

Student Perspective on AI Practices in English Writing at private universities of Bangladesh: A Phenomenological Study

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A thesis submitted to the Department of English and Humanities in partial
fulfillment of the requirements for the degree of
Bachelor of Arts in English

Department of English and Humanities
BRAC University
January 2026

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing 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/We have acknowledged all main sources of help.

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Ethics Statement

This thesis has been conducted while maintaining all the ethical standards. Ethical considerations are elaborated on the methodology section.

Abstract

This study explores the student perspective on AI practices in English writing at private universities of Bangladesh. The advent of AI influenced English writing practices world wide. AI technologies are rapidly becoming more and more sophisticated and now are able to contribute in English writing like never before. The use of AI has not been integrated in policies for academic practices in Bangladesh yet. This study aims to know about student's usage of AI tools, the benefits and challenges they are facing and there expectation from the policy makers about AI integration in English writing. This investigation follows a phenomenological qualitative method and it consults interview with five university students from a reputed private university of Bangladesh. This study finds that the students of the private universities of Bangladesh are familiar AI tools and they use those in their writing for prewriting and refining the writing. It also finds that the use of AI tools contributed to better writing and academic performance. On the contrary, it affected their writing motivation and critical thinking, and the students also suffered similarity checks. The study also finds that the students want policies about ethical practice of AI. These findings will help the policy makers and ELT educators to plan for their policies and classroom spaces to facilitate ethical use of AI in English writing.

Keywords: AI; Writing; Motivation, Ethical usage; Tertiary education.

Acknowledgements:

I am grateful to Almighty Allah for completing my thesis. I am grateful to my supervisor, Shakika Rubaiat, for supervising me and giving me the courage to finish my Thesis. I am grateful to my family for being with me, and I am grateful to the participants of this study. I am grateful to all my respected ENH teachers for teaching me. Finally, I am grateful to my friends for their unwavering support.

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Student Perspective on AI practices in English writing at private universities of Bangladesh: A Phenomenological study.

Chapter 1: Introduction

1.1 Introduction:

This study aims to examine students' perspectives on AI use in English writing at private universities in Bangladesh. This is done by conducting semi-structured interviews with five students who are enrolled at a private University. AI is rapidly spreading in all sectors. It has made many things easier. AI has now become a very important skill to master. In the education sector, it is discouraged to use AI for academic purposes. However, there is no established policy regarding this. AI is being used by most of the university students in Bangladesh nowadays. So, I have conducted this phenomenological qualitative investigation to know about the AI usage of the students, the benefits and challenges, and their expectations regarding the integration of AI as a writing tool.

1.2 Background:

In Bangladesh, most of the university-going students have access to smartphones, internet. Many of them also have computers. These have become crucial things to have because of modern education. The private university students are thought of as belonging to well-off families in Bangladesh. So, they probably have more access to technology. AI is one of the modern inventions

that is rapidly growing and transforming our everyday work. It is definitely used by all university students regardless of the university type. The students of private universities might have more access to AI as they are thought to be more familiar with technology. So, this study was conducted by interviewing private university students.

1.3 Purpose of the study:

The purpose of the study is to investigate the perspective of the private university students of Bangladesh about their AI practices in English writing. It seeks to understand the students' usage of AI in English writing. It also identifies the benefits and challenges faced by a student while using AI tools and the expectations of the students on the integration of AI in English writing.

1.4 Central Research Questions:

This study investigates four central research questions, and these research questions are:

1. How do students use AI tools in their English writing?
2. What challenges have the students faced in their English writing since the intervention of AI?
3. How have the students benefited from using AI in their writing?
4. What expectations do the students have on the integration of AI in tertiary-level education as a writing tool?

1.5 Significance of the Study:

This study is significant for students, teachers, policy makers, and researchers. There are few research available regarding AI tool usage in English writing at the tertiary level. This research can be a stepping stone for future researchers in this field. It is also beneficial for the students as

the findings can let them know about the potential benefits and challenges. The teachers can use the findings and incorporate in their lesson plan. The policymakers can know about the students' practices of AI and their expectations regarding the integration of AI in English writing.

1.6 Limitations:

There are a few limitations to the study. The sample size is small, and it is conducted only using a qualitative method. So, the findings of this investigation cannot be generalized. More studies are needed using a mixed-methods approach and involving more participants.

Chapter 2: Literature Review

2.1 Introduction:

This section is about the existing literature around the topic of students' perspectives on AI practices in English writing at private universities in Bangladesh. It explores literature on the themes of AI in education, AI in academic writing, students' perception of AI-assisted writing, advantages of AI practices in English writing, problems and Ethical Approaches, and AI practices at the tertiary level in Bangladesh. This chapter also talks about the motivation theory of Harmer (2007) and the social constructivist theory of Vygotsky (1978). This chapter also talked about the research gaps relevant to the topic of this investigation.

2.2 AI in Education:

AI has opened many windows in the education sector. AI can be integrated into education to improve usability. ChatGPT is one of the first AI technologies, and it started a revolution in AI. According to Meniado (2023), ChatGPT can support and improve English language learning by providing meaning-focused inputs, giving scaffolding during the production of meaning-focused outputs, providing feedback to the learners, and facilitating their fluency through more practice. He did a rapid literature search to get these findings. Meniado (2023) also found that ChatGPT can assist teachers by designing bespoke lesson plans, developing customized materials, testing L2 learners, and giving quick personalized feedback. ChatGPT may benefit both teachers and students in education.

Huang and Teng (2025) found that the use of ChatGPT in providing feedback created more student engagement compared to the peerfeedback, but the advantage was important only in behavioral and affective dimension, not in the cognitive level. In the cognitive level, there is not much difference in feedback. However, AI tools provide feedback in a way that facilitates

positivity. It can provide good behavior while providing feedback. This feedback can facilitate a personalized learning experience. According to Hong (2023), ChatGPT creates opportunities for teachers and educational institutions to enhance foreign and second-language teaching, and for researchers to explore a personalised learning experience. So, AI tools can be beneficial in teaching EFL or ESL classrooms, and researchers need to conduct more research on the incorporation of AI tools in education.

According to Tseng and Warschauer (2023), AI tools are very strong, and we can not beat them. But the students can be trained to partner with it (Tseng & Warschauer, 2023). AI tools are becoming increasingly powerful. Teachers may not be able to understand students' use of AI with existing detection tools. These tools can sometimes be unreliable. The students and the teacher may not be able to cope with the advancements of the AI tools. However, they can surely learn about AI usage and figure out a way to accept it in academic grounds.

2.3 AI in Academic Writing:

AI has also transformed academic writing. According to Barrot (2023), the use of ChatGPT enhances the affordances, and it may facilitate the teaching of writing. However, it has limitations in terms of intelligibility and accuracy. Barrot (2023) recommends that teachers work alongside the AI-based tools instead of banning them. He provided some recommendations for the teachers to use AI tools in their teaching writing. Artificial intelligence tools like ChatGPT cannot be fully trusted, as it does not always provide accurate information. However, these tools help in many ways in academic writing, such as idea generation and brainstorming, or getting feedback.

Imran and Almusharraf (2023) say that the use of AI tools in education is a continuous process, and as a result, there are both benefits and drawbacks. They conducted a systematic review. AI tools are now in the beginning stage. They are being trained rapidly. In the future, AI

tools can bring more benefits as a writing tool. According to Imran and Almusharraf (2023), academia should update the student and teachers' policies to facilitate originality and academic integrity in writing courses. The use of AI tools can cause serious issues like plagiarism and academic misconduct. A revised set of policies is needed now to accommodate AI tools in academic sectors ethically.

2.4 Students' perception of AI practices:

Research shows that students' perceptions of AI use are mixed. Many students are positive about the usage of AI, and many are concerned about the negative issues brought by AI tools. ChatGPT is a commonly used AI tool. According to Ngo (2023), the students show a favorable opinion of using ChatGPT. He used a mixed method for his study. Ngo (2023) says that the students found ChatGPT beneficial as it saves time, provides various information, and gives personalized tutoring and feedback in writing. AI tools are designed to save the time of the students. It is easier and faster to find information here than on the search engines. The AI tools can help the students get quick feedback on their work with proper prompt design. However, there are some barriers faced by the students as they use ChatGPT. According to Ngo (2023), they found out that ChatGPT cannot be trusted with testing the quality of sources, making accurate citations, and replacing words with proper synonyms. AI tools are not that sophisticated yet. These tools can often create false sources, and their writing often lacks the appeal of a human.

Pavlenko and Syzenko (2024) found that the university students in Ukraine mostly use ChatGPT in order to search for information and work on language-related tasks, for example editing a text and improving it. It is easy to look up information as it provides a well-tailored answer according to the prompt. The university students in Ukraine found Chat GPT highly

satisfactory for learning purposes, working on tasks, and getting a quality learning experience (Pavlenko & Syzenko, 2024). So, the students are found to have a positive attitude towards AI in some studies.

Moreover, Özçelik and Ekşi (2024) narrated that the students found ChatGPT beneficial to learn and develop their writing skills in formal settings, and they were enthusiastic about doing their writing with the help of AI. AI tools help students to get ideas and suggestions about formal writing. The students may not know about the format of formal writing, and AI tools can help with that. Özçelik and Ekşi (2024) also found that the students faced some difficulties while using ChatGPT, such as technical difficulties, lack of proper interpretations of prompts. AI tools can often show some technical difficulties, as these are new technologies, and with proper training, they become more efficient.

2.5 Advantages of AI practices in English writing:

Research shows that there are some advantages of AI practices in English writing. Wang et al. (2024) found that university students in the USA felt that AI tools provide connections to the topic, generate templates, and create high-quality sentences. AI tools can create a connection to topics and so it can create more engaging writing. It can create templates to guide students to learn any specific formats. AI tools can help improve sentence quality.

Silitonga et al. (2023) report that the use of AI tools increases college students' motivation to learn English writing. AI tools can improve motivation if the use of AI is accepted in educational institutions. However, in Bangladesh, there are no clear instructions or policies regarding the AI usage in tertiary-level English writing. According to Silitonga et al. (2023), AI tools can provide detailed and easy-to-understand feedback to the students on their writing, which can help the students to make more improvements in specific areas. Song and Song (2023) also found that the

students were motivated to learn and engage after the integration of AI tools in classrooms. They used a comprehensive method for the study. According to Song and Song (2023), the interactive part of ChatGPT and the instant feedback made the students motivated to do their writing. If AI tools are used ethically, then they might help with motivation in this way. The interactive interface makes it easier for the students to ask questions according to their needs. Moreover, these tools can provide quick and personalized feedback to the students on their writing, which is a milestone in the education sector. Huang and Mizumoto (2024) argue that AI tools can improve students' motivation to learn L2. So, the use of AI tools in an English language learning classroom might be beneficial for the students if it is designed and planned properly.

According to Rasul et al. (2023), the use of generative AI in higher education can facilitate personalized feedback, adaptive learning, research and data analysis support, automated administrative services, and the creation of new types of assignments. Personalized feedback might help students improve their academic writing and learn more quickly in higher education. The students can also adapt their learning style. The use of AI tools makes it easier to adapt the learning as the technologies are changing fast. AI tools can help with the data analysis procedure, and the teacher can also incorporate new kinds of assignments in the lesson with the help of AI tools.

2.6 Problems and Ethical Approaches.

However, there are some problems in AI practices in English writing. According to Meniado (2023), ChatGPT has caused issues such as incorrect answers, plagiarism, declining skills, generic responses, limitations, educational inequality, and concerns about teacher job security. ChatGPT is a pioneering AI tool. It may bring some benefits, but it also causes many problems. It can provide made-up answers, and it can affect the students who are willing to learn from it. It also raises serious concerns about plagiarism and academic dishonesty.

It is also seen that the use of AI tools can promote procrastination. Gil et al. (2025) found a nuanced relationship between ChatGPT use and academic procrastination among college students. Procrastination is a problem that greatly affects the academic performance of students. It is an old problem. The use of AI tools made this problem appear more prominently among the students. Gil et al. (2025) mention that the use of ChatGPT may nurture procrastination among college students as it is used as a last resort, and it facilitates dependency. As a result, students do not use critical thinking skills or engage deeply with the learning materials (Gil et al., 2025). Wang et al. (2024) also say that AI tools create writing that is in general language, has a robotic tone, lacks personal voice and emotion, and lacks critical thinking. So, AI tools might affect the critical thinking skills of the students who use them for writing.

There are also concerns about using AI tools due to ethical issues and potential violations of academic integrity. According to Erkılıç and Cıfci (2025), AI chatbots are replacing human authors in academia, raising ethical concerns. AI tools have made generating texts really easy. As a result, many people are generating papers with AI tools. AI chatbots can also suggest superficial papers when someone is generating a study with them. Erkılıç and Cıfci (2025) note that the unethical use of AI chatbots undermines the credibility of academic work. So, AI-generated articles may not always be reliable. Rasul et al. (2023) also agree with this and mention that AI tools can cause challenges like concern for academic integrity, reliability problems, and providing biased and false information after processing. So, there are many challenges to using AI tools for academic purposes.

2.7 AI practices in tertiary level in Bangladesh:

AI practices are prominent in tertiary level in Bangladesh. However, there are no official rules and regulations about it. The researchers are investigating how AI can be introduced at the

tertiary level in Bangladesh. According to Mollik (2024), the use of ChatGPT in higher education can improve productivity, but it requires careful policies and standardization by educational authorities. He did a qualitative inquiry by interviewing 50 students from six universities. Mollik (2024) also mentions that the students showed a mix reaction regarding Chat GPT, a group of students acknowledged benefits like productivity and learning, and others showed concern for over-reliance and toll on critical thinking skills.

According to Tarannum et al. (2025), teachers at private universities in Bangladesh found ChatGPT beneficial for saving time, having unlimited resources, and its easy accessibility. AI tools like ChatGPT can save a lot of time by automating tasks. These tools also have many resources as they are being constantly trained. AI tools are also very easy to access, as they are free, and everyone can use them.

2.8 Research Gap

Even though the field of AI-assisted writing continues to grow internationally, no research has focused on investigating the lived experiences of using AI in English writing among students in the Bangladeshi setting of the university in the private sector. All the current research is based on surveys or experimental studies and fails to elicit in-depth personal experiences and perceptions of students. In addition, there is still no clear institutional guideline on the use of ethical AI in academic writing in Bangladesh. The current phenomenological research fills these gaps by investigating the views of the students concerning the AI practice in writing English in the private universities in Bangladesh.

2.9 Theoretical framework:

2.9.1 Motivation:

Motivation is considered an important factor in ELT. According to Harmer (2007), motivation is the internal drive that pushes someone to achieve something. There are two types of motivation: extrinsic and intrinsic. Extrinsic motivation is when the students are motivated by external factors such as wealth. Intrinsic motivation is when someone is motivated to do something for the sake of doing it. Intrinsic motivation is more sustainable because it does not depend on external factors. Demotivation significantly affects a student's learning.

2.9.2 Social Constructivist Theory:

According to Vygotsky (1978), students can gain cognitive development by interacting with someone who is more expert, such as a teacher and peers. He talks about ZPD, aka Zone of Proximal Development which is an estimate or zone of how much a child can learn with the help of someone more expert and how much they learn generally. Learning tools like AI chatbots are nowadays more expert than the students. Students can learn from them independently by using prompts. This can help the students to do well in academics.

Chapter 3:Methodology

3. Introduction

This chapter discusses the methodology employed in conducting the research. This chapter talks about the research design, settings, researcher's role, participant selection, participant profile, data collection procedure, data analysis procedure, and ethical considerations. The researcher used a qualitative method for conducting the research.

3.1 Research Design

Student Perspective on AI practices in English writing at private universities of Bangladesh, the researcher has adopted a qualitative phenomenology design as it is the most suitable here. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018, p. 41). In this investigation, the researcher explored and tried to understand the meaning that students ascribe to the integration of AI in tertiary-level English writing. According to Creswell & Poth (2018), there are five qualitative approaches: Narrative research, Phenomenological research, Grounded theory research, Ethnographic research, and Case study research (p. 110). These different approaches are adopted in other situations. A phenomenological study describes the common meaning that several individuals attribute to their lived experiences of a concept or phenomenon (Creswell & Poth, 2018, p. 121). In this investigation, the researcher found the phenomenological approach to be the most suitable approach, as this study investigates the lived experiences of students about AI in tertiary-level ELT education.

The researcher has adopted the constructivist worldview. Constructivism or social constructivism (often combined with interpretivism) is such a perspective, and it is typically seen

as an approach to qualitative research (Creswell & Creswell, 2018, p. 45). This research is qualitative, and so the constructivist worldview is appropriate here. Social constructivists believe that individuals seek understanding of the world in which they live and work (Creswell & Creswell, 2018, p. 46). According to Creswell & Creswell (2018), individuals develop a subjective understanding of their experiences.

3.2 Setting:

The study took place in Dhaka, a metropolitan area in Bangladesh. The researcher interviewed private university students. It is a phenomenological study, and here the participants share similar experiences. The more diverse the characteristics of the individuals, the more difficult it will be for the researcher to find common experiences, themes, and the overall essence of the experience for all participants (Creswell & Poth, 2018, p. 218). So, the researcher collected the data from his own institution. The participants were not taken to the lab for data collection. The students were interviewed online via Zoom for their convenience. According to Creswell & Creswell (2018), this up-close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. The researcher conducted the interview through online zoom call with the participants to gather the close-up information.

3.3 Researcher's Role:

The researcher is a student of ELT and Applied Linguistics at Brac University. He has experience using AI for different purposes. The researcher is also a freelance English language tutor. The emergence of AI and its prominent influence on everyday life are visible. So, the researcher became interested in learning about AI practices in English writing. So, he chose the

tertiary level as it is easier for the researcher to reach the tertiary level stakeholders for interviewing. The researcher in this investigation was the key instrument. He designed his own questionnaire, conducted the interviews, and analysed the data. The researcher did not let his own beliefs interfere with the data analysis.

3.4 Sampling:

The researcher used purposeful sampling in this study. This is a phenomenological investigation. According to Creswell & Poth (2018), the sampling strategies in the phenomenological investigation are narrow, and it is essential that all the participants have experience of the phenomenon being studied (P. 213). The researcher has used a criterion sampling strategy as the participants interviewed in this study have all experience of using AI. The researcher created some criterias for the sampling, and these are:

- The students must be students at a tertiary level in Bangladesh.
- The students must be students or a fresh alumni of a private university.
- They must have experience in using AI.

3.5 Participant Profile:

Here is the list of the participant profiles. I have interviewed 5 students. The participants are selected according to my convenience, as I am also a final-year student.

Pseudonym	Department	Year	Gender
P1	ENH	Final	Female
P2	ENH	First	Female
P3	ENH	Final	Female

P4	ENH	Final	Female
P5	BBS	Final	Male

3.6 Data collection procedure:

The collection was done through semi-structured interviews.

3.6.1 Semi-structured Interviews:

Semi-structured interviews are conducted through open-ended questions. The researcher produces some questions before the interview, and as they conduct the interview, they have the freedom to ask more questions.

3.6.2 Research Instruments:

For this research, the researcher has instruments like a questionnaire, an online meeting application zoom and writing software. The researcher designed the interview questions by himself according to the research questions. During the interview, the researcher used zoom application to conduct and record the interview. The researcher then transcribed the audio using writing software.

3.6.3 Designing the Interview Protocol:

The researcher created two question sets for the two types of participants. These interview questions are connected to the research questions. The researcher took feedback from his supervisor and modified the questions.

3.6.4 Piloting the Interviews:

The researcher piloted the interviews with a participant. Then the researcher modified the questions slightly. After that, the researcher incorporated the pilot result in the interview questionnaire and obtained permission from the supervisor to conduct the interview.

3.6.5 Conducting the interviews:

The interviews were conducted online. The researcher used the recording app on a mobile phone to record the interviews. Then, he transcribed the interview in Google Docs. While conducting the interviews, the researcher also took notes in a notepad.

3.6.6 Issues of conducting interviews:

There were no significant issues while conducting the interviews. The challenging part was reaching out to the participants. The students were busy during the final week of the semester. It was challenging to get an appointment with the participants.

3.7 Data Analysis Procedure:

The data analysis is done by doing a thematic analysis:

3.7.1 Data Analysis Framework for the Interviews:

The researcher followed the following data analysis framework by Braun and Clarke (2006).

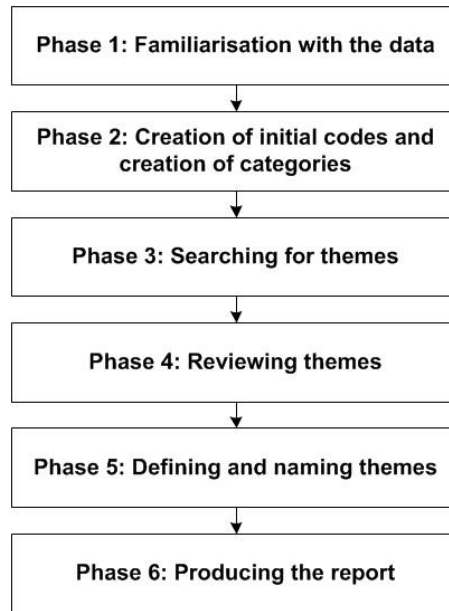


Fig- Data analysis framework. Adopted from Braun and Clarke (2006).

3.7.2 Analyzing Interview Data:

The researcher initially did a verbatim transcription of the interviews. Then the researcher read the transcriptions a few times to become familiar with the data set. After that, the researcher started generating initial codes. Then the researcher searched for themes. After reviewing the themes, the researcher defined and named the themes. Finally, the researcher produced the report.

3.8 Ethical Consideration:

Ethical consideration is a crucial part of making the investigation more acceptable.

To comply with ethical publishing practices, researchers must create reports that are honest and trustworthy, seek permissions as needed, ensure the same material is not used for more than one publication, and disclose funders and beneficiaries of the research (Creswell & Poth, 2018, p. 300).

The researcher took measures to make the investigation ethical. The researcher obtained consent from the participants for the interview. The researcher gave consent forms to the participants to use in the interview for the research. They signed the forms after understanding the research objectives and procedure. They were not forced to sign the forms. To maintain the privacy of the participants, the researcher used pseudonyms for them. The researcher has cited all the published works with proper APA 7th citation to give credit to the authors. So, this case is honest and trustworthy.

Chapter 4: Discussion and findings:

4.1. Discussion of Research Question 01:

This chapter is about the findings and discussions about how the students use AI tools. The students use many kinds of AI tools for different purposes. They use AI tools in the prewriting stage for brainstorming. They also use AI tools to refine their writing by using tools like Grammarly and ChatGPT. It is also seen that the students struggle to maintain their voice while using the

4.1.1 AI tools:

The study shows that participants use a variety of AI tools. These tools are ChatGPT, Grammarly, Gemini, Copilot, Grok, Stealthwriter, and Quilbot. They use these tools for different purposes, such as grammar checks, idea generation, and checking sentence clarity. P1 says, “I mostly use tools like ChatGPT, and for grammar checks, I use Grammarly, and sometimes I also use Gemini or Copilot for searching and checking sentence clarity.” and P2 says, “I use Grammarly. Um, and ChatGPT as well.” These tools are widely known to students. P3 also uses these tools. P4 says, “I do use AI tools, but mostly, uh, the chatbots like ChatGPT or Grok,” and P5 uses “Gemini Pro ChatGPT and Stealth Writer.” So the participants use different kinds of AI tools.

4.1.2 Prewriting:

This case finds that the participants often rely on AI tools for brainstorming. Brainstorming is essential to generating ideas before starting any writing. P1 says, “I usually take help when I feel stuck, before starting the assignment, for example, when I start the assignment, I will use it for brainstorming or structure.” AI helps students generate ideas for a topic based on their prompt. P2 also uses AI to get ideas about unknown topics and learn about them before writing. She had an assignment about silk road, and she used AI to learn about it. She says, “I took help from Chat GPT about Silk Roads, because I had no idea. What is the Silk Road and how are the trading or coexistence, uh, ritual between Islam and Christianity?”

P4 used AI tools in the initial stage to find literature for her study. She mentions, “I took help from AI for, for literature reviews. It quite helped me to find my literature reviews quickly and efficiently. ”

4.1.3 Refining:

The participants used AI to refine their writing at the end. P1 says, “After writing, I went to Grammarly for a grammar check, sometimes to get help from Grammarly for sentence structure.” Grammarly can help a student to quickly identify grammar mistakes and solve them. It allows the students to write academically.

P3 also refines her writing by checking grammar at the end of writing. She says, “I asked it on ChatGPT and give a give the initial idea or whole idea. And then I write it my own. And then I do check my grammar on Grammarly.” In this way, AI tools are being used for refining the writing.

4.1.4 Originality:

Most participants reported that it is difficult to maintain their own voice when relying on AI tools. P1 says, “I think maintaining my own voice is a very difficult thing because a language often sounds very polished, very accurate.” P1 tries to not depend on AI too much to maintain her original ideas. P2 mentions, “AI-generated...suggestions can make my writing very professional, very artificial. Um, but somehow it loses my very own voice, my very own structure and style.” Furthermore, P4 says, “I mean, my own voice and AI don't actually match. So I would rather actually write my own paper by myself that maintains my own voice, then.” While taking help from AI, it is important to focus on own ideas and voice so that AI does not take over.

4.2 Discussion of Research Question 02:

This chapter discusses about the challenges faced by the students while using AI tools. It is seen that the students face issues like lack of motivation, procrastination, hampering critical thinking, and similarity checks. The students felt demotivated to do the writing on their own. They also delayed starting their work. The students felt like the use of AI tools hampered their critical thinking skill. They also have faced similarity issues while using AI tools.

4.2.1 Motivation:

Motivation is an important thing for learning any language. The use of AI tools affected participants' motivation to write on their own. P1 says, “I think it made me very lazy to draft from scratch, and the thing is, I feel less motivated to work hard on a topic without AI.” With the help of AI, it is very easy to do brainstorming and get ideas. So, a student does not get the motivation to do the work by themselves. AI can provide quick answers. P2 says,

We do not have to spend hours searching for it or reading it. It just offers suggestions. So students or people, you know, they lack the motivation to struggle, uh, to find the most difficult answers or difficult writing tasks.

P3 mentions, “I think I sometimes I feel that it has reduced our motivation because, uh, we are not doing our assignment all our own or we, we are not thinking about the assignment, not thinking, not using our brain”. So it reduces our motivation as, uh, as it gives us a quick and easy solution.” Similar things happened to P4. According to P4, she is now less motivated and less hardworking as she assumes that she can do her assignments with the help of AI later. So, we can say that in some way, AI is affecting the motivation of the participants about English writing.

The students here cannot find the intrinsic motivation to do the writing on their own as it can be done quickly. Harmer (2007) said that there are intrinsic and extrinsic motivations. The intrinsic motivation to write is probably hampered among students in Bangladesh due to the use of AI tools.

4.2.2 Procrastination:

The participants also procrastinated on the writing assignments. They started doing the assignment in the very last moments. P2 says,

I am procrastinating right now because I have a project deadline tomorrow, but, uh, I'm still not I, I'm still not started yet, because I know that if I give the title topic title to my AI tools, it will just brainstorm all the ideas.

AI tools make it really easy to do the assignments. If a student use AI tools he or she can do the assignment very quickly. P5 says, “If the AI were not there, I would have started my assignment

two or three days ago. Now I start it on the submission day.” Here we can see that the real scenario of many students who face this procrastination issue while doing their assignments since the intervention of AI.

4.2.3 Critical thinking:

This study found that the use of AI tools affected the critical thinking ability of the participants. The participants often use AI tools for idea generation and brainstorming. They do not often rely on their own thinking ability. As a result, they might lose critical thinking ability. P3 says, “If you talk about the negative effect, then I think we are, we are depending too much on AI, and it is reducing our critical thinking.” P4 also agrees with this. P4 says, “ AI messed with my creative thinking and, um, like, sometimes I would lose my ability to think, and I would say, like, let's just give it leave it up to AI.” We can also here similar things from P5. P5 says, “It is also making me dull, like, like, um, every time I'm using it, generating ideas. Uh, so in a way, it is making me dull. ” So, we can say that the AI practices are affecting the participants' critical thinking skills.

4.2.4 Similarity check:

There is an issue of similarity check. The participants sometimes face an issue where they get AI similarity check even after writing on their own. One of the participants once got poor marks in a course because of AI usage in her first year.

P2 says she did her writing by herself, and she got a similarity percentage that left her shocked. Similarity checkers often mistakes sophisticated writing as AI generated writing. P2 says,

Before submitting, I did not check the similarity rate. I just submitted it. But, uh, when, um, my submission was done and I saw the similarity, I was very shocked because, uh, most of the paper was written by me. Most of the information were shared by me.

AI similarity checkers often rely on algorithms to differentiate between AI-written and human-written texts. P2 had to rewrite the assignment again to avoid the similarity checks.

P3 used AI in one of her earlier semesters and was penalized for her actions. She says,

When I was at residential semester that time. I used e ChatGPT in my assignment, and, uh, my assignment got that detected of plagiarism. So my teacher, uh, asked me, and that time my mark was deducted. So I did bad in that course and almost, uh, almost failed, but not failed.

Here we can see that P3 used AI in her earlier semester and got penalized. Many of the students who are new to using AI face this problem. P3 no longer uses AI directly. She says, "If we take the whole idea from ChatGPT, we might get penalized or penalized. So that's why we use Quilbot, to paraphrase our, uh, ChatGPT or generated text." However, this is an unethical way of using AI.

4.3 Discussion of Research Question 03:

This chapter talks about the advantages experienced by the students while using AI tools. The students have reported that the use of AI tools have made their writing better and it aided their academics. The students have said that the use of AI tools made their grammar and sentence

structure better. They also think that AI tools helped them to get better grades and finish assignments quickly.

4.3.1 Better writing:

The participants think that the use of AI made their writing better as it helped them improve their grammar and sentence structure. P1 saw improvement in her grammar and sentence structure. She says, “I think I have become more academic than my initial writing. I feel like I am using more sophisticated words, tough words in academic settings.” She noticed these improvements in her in-person exams too. She says, “From my first year, I never used this many academic words. Also think my sentence structure also got polished.” She noticed these improvements after using AI over the years.

The use of AI tools can help do refine the writing quickly and correct the grammar. It can help the writer to reinforce his or her memory of the grammar rules and so improve their writing.

P3 also improved her writing. She says, “After using AI, uh, AI tools like Grammarly and ChatGPT, I am learning new words, new vocabulary, improving my vocabulary, and correcting my grammar sentence structure.” The generative AI tools can generate new texts quickly and can provide new vocabularies to the students to improve their writing.

4.3.2 Academic aid:

The participants think that AI tools helped them to achieve better grades and complete the assignment faster.

P1 mentions that her writing structure got better after using AI. It also helped her to do brainstorming when she ran out of ideas. P1 says, “So, it helps me to get better grades in some

way.” She also mentions that it has helped her to save time during brainstorming and editing. In this way, she could complete her assignment more quickly. P2 also says that the use of AI contributed to her better grades. She mentions that it is not all AI that contributes to her better grade rather it just helps by saving some time since it was her who had to write in the exam halls. P2 also says that she saved time. She mentions, “I would, uh, spend one or two hours just to, uh, get the main idea or, you know, generating the whole idea that what is in my syllabus. But now it takes just ten to fifteen minutes.”

P3 also says that using AI has helped her to get better grades as she improved her grammar and sentence structure with it. She also says that she can turn in her assignment faster because AI tools provide her with initial ideas for the assignment. We can relate it with the social constructivist theory of Vygotsky (1978). The use of AI tools help the students to learn by expanding the zone of proximal development.

4.4 Discussion of Research Question 04:

This chapter is about the expectations of the students regarding the integration of AI tools to teach English writing. It is seen that the students want AI tools to be integrated in education in an ethical way. The students found that most of their teachers have not encouraged them to use AI tools in writing. The students are eager to learn about using AI tools in education and they expect the policymakers to create policies about AI tools usage.

4.4.1 Embracing AI:

Most of the participants thought that AI tools should be integrated into education, but in an ethical way. P1 thinks we should not rely entirely on AI. She mentions that it is not just a decision to write the whole thing with AI, as it will lose authenticity. P1 says, “If I were a teacher, I would

feel betrayed. ” So, according to her, we should not fully depend on AI. P2 also thinks that we should not embrace it as a writing tool entirely. She mentions, “It can be a supportive tool, but not the main tool.” P3 thinks that we should avoid the negative sides of AI and accept the positive side. She says, “The teacher also help us to know how to use the positive side of AI, how to use AI, avoiding plagiarism or others things, I think are we can use AI with responsible and in positive way.” However, P4 says, we should not embrace AI as a writing tool. She mentions, “I think we should learn to write by ourselves. We should. We should use our brains more efficiently. And we should definitely not rely on AI for the purpose of writing.” P5 is not sure about whether to embrace AI as a writing tool or not. He mentions, “We should actually, uh, know what is the proper use of AI and honest use of AI is.”

4.4.2 Approval from teachers:

Most participants said that their teacher does not approve of the use of AI in their writing. The use of AI is not accepted academically in our country. However, few teachers welcome the ethical use of AI. P5 says,

they do not encourage us to using AI...but some of them does. They know, like, how we can, uh, use AI properly and where we have to use. They also instruct us that where we should use and how we should use it properly. Yes, most of the teacher doesn't, but some of them does.

Here we can see that teachers are also supporting the ethical use of AI. P3 also found that her teachers welcome AI use in an ethical way. She mentions, “One or two of my teachers, uh, said that, uh, we can use or we can, uh, we can take the help from AI, but not we cannot copy and paste

the whole idea.” So, her teachers welcome the use of AI for their students but prohibit them from misusing it .

4.4.3 Eagerness and Expectations:

The participants are eager to learn about the ethical usage of AI in English writing, and they expect that policymakers will take initiatives to make policies that facilitate the ethical usage of AI.

When asked about whether P1 is interested in attending any workshop regarding the integration of AI in English writing, P1 said, “I want to attend the workshop to learn about the ethical issues.”

P2 never had the opportunity to attend any workshop regarding AI usage in English writing. She says, "I would be interested in attending workshops, like, uh, if they are specifically on English writing. I would definitely want to go.”

P3 said that she would love to join workshops regarding AI use in English writing. She already participated in a similar workshop at her university and learned about the ethical usage of AI. She says,

I learned that we should use AI as a supportive writing tool, not as a replacement. And we should use the ethical and academic use of AI. And AI can help us in English writing, but not as the main tool of writing.

P4 does not like AI as a writing tool and so she is not interested in joining any workshops.

However, P5 would love to join any workshop regarding AI integration in writing. He says,

“I would love to explore that side where I can, um, how AI integration will, uh, help my, uh, English writing.” So, we can see that the participants are eager to learn about the ethical use of AI through workshops.

The participants also expect the policymakers to create policies regarding AI usage so that it can be used ethically. P1 says,

I think for them my message would be make it easier, and in long term I think proper training and guidance about ethical issues. There is international guidance about plagiarism, and the issue of AI should be included there as well.

P2 says, "Policymakers should raise awareness... give more and more workshops on how to use AI properly." She thinks that in this way she can use AI properly without affecting her own creativity. According to P2, many students are using AI only for their grades, and it is dangerous. So, P2 wants the policymakers to raise awareness and arrange more workshops.

Chapter 5: Conclusion

5.1 Conclusion:

This phenomenological investigation is done to find out the student perspective of the private university students about the AI practices in English writing. Five students were interviewed for this study. They were interviewed to find out about their usage of AI tools, the benefits and challenges they faced and their expectations from the policy makers.

To start with, the participants use various kinds of AI tools and they rely on AI tools for prewriting and refining their writing. They use tools like, ChatGPT, Grammarly, Gemini, Copilot, Grok, Stealthwriter, and Quilbot. They use these tools to do initiate brainstorming during the prewriting stage and in the end they use check Grammarly to refine their grammar and sentence structure.

After that we can see that the participants reported some challenges such as facing lack of motivation, doing procrastination and losing originality of the writing as they used AI. Some of them were also facing AI similarity check issue. As it became very easy to generate writing, they became demotivated to write on their own. They also faced procrastination to start the assignment on time, as it became easier to do assignments quickly. It was also found that a very well written assignment can sometimes get AI similarity check.

The participants also felt that AI helped them to do well in their academics as AI tools made their writing sophisticated, made their assignment completion time faster and aided in their academic learning. The participants reported that they learned new vocabularies and their sentence structure got better because of AI usage. They have noticed these changes even in their offline exams. Since they can brainstorm quickly, AI tools made it easier for them to finish their writing early.

This study also shows that the teachers do not always welcome the use of AI. However, few teachers encourage the students to use AI for in ethical way. This study also shows most of the students are interested to embrace AI as a writing tool and they think that we should use AI ethically and for mostly brainstorming and refining. The participants are eager to attend workshop regarding the AI integration in English language writing and they expect the policy makers will set boundaries about ethical use of AI and arrange more workshops to raise awareness.

To conclude, this study finds out that the private university students of Bangladesh are actively using AI and they faces benefits and challenges. They expect the policy makers to create policies that will facilitate ethical use of AI in English writing.

5.2 Implication of the study:

This study has implications for students, teachers, researchers and the education policy makers. The students can learn about the ethical practices of AI usage in English writing, such as brainstorming and idea generations. They can also identify that they might lack motivation while writing on their own. They can be prepared to tackle the demotivation and procrastination and they can do their own writing. The teachers can get an insight of the university students' practices of AI and prepare their lesson plans accordingly, so that the students feel motivated to be in the writing classes. This study can be useful for researchers who are willing to conduct research in this field. Finally, The policy maker can benefit from this study by learning the student expectations from them. The students expect the policy makers to create policies that will facilitate ethical practice of AI in English writing.

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Appendix

Interview Questionnaire:

1. Which AI tools do you use?
2. While doing a writing assignment, how often do you take help from AI?
3. Have you done a recent assignment with the help of AI and could tell me how about the process?
4. Has AI affected your English writing in any way? Please explain more
5. Has it made you less motivated to do the hard work of writing? For example.
6. What other challenges have you faced?
7. Has the use of AI affected your grades in any way? For example, because of plagiarism detection/ false information.
8. Is it difficult for you to maintain your own voice while using an AI tool?
9. Have you noticed any improvement in your English writing after using AI?
10. Has it helped you to get better grades?
11. Has it made your assignment completion time faster?
12. Do you think that we should embrace AI as a writing tool?
13. Do you think that your teachers welcome the use of AI?
14. Are you interested in attending workshops about AI integration in English writing?
15. Do you have any expectations from the policy makers about the integration of AI in English writing?

Interview Transcription Sample:

In this interview P1 is the pseudonym of a participant and R is the researcher.

Interview 1:

R: Which AI tools do you use?

P1: I mostly use tools like ChatGPT, and for grammar checks, I use Grammarly, and sometimes I also use Gemini or Copilot for searching and checking sentence clarity.

R: How often do you use AI to do your assignments?

P1: I think in regular basis, I do not use it all the time while doing the assignment. I usually take help when I feel stuck are before starting the assignment for example when I start the assignment I will use it for brainstorming or structure.

R: Have you done a recent assignment, and could you tell me the process of doing the assignment with the help of AI?

P1: The last assignment I have done is my thesis. I used AI for searching my thesis topic. I have previous idea about my theis and I search about it on Google and then I compiled the works. Then I asked GPT that what kind of new things can I do and best on that give me 25 topics. Then I started to brainstorm with the help of GPT. Then I made an outline. Then I changed it in my own way. Then I started writing in my own way. After writing I went to grammarly for grammar check sometimes to help from grammarly for sentence structure. Sometimes Grammarly showed me complex way and then I took that back and ended up with it.

R: what other kinds of help do you take from AI?

P1: I think idea generation and grammar correction is the main purpose but other than that, I don't think I use it most often.

R: Do you think it has affected your English writing in any way?

P1: It has changed the way I write because if I talk about my first year of writing, it was more basic, but after using AI or grammarly especially, I think instead of thinking in my own way, I started writing the sentences in the way the chatgpt or Grammarly provides me. For example I used to write very run-on line from my very childhood but recently when I checked chatgpt they also suggest some complex or very complicated sentence so they're not similar like run-on line is something that very continuous but simple sentence that could be a very simple meaning but Chat gpt affected my writing style on that way that I can not write simple sentence anymore I write very complex sentence and run on sentence but in a complex use “very therefore or and but” in a sentence I cannot stop a sentence in a simple way for example.

R: Could give me an Example in where you have faced this issue?

P1: I think in the exam hall, I write a lot of run on lines and it causes a lot of grammatical mistakes but when I write in take home exam or online submission base assignments I do those home I found out that after writing every paragraph, I go to grammar and check that if I'm doing wrong or writing in the exact moment I try to incorporate the mistakes but I think in person exam I cannot do it and I leave the mistakes with it.

R: Has AI made it difficult for you to stay motivated to do the hard work of writing?

P1: Yes I'd say yes because knowing that I can generate ideas very quickly it makes me it feel like I'm becoming very lazy person to drop from scratch I don't know but when was the last time I scratched any topic by my own just very self by my own self just by what I can say is by my own only help without using anything. So, I think it made me very lazy to draft from scratch and thing is I feel less motivated to work hard on a topic without AI.

R: Do you have any real life example? For example, did you procrastinate?