and one that doesn't?

22 P: I think the class that uses AI is very advanced, as
23 compared to the class which does not.

24 I: Do you use AI tools when working on essays or assignments?

25 P: Yes, I use ChatGPT or Grammarly or whatever when doing
26 assignments, because it makes my job easier and takes up less
27 time.

28 I: How do you feel AI tools affect the way you think about a
29 topic before writing?

30 P: I think AI tools positively affect us, before we used to
31 research using whatever resources were available, now just
32 give a prompt and the work is done. We now spend more time
33 designing the prompt than whatever we are researching about.

34 I: Do you feel that AI has helped or harmed your writing
35 skills?

36 P: As I have already mentioned, AI has harmed my writing
37 because nowadays I think less.

38 I: How would your writing process be different if AI tools
39 weren't available?

40 P: If AI tools did not exist, I would have focused on my own
41 thinking and skills much more.

42 I: When you use AI for schoolwork, do you feel like you're
43 still doing the work yourself?

44 P: This is also a diplomatic answer from my side. Sometimes I
45 feel like I am doing the work myself and other times not

46 really. If the subject is more mathematical/logical, I recheck
47 my work even after using AI, but if it is more theoretical, it
48 is more believable.

49 I: Has using AI changed how confident you feel in completing
50 assignments?

51 P: My confidence level has decreased, because I am giving only
52 10 percent effort where I should have been giving my 100
53 percent. There are 90 percent lacking.

54 I: Do you feel more or less motivated to do assignments on
55 your own now that AI tools are available?

56 P: Less motivated to do my assignments on my own. In fact,
57 when doing CS, I am using AI to code, but this was not the
58 case during my first semester.

59 I: What do you think teachers should do to help students use
60 AI in an honest and helpful way?

61 P: I think the teachers can say that you can use AI for this
62 purpose only, and it won't be checked for AI. Do it yourself,
63 but we will check whose ones have more ideas, or have more

64 analytical things. We know that AI can't really bring out the
65 analytical things, rather only theoretical ones.

66 I: How has AI changed the way you and your classmates
67 participate in discussions or debates?

68 P: Earlier, we used to discuss amongst ourselves before
69 participating in a debate, like what are the roles of each
70 member and what should be said etc. But now, we just give out
71 topics to AI and prompt it to make these points for us.

72 I: Do students talk about or share AI-generated content in
73 class?

74 P: I think we are still very sensitive in this matter, as in we
75 don't really use AI in class that much, and teachers are in
76 fear. But it's an open secret that both teachers and students
77 use AI tools, but no one acknowledges it in public.

78 I: Do you think AI helps you understand school subjects more
79 deeply, or just makes things faster?

80 P: I think it helps me understand some topics very deeply,
81 and takes less time to grasp on, along with getting examples

82 and analogies pertaining to the topic.

83 I: In your opinion, how is learning different now compared to

84 before AI tools were common?

85 P: When AI tools weren't common, we used to do the work by

86 ourselves, and had more concentration. We also used to ask a

87 lot of questions to our teachers regarding our lessons and

88 topics. But now, concentration levels have gone down since we

89 know that we can just use AI at home to do these for us.

Student Transcript 5

01 I: What is the type of institution you study in?

02 P: National Board

03 I: Which grade are you in?

04 P: Grade 11

05 I: How familiar are you with AI tools?

06 P: I know well enough as a regular user

07 I: When did you begin using these tools?

08 P: I started using it in 2023, when GPT 4 arrived.

09 I: Have you noticed your teachers using AI tools in class?

10 P: Some teachers use it while others don't. The ones who do,

11 use it for making slides and giving examples.

12 I: Has the use of AI changed the way your teachers teach?

13 P: I think, as I have stated earlier about examples, earlier

14 teachers used to give some common examples, but now

15 ChatGPT can generate very good examples, in real life. So it

16 can be observed that every topic has new examples.

17 I: Do you think AI makes learning more interesting or more

18 confusing?

19 P: I personally think AI makes learning more interesting, not

20 the alternative.

21 I: How would you describe the difference between a class that

22 uses AI and one that doesn't?

23 P: The classes where AI is being used, their teaching

24 techniques are much more advanced I feel. We can learn more

25 from our regular methods as ChatGPT's responses are like

26 that. For instance, if I want to know something about the

27 recent, they give better responses than traditional ones.

28 I: Do you use AI tools when working on essays or assignments?

29 P: Yeah, nowadays it is unthinkable to do assignments without
30 using ChatGPT, Grammarly, Quilbot etc.

31 I: How do AI tools affect the way you think before writing?

32 P: I take it positively; assignments now feel more creative
33 writing. New ideas are generated at the beginning itself,
34 which I can work on, hence the article or the assignment is
35 more creative.

36 I: Has AI helped or harmed your writing skills? Explain.

37 P: I faced both the effects. By using AI, I am having more
38 creativity at sentence formation, getting the idea that the
39 same sentence can be written differently, or even a
40 paragraph. However, I am developing a dependency by using AI.
41 Before I was confident in my own grammar or sentence, now
42 although I know it's correct, I get the urge to check it
43 using Grammarly.

44 I: How would your writing process differ without AI tools?

45 P: Yes, obviously it would have been different. For example,
46 as I was talking about forming analogies earlier, before
47 I used to google the topic and look for examples, but now I
48 can just ask ChatGPT or DeepSeek to create a new example,
49 which was never used earlier.

50 I: Do you feel you're still doing the work when using AI?

51 P: No, although less effort is given from my side, I still
52 feel I am doing my own work. Taking less time, but I am still
53 the one giving the prompt. Direct copy pasting is not yet
54 possible because I am not getting the responses exactly as I
55 want. But to generate one almost perfect, I still have to
56 give a lot of time in the prompting.

57 I: Has using AI changed how confident you feel?

58 P: I faced both the effects. For grammar checking, I
59 witnessed a loss of confidence for my grammar skills. But for
60 math assignments, since there is a way to crosscheck now, my
61 confidences have gone up.

62 I: Are you more or less motivated to do assignments on your

63 own with AI available?

64 P: Yes, I feel more motivated, because I have a target to

65 enhance my writing using AI, not just copy paste.

66 I: What should teachers do to help students use AI honestly?

67 P: Teachers can teach us not to directly copy paste, but

68 rather brainstorm the ideas. And only after that, we can

69 write our ideas. In this way, we can develop our brains as

70 well as learn prompt engineering better.

71 I: How has AI changed participation in discussions or debates?

72 P: For debates and class discussions, everyone is now getting

73 an extra resource like ChatGPT etc. So, everyone can use

74 advanced knowledge by using these tools. So, a good discussion

75 is taking place while sharing of knowledge is also increasing.

76 I: Do students talk about or share AI-generated content?

77 P: Yes, sometimes they do. But not always

78 I: Does AI help you understand subjects deeply or just faster?

79 P: Obviously, I am having a better understanding. But at the

80 same time it is making the process faster. Earlier, getting

81 my desired resource was tough, but now it is faster. We can

82 always fall back on ChatGpt.

83 I: How is learning different now compared to before AI?

84 P: There are differences observed in every field, or yet to

85 come. The possibility of integrating AI into everything has

86 been created, therefore an impact is being felt in education

87 systems.

Student Transcript 6

1 I: What is the type of institution you study in?

2 P: I am studying at the National Board.

3 I: Which grade are you in?

4 P: I am studying in Class 11

5 I: How familiar are you with AI tools?

6 P: I know as much as a student is bound to know about

7 I: When did you begin using these tools?

8 P: I started it in 2023. When I was in high school, a

9 teachers of mine introduced me to ChatGPT.

10 I: Have you noticed your teachers using AI tools in
11 class? If so, how are they using them?

12 P: Yeah, my teachers sometimes use AI in the class to
13 give examples from a topic. In our books we can see
14 some common ones, but AI can give even better ones
15 faster and more easily. This enhances our
16 understanding on the topic.

17 I: In your opinion, has the use of AI changed the way
18 your teachers teach? How?

19 P: Yes, teachers have truly changed their teaching
20 methods using AI. As I have already mentioned about
21 examples, teachers also can research about a topic
22 using AI which makes us understand the topic better.

23 I: Do you think AI makes learning more interesting or
24 more confusing? Why?

25 P: AI is making the learning process more interesting
26 of course, because we don't have to look up a lot
27 using our books. If we want to know about a topic,

28 we can just search it up in AI and we are taught in
29 detail by it.

30 I: How would you describe the difference between a
31 class that uses AI and one that doesn't?

32 P: The classes that use AI employ new methods to help
33 them out, but in classes where AI is not being used,
34 they are lagging behind in this sector.

35 I: Do you use AI tools (like ChatGPT or Grammarly)
36 when working on essays or assignments? Why or why not?

37 P: Yeah, I use them to do my assignments while
38 answering the questions. I also use AI to check my
39 own work after I am done. If the answers match I
40 continue, else correct them.

41 I: How do you feel AI tools affect the way you think
42 about a topic before writing?

43 P: Yeah, it does change, and we can learn about new
44 topics there. This gives us new ideas which makes us
45 think about the subject in a different way.

46 I: Do you feel that AI has helped or harmed your

47 writing skills? Can you explain with an example?

48 P: AI is definitely helping with my writing efficiency,

49 because I personally know only one way of writing

50 something down, but thanks to AI, now I can write

51 that same text using a variety of ways.

52 I: How would your writing process be different if AI

53 tools weren't available?

54 P: Then we would just rely on the conventional regular

55 way, where textbooks would be the primary source. We

56 would not know the new methods of learning, however.

57 I: When you use AI for schoolwork, do you feel like

58 you're still doing the work yourself? Why or why not?

59 P: When I am using AI, I am not completely relying on

60 it. But rather, taking necessary help from AI, just

61 like how teachers utilize them.

62 I: Has using AI changed how confident you feel in

63 completing assignments? How?

64 P: My confidence level has increased as I have

65 something to cross check with.

66 I: Do you feel more or less motivated to do assignments

67 on your own now that AI tools are available?

68 P: I am more motivated to do my work myself, since I

69 have a helper.

70 I: What do you think teachers should do to help

71 students use AI in an honest and helpful way?

72 P: Teachers can hold seminars to show the students the

73 proper use of AI tools, so that they stop directly

74 copy-pasting.

75 I: How has AI changed the way you and your classmates

76 participate in discussions or debates?

77 P: So, for debates, we can learn more about the topic

78 from AI. As for discussions, we can note down the

79 points from AI and use them later.

80 I: Do students talk about or share AI-generated

81 content in class? If yes, how is it used?

82 P: Yes, the students sometimes share AI content. When

83 we discuss about a topic, we take help from AI to

84 then analyze them later.

85 I: Do you think AI helps you understand school subjects

86 more deeply, or just makes things faster?

87 P: Yeah, I can understand a particular topic more

88 deeply using AI as it gives a more detailed answer,

89 in addition to making the process faster.

90 I: In your opinion, how is learning different now

91 compared to before AI tools were common?

92 P: Before AI, we were mostly reliant on books and

93 teacher's notes. But now, we can solve bigger issues

94 using AI.

Student Transcript 7

1 I: What is the type of institution you study in?

2 P: I am studying in IGCSE board

3 I: Which grade are you in?

4 P: Right now, I am in 10th grade

5 I: How familiar are you with AI tools?

6 P: Good enough

7 I: When did you begin using these tools?

8 P: I became familiar with AI tools almost two years ago

9 I: Have you noticed your teachers using AI tools in

10 class? If so, how are they using them?

11 P: I did not notice my teachers using AI tools in class,

12 they always discourage their students from using AI

13 tools in their studies most of the time.

14 I: In your opinion, has the use of AI changed the way

15 your teachers teach? How?

16 P: AI tools do make learning faster and more

17 interesting. Also, it helps understand concepts more

18 clearly. For example, studying mathematics or grammar,

19 ChatGPT or any other tools makes it faster and also

20 easier to learn a concept clearly. And as an introvert,

21 AI tools have helped me a lot. However, I have to rely

22 on my teachers a lot when it comes to subjects like
23 literature, because AI tools don't give the actual
24 answers. For me, I think AI tools do struggle when it
25 comes to answering cognitive questions.

26 I: Do you use AI tools (like ChatGPT or Grammarly)
27 when working on essays or assignments? Why or why not?

28 P: Throughout the years, I did use ChatGPT, Grammarly,
29 DeepSeek to do essays and also assignments.

30 I: How do you feel AI tools affect the way you think
31 about a topic before writing?

32 P: AI tools help me to create an outline before writing
33 about any topic.

34 I: Do you feel that AI has helped or harmed your
35 writing skills? Can you explain with an example?

36 P: I think AI has helped me in my writing skills. AI
37 tools like Grammarly indicate my spelling mistakes, or
38 grammatical mistakes immediately, so I can make
39 corrections in my essays right away. Also, I can

40 immediately learn through my mistakes.

41 I: How would your writing process be different if AI

42 tools weren't available?

43 P: If AI tools weren't available, I think it would have

44 taken me a lot more time to do my essays because I

45 have to research more about the topic, and I think it

46 would be more time consuming without ChatGPT, or any

47 other AI tools.,

48 I: When you use AI for schoolwork, do you feel like

49 you're still doing the work yourself? Why or why not?

50 P: When I am using AI tools for schoolwork, I still

51 think I am doing the work myself, because I am not

52 copying from ChatGPT or any other AI tools. I am just

53 receiving some ideas and it also gives me some

54 overview of what I should include in my essay or what

55 not.

56 I: Has using AI changed how confident you feel in

57 completing assignments? How?

58 P: Sometimes in class the teacher does not explain the
59 topic clearly, like what to include in our essays or
60 what not. That's why ChatGPT or other tools help to
61 figure that out myself. Also, teachers give us certain
62 deadlines to submit our work, and AI tools help us to
63 meet that deadline.

64 I: Do you feel more or less motivated to do assignments
65 on your own now that AI tools are available?

66 P: By using AI tools, I know I am writing the correct
67 answers. It gives me more confidence in my writing.

68 And also, I know that I can do any assignments or any
69 other work myself, because even if I am not familiar
70 with the topic, through ChatGPT I can teach myself.

71 I: What do you think teachers should do to help
72 students use AI in an honest and helpful way?

73 P: Teachers can discuss the pros and cons of AI tools,
74 and the consequences in the long term. Also,, I think
75 it's up to the students how they will use AI.

76 I: Do students talk about or share AI-generated

77 content in class? If yes, how is it used?

78 P: Students sometimes do share their works or

79 Assignments, and sometimes that is hundred percent AI

80 generated. And for that they do get punished.

81 I: Do you think AI helps you understand school subjects

82 more deeply, or just makes things faster?

83 P: And AI should be used for learning, not just copy

84 and paste.

85 Before exams, AI tools do help me to prepare more

86 efficiently and more deeply. Before exams, I can also

87 ask ChatGPT to give me some exam questions so that I

88 can test myself before exams and prepare myself more

89 effectively.

90 I: In your opinion, how is learning different now

91 compared to before AI tools were common?

92 P: Before using AI tools, I had to solely rely on my

93 teachers, and it was more time consuming. Teachers

94 can't give attention to all of the students, so it
95 was harder to prepare ourselves for exams, especially
96 when the students don't understand what the teacher is
97 teaching.

Students Transcript 8

1 I: What is the type of institution you study in?

2 P: Let me start by saying that I am an IGCSE student and I'm
3 doing my O levels right now.

4 I: Which grade are you in?

5 P: I am in grade 11th.

6 I: How familiar are you with AI tools?

7 P: As for my familiarity with AI tools I would say not as much

8 as I would like to be or not as much as others from my

9 perspective because I don't really use as much AI I would

10 say. I have used Grammarly for quite a few years which comes

11 in pretty handy but I only use it for punctuation or grammar

12 corrections not to not as a generative AI. So I'm not sure if

13 this counts. And I would say I have also used ChatGPT, not
14 for assignments or anything, but mostly to understand if I'm
15 struggling with the concept or if I have a specific or
16 math questions because I'm really bad at math.

17 I: When did you begin using these tools?

18 P: As I've said just a while ago, I have been using Grammarly
19 for a few years now. It's pretty handy, it is, especially if
20 you are concerned about punctuations and grammars, whether
21 or not you being consistent while writing your assignments.
22 As for ChatGPT, I would say I have started roughly three,
23 four months ago.

24 I: Have you noticed your teachers using AI tools in class?

25 If so, how are they using them?

26 P: I wouldn't think so. No, I have not seen my teachers use any
27 AI tools overtly in class or mentioned that they are using
28 them. But I have had one teacher say that they do use AI to
29 learn about things. Not necessarily to write anything. But
30 they do utilize AI if they are reading up on a concept or

31 maybe a paper. Then they definitely utilize AI. Yes. But that
32 is how they use AI personally in their life. I'm not sure if it
33 has an equal relation with them using their tools in class.

34 I: In your opinion, has the use of AI changed the way your
35 teachers teach? How?

36 P: I'm not sure if I can make a comment on this because as
37 I've said, it's just one teacher has Like one of my teachers
38 has said that he does use AI when it comes to reading up on
39 a topic, but I'm not sure to what extent AI plays a role in
40 the way that he teaches his students.

41 I: Do you think AI makes learning more interesting or more
42 confusing? Why?

43 P: I mean, it definitely has the potential to make learning
44 confusing or interesting at the same time. Interesting
45 because AI can, well, generative AI can be quite fun. The
46 can perhaps present a topic that is really boring in a way
47 to the students where it doesn't, studying doesn't feel as
48 chore or it doesn't feel boring at the same time it can be

49 confusing because it might show you conflicting information,
50 it might even give you false information because AI as far as
51 I know AI just there's no person behind it fact checking it
52 right it just takes whatever it can find online and online
53 there are all sorts of information so I really think depends
54 on the context.

55 I: How would you describe the difference between a class that
56 uses AI and one that doesn't?

57 P: I'm not sure about that because I've not really seen a class
58 use AI I'm not sure what a class using AI means like is the
59 question asking about whether it's a teacher is using AI to
60 teach in a class or it's about the students that use AI in
61 class I think some clarity on this question would help.

62 I: Do you use AI tools (like ChatGPT or Grammarly) when working
63 on essays or assignments? Why or why not?

64 P: Yes, I do. I use Grammarly regularly just to, like I've
65 mentioned before, correct grammar and make sure that my essay
66 is consistent and the spellings are correct. ChatGPT, not as

67 much. I have used it a few times to understand the topic more
68 but I don't use it to generate answers for my essays or
69 assignments. It boils down to how I feel towards AI. I was
70 strongly against using ChatGPT for quite a while now. I have
71 seen my peers doing it and they regularly use ChatGPT to
72 generate their assignment answers and essays. I am against it
73 uh, because I think you need to practice writing as much you
74 can to be able to get, become better at it. Practice makes
75 a man perfect. You cannot really deny that. It's, there's a
76 reason why it's a saying. So ethically, uh, for me, don like
77 it. I don't like using AI for, uh, creative purposes where
78 uh, yeah, like where creative purposes in the sense that in
79 academics, I would just, I prefer to write my own essays
80 of relying on AI to hand me the answers. I don't think that's
81 a good way to learn things as well, because for me, if I want
82 to write on something, I have to understand the topic first.
83 And it's very crucial for me to be able to do that. So that's
84 why I think for understanding, like there should be a boundary

85 or some type of restriction when we're using AI. So, for me,
86 the restriction that I impose on myself is that if it is for
87 learning something, then I think usage of AI to some extent is
88 OK. And if it's something like, oh, I want to make sure that my
89 spellings are correct and the grammar is correct, it's okay
90 to use AI for that. But it is not OK for AI if it's doing all
91 your work for you, like majority of the work for you.

92 I: How do you feel AI tools affect the way you think about a
93 topic before writing?

94 P: It can definitely be helpful sometimes if you're feeling
95 stuck while you're in the brainstorming phase. but I would
96 personally I don't really want to use ai at first I want to
97 give it my best like my hundred percent and see where it gets
98 me if after a certain point I'm like I can I'm I cannot I'm
99 having a really hard time and I'm not being able to move
100 forward and i need to because time is of the essence then I
101 might take help of ai with brainstorming so it can be helpful
102 sure but I feel like students still need to caution to proceed

103 and not fully depend on AI as it might become harmful for
104 them in the future. Because it does have the potential to take
105 away your, diminish your thinking capabilities to some extent.

106 I: Do you feel that AI has helped or harmed your writing skills?
107 Can you explain with an example?

108 P: Not necessarily. I didn't think it has harmed or helped my
109 writing skills. I would say my writing skills are my own to
110 begin with because I, like I said, I don' really rely on AI to
111 generate any essays or assignments. I fully depend on myself.
112 That being said, I have helped used AI to paraphrase sometimes
113 when I'm really struggling with a sentence. That's because
114 there are so many ways, there are not that many ways that you
115 can paraphrase a sentence sometimes and you can get stuck. So
116 this is a leeway that I allow myself Sometimes. But I wouldn't
117 say it has harmed or helped my writing skills as much because
118 I use AI mostly to learn and, as I've mentioned before, only
119 for spelling corrections or grammar corrections. If anything,
120 I think AI can be a bit harmful sometimes. I wouldn't

121 say harmful, but it can be a bit confusing because once
122 you write a sentence, even if it's a correct sentence,
123 Grammarly shows that it's the wrong sentence, even if it's
124 correct. That does happen, especially with tense, if I'm
125 not wrong. So, there is that.

126 I: How would your writing process be different if AI tools
127 weren't available?

128 P: I think I would definitely have to check grammar and
129 spelling errors manually if AI tool wasn't available.

130 As for learning, I don't think it would have made that
131 much of a difference because as I've said, I only recently
132 have started using AI for learning purposes. Before that,
133 I have entirely depended on myself. So for a while, I think
134 it would be a bit inconvenient and time-consuming, but I
135 think I would still be able to do Like, I would still be
136 able to manage, I think.

137 I: When you use AI for schoolwork, do you feel like you're
138 still doing the work yourself? Why or why not?

139 P: Well, like I said, I don't really use AI as much for
140 schoolwork, so I am doing it for myself. I am doing the
141 work myself.

142 I: Has using AI changed how confident you feel in completing
143 assignments? How?

144 P: It does help sometimes it, I feel confident in the sense
145 that if I'm understanding a topic better, that, uh, that
146 also shows in my writing. So, I feel confident. Oh, like I
147 know this, know about this thing, so I can write about it.
148 So in that sense, it does help with me feeling a bit more
149 confident about completing my assignments.

150 I: Do you feel more or less motivated to do assignments on
151 your own now that AI tools are available?

152 P: I mean it is I ai can be quite tempting i do understand
153 that but I don't really, I as I've said this is a personal
154 This is my personal morale talking. I don't really like
155 using AI to do my assignments. So, I do them by myself.
156 But I don't think the act of doing our assignments is

157 motivating as much. Assignments are something that needs
158 to be done because your grades depend on it, right? So...
159 I don't think I feel more or less motivated, but I do prefer
160 doing my assignments on my own rather than using AI tools.
161 And when I say AI tools, I specifically mean generative AI.
162 For me, I don't really count Grammarly because... Like I
163 said, it's not helping in the sense that it's writing my
164 thing for me. It's not writing my essay for me, but it is
165 there as an aid and not the one who's taking the lead.
166 I: What do you think teachers should do to help students use
167 AI in an honest and helpful way?
168 P: Well, because generative AI is still very much a new thing.
169 Personally, I think not everyone should have access to AI,
170 because I have seen younger students who are high school
171 students, they've started using AI. And I think that might
172 be harmful for their growth and their development. So
173 definitely there should be some restrictions, but I'm not
174 sure how... like what the guideline for it would look like.

175 Maybe teachers can help students understand AI better and
176 show that it can be a, an amazing tool for learning but when
177 it comes to being creative and writing assignments it's
178 better if you use your own brain and you write on your own
179 because then you would be able to develop your writing
180 skills otherwise you will become fully dependent on AI I
181 think maybe spreading that awareness could be the first step
182 towards helping students with AI.

183 I: How has AI changed the way you and your classmates
184 participate in discussions or debates?

185 P: I have definitely noticed my classmates switching to AI.
186 steering towards AI as soon as they're given a question or
187 discussions in class, which I fear is not a good thing.
188 Because, like I said, it has the potential to diminish
189 your thinking capabilities because you're not doing any
190 thinking. You're solely dependent on AI and like when there
191 are group works you're supposed to talk to your peers and
192 come to a conclusion and discuss things which can be quite

193 thought-provoking in some cases but AI sort of takes that
194 opportunity away from students and I think that is not a
195 good thing.

196 I: Do students talk about or share AI-generated content in
197 class? If yes, how is it used?

198 P: I have seen some students create their presentation slides
199 using AI and they didn't really try to hide it or anything.
200 It's pretty obvious that they used AI for presentation.
201 but the teacher wasn't as bothered so they let it slide for
202 me it bothered me because it was a group presentation so
203 i was part of that group as well but so like when i saw him
204 using AI for a slight that doesn't really take too long to
205 make I was a bit taken aback but I cannot really say anything
206 as to why he did what he did he has every right to do his
207 assignments the way he wants to do it which is fine but it
208 it did feel like a bit oh we're here giving efforts to make
209 our slides and do our work but here he is just using ai to
210 generate a few things that he needs answered and even the

211 slide itself that he could have just made probably
212 wouldn't have taken more than five minutes but yeah.

213 I: Do you think AI helps you understand school subjects more
214 deeply, or just makes things faster?

215 P: I think AI does help understand subjects more deeply. It
216 also makes things faster as well. Sure, it feels as shortcut
217 in a game, almost like a cheat code, but I do think it quite
218 helpful to understand subjects that you may not be familiar
219 with it can be a great starting point like AI can be a great
220 starting point for you to understand the topic and then from
221 that point on you can study deeply study in depth on topic
222 on your own using other materials and but yes, I do think AI
223 does make things a bit faster which can be quite addicting

224 I: How is learning different now compared to before AI tools
225 were common?

226 P: I think it has impacted how people learn things and how
227 people are creative. Because before, I think people would
228 put in more effort and they would try to learn on their own

229 and it would show but now I think now that AI is more
230 available people prefer to take the easy route and well
231 it's faster it's not expensive you get the work done you
232 also you're also getting good grades so I think people are
233 opting more for the usage of ai which is understandable but
234 at the same time I think in the long run it's not a very
235 sustainable way to go on about things because if you're
236 not developing your skills then in the future where you
237 might need to use those skills it might become you might
238 put yourself in a difficult position so even though AI is
239 doing an amazing job when it comes to learning things, I
240 feel like the implications of using AI and the consequences
241 of using it not carefully and depending on it entirely might
242 be really harmful in the long run.

243 I: Thank you so much for sharing your thoughts!

244 P: Looks like I've covered all the questions. Thank you so
245 much for having me and well, take care!

Student Transcript 9

01 I: What is the type of institution you study in?

02 P: I'm a student of grade 11 from IGCC and I'm pretty familiar

03 I: Which grade are you in?

04 P: with AI tools ecause I use them regularly for school work

05 and personal projects. I started using them around 2023 when

06 they became more accessible and popular.

07 I: How familiar are you with AI tools?

08 P: Yes, some teachers use AI to create lesson plans, generate

09 I: When did you begin using these tools?

10 P: quizzes, or explain complex topics more clearly and AI has

11 changed teaching by a lot by making them personalized.

12 I: Have you noticed your teachers using AI tools in class?

13 P: It makes learning more interesting because it provides

14 I: If so, how are they using them?

15 P: quick explanations and it also sometimes come up with creative

16 examples.

17 I: In your opinion, has the use of AI changed the way your

18 teachers teach? How?

19 P: A class that uses AI mostly feels more interactive and
20 flexible while the class where they don't use AI is usually
21 more slower because it's traditional.

22 I: How would you describe the difference between a class
23 that uses AI and one that doesn't?

24 P: I do use Grammarly a lot to improve my grammar in writing,

25 I: Do you use AI tools (like ChatGPT or Grammarly) when
26 mostly in assignments. AI actually gives me a good starting
27 point when I'm starting a new project and uh usually it gives
28 me a good pace to begin my work.

29 I: How do you feel AI tools affect the way you think about
30 a topic before writing?

31 P: It has helped me write; it has helped my writing skills by
32 showing me uh alternative phrasing like rewarding weak
33 sentences into stronger ones.

34 I: Do you feel that AI has helped or harmed your writing
35 skills? Can you explain with an example?

36 P: I would say without AI, my writing process would be a lot
37 slower and it would involve more trial and error.

38 I: How would your writing process be different if AI tools
39 weren't available?

40 P: I think if I'm using AI to improve my grammar and sentence
41 structure, it's not necessarily a bad thing.

42 I: When you use AI for schoolwork, do you feel like you're
43 still doing the work yourself? Why or why not?

44 P: I still feel like I'm doing the work because I choose what
45 to keep and how to use AI suggestions.

46 I: Has using AI changed how confident you feel in completing
47 assignments? How?

48 P: It has made me more confident in completing assignments
49 since I can clarify doubts instantly.

50 I: Do you feel more or less motivated to do assignments on
51 your own now that AI tools are available?

52 P: It gives me customized answers, right? And I feel equally
53 motivated because I still enjoy applying my own ideas

54 alongside AI suggestions.

55 I: What do you think teachers should do to help students

56 use AI in an honest and helpful way?

57 P: Teachers should guide students on responsible use like

58 verifying facts and avoiding cheaters obviously.

59 I: How has AI changed the way you and your classmates

60 participate in discussions or debates?

61 P: And the facts part is important because AI doesn't give you

62 accurate answers all the time so you do have to fact check.

63 I: Do students talk about or share AI-generated content in

64 class? If yes, how is it used?

65 P: AI has made discussions more informed because students can

66 quickly check facts and examples. But at the same time, it's

67 not 100% reliable.

68 I: Do you think AI helps you understand school subjects

69 more deeply, or just makes things faster?

70 P: Yes, sometimes students share AI-generated summaries or

71 images to illustrate points in class. But again, these are,

72 I think, the unreliable parts of AI because imagination,

73 you shouldn't actually be dependent on it.

74 I: In your opinion, how is learning different now compared

75 to before AI tools were common?

76 P: AI helps me understand subjects more deeply when I ask

77 follow-up questions, not just work faster.

78 I: How do you think learning now compares to before AI

79 tools were common?

80 P: It's really good for clarification, if you may, because it

81 remembers context and it's great for continued learning for

82 a long period of time.

83 I: How has learning changed now compared to before AI tools?

84 P: Learning now feels more on demand and personalized compared

85 to the slower textbook only approach before AI because like

86 when I'm studying a specific topic right, AI is really

87 helpful because not only am I getting information on the topic,

88 it's like the whole thing is catered towards me, how I respond,

89 how I ask questions.

90 I: So, it almost works as a guide, like a teacher. And the more
91 you ask questions, like in an AI model, the more accurate
92 results you can get because once you start questioning whether
93 if it's giving you correct information, the more likely the
94 model will fact check itself and give you more and more accurate
95 information.

96 P: So, I think it's a great tool for students and teachers.

Student Transcript 10

01 I: What is the type of institution you study in?

02 P: I am in class 10

03 I: Which grade are you in?

04 P: In National Curriculum

05 I: How familiar are you with AI tools?

06 P: I am somewhat familiar, first I saw it from a friend.

07 I: When did you begin using these tools?

08 P: I have been using it for two years

09 I: Have you noticed your teachers using AI tools in class?

10 P: I have never witnessed my teachers using it, they always

11 bring up its unethical side. But some teachers say that you

12 can use ChatGPT to summarize, but never boldly.

13 I: In your opinion, has the use of AI changed the way your

14 teachers teach? How?

15 P: They have set us certain limitations. They attempt to catch

16 anyone who uses AI to do their work. But sometimes, they also

17 tell us where exactly we can use them if needed.

18 I: Do you think AI makes learning more interesting or more

19 confusing? Why?

20 P: I think AI makes it more interesting, as I have learnt quite

21 a lot of things from it. I never felt confused or disheartened

22 by using ChatGPT.

23 I: How would you describe the difference between a class that

24 uses AI and one that doesn't?

25 P: In a class where AI is not used, students will be taught in

26 the traditional way with handmade questions and tasks. But

27 otherwise, AI will be used to make questions, slides etc.

28 Basically, the whole dynamic is changed.

29 I: Do you use AI tools (like ChatGPT or Grammarly) when working

30 on essays or assignments? Why or why not?

31 P: I use ChatGPT in some cases. But normally don't, as we will

32 get caught if used boldly. I use it to generate some ideas,

33 and Grammarly for correcting my work.

34 I: How do you feel AI tools affect the way you think about a

35 topic before writing?

36 P: No effect observed, since we don't belong in the academia

37 where they teach to think exactly. At the end of the day,

38 we have to write our own papers.

39 I: Do you feel that AI has helped or harmed your writing skills?

40 Can you explain with an example?

41 P: AI has only helped me; it did not harm me. I used to struggle

42 with my writing, but thanks to ChatGPT, I can now correct my

43 grammar so that I don't repeat the same mistake in the future.

44 I: How would your writing process be different if AI tools weren't

45 available?

46 P: My word choices would be different, because no matter what
47 our word choices are different from the students of English
48 medium background. But thanks to these tools, our words are
49 now much more enriched.

50 I: When you use AI for schoolwork, do you feel like you're still
51 doing the work yourself? Why or why not?

52 P: I feel as if I did my own work, because nevertheless I have
53 to do my own work myself. As I mentioned earlier, we have a
54 lot of restrictions in place. Teachers know how students write,
55 so we can easily get caught.

56 I: Has using AI changed how confident you feel in completing
57 assignments? How?

58 P: It has raised my confidence, because I was bad at my writing
59 and speaking skills, and now I am not, the credit of which
60 goes to AI. These tools have pointed out exactly where I am
61 lacking in, especially in my presentations. ChatGPT has shown
62 me the dos and don'ts of speaking.

63 I: Do you feel more or less motivated to do assignments on your

64 own now that AI tools are available?

65 P: Nah, I do my work myself, as we are held accountable. So no

66 effect observed here.

67 I: What do you think teachers should do to help students use AI

68 in an honest and helpful way?

69 P: I think software should be developed to ensure integrity,

70 because we can't ban ChatGPT altogether in the modern world.

71 I: How has AI changed the way you and your classmates participate

72 in discussions or debates?

73 P: AI has shown us where to participate, because we did not know

74 these earlier. But thanks to AI, we understood what to say

75 during debates.

76 I: Do students talk about or share AI-generated content in class?

77 If yes, how is it used?

78 P: No, they don't, it's not really possible. As I mentioned, this

79 practice is very much restricted.

80 I: Do you think AI helps you understand school subjects more

81 deeply, or just makes things faster?

82 P: Yes, I understand the topics more deeply, ChatGPT shows us
83 that this thought can be constructed this way or can be used
84 here etc. All of which was not possible with teachers nor
85 seniors. AND yeah, the learning process is also faster.

86 I: In your opinion, how is learning different now compared to
87 before AI tools were common?

88 P: Before the information was less, we were limited to textbook
89 info only. But AI has introduced creativity into our learning
90 process.

Teacher Transcript 1

01 I: What is the type of institution you are affiliated with?

02 P: Right now, I am in NCTV Institute. It's an English version.

03 I: How long have you been teaching for?

04 P: I have been teaching for quite a few years, I will say 3
05 years to be exact.

06 I: How familiar are you with AI tools?

07 P: I am very familiar with AI tools since I am in the newer

08 generation of teaching and teachers and AI tools and me we

09 came in this field at the same time.

10 I: Since when have you been using these tools?

11 P: From its very beginning, when it was first introduced, I

12 started using it as an interest, but right now it is a part

13 of my daily life.

14 I: How have you incorporated AI tools (e.g., ChatGPT, Grammarly,

15 Quizlet) into your teaching practices?

16 P: Well, I try to stay away from using these tools in my

17 teaching practices. I try to keep my teaching practices as

18 natural as possible. But I do use Grammarly or Quizlet whenever

19 I am trying to check my students' copies and everything. And I

20 do use ChatGVT to have an idea on how to make question papers

21 and stuff. I practice it for my students.

22 I: Have AI tools changed how you design lessons or deliver

23 content? If yes, how so?

24 P: It did change a bit of my lessons to content deliberation.

25 Right now I try to make my notes very precise, stay to the point

26 and not to not to extend it more than it's needed. I try to keep
27 it more engaging. So that's why I take some ideas from these AI
28 tools. That's all.

29 I: What are the benefits and challenges you've experienced when
30 using AI tools in your teaching?

31 P: So, benefits I'll say, it makes things a lot easier. Like
32 keeping up with your work most of the time.

33 I: How do students respond when you use AI-based resources or
34 platforms in the classroom?

35 P: Most of my students are very supportive. They are just new
36 generation students. They are the ones who use AI more effectively
37 than I do. But still, I don't show it that much in front of them.
38 I try to keep it as basic as possible in front of them.

39 I: From your observation, how has student writing changed since AI
40 tools became widely available?

41 P: I would say the writing has become more creative. Students
42 are coming up with more ideas to write papers differently. They
43 are becoming more engaging. I'll say that's a change from our

44 time when we had to do a lot of work to write a single paper.

45 Students right now are writing multiple papers in that set time.

46 So I'll say that is a change in the system.

47 I: Do you believe AI supports or undermines students' ability to
48 think critically about their work?

49 P: I think this is in a grey area. It depends upon the student.

50 Most students use these AI tools to see an angle that they might
51 have missed. But I encourage my students not to use AI that much
52 so that they can critically think more effectively than normal.

53 I: Have you seen any shifts in how students begin brainstorming
54 or drafting written assignments with the help of AI?

55 P: Yes, I've definitely seen a shift in students' approach to
56 brainstorming. With the help of AI, the brainstorming ideas are
57 more thorough, more thought-through, and it helps them to write
58 their final piece more nicely.

59 I: How do you address the balance between using AI tools and
60 developing original student thought?

61 P: So, what I do is I tell my students not to use AI because I

62 first of all I tell them that like I'll tell them that If I read
63 a paper, I'll know that they use an AI or not. Because if I ask
64 them questions and they can't answer me properly, I'll directly
65 know that which student use AI or not. But I do tell them that
66 the most they can do from an AI is take the idea and then work
67 on it and not fully be dependent on it.

68 I: Have you noticed any changes in students' motivation or work
69 ethic related to AI tool usage?

70 P: Not like that. There are a few students here and there that
71 don't try to work at all since AI is very common right now. What
72 they do is they just do the whole thing in AI. So, like I said
73 before, I addressed my students, I said not to use AI and they
74 will be penalized for that. So, to keep their work ethic as
75 original as possible, I tell them that their papers, their Hws
76 must be 100% human as possible.

77 I: How do you handle concerns about academic integrity when
78 students use AI for assignments?

79 P: So, this is a good question. So, what I do is, normally I'll

80 address the concerns directly. If a student is using AI for
81 assignments, I will be calling them out or asking them to meet
82 me personally and talk to them so that ask them why they have
83 been using AI or is it a failure in my part that I wasn't able
84 to make them understand. That's what I do.

85 I: In your experience, has AI increased or decreased students'
86 confidence in their own academic abilities?

87 P: I think this is in a grey area. For most students who are
88 a bit slow, who needs help in understanding things, for them,
89 AI has been a huge blessing. And for other students I've seen
90 who could have written things naturally, use AI more. So, this
91 is in a grey area for me.

92 I: What policies or guidance do you give students about
93 responsible AI usage?

94 P: So, my policies are very strict regarding this. At the
95 beginning of my semesters or beginning of a class session, I do
96 say to them that any homework they do, any assignment they do,
97 it cannot be AI written at all. Since I can read people and I

98 can know what a student actually thinks and if it doesn't match
99 their writing standard, I can catch them only.

100 I: Has the presence of AI tools changed the nature of classroom
101 discussions or student participation? If so, how?

102 P: Yes, it has changed the nature of classroom discussion.

103 Students are more engaging right now. They are bringing in fresh
104 ideas. This keeps the debate open. This keeps the debate fresh.

105 Most students who normally don't know how to engage, they are
106 engaging and I try to encourage this as much as possible.

107 I: Do students bring AI-generated content into debates or group
108 work? What impact does it have?

109 P: Some students do bring AI-generated content, don't encourage
110 this. I ask them to make the contents as natural as possible. I
111 tell them, I ask them to use AI only to have ideas. What impact
112 is that at that moment? It's like the AI is picking and the
113 student is not picking. So that's why I don't think this is a
114 good thing.

115 I: How do you think AI is shaping the way students learn,

116 communicate, and collaborate?

117 P: I think AI is very engaging in the student sector. It has
118 made a lot of things easier for students. Sometimes I wish I had
119 it when I was a student because it makes work a bit easier.
120 can focus on other works, taking notes and trying to understand
121 hard text, very easy language.

122 I: In your opinion, what role should AI play in the future of
123 classroom teaching and learning?

124 P: So, we are already in a future space where everything is
125 very digitalized. And I think AI can play a more engaging role.
126 Like, what do I say here? You can take time to think, sir. It's
127 fine. I think AI is doing more than enough right now.

128 I: Thank you for your time.

129 P: Thank you.

Teacher Transcript 2

01 I: What is the type of institution you are affiliated with?

02 P: I am teaching at a high school.

03 I: How long have you been teaching for?

04 P: 3 years.

05 I: How familiar are you with AI tools?

06 P: I don't have a lot of experience/knowledge in it, I tend

07 to use Chat GPT and Perplexity AI the most.

08 I: Since when have you been using these tools?

09 P: From around 2023-2024.

10 I: How have you incorporated AI tools (e.g., ChatGPT, Grammarly,

11 Quizlet) into your teaching practices?

12 P: I use Perplexity AI for personal work like doing efficient

13 research work. And as for Chat GPT, I usually use it to make

14 study plans and lesson plans, or to make ideas and examples

15 more presentable, or to understand a concept with more depth.

16 I: Have AI tools changed how you design lessons or deliver

17 content? If yes, how so?

18 P: There definitely has been some change, mainly to add new

19 ideas, creative questions or themes into the daily lessons.

20 I: What are the benefits and challenges you've experienced

21 when using AI tools in your teaching?

22 P: The advantage is that it saves time compared to before. The
23 AI gives answers and solutions very swiftly to any kind of
24 questions. The downside is that it cannot be used for long
25 before being locked, as I only have access to the free version
26 available.

27 I: How do students respond when you use AI-based resources or
28 platforms in the classroom?

29 P: I do not use AI right in front of the students, but if I
30 present ideas with the help of AI to them, they tend to have
31 positive reactions. They open-mindedly accept it and try to
32 understand the concept with enthusiasm.

33 I: From your observation, how has student writing changed since
34 AI tools became widely available?

35 P: I haven't noticed many differences in writing. However,
36 students nowadays prefer answering questions in a brief and
37 concise manner in contrast to how we answered questions with
38 a lot of detail. They are able to answer the question in little
39 words.

40 I: Do you believe AI supports or undermines students' ability
41 to think critically about their work?

42 P: I think it prevents students from thinking for themselves
43 because it takes away the option for students to be creative
44 as AI can give the solution with just one click.

45 I: Have you seen any shifts in how students approach
46 brainstorming or drafting written assignments with the help of
47 AI?

48 P: AI can actually be quite helpful for brainstorming ideas.
49 If they use AI to get preliminary ideas, it helps them to think
50 about the next stage themselves. However, if a student becomes
51 completely dependent upon AI, it becomes an issue.

52 I: How do you address the balance between using AI tools and
53 developing original student thought?

54 P: I guess I never thought too deeply about this, but I suggest
55 my students think about the issue themselves before taking help
56 from AI; to create ideas and a thinking space before accessing
57 AI.

58 I: Have you noticed any changes in students' motivation or work
59 ethic related to AI tool use?

60 P: I think it has decreased because AI has made everything
61 easier. Before, you had to research through different resources
62 like books, but now AI answers the questions in seconds.

63 I: How do you handle concerns about academic integrity when
64 students use AI for assignments?

65 P: AI is an advanced tool that provides high-level answers.

66 But I am a high school teacher, and my students range from
67 grades 6-10, and I don't think they need such high-level
68 thoughts and ideas. I would like them to follow textual contexts
69 and stay at their level. So I advise them to read the texts
70 before using AI; to understand the concept first.

71 I: In your experience, has AI increased or decreased students'
72 confidence in their own academic abilities?

73 P: One thing here is that in some cases it does raise
74 self-confidence. As AI can give errorless information, they
75 feel more confident in their writing. However, in other cases,

76 their creative space becomes narrow so we can see that it is
77 not possible for them to be creative when they have to answer
78 questions instantly.

79 I: What policies or guidance do you give students about
80 responsible AI use?

81 P: Like I mentioned before, they should first understand the
82 concept themselves and read about the topic from textbooks and
83 other resources before seeking help from AI.

84 I: Has the presence of AI tools changed the nature of classroom
85 discussions or student participation? If so, how?

86 P: This has decreased a little because before we used to have
87 class discussions and we took ideas from each other and shared
88 our thoughts. But now that is not necessary as AI is very
89 capable of finding answers and helping to finish assignments,
90 so class participation decreases.

91 I: Do students bring AI-generated content into debates or group
92 work? What impact does it have?

93 P: Yes, of course, they use AI in everything. But it's nice

94 because they get everything so easily, but the problem is they
95 become less creative. Like they could have very dynamic and
96 various ideas, but AI narrows down the possibilities and can
97 misguide students if it does not understand the matter
98 completely. So there is a negative effect here.

99 I: How do you think AI is shaping the way students learn,
100 communicate, and collaborate?

101 P: No, some things have changed. Like I said, students do not
102 really want to engage in group assignments anymore as AI
103 exists. For example, before we asked our friends if we did
104 not understand something, but now you can just take help from
105 AI, so the concept of working together has vastly changed.
106 However, it is a good thing that they can learn from AI.

107 I: In your opinion, what role should AI play in the future of
108 classroom teaching and learning?

109 P: We can use AI for fruitful things like study plans or to
110 find out things about nature like ocean patterns or to discover
111 creative questions or to set life examples. We can use AI for

112 a variety of things.

Teacher Transcript 3

01 I: What is the type of institution you are affiliated with?

02 P: I am a teacher at Udvash in Farmgate (National Board).

03 I: How long have you been teaching for?

04 P: I have been teaching for 1.5 years.

05 I: How familiar are you with AI tools?

06 P: I mainly know about ChatGPT only.

07 I: Since when have you been using these tools?

08 P: I have been using it since the aftermath of Covid Pandemic.

09 When it was first launched in December of 2022, I did not

10 use it right away. In 2023, I did so.

11 I: How have you incorporated AI tools (e.g., ChatGPT, Grammarly,

12 Quizlet) into your teaching practices?

13 P: I use ChatGPT the most. When I have to prepare my lesson

14 plan for teaching, I resort to this tool. If I only give

15 questions to my students from their textbook, they might not

16 have enough practice. Therefore, I use ChatGPT to make new
17 questions for them.

18 I: Have AI tools changed how you design lessons or deliver
19 content? If yes, how so?

20 P: Yes, it did change. As I said, I do make lesson plans with
21 ChatGPT since I don't have enough time.

22 I: What are the benefits and challenges you've experienced
23 when using AI tools in your teaching?

24 P: The benefit is that it takes very less time, and gives very
25 good information which was unknown to me before. And now
26 there is also a new feature - image generation, which makes
27 my class more engaging. The challenges include the free
28 version getting locked after a certain usage, and image
29 generation is more difficult in this mode.

30 I: How do students respond when you use AI-based resources or
31 platforms in the classroom?

32 P: They don't really show a lot of reaction. They just focus
33 on studying, if what I am teaching is relevant to the topic,

34 that's it.

35 I: From your observation, how has student writing changed since

36 AI tools became widely available?

37 P: Their writing suddenly became very good. For instance, I

38 know a student whose writing isn't so good, then out of

39 nowhere he brings us a work with no grammatical errors and

40 full of complex work. But when I ask him the meanings of these

41 words, he can't answer. Then I know it was written by AI.

42 Most students now just type in the prompts and copy paste,

43 we teachers can easily know that.

44 I: Do you believe AI supports or undermines students' ability

45 to think critically about their work?

46 P: AI of course hampers them to do their critical thinking.

47 If a student thinks about his answer and then attempts the

48 questions there will be many possibilities whereas in AI,

49 there are limited answers.

50 I: Have you seen any shifts in how students approach

51 brainstorming or drafting written assignments with the help of

52 AI?

53 P: Yes, the shift happened. Before they did not even have the

54 capability, but now they can do it effortlessly.

55 I: How do you address the balance between using AI tools and

56 developing original student thought?

57 P: The free version ChatGPT, as I have mentioned earlier, gets

58 locked up after a certain usage. After that, the students

59 have no choice but to work on their own. This is good, because

60 it keeps the balance.

61 I: Have you noticed any changes in students' motivation or work

62 ethic related to AI tool use?

63 P: The motivation has drastically gone down, because using

64 ChatGPT they can easily copy the work.

65 I: How do you handle concerns about academic integrity when

66 students use AI for assignments?

67 P: I take viva after these assignments, and then I can

68 understand if they have used AI or not. I see how much they

69 have actually understood the concepts.

70 I: In your experience, has AI increased or decreased students'
71 confidence in their own academic abilities?

72 P: The students' confidence levels have decreased, because
73 AI does not support creativity. If they don't use their
74 creativity, their confidence is bound to go lower.

75 I: What policies or guidance do you give students about
76 responsible AI use?

77 P: I tell them to use AI, no problem, because AI has more
78 good usages than bad ones. But use it with responsibility,
79 because ChatGPT is limited in its thinking capacity. I tell
80 them to verify the answers, as well as try to understand the
81 concept.

82 I: Has the presence of AI tools changed the nature of classroom
83 discussions or student participation? If so, how?

84 P: Class discussions have become rarer, because they know
85 that even if they don't speak in class they can just go home
86 and use ChatGPT to learn.

87 I: Do students bring AI-generated content into debates or group

88 work? What impact does it have?

89 P: Students do bring AI content in their debates, yes. The
90 effect is that they can do it effortlessly. They even write
91 their scripts for debating using AI. As for assignments, they
92 will delay their work until right before the deadline since AI
93 got their backs.

94 I: How do you think AI is shaping the way students learn,
95 communicate, and collaborate?

96 P: Students don't speak much in class anymore, as I told you
97 earlier. Furthermore, they have also lost interest in learning.
98 They have this feeling that what sir is teaching isn't so
99 important to learn now itself, I can always use AI to grasp it.
100 Even for groupworks, they just again use AI with not much
101 communication or discussions amongst themselves.

102 I: In your opinion, what role should AI play in the future of
103 classroom teaching and learning?

104 P: Since a new version of AI has just arrived, many students
105 will be benefited by it, especially those who will buy the

106 premium version. The same goes for teachers as well. Lesson
107 planning will also be easier, or just imagine I don't know much
108 about a particular subject, I can just rely on AI for it. The
109 coaching centres in the future will also be much lesser,
110 thanks to AI. As for how much it should be used, I would say
111 set a limit first, or else the premium versions should also
112 become limited, otherwise creativity will go down further.

Teacher Transcript 4

01 I: What is the type of institution you are affiliated with?

02 P: I teach in the National Board.

03 I: How long have you been teaching for?

04 P: I have been teaching for eight years.

05 I: How familiar are you with AI tools?

06 P: I got to know pretty much about AI tools now. As much as
07 needed.

08 I: Since when have you been using these tools?

09 P: I am using since 2022.

10 I: How have you incorporated AI tools (e.g., ChatGPT, Grammarly,
11 Quizlet) into your teaching practices?

12 P: As for teaching, I use AI to look for information about a
13 topic, and make questions based on them. I also check the
14 student's answers using AI tools.

15 I: Have AI tools changed how you design lessons or deliver
16 content? If yes, how so?

17 P: Yes, definitely. Thanks to AI, a lot of information is
18 easily available, which helps in my teaching.

19 I: What are the benefits and challenges you've experienced
20 when using AI tools in your teaching?

21 P: The benefit is that a huge amount of information is readily
22 available. The disadvantage is that many students are misusing
23 it. They are just copy-pasting from AI without thinking for
24 themselves.

25 I: How do students respond when you use AI-based resources or
26 platforms in the classroom?

27 P: There are a variety of reactions, many students think that

28 why would we use AI when sir is using them. Some of them have
29 positive reactions and others have negative ones.

30 I: From your observation, how has student writing changed since
31 AI tools became widely available?

32 P: After AI tools arrived, students can now organise their
33 answers properly which was not possible earlier.

34 I: Do you believe AI supports or undermines students' ability
35 to think critically about their work?

36 P: That depends on the student himself. If he uses AI as a tool
37 to understand the concepts better rather than a tool to copy
38 paste answers, then AI is supportive. But otherwise, it does
39 undermine his abilities.

40 I: Have you seen any shifts in how students approach
41 brainstorming or drafting written assignments with the help of
42 AI?

43 P: After AI came, no brainstorming except a few.

44 I: How do you address the balance between using AI tools and
45 developing original student thought?

46 P: We encourage the students to write on their own, but AI tools
47 can be used by everyone. Nevertheless, we urge them to use AI
48 for research and understanding only.

49 I: Have you noticed any changes in students' motivation or work
50 ethic related to AI tool use?

51 P: Overall motivation has decreased.

52 I: How do you handle concerns about academic integrity when
53 students use AI for assignments?

54 P: If someone used AI to write, it can be understood. If someone
55 is caught using AI, he is warned and then punished if they
56 persist. This is how I maintain integrity.

57 I: In your experience, has AI increased or decreased students'
58 confidence in their own academic abilities?

59 P: As I mentioned before, if a student uses it properly, it will
60 increase his confidence and his knowledge will also be extended.
61 But otherwise, it will have the opposite effect.

62 I: What policies or guidance do you give students about
63 responsible AI use?

64 P: I tell the students to study the text first and then use AI
65 to analyze the concepts. This will expand their knowledge mpre.

66 I: Has the presence of AI tools changed the nature of classroom
67 discussions or student participation? If so, how?

68 P: Actually, we don't use AI in class, just go with traditional
69 ways, so there is not much change here.

70 I: Do students bring AI-generated content into debates or group
71 work? What impact does it have?

72 P: Yes, they ask AI to give them points for their debates. The
73 effect here is that they are not really learning anything on
74 their own.

75 I: How do you think AI is shaping the way students learn,
76 communicate, and collaborate?

77 P: There isn't much effect observed in this sector personally.

78 I: In your opinion, what role should AI play in the future of
79 classroom teaching and learning?

80 P: In the future, both students and teachers must first
81 understand the concepts clearly. No new knowledge will be

82 acquired if they are fully dependent on AI. In my opinion, AI
83 should be used in such a way that the correct knowledge can be
84 gathered with it, so that their creativity is increased.

Teacher Transcript 5

01 I: Do you consent to be recorded, sir?

02 P: Yes, I give my full consent to be recorded.

03 I: How long have you been teaching for, sir?

04 P: I am teaching for like three years.

05 I: What is the type of institution you are affiliated with,
06 sir?

07 P: I am affiliated with IGCSE Board.

08 I: How familiar are you with AI tools?

09 P: Very much familiar with AI tools.

10 I: Since when have you been using these tools?

11 P: I am using these tools since 2020 last.

12 I: Have you incorporated AI tools into your teaching
13 practices, sir?

14 P: Yes, I have included AI tools in my teaching practices

15 very positively in a way.

16 I: How do you design lesson or deliver content? If so, how?

17 P: No, AI tools does not change how I design my lessons or

18 deliver my content.

19 I: What are the benefits?

20 P: I came to know more about the things that I taught in the

21 classes and the challenge are that the students are far more

22 educated in AI than me. So, it's a little bit challenging for

23 me to cope with them.

24 I: How do students respond when you use AI-based resources or

25 platforms in the classroom, sir?

26 P: When I used AI resources in the classroom, their reaction

27 was very bad, like, why you are using AI, sir? This type of

28 reaction they gave and from that I converted my content of my

29 own and I don't use AI and also don't let them know that I use

30 AI tools.

31 I: From your observation, how has student writing changed since

32 AI tools became widely available?

33 P: Students' writing has been changed in a negative way that
34 previously when the AI tools were not there, they used to
35 write very structured way and grammatical way but when the AI
36 tools came, in the market, they didn't respond to my lecture
37 and they used to do unstructured writing.

38 I: Do you believe that AI supports or undermines students'
39 ability to think critically about their work?

40 P: I think AI undermines students' ability to think critically
41 about their work because they got used to. They got used to
42 use the AI and at the end they don't have the thinking ability
43 of that topic and they cannot think properly. For this, their
44 ability to brainstorm any topic is much more lower than the
45 previous academic years. So, I think it undermines students'
46 ability to think.

47 I: Have you seen any shifts in students' approach to
48 brainstorming or drafting written assignments with AI?

49 P: I have given them a paper to work with but they are using

50 the device so it distracted me much and also, I scolded them for
51 it.

52 I: How do you address the balance between AI tools and
53 developing original student thought?

54 P: Like when they are away from me, like they wanted certain
55 help or very current help, then they use the AI. I suggest
56 them, but when they are with me or they have the book or the
57 reading materials with them, as long as they don't have to use
58 the AI, as long as they have the book or reading materials in
59 their hands. So, I suggest over AI, use reading materials and
60 books.

61 I: Have you noticed any changes in students' motivation or
62 work ethic related to AI tool use?

63 P: Yes, I have seen changes in their motivation or work ethic
64 due to the use of AI. They used a lot of AI tools, so this
65 plagiarized their content of assignments and group works. and
66 furthermore, they got demotivated due to the AI tools,
67 demotivated in a way from refraining themselves from studying

68 regularly. So, this is this.

69 I: How do you handle concerns about academic integrity when

70 students use AI for assignments?

71 P: Yes, I am concerned about academic integrity, about the

72 students' AI usage of assignments. I used to check the

73 assignments in the Turnitin apps or Turnitin website and I

74 also used various tools to check their work.

75 I: In your experience, has AI increased or decreased students'

76 confidence in their own academic abilities?

77 P: So, we came to a conclusion that AI has decreased the

78 confidence of the students.

79 I: What policies or guidance do you give students about

80 responsible AI usage?

81 P: I tell them, if you don't have any idea of a particular

82 topic, then do brainstorm with AI or Google.

83 I: Has the presence of AI tools changed the nature of classroom

84 discussions or student participation? If so, how?

85 P: Yeah, in previous classes when the AI was not there, the

86 students were much more focused from this era and now we can
87 see the classroom discussions or the student's participation at
88 the times the students use phone or tabs and this is harmful
89 for the study practices.

90 I: Do students bring AI-generated content into debates or
91 group work? What impact does it have for group works and debates?

92 P: Absolutely not. I don't agree to have... You mean you don't
93 allow, right?

94 I: Yeah, I don't allow. I don't allow the AI generated content
95 in debates or group work. It impacts the students like they, it
96 lacks their ability to contribute in the group and the debates.

97 I: Do you think AI is shaping the way students learn,
98 communicate, and collaborate?

99 P: I think AI is shaping the students' learning, communication
100 and collaboration very negatively. Nowadays, 30-40% of
101 students in a classroom use AI. This is very much concerning
102 to me as a teacher.

103 I: In your opinion, what role should AI play in the future of

104 classroom teaching and learning?

105 P: AI should play. In future, I want to see AI as the learning

106 tool for the students and it can improve their resource ability

107 like the resourcing of the knowledge and their ability to

108 enhance the knowledge, learning planning and that's all.

109 I: Sir, thank you for giving me your precious time.

110 P: Thank you.