

AI and Liberation Pedagogy at Tertiary Level English Writing:
Perceptions of Teachers, Students, and Job Holders

By

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the requirements for the degree of
Master of Arts in English

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DECLARATION

It is hereby declared that

1. The thesis submitted is my 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 have acknowledged all main sources of help.

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APPROVAL

The thesis titled “AI and Liberation Pedagogy at Tertiary Level English Writing: Perceptions of Teachers, Students, and Job Holders” submitted by Zannat Ara Tasnim (23363013) of Spring 2026 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of MA in English on May 16th, 2026.

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ETHICS STATEMENT

In this research, all participants were provided with a letter of consent and gave their informed consent prior to participating. Participation was entirely voluntary and participants were informed of their right to withdraw at any time. Data was kept strictly confidential and the researcher used pseudonyms to ensure the anonymity of all participants.

ABSTRACT

Today, we are living in the age of AI where anything and everything is massively influenced by AI. In this case, the education system is also included as students, teachers and every stakeholder need to stay updated with all the advancement to practice it at a pedagogical level. As writing is an important productive skill and a great number of studies show that AI has a great influence on writing skill however, there is hardly any study which deals with the influence of AI on liberation pedagogy at tertiary level students' English writing. Therefore, the researcher felt interested to explore the influence of AI on liberation pedagogy at tertiary level English writing in the context of Bangladesh. In this study, the researcher chose Paulo Freire's famous concept of liberation pedagogy as it goes well with the tertiary education system. This study will explore the influence of AI in liberation pedagogy at tertiary level English writing and the perceptions of students, teachers and English graduate job holders. This is qualitative study where data has been collected through classroom observation, semi structured interviews, and focus group discussion. The participants were university students and teachers from the English Department. Also graduates from the department of English who are currently doing writing related jobs where the researcher followed purposive sampling technique. After that, through thematic analysis of the data, the researcher sorted prominent themes and tried to explore the influence of AI on liberation pedagogy and the perceptions of students, teachers and also the impact of this in writing related job fields.

Keywords: critical pedagogy; liberation pedagogy; creativity; critical thinking; collaborative learning; problem posing model; meaningful learning; learner's liberty; artificial intelligence

DEDICATION

“To my parents and mentors, for their endless love and support.”

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Words cannot express my gratitude to my supervisor for her invaluable patience and thoughtful feedback throughout this thesis. I also acknowledge the members of thesis support committee, whose guidance and expertise shaped both the direction and clarity of this thesis.

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LIST OF ACRONYMS

AI

Artificial Intelligence

GLOSSARY

AI Artificial Intelligence

Liberation pedagogy It is a critical teaching approach developed by Brazilian educator Paulo Freire where he rejects the traditional banking system of education in favor of a process which empowers the students by developing their critical consciousness.

Critical Pedagogy It is also founded by Paulo Freire which is a student centered educational philosophy that fosters social justice, democracy and liberation from oppression. Critical pedagogy is the umbrella term under which liberation pedagogy was developed.

Learner's Liberty It generally refers to the freedom of individuals to gain knowledge, pursue education and intellectual growth without any restriction.

Critical thinking It is basically the intellectually disciplined process of analysing facts, evidence, observations and arguments to develop sound conclusions or informed choices.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Pedagogy refers to the study of education, a practice that aims at effective knowledge transmission. Different societies have developed unique pedagogical traditions over time. For instance ancient civilizations prioritised teaching practical skills alongside moral and religious education whereas during the 19th and 20th century this enlightenment brought student centered pedagogies instead of a banking system of education (Freire, 1993). English writing, which is known as the most essential productive linguistic skill, and has always been considered as one of the most important skills in case of academic achievement and career development as well. With the rapid advancement of technology, especially the development in the field of artificial intelligence, has added new dimensions in not only English language learning but also especially in English writing. As English is recognised as the lingua franca around the world, therefore this language is taught by following different pedagogies and these pedagogies continuously adapt in order to recognise diverse needs by responding to technological advancement.

During western civilization, a drastic change happened in the case of pedagogical practices. Especially during the 19th and 20th century, many pedagogical tendencies were implemented in Europe. Those pedagogies included everything from the traditional banking system of education to the modern learner centred approach and many others where learners have a more participative role (Ara & Mollah, 2023). In the late 20th century, theories on alternative pedagogical methods appeared. Among them Paulo Freire's Pedagogy of the Oppressed (1970), was the most influential critical pedagogy where he discussed liberation pedagogy

under the umbrella of critical pedagogy and that challenges the students to participate in the learning process by questioning dominant practices and beliefs.

1.2 IMPORTANCE OF LIBERATION PEDAGOGY IN EDUCATION

Liberation pedagogy, originally coined by a Brazilian educator named Paulo Freire who is the leading advocate of critical pedagogy. In his foundational text, “Pedagogy of the Oppressed”, he defines liberation pedagogy as an anti-oppressive educational approach which is designed to liberate minds. Freire compares the traditional education to a Banking Model of Education where students are treated like empty vessels and the teachers will fill those empty vessels with knowledge (Freire, 1970). So, the students are the passive receivers and the teachers are the only source of knowledge. In this system, students do not get any opportunity to question the content or the world around them. On the other hand, liberation pedagogy enables students to be the co-creators of knowledge through which they empower themselves and lead their learning to make meaningful connections to the world around them. As a result, it develops critical consciousness among the students and empowers them to identify questions and solve relevant problems in the society rather than just passively absorbing.

1.3 PROMOTING LIBERATION PEDAGOGY IN TERTIARY LEVEL

Liberation pedagogy is developed to eradicate the traditional oppressive structure of education system, so it encourages critical consciousness through dialogue based student centred learning in order to empower the students as agents of social change by fostering a safe environment for collaborative knowledge construction. Through this process students get the opportunity to identify social injustice or oppressive structure and can create actionable solutions rather than just theoretical knowledge (Karim et al., 2017). At tertiary level when the teachers deal with the adult learners, they face a lot of situations which require freedom of

speech and a collaborative environment where students get the scope to enjoy liberty in knowledge production and be able to engage in the teaching learning process. In order to make the learning experience more effective and meaningful, this liberation pedagogy is a good fit for tertiary level education.

1.4 LIBERATION PEDAGOGY AND ENGLISH WRITING SKILL

In a very real sense, the default power dynamic of teachers over students is a kind of oppression in the traditional education system. It is because only the teachers deposit the knowledge to the empty students. In order to empower the students with liberty, it is a must to replace the deposit-making system with problems posing strategies for building relations with the world (Freire, p.79). From this concept, he proposed the idea of liberation pedagogy which is a branch of critical pedagogy. Around the world many educationists studied the matter of how the implementation of liberation pedagogy can be beneficial in the case of English writing. Among a number of research findings, it has been noticed that following liberation pedagogy can significantly increase students' engagement, creativity and writing competence (Barman, 2014). Furthermore, in order to remove the classroom boredom and improve writing achievement by encouraging students to use their voices through the English language, liberation pedagogy has added a new dimension in developing English writing skill.

1.5 FOSTERING LIBERATION PEDAGOGY IN ENGLISH WRITING CLASSROOMS DURING THE AGE OF AI

The involvement of AI in education, especially in writing cannot be overlooked. Students are using AI but it is expected to use it to amplify their writing not to replace their own voice. It is required to transform AI from a tool of intellectual dependency into a tool for critical

inquiry which will work like a companion to enhance students' agency. Now teachers are more focused on the writing process. Besides, students are expected to be critics of the AI generated content. By ensuring this human centered approach, it ultimately a way to ensure students own voice and their unique perspective (Alam, 2007).

1.6 STATEMENT OF THE PROBLEM

Many educationists and linguists around the world have proposed or discovered different innovative teaching learning pedagogy in recent years. A good number of pedagogies among those are widely used in different corners of earth in the education sector. In this regard the concept of student centered classroom became very popular which actually promotes learners' liberty. This specific idea of learners' liberty originated from famous educationist and philosopher Paulo Freire's liberation pedagogy where he talked about the traditional education system and how the learners are oppressed because they do not get any chance to create knowledge and cannot participate in the learning process as they are only the receivers. He stood against this and proposed an innovative pedagogy which ensures learners liberty and how they can actually contribute in their learning by involving in critical thinking by being creative. Liberation pedagogy is an anti-oppressive approach to ensure learners' freedom where they will equally contribute in order to bring change in the society. The practice of learner autonomy or liberty of the learners can be seen better in the tertiary level education when they are adult and quite independent regarding making their own choice or decision. In most of the cases, they are given the freedom to choose their own learning procedures according to their procedure whether it's about any productive or receptive skill. For instance, in the case of English writing skill, students are given the freedom to explore, learn and create new knowledge on their own. They have the room to think critically. The main concern regarding this is students have the freedom to explore but we are living in the

age of AI, everyone has the access to AI and they will use it either way. This study tries to throw light on the issue that even if Paulo Freire talked about Liberation pedagogy, the influence of AI cannot be ignored. Therefore, the main aim of this study is to explore how AI is influencing the Liberation pedagogy in English writing at tertiary level because we all have a tendency to seek help from AI which results in less critical thinking and productivity also affecting the quality of writing as well. Through this study the researcher aspires to dive deep into the matter whether we are still within the oppressive structure or not.

1.7 PURPOSE OF THE STUDY

The initial purpose of this study is to explore the influence of AI on liberation pedagogy in the case of English writing at the tertiary level of Bangladesh as in this digital age, everyone is somehow using AI and it has made a kind of control over us. Therefore, this study will look deep into the matter of how AI is influencing liberation pedagogy in tertiary level English writing and also the perceptions of teachers, learners as well as the graduate job holders who have completed their graduation from the department of English so that the researcher can come up with the actual scenario regarding this issue.

1.8 NATURE OF THE STUDY

The nature of this study is entirely qualitative and the researcher has not used any quantitative measures. As this study aims to explore how AI is influencing liberation pedagogy at the tertiary level English writing and also the perceptions of teachers, students and graduate job holders, so there is no need of any kind of numeric to analyse the data. Rather the qualitative approach of analysis fits the best for this study as it completely deals with the facts and also the perceptions of the participants regarding the influence of AI in English writing. .

1.9 SCOPE OF THE STUDY

This study explores how AI is influencing liberation pedagogy in tertiary level English writing and what is the perception of teachers, students and graduate job holders regarding this. Therefore, the research design of this study creates a broader scope to utilize it in any study related to AI in education or language learning in future. As the review of the related literature shows that there is hardly any study in the context of Bangladesh which actually focuses on the influence of AI in English writing especially in the case of tertiary level, no study has been conducted.

Furthermore, the study has been conducted in Dhaka city and the participants are from a private university which has a properly structured syllabus and curriculum and they are getting much technological facilities compared to others. It is important to investigate whether the students, teachers and graduate job holders who have access to AI are able to think critically with freedom or whether this is influencing the quality of writing. Therefore, this study opens great scope in order to explore the overall perceptions of teachers, students and English graduates regarding the influence of AI in the case of tertiary level English writing.

1.10 LIMITATIONS OF THE STUDY

This study has some limitations and the researcher has tried her best to address those limitations. The researcher had to reduce the number of participants because of the sudden hindrance between gaining access. Therefore, the researcher failed to add the perception of an important stakeholders and that is the hiring personnel or the employers who are directly involved in the recruitment procedure of content writers or writing related job seekers.

1.11 SIGNIFICANCE OF THE STUDY

After going through a good amount of related literature, the researcher has found that hardly any study has been conducted on tertiary level students regarding the influence of AI in English writing in the context of Bangladesh.

As this study aims to explore how AI is influencing students' English writing quality and what is the perception of teachers, students as well as the English graduate job holders regarding this therefore it would be beneficial for other researchers to implement its findings in their further research.

1.12 OPERATIONAL DEFINITIONS

Liberation Pedagogy

It is a critical teaching approach developed by Brazilian educator Paulo Freire where he rejects the traditional banking system of education in favor of a process which empowers the students by developing their critical consciousness.

Critical Pedagogy

It is also founded by Paulo Freire which is a student centered educational philosophy that fosters social justice, democracy and liberation from oppression. Critical pedagogy is the umbrella term under which liberation pedagogy was developed.

Learner's Liberty

It generally refers to the freedom of individuals to gain knowledge, pursue education and intellectual growth without any restriction.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE AND RESEARCH

INTRODUCTION

The main focus of this study is to explore the influence of AI on liberation pedagogy at tertiary level English writing. This chapter thus discusses relevant theories and scholarly works related to liberation pedagogy, learners' liberty, and writing skill in relation to artificial intelligence. The chapter also aims at locating a gap in the literature regarding how AI influences the quality of English writing while following liberation pedagogy among tertiary level learners and content writers in the age of AI in Bangladesh and how this study is significant for filling that gap. The chapter is divided into three parts as the following:

PART 1: Paulo Freire's Liberation Pedagogy in Education

PART 2: Learners' Liberty for writing skill

PART 3: Role of AI in English writing

2.1 PAULO FREIRE'S LIBERATION PEDAGOGY IN EDUCATION

2.1.1 BANKING SYSTEM OF EDUCATION

In "Pedagogy of the Oppressed" Freire states that traditionally it is framed as an act of depositing in which students are the depositories and the teacher is the depositor. Freire argues that the task of the teacher in traditional education is to fill the students with the content of his narration, which is detached from reality, disconnected from the totality that

endangered them and could give them significance (Freire, 1993). This type of education, he believes, is suffering from narrative sickness. By narrative sickness he means that since in the traditional education system, the teacher is the one who tells the stories and the students' job is to carefully listen to those stories, internalize them and reproduce them. This constant repetition is kind of sickness because it's not producing any change. In this education system, people are imagined as manageable and adoptable beings (Aliakbari & Faraji, 2011). Moreover, it is a system where students are restricted to receiving and storing the knowledge which is deposited by the teachers and at the end students are filed away through the lack of creativity. In this regard, Sinha (2013) states that this banking system of education prevents both teachers and students from critical thinking and hinders them from inquiry which ultimately leads towards dehumanization and oppression.

2.1.2 RELATION BETWEEN LIBERATION PEDAGOGY AND CRITICAL PEDAGOGY

Liberation pedagogy is often considered as the heart or main driving force of critical pedagogy which actually bridges the gap between the theory and practical practice of this particular concept of education. Liberation pedagogy is a specific approach in the broad field of critical pedagogy. In Paulo Freire's "Pedagogy of the Oppressed", liberation pedagogy is the core educational and philosophical practice rooted within the critical pedagogy of education (Ouyang et al., 2020). According to Freire, critical pedagogy is an educational theory and practice that critiques the traditional banking system of education and aims to develop critical consciousness through problem posing approaches within the classroom and liberation pedagogy is a specific transformative approach under the umbrella of critical pedagogy (Freire, 1993). The main target of it is to liberate the learners from oppressive structures and actively overcome it with the help of self-actualization. In other words, in order to make the education more proactive and emancipatory, critical pedagogy analyses the

power structure of education and liberatory pedagogy uses those analyses as the indicator for liberation through problem posing and dialogue based approach (Aliakbari & Faraji, 2011).

2.1.3 PAULO FREIRE'S LIBERATORY THEORISING AND ENGLISH LANGUAGE LEARNING

Freire's Liberatory theorising brought a great transformation in the field of English language learning by replacing passive knowledge transferring system with empowering dialogue based problem posing education practice. As it involves the teachers and students partnership, creates a platform to link language to personal experiences and through these it fosters liberation, social justice and humanization which caters for critical engagement rather than just acquiring linguistic knowledge by rote memorization (Marzuki et al., 2023). Furthermore, Freire (1993) states that by the shifting of teacher's role in teaching from transmitters of knowledge to the facilitator, liberation pedagogy brought a great change in building students' confidence and the capacity to use English. Besides, it has created room for identity formation as well because it validates the experience of the EFL learners. Above all, Freire's liberation theorising has added a new dimension in case of English language learning by developing critical consciousness among the learners.

2.1.4 FREIREAN STRATEGIES IN MEANINGFUL LEARNING

Liberatory pedagogy, which falls under the umbrella of Freire's critical pedagogy, comes up with a combination of interesting learning strategies for ensuring meaningful learning experience. If we talk about learning strategies, it is basically the techniques that help the learners to engage with new learning situations and make them understand through retaining new information (Karim et al., 2017). Similarly, there are multiple strategies which are beneficial in implementing Freire's liberatory theorising for meaningful learning. Among them, dialogue and problem posing, contextualization, and non-hierarchical classrooms are few strategies that are commonly used in order to empower learners. As the main aim of

Freire's theorising is to give the learners freedom and to change the unjust system of education, that is why these specific strategies are really fruitful in this case. Freire believes that the traditional education system is inherently oppressive as the teachers are the ones who control everything and are given the power to talk and deliver knowledge but the students are ignored. According to Barman & Akhter (2014), in the case of meaningful learning contextualization is crucial which enables the learners to link their real life experience with their learning. In relation to this, use of dialogue and problem posing models helps a lot as here the students and learners get engaged in authentic conversation through which students become aware of their own position in the world and thus they become active co-creators of knowledge. In a nutshell, these specific strategies involve the learners in such a learning environment where everyone's voice is valued and learning takes place with a process of reflection and action based transformative process.

2.1.5 LIBERATORY PEDAGOGY IN ENGLISH WRITING CLASSROOM

Paulo Freire's liberatory pedagogy aims to eradicate the power structure of traditional English writing classrooms by making the learners more independent, enabling them to think critically, fostering dialogue and inquiry based learning environment so that the learners can connect writing to real world issues and move beyond rigid forms to make English writing more enriched in quality (Khan & Chaudhury, 2012)). Incorporating liberation pedagogy in English writing classrooms gives room for creating more accessible and generative learning environments and challenges dominant discourses and norms in the classroom as well. According to Sinha (2013), there is an inbuilt ideological positioning of the learners as outsider and failure within the traditional EFL methodology. Later on, this kind of attitude turns into linguistic racism. In this case, Freire's liberatory pedagogy works to eliminate the discrimination which has been noticed among multilingual learners. The purpose is to demolish the inequality and negative stereotypes from the learners so that they can welcome

other cultures, language and ways of knowing. For instance, liberatory pedagogy gives opportunity to the uncritical thinkers who do not get the chance to contribute in the discussion by making them express their authentic selves in the new environment to create a non-oppressive experience. As Al Mahmud (2023) advocates that we must reflect on how we might change the way we think as well as the way we do things in response to the diverse needs of the learners, rather than focusing primarily on how we can make them think and be more like us” (Al Mahmud, 2023, p.189).

2.1.6 COLLABORATIVE LEARNING ENVIRONMENT FOR LIBERATORY APPROACH

One of the most influential strategies of liberation pedagogy is to involve the learners in a collaborative learning environment in order to enhance academic outcomes by preparing students to engage critically with the world (Alam, 2007). This type of learning environment fosters social transformation and student empowerment as it promotes co-learning, develops critical consciousness and challenges systematic oppression. For example, collaborative learning actively incorporates and values the marginalised experience by moving away from the dominant view point (Cortina & Winter, 2021). Besides, it enhances the ability of deep understanding among the learners, shapes their identities and ability to critique the oppressive structure by developing critical consciousness. Furthermore, collaborative learning creates an environment of mutual respect where the learners and teachers get involved in such a classroom practice which has no traditional teacher-student hierarchy. As a result, students get encouraged and take ownership of their education and apply their learning to themselves and their communities in order to become the change maker inside and beyond the classroom. In this regard, it is crucial to ensure active participation, individual accountability, and a shared goal which will help manage group dynamics and everyone’s fair contribution.

2.1.7 LIBERATORY PEDAGOGY CATERING FOR EQUITABLE EDUCATIONAL PRACTICES

Equitable education practice requires recognition of structural barriers that some students face. In order to do this, the willingness to fight for a just system is essential (Karim et al., 2017). Liberation pedagogy primarily focuses on developing critical consciousness among the learners so that they can demolish the oppressive structure of the society and build their own identity based on their viewpoint. In relation to this, equitable education practice works in the same way as it not only talks about equality but also tailors the teaching learning environment to give every student what they need to succeed. For instance, liberation pedagogy brings a transformative model for education and organisational practice which is rooted in social justice and equity and thus it caters for the equitable education practice as it addresses oppression faced by disadvantaged learners to ensure fair opportunity and outcomes (Alam, 2007). Equitable education practice includes recognising diverse student needs, as well as not forcing them to adapt to a rigid system. Moreover, it focuses on students' strength and existing knowledge in order to build relevance and motivation.

2.1.8 PROBLEM POSING MODEL IN ENGLISH WRITING CLASSROOMS

The problem posing model emphasizes the active creation of knowledge and encourages students to generate their own questions and problems to explore. It aims to empower learners' critical thinking ability and creativity so that they can find solutions to real world problems. According to Aliakbari & Faraji(2011), it is juxtaposed to banking education system which helps the learners to become conscious and capable by enabling them to learn through problem solving in a practical situation. As it is very important to think critically in the case of English writing, therefore in an English writing classroom where the goal is to engage the learners to co-create knowledge by helping learners develop a deeper understanding of the subject matter and apply their knowledge to real-world problems (Sinha, 2013). However, South Asian studies show that problem-posing models may not be suitable for learners who require more structure and guidance in their learning process. Therefore, it is

perfectly applicable for tertiary level students and classroom settings. Before integrating problem posing models in an English writing classroom, it is necessary to investigate whether the learners have a certain level of understanding and awareness of the issues at hand.

Moreover, willingness to participate in the process of dialogue is needed in order to discover new ideas and reflect them in writing. This model values learners' experiences, perspectives, and knowledge, allowing them to co-create new understandings and solutions to complex problems which will enhance the writing quality of the students (Barman, 2014).

2.2 LEARNER'S LIBERTY FOR WRITING SKILL

2.2.1 LEARNERS' LIBERTY IN HIGHER STUDIES

Liberty to learn offers a new perspective to academic freedom from a student right standpoint as it analyses the effects of performative expectations by arguing that students need to be thought as scholars and student centered learning needs to be reclaimed its original intention (Latif, 2017)). Therefore, the concept of learners' liberty focuses on the democratic process of learning where students take part in choosing how to learn and are being treated like an adult rather than an authoritarian culture of learning and teaching at university. According to Ara & Mollah (2003), higher education should be a place where there is full of light, liberty and scope of learning. Similar to this, in recent years few studies have shown that the importance of learners' autonomy in higher studies creates great impact in the education sector. For instance, a study conducted by university professors in Srilanka shows that if students' opinions are taken into account in choosing the teaching learning method, they are given the freedom to contribute in the classroom context and autonomous study with simple tutorial guidance from the teacher, then their academic performance changes drastically and it leads towards a lifelong learning outcome (Alam, 2007). In this regard, the words of Plato would be perfect as he said that providing the right surroundings to gain knowledge and bring

out the best out of learners' souls is very important to make them better human beings. To achieve the main goal of higher studies which is sharing and shaping humanity, the practice of giving learners the full liberty in learning needs to be ensured.

2.2.2 LEARNERS' LIBERTY AND ENGLISH WRITING

Learners' liberty aims to develop learners as versatile critical thinkers who can communicate clearly and effectively in any kind of real world situation. Therefore, when it comes to English writing, learners' liberty provides students the freedom of choosing their writing process, for example topic selection and expressive style. Moreover, it helps in balancing creative freedom with the structural learning required for maintaining the quality in writing English. Research findings show that in an EFL setting, writing in English is a form of freedom in expressing one's own ideas, opinions and creativity (Akter, 2024). Furthermore, unique voice and engagement could be made through the writing process as well to demonstrate versatility. However, students are still expected to follow the writing conventions such as grammar, style and structure in order to ensure quality and coherence in their writing. In addition, learners' liberty does not give the right to disrespect or harm others by expression of any personal view through writing.

2.2.3 LEARNERS' LIBERTY IN THE AGE OF AI

In earlier eras, knowledge and expertise were the primary currency of success but now the advantage shifts because AI can generate information faster than us. There is no doubt that AI accelerates information, automates routine work, and even generates ideas but it cannot understand, make meaning, or learn from experience the way the human brain can (Ouyang et al., 2022). Therefore, AI marks the beginning of the age of learner because it is no longer important how much we know, it is about how effectively we can learn. For this reason, the real confidence comes from deeper understanding, critical thinking and learning in ways that technology cannot. In this regard, as Al Mahmud (2023) found that

in the age of AI, learners' liberty works for the empowerment of individual learners by assisting them in continuing their learning journey, utilizing AI as a personalized tool and in the meantime developing the critical human skills, such as creativity, critical thinking and ethical judgement. Moreover, AI expands learner liberty by creating personalized learning paths and enhancing the scope for self-directed learning. Some literacy educators have also expressed their concern about AI's role in automating writing instruction, particularly in the use of algorithmic grading and feedback, which they assume could undermine the human-centered aspects of composition pedagogy (Aliakbari, 2011). Furthermore, the increasing commodification of student data by AI-powered platforms has raised concerns about the design and deployment of educational technologies to enable new forms of censorship whether intentional (e.g., content moderation by AI developers) or unintentional (e.g., reinforcement of dominant narratives while suppressing marginalized perspectives) -while at the same time maximizing the potential for corporate profit. Hutchison (2024), for example, demonstrates how GenAI can support students' development of background knowledge and teachers can facilitate opportunities for students to develop critical evaluation skills by closely examining GenAI created texts for issues including accuracy, bias, and clarity of communication.

2.3 ROLE OF AI IN ENGLISH WRITING

2.3.1 IMPACT OF AI IN ENGLISH WRITING SKILL

In the rapidly evolving age of AI, the emergence of artificial intelligence (AI) tools has sparked both excitement and tension in the case of writing tasks, especially when it is about English writing skill. On one hand, AI powered writing assistance is offering enhanced productivity, idea generation. However, it is a matter of concern that AI is affecting the process of creative writing and authenticity of written works. The core question is whether AI

can truly capture the quality of great writing or it just merely produces generic contents.

Researchers argue that AI can be a valuable collaborator in tasks like research, drafting, and editing, freeing up writers to focus on the higher-level aspects of their craft (Rahman et al., 2022). Critics, on the other hand, worry that over-reliance on AI could lead to a homogenization of writing styles, stifling the unique voice and perspective that readers crave. Moreover, the ethical implications of AI-generated content, particularly in the realm of journalism and academic writing, remain a contentious issue. Concerns around plagiarism, attribution, and the potential for AI to be used to spread misinformation or propaganda have led to calls for greater transparency and accountability in the use of these technologies.

Ultimately, the impact of AI on writing will likely be a complex and multifaceted phenomenon, with both risks and opportunities. As writers navigate this evolving landscape, it will be crucial to strike a delicate balance between embracing the capabilities of AI and preserving the human element that gives writing its power and authenticity.

2.3.2 ARTIFICIAL INTELLIGENCE AND CRITICAL THINKING

In this digital era, AI is controlling everything and sophisticatedly serving the role of an assistant but human critical thinking still remains essential for navigating complex contexts, ethical dilemmas, and truly innovative thoughts for creating great written works. It is true that AI is offering powerful tools to analyze data, generate ideas and explore different perspectives but at the same time, too much use or dependency on AI assisted tools can lead towards "cognitive offloading," diminishing independent reasoning, deep analysis, and problem-solving skills (Marzuki et al., 2023). Therefore, it is crucial that users are aware regarding questioning assumptions, verifying information, understanding biases, and maintaining active engagement. Studies have found that combining AI tools with traditional teaching methods may foster deep, autonomous thinking by designing learning activities that require critical engagement with AI outputs, not just consumption (Zakaria et al., 2025). At

the same time, it is also important to encourage self-awareness about how one's thinking changes while taking the assistance of AI. Moreover, having knowledge regarding AI's limitations, biases, and the importance of verifying information is another great concern. There is no doubt that AI is a great tool, perhaps the greatest yet; but still it is a tool. It is human creativity that makes our work beautiful. And AI can be a very powerful ally, but not a replacement (Al Mahmud, 2023).

2.3.3 CRITICAL THINKING FOR CREATIVE WRITING

Creative writing is one of the most well-known methods that serves the approaches to develop and process critical thinking. Similarly, critical thinking enables one to write creatively. According to Edberg (2018), by thinking critically one student can add creativity to his or her writing. It is because instead of pushing to theories that are far away from their acknowledgement, critical thinking gives the room for understanding issues and theories that are applicable and close to their daily lives in the beginning. Moreover, through critical thinking students are learning to enhance their ability to make powerful judgments and reflect their own opinions in the form of written works by adopting the rules in educational practices (Edberg, 2018). Depending on students' passion and interest, the form of creative writing may vary as well. Furthermore, "Good writing is fueled by unanswerable questions" (Lane, 1993, p. 15). So, it means if someone wishes to write something great then it needs a deep understanding and he or she has to go through a process of critical thinking as well. Writing practice builds critical thinking, which empowers people to "take charge of their own minds" so they "can take charge of their own lives . . . and improve them, bringing them under their self-command and direction" (Foundation for Critical Thinking, 2020, para. 12). Writing is a way of coming to know and understand the self and the changing world, enabling individuals to make decisions that benefit themselves, others, and society at large.

2.3.4 DEVELOPMENT OF CRITICAL THINKING ABILITY IN ENGLISH WRITING

Development of critical thinking in English writing involves strategies that help to form strong conclusions, enhance analytical skills and create deeper understanding. In order to improve the clarity and depth of the writing, it is important to analyse sources, identify biases, structure persuasive essays, engage in peer feedback and practice metacognitive reflection (Ara & Mollah, 2023). English writing can become more insightful, persuasive and demonstrate a higher level of critical engagement if students are in an ideal learning environment that enables them to reflect their creativity by giving them the chance to dive deep into the issue through ensuring freedom in an engaging learning environment which recognizes doubts and complexities as productive parts of critical thinking (Edberg, 2018). This type of environment fosters deeper engagement because it makes the students actively seek and incorporate counterarguments and different viewpoints for a balanced piece of writing. In the case of English writing, discussing ideas and critiquing other works are important tasks for creating something new especially when it is being practiced in a foreign language context like Bangladesh. .

2.3.5 IMPORTANCE AND BACKGROUND OF ENGLISH WRITING SKILL IN BANGALADESH

In Bangladesh, English is being taught as a foreign language and at the same time it is the primary medium of instruction in many of the public or private universities. As a result, the importance of having a good English writing skill is vital for Bangladeshi tertiary level students in order to achieve academic success, career advancement and global participation as English is known as the Lingua Franca (Chowdhury et al., 2025). However, improper learning environment, curriculum gap, student mindset and historical teaching methods are leaving students unprepared for creative writing which hinders independent thought and creates fear of writing (Patwary & Sajib, 2018). Furthermore, students face problems like language barriers while using vocabulary, constructing a sentence or applying grammatical

rules in context. Students are expected to write proficiently when they are at tertiary level but the gap in foundational skills makes academic writing more difficult for them which results in a disconnection between the high level English writing and the actual proficiency (Ara & Mollah, 2023).

2.4 MAJOR THEORIES RELATED TO THE CONCEPTUAL FRAMEWORK OF THE STUDY

Paulo Freire who is the pioneer of critical pedagogy, has coined the term liberation pedagogy which is a cornerstone of critical pedagogy. In his famous book, “Pedagogy of the Oppressed”, Freire talks about education as an act of depositing. He named it the Banking Concept of Education which has a disempowering effect on learners. According to him, students are not actively participating in their learning instead they are expected to receive, memorise and repeat information. On the other hand, Freire's liberation pedagogy emphasises on participation and how important it is to remember what it is to be human and it sees education as a way to transform oppressive structures. His perspective stemmed from the values of love, care and solidarity. Implications of Freire's ideas include remembering that teacher and student both are learners, developing their critical literacy and encouraging active inquiry and curiosity led participation. Freire (1993) believed that by preventing active participation in classrooms, you deny the learners opportunity to become mature, autonomous people who critically reflect on their world to make it a good place.

Social constructivism theory of Vygotsky (1978) posits that knowledge is constructed through social interaction within a culture. He believed that social interactions with teachers and more learned peers works as a facilitator in the case of learners’ potential for learning. Vygotsky gave emphasis to the role of language and culture in cognitive development. He also argued that social interaction is the key to higher order cognitive functioning. One of the key concepts of social constructivism include the Zone of Proximal

Development (ZPD) and scaffolding which lets the learners collaborate with “More Knowledgeable Others (MKO)”.

Cognitive process theory was proposed by Linda Flower and John.R.Hayes during 1981. This theory talks about the mental process related to writing and breaks down the writing process into three key parts and they are planning, translating and reviewing. It is a model that explains how writers think and work. Moreover, it represents writing as a complex thinking process which improves writers’ self-awareness. This self-awareness helps in identifying the areas for improvement and theorists also gave importance in defining the rhetorical problem clearly which is going to be addressed in writing.

2.5 THE CONCEPTUAL FRAMEWORK OF THE STUDY

The procedural conceptual framework of this study has four main sections. At first, this study is going to explore how AI influences liberation pedagogy in the case of English writing at tertiary level. For this, the essential knowledge will be constructed through secondary data source, existing study and literature. Then through semi structured interviews, focus group discussion and writing tasks, perception of teachers and students regarding the concerned context will be discussed. After collecting all the data from all participants, teachers, students and job holders, the researcher will try to connect various learning theories with the collected data. For this, in the theoretical underpinning section where three different theories have been discussed in order to portray how AI is influencing liberation pedagogy for Bangladeshi tertiary level students and their English writing quality especially when AI is widely used and student teachers’ perception regarding this. In addition, to look deep into the matter of how it impacts the quality of writing in the case of English graduates in the writing related job fields.

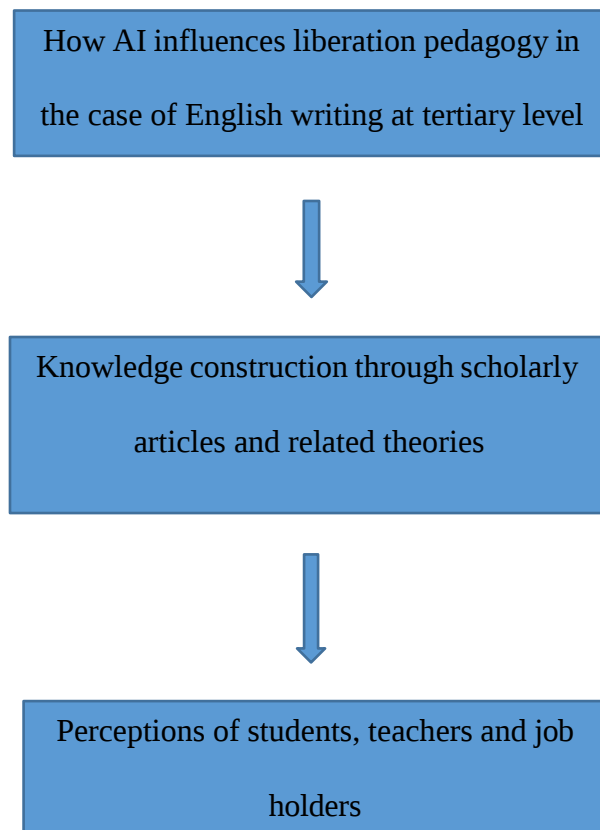


Figure 2.1 The conceptual framework of the study

2.6 RESEARCH GAP

After going through a good number of research studies it can be said that the literature has a gap of knowledge that there is hardly any study on the tertiary level learners and fresh graduates of the English department regarding the influence of AI in liberation pedagogy to maintain English writing quality in the context of Bangladesh. Therefore, this study attempts to fill the void of knowledge.

2.7 CENTRAL RESEARCH OBJECTIVE

To explore how AI is influencing liberation pedagogy for Bangladeshi tertiary level students and their English writing quality especially where AI is widely used and what is the student teachers' perception regarding this. In addition, to look deep into the matter of how in the related job fields this influence creates impacts in the quality of writing.

2.8 RESEARCH QUESTION

RQ 1. How does AI influence liberation pedagogy in the case of English writing at tertiary level?

RQ 2. a) What is the perception of students regarding this influence of AI on liberation pedagogy?

b) What is the perception of teachers regarding this influence of AI on liberation pedagogy?

RQ 3. How does the use of AI create impacts in writing related job fields?

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This section will be discussing the overall methodology of the study including research paradigm and its philosophical assumptions, research design, multiple case study approach, research questions, setting, participants, instruments, data collection, data analysis and ethical considerations. The chapter also describes the rationale behind choosing a qualitative multiple case study approach, the process of selecting participants and collecting data, the framework of data analysis and the steps taken to establish the trustworthiness of the study.

3.1 THE QUALITATIVE PARADIGM AND ITS PHILOSOPHICAL ASSUMPTIONS

Every researcher brings certain beliefs and assumptions in his or her study. In this regard, becoming aware of these assumptions and beliefs and deciding whether we will be actively incorporating them into our qualitative studies or not actually determines the further impact of the study (Creswell & Poth, 2018). Guba and Lincoln's (1994) view on the qualitative paradigm is that it emphasises on the subjective nature of human experience and the importance of interpretation in social inquiry. Among all the qualitative paradigms, researcher has adapted a social constructivist worldview where researcher attempted to explore how AI is influencing liberation pedagogy for Bangladeshi tertiary level students and their English writing quality especially where AI is widely used and what is the student teachers' perception regarding this. In addition, to look deep into the matter of how in the related job fields this influence creates impacts in the quality of writing. In this regard, in social constructivism, individuals seek understanding of the world in which they live and

work and develop subjective meanings of their experiences through interaction with others, hence social construction (Crotty, 1998; Guba & Lincoln, (2000); Schwandt (2007). In addition, the constructivist worldview manifests in phenomenological studies, in which individuals describe their experiences, share their perceptions (Moustakas, 1994).

The philosophical assumptions of the study are adapted from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice" (p.17).

Table 3.1: The Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumptions				
	Ontological	Epistemological	Axiological	Rhetorical	Methodological
Social Constructivism	Multiple perceptions of participants	Participatory approach of the researcher to spend time with the participants and exploring individual experience	Individual values are honored and negotiated among individuals	Third person point of view has been used to adopt a narrative style of	Qualitative Multiple Case Study Approach by designing semi structured interviews and focus group discussion

				qualitative research	
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According to Moroi (2020), ontology is crucial to understand how researchers make meaning of the data they gather. Similarly, here researchers worked with multiple perceptions of participants regarding the influence of AI on liberation pedagogy in the case of tertiary level English writing. Epistemology is concerned with the nature and scope of the knowledge and how it is being known (Creswell & Poth, 2018; Slevitch, 2011). Therefore, the researcher took the participatory approach to spend time with the participants and explored individual experience. Another philosophical assumption is axiological where individual values are honored and negotiated among individuals. After that, rhetorical assumption refers to the narrative style of the study and here the researcher followed a third person point of view to adopt a narrative style of qualitative research. Finally, the methodological basis of this study includes qualitative multiple case study approaches by designing semi structured interviews and focus group discussions.

3.2 RESEARCH DESIGN

This study has followed a qualitative research approach. Qualitative research is a holistic approach that involves discovery. Creswell (1994) describes that qualitative research is also an unfolding model that occurs in a natural setting which enables the researcher to develop a level of detail from high involvement in the actual experiences.

3.3 MULTIPLE CASE STUDY APPROACH

The researcher has used multiple case study approaches for this study. A multi-case study is a type of case study research that involves selecting and analyzing two or more cases that share some common characteristics or features, but also differ in some aspects (Gall et al.,1996).

As this study aims to explore how AI is influencing liberation pedagogy for Bangladeshi tertiary level students and their English writing quality especially where AI is widely used and what is the student teachers' perception regarding this. In addition, to look deep into the matter of how in the related job fields this influence creates impacts in the quality of writing therefore participants from different domains were being chosen by the researcher, so this multiple case study approach fits well to the patterns and themes that emerge from the cross-case analysis of the collected data.

3.4 SETTING

The participants of this study were being selected from Dhaka city as this study attempts to explore how AI is influencing liberation pedagogy for Bangladeshi tertiary level students and their English writing quality especially where AI is widely used and what is the student teachers' perception regarding this. In addition, to look deep into the matter of how in the related job fields this influence creates impacts in the quality of writing. Therefore, the participants (university students, teachers and English graduates) being chosen from a well-

known private university of Dhaka city and getting more facilities compared to other areas of Bangladesh.

3.5 SELECTING THE PARTICIPANTS

To conduct this study, the researcher followed purposive sampling techniques while selecting the participants. This technique is widely used in qualitative research for the identification and selection of information-rich cases related to the aim of the study or interest (Campbell, 2020). Moreover, according to Creswell (2014), purposive sampling gives the opportunity to the researcher that might be insightful for the research questions as it lets the researcher think critically and logically who might be the participants contributing something to the analysis of the data. Therefore, this study adapted purposive homogeneous sampling technique and participants were grouped by type as researcher selected participants from different levels such as teachers, students and graduate job holders and ultimately explored the perception of each group of participants regarding the influence of AI on liberation pedagogy in the context of English writing at tertiary level. .

3.6 CRITERIA OF SELECTING PARTICIPANTS

This study has been carried out among students, teachers and graduate job holders who belong to a famous private university of Bangladesh. The aim of this research is to explore how AI is influencing liberation pedagogy at tertiary level English writing and what is the overall perception regarding it among teachers, students and job holders altogether. For this reason, the researcher has set a few criteria while selecting the participants of this study. They are:

Students` Criteria

- students are tertiary level first or second year students.
- students are from the department of English.
- students have access to AI.

Teachers` Criteria

- Teachers belong to the department of English and practice liberation pedagogy while teaching English writing.
- They have the knowledge regarding the use of AI and its influence on liberation pedagogy.

Job holders` criteria

- Job holders have completed their graduation from the department of English
- They are doing English writing related jobs which require creativity and critical thinking.

Besides these, one of the most important criteria is participants must be willing to be a part of this study from the beginning to end.

3.7 PARTICIPANTS`PROFILE

To conduct any research, it is crucial to address the participants` information properly. It acts as a summary of the participants that the researcher can use to get a proper understanding of who he or she is speaking to during the interview (Pickering, 2017),

Table 3.2: The Participants` Profile

Participants	Pseudonyms	Age	Gender	Years of experience	Current role	Key contextual factor
P1	STA	21	Female	–	3rd year university student	Student from Department of English
P2	STB	20	Female	–	3rd year university student	Student from Department of English
P3	STC	21	Female	–	3rd year university student	Student from Department of English
P4	STD	20	Female	–	3rd year university student	Student from Department of English
P5	JHA	25	Female	1.5 years	Content writer	Graduated from Department of English
P6	JHB	25	Female	2 years	Content writer	Graduated from Department of English
P7	TEA	40	Female	7 years	Senior lecturer at a private university	Teaches English Language Teaching (ELT) and writing related courses
P8	TEB	45	Female	15 years	Assistant Professor at a private university	Teaches English Language Teaching (ELT) and writing related courses

Besides, 12 students from the same institution participated in a writing task. This writing task has been designed to observe their writing quality in context to this study. Therefore, those 12 students were divided into two groups where one group got the access to use AI in their writing and the other one did not have that access and wrote on their own.

3.8 AN OVERVIEW OF DATA COLLECTION PROCEDURES

This section of the chapter will discuss the steps that the researcher had taken to collect the data from the participants.

3.8.1 AUDIO RECORDING

Recording research interviews in audio is preferred as it allows the interviewer to gather everything that the participants have shared and at the same time have the ability to analyze and edit for clarity (Rutakumwa, 2020). As this study is following a multiple case study approach, therefore recording the interviews of multiple participants was important.

3.8.2 FIELD NOTES

Field notes are written records of the researcher's observation during data collection sessions or experiments and it is necessary for documenting needed contextual information (Phillippi, 2018). The descriptive field notes were taken by the researcher during the interview and writing task to record what she observed in the setting.

3.8.3 FOCUS GROUP DISCUSSION

Focus group discussion is a qualitative data analysis tool where data is collected from a small group of selected participants in a social setting. The researcher has carefully selected the participants so that they can contribute to open discussions for the research. A group of 5 students were selected to engage in the discussion session regarding the involvement of AI in

education, especially in the case of tertiary level education and it actually influences

liberation pedagogy at tertiary level English writing.

3.8.4 CLASSROOM OBSERVATION

A writing task was being assigned to 12 students in their classroom setting. Students were being divided into two groups where one group got the access to use AI and the other one wrote on their own. The duration of the writing task was 20 minutes and each of them wrote within 100-150 words. The researcher monitored the entire task and also collected some field notes which might be helpful in the analysis of the collected data. To evaluate students' writing, the researcher designed a set of rubrics and based on that students' writings were being assessed. (Please see appendix I & J)

3.8.5 SEMI STRUCTURED INTERVIEWS

According to Jamshed (2024), a semi-structured interview is a qualitative research method that helps in data collection procedure and combines a predetermined set of open-ended questions with the opportunity for the interviewer to explore particular themes or responses from the participants. In this study, the researcher has designed a set of semi structured interview questions depending on the research questions that actually guided the study.

3.9 DESIGNING INTERVIEW PROTOCOL

To improve the quality of the data which will be obtained from semi-structured interviews, the researcher incorporated Castillo-Montoya's (2016) as cited in Yeong (2018) the four-phase process interview protocol refinement (IPR) framework. ``The authors proposed that the IPR steps do not have to strictly conform to the sequence laid out in the IPR framework. Each step can be repeatedly reviewed and refined, with addition of new input from the subsequent phases (Yeong, 2018, p.2701) ``. As this study will be following a semi structured interview and there will be focus group discussion as well to collect data. That is why the IPR

framework is quite suitable for this study. Moreover, Yeong (2018) states that this process also helps the researchers to comprehensively cover all research objectives and empower the researchers to carry out goal-directed interviews with confidence.

Processes of Fine-Tuning Interview Protocol:

Step 1: Ensuring interview questions align with research questions.

Step 2: Constructing an inquiry-based conversation

Step 3: Receiving feedback on interview protocol

Step 4: Pilot test the interview protocol (Yeong, 2018, p.270)

3.10 PILOTING THE INTERVIEWS

After receiving the expert's suggestions on the interview questions, the researcher piloted the interview questions with one of the participants named TBA (pseudonym). The researcher intentionally chose this participant so that she could get an experience prior to the actual data collection process. Piloting interviews helped the researcher to understand how to conduct an interview properly.

3.11 CONDUCTING THE FINAL INTERVIEWS

As the researcher has set a good number of semi structured interview questions to collect data from the participants so while conducting the interview, the participants were asked to share their background which actually made them comfortable in the interview. Throughout the interview sessions, the researcher used a voice recorder to save the participants' responses and took a few observational field notes while the interviews were in progress. The researcher has tried the best to make the participants comfortable enough to share rich information.

3.12 AN OVERVIEW OF DATA ANALYSIS PROCEDURES

This section of the chapter is going to discuss the steps the researcher had followed to analyse the data obtained from audio recordings of teacher, students and job holders' interviews and also from the field notes and writing samples.

3.12.1 DATA ANALYSIS FRAMEWORK

In order to establish any research study, it is crucial to have a proper data analysis framework that is relevant to the research questions. For this, the researcher of this study is going to use a thematic analysis framework. In thematic analysis, the researcher actually arranges the data into distinctive themes and to do so transcription of the collected data and encoding are required (Boyatzis, 1998). Moreover, according to Clarke (2006), the thematic analysis method is an iterative process which has multiple steps such as becoming familiar with the data, generating codes, generating themes, reviewing themes, defining and naming themes, and locating examples. Whereas, Creswell (2014) says thematic analysis gives a scope for coding the data in which specific statements are categorized under distinctive themes that represent the phenomenon of interest.

The data was analysed step by step and was compared and contrasted with related studies. The interview has been transcribed verbatim. Besides, the transcriptions were analysed through qualitative data analysis and were color coded for finding prominent themes.

As this study has followed multiple case study approaches and data was being collected through semi structured interviews and was recorded as well therefore various themes have been found from the analysis. For this reason, the researcher has combined the

idea of thematic data analysis given by Brun, Clarke and Creswell which was modified a bit.

The overall analysis framework is shown below

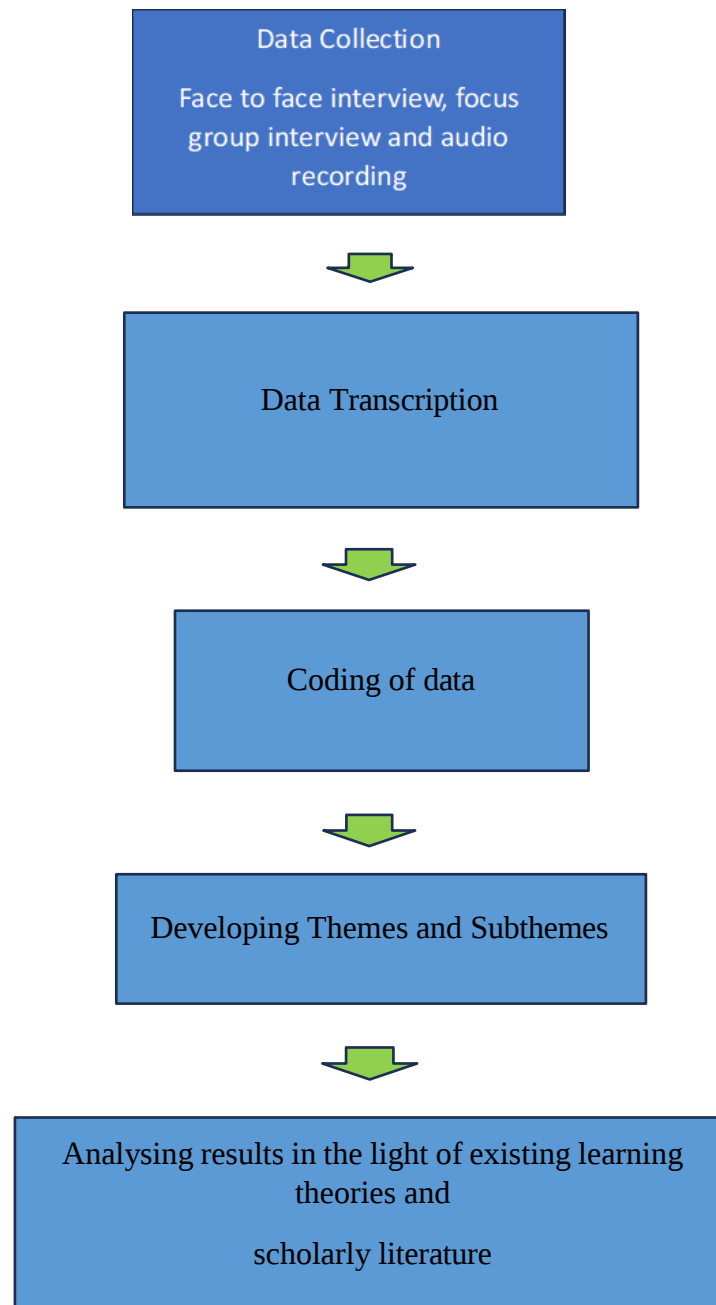


Figure 3.1 The Framework for Analysing Data of the Study

3.12.2 ANALYSING AUDIO RECORDING

The researcher had listened to the audio recordings of the participant`s response that they shared in the interview. The ideas that they came up with during the interview sessions were coded with in-vivo coding. The researcher`s field notes of participants` response were consulted repeatedly in every step of data analysis.

3.12.3 ANALYSING INTERVIEWS

To analyse the participants` interviews, the audio recordings of the interviews were transcribed verbatim (see Appendix D for sample interview transcription). The transcriptions were then coded with the seven-column coding template (Ahmad, 2017) (see Appendix E for sample coding template). At first, the researcher has coded the entire transcribed interview of each participant and then by putting them in the theme generation template (see Appendix F for sample theme generation template), prominent themes emerged.

3.13 ETHICAL CONSIDERATIONS

Before starting the data collection procedures, the ethical issues of conducting the current study were taken into account and for that the participants were asked to read the ``interview consent form`` carefully and sign. The stages of the interview were mentioned in that form and the participants were informed that their response would be recorded. The researcher also ensured that participants` privacy would be maintained seriously and used pseudonyms to address the participants.

3.14 THE RESEARCHER'S ROLE

The researcher is a post graduate student at a renowned private university located in Dhaka city. Throughout her journey as a student, she often wonders about the freedom of critical thinking in English writing at tertiary level in Bangladesh especially in the age of AI. As the researcher, herself, is a student and she also encounters some issues that seem quite thought provoking to her. Especially the influence of AI in learners' liberty. Back then there was a time, whenever students are assigned with any writing task, they were used to critically think about that and after that they would reflect those ideas in their writing. But nowadays when we all have easy access to AI, we don't think, we take our devices and ask AI about anything and everything. This particular habit seemed quite alarming in the case of English writing. For this, the researcher studied number of theories related to this and finally decided to relate her study with Freire's theorising on Liberation pedagogy. Therefore, the researcher wondered what if a study can be conducted on the tertiary level students to explore the influence of AI on liberation pedagogy in English writing classroom and observe the overall perceptions of teachers, students and graduate job holders in order to triangulate the entire research.

The researcher believes, in the interviews, participants shared their perceptions correctly because the researcher was not their direct teacher. Throughout the interview and data collection process, the researcher has played a role of initiator to initiate the conversation as she has designed semi structured interviews to collect data.

As this group of students are from university background and from the English department as well, they have a practice of learners' liberty in this stage. As a result, the researcher was curious to explore the influence of AI in liberation pedagogy at tertiary level English writing classrooms. In this regard, there was no biased decision or comment

regarding the results as all the results were being discussed thematically where inter-rater reliability percentage calculation was 80% and throughout the study, third person narrative style has been used.

3.15 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Trustworthiness and credibility of qualitative data can be assured through multiple perspectives to ensure the appropriateness of the data (Pandey & Patnaik, 2019). Among those perspectives, triangulation is one of the most commonly used and reliable methods to develop a comprehensive understanding of the phenomena (Patton, 1999). Through triangulation of data, reliability and confirmability can be achieved. In this case, inter-rater reliability checking plays a significant role.

To ensure the trustworthiness and reliability of this study, a sample of the data transcription along with prominent themes was being sent to an academic qualitative research expert (see Appendix). The rater's agreement on the themes of the transcription was calculated in percentage (see Appendix). Along with all the detailed explanation and justification of data collection and analysis, this inter-rater reliability strongly helped in achieving the trustworthiness and credibility of the study.

CHAPTER SUMMARY

This chapter has discussed the methodology of the study including research paradigm, philosophical assumptions of this study, research design, setting, participants, data collection and data analysis procedure with proper justification.

CHAPTER FOUR

FINDINGS

INTRODUCTION

The main objective of this study is to explore the influence of AI in liberation pedagogy at tertiary level English writing in the context of Bangladesh. In order to collect data, different domains for example, teachers, students and job holders were being chosen. The researcher has also adopted a descriptive multiple case study approach where each of the participants were considered as a single case study.

This chapter will present the findings of the study based on the following research questions:

RQ 1. How does AI influence liberation pedagogy in the case of English writing at tertiary level?

RQ 2. a) What is the perception of students regarding this influence of AI on liberation pedagogy?

b) What is the perception of teachers regarding this influence of AI on liberation pedagogy?

RQ 3. How does the use of AI create impacts in writing related job fields?

The first section of this chapter will briefly mention the findings for research question 1 which is about the influence of AI in liberation pedagogy that has been collected from the teachers and students' semi structured interviews and a writing task which was given to the students. After that, the second section will be on the student teacher's perception in order to attain the research question 2. Finally, the findings regarding the impacts of AI in writing related job fields will be mentioned in the last question to support research question 3.

4.1 SECTION ONE: FINDINGS ON RESEARCH QUESTION ONE

In order to answer the research question 1, data has been collected through semi structured interviews of teachers and students. Besides, a writing task was given to 12 students who were being divided into two groups and it was a part of classroom observation.

4.1.1 Findings from semi structured interviews

Freehand writing for critical thinking

According to the teachers, students are not spending much time in critical thinking like they used to before the time of AI. In order to let them engage in critical thinking, teachers are using different strategies nowadays and one of them is freehand writing. As critical thinking is very crucial in the case of writing and to enhance the quality of the writing, therefore it is a fruitful way at tertiary level English writing. As TEA said,

“I tell them for free hand writing. For example, we watch a movie or short film and ask them to write about that. So, in the courses like critical reading writing, academic writing, advanced reading writing, they get lots of chances to write down freely.”

Peer group discussion to share ideas

Peer group discussion can be an effective way in order to share ideas before engaging the students in any kind of writing task in the age of AI because students hardly get any chance to share their thoughts with peers and often take help from AI. Therefore, according to one of the teachers, TEA, “So that they do not get bored, feel motivated through peer group discussion.” And also added,

“Another thing I do, I ask them write their term paper regularly in each class at the end for 20 minutes. Although it is an individual task still I tell them to discuss it in pair. So that they do their first draft in their hand in the class by themselves without AI.”

Preparing multiple drafts

In the age of AI, when most of the students have easy access to AI, it is not possible to tell them not to use AI. They will use it either way. As a result, teachers need to adopt new strategies in setting rubrics to evaluate students’ writing skills. As a teacher, TEA said “They need to write multiple drafts so there is no chance of plagiarism.”

Similarly TEB mentioned “So, I try to engage them in writing in the class before taking it home as a hometask....”

When students are required to prepare multiple drafts, it ensures the authenticity of the writing to a great extent according to the given information by the teachers.

Lacking self-contribution

Teachers are saying that when students have the access to AI, it is very normal that they are not contributing enough in their writing. According to TEB,

“So, as a teacher my primary responsibility right now is to make sure that AI does not diminish their critical thinking ability... ..I know they will do it either way.”

Students shared similar concerns regarding this as well. As one of the students named STB,

“ I ask ChatGPT anything and everything whenever I am assigned with any writing related task whe... ..lack of self-contribution.”

AI to organise the writing

Most of the students said that they take the help of AI but especially in the case of organising the writing. As one student said,

“I take help from AI to make it look more polished and refined....So, whenever I try to write something new using AI..... With AI it is far more refined.”

Less time in thinking

Before AI, students were used to thinking more while assigned with any writing activity. As they are saying, they do not think as much as they used to do. According to STC,

“To be honest, I do not think as much whenever I am tensed or I use AI. Before AI I used to think a lot. But now I ask the ChatGPT first.”

Predominant thoughts given by AI

Almost every student shared a common thing during the interview session and that is whenever they start writing anything new, the predominant thoughts given by AI, affects their writing quality. As STD said

“Whenever I sit to write something new, the predominant thoughts given by AI affect my thinking process. I cannot think out of the box anymore.”

4.1.2 Findings from classroom observation

During the classroom observation, a total 12 students were divided into two groups where each of them had 6 students. One group wrote with access to AI and the other one did not have any access and wrote on their own. After going through the drafts, a significant number of differences can be seen. In the writings of the students who wrote with the help of AI, in

almost every paper out of six, there is a repetition of the same ideas. Though their writing is more organised and use of strong vocabulary can be noticed, evaluating this group of drafts seemed quite monotonous as almost all of them wrote the same things. For example, students mentioned the fact that they see AI as a helper rather than a threat and they are giving the same justification repeatedly. In contrast, the group of students who did not get the access to AI, though they wrote in a haphazard manner, contained lots of new ideas which made the drafts more interesting to read and evaluate such as, they are supporting their opinions by using different adjectives and mentioned the misuse of AI is restricting students and limiting their creativity whereas proper use of it works as a booster or guide to increase their knowledge.

4.2 SECTION TWO: FINDINGS ON RESEARCH QUESTION TWO

To support research question two which has two different parts, one is to inquire students' perception and another is to explore teachers' perception, here the data has been collected through semi structured interviews only.

4.2.1 Findings on teachers' perception

Hampering students' critical thinking ability

Teachers are not against using AI in writing. In fact, they are aware of the positive aspects of using AI but as TEB said,

“I think it hampers students' real identity. I try to find out whether the outline matches or in parallel with their written task that done by them as home task.”

According to her opinion, students' critical thinking ability is getting hampered due to the overuse and unethical assumption of AI given contents. They are not giving enough time in

the process of writing which requires proper brainstorming and thinking critically from different perspectives.

Setting writing criteria

It is quite impossible to keep the students away from writing without taking the help from AI as the teachers said. But according to TEA, setting writing criteria to ensure students' contribution can be a good option. TEB also added that it will enhance the quality of writing as well.

Enhancing writing quality

Though it is true that AI is affecting the quality of writing among students, teachers also added Of course it does. You can take the help of AI, it can give you some new ideas and that is you know enhance the writing quality. You can take the help of AI to polish it a bit but the main piece of writing is originally yours.

So, in their opinion, use of AI is also enhancing the quality of writing because students are writing in a more organised manner and use of strong vocabularies can be seen often in their writing.

Strict monitoring

Teachers know very well that students are going to take the help of AI and it cannot be stopped but according to TEB,

“It should be strictly monitored and it is the responsibility of the teacher to make them realize that you can use AI at the same time you have to make sure that you are using

your own critical thinking because in the exam hall, you will not be able to use AI. You are the solution to your writing. You have to take the responsibility.”

So, teachers are giving more focus on strict monitoring otherwise the evaluation will not be just with all the students.

4.2.2 Findings on students’ perception

Better ideas without AI but less organised

This finding is similar to the written drafts of the students. Students agree that when they write on their own without the help of AI, they can generate better ideas but their writing becomes less organised as STA said,

“So, whenever I try to write something new using AI, it is giving me a lot of new words, good words, very academic words and my writing looks very polish. Whenever I write it by myself, it looks very messy. With AI it is far more refined.”

Freedom of critical thinking affected

Students also agree with the teachers in terms of AI's influence in the case of freedom of critical thinking. According to one student, named STA,

“Whenever I am taking help from AI, I feel corrected to AI or internet resources. I feel like I mustAI should follow my instructions, instead of that I follow them.”

4.3 SECTION THREE: FINDINGS ON RESEARCH QUESTION THREE

Semi structured interviews of two English graduate job holders have been conducted to collect information for research question three.

Assisting in content planning

While taking interviews of one of the content writers, she mentioned

“AI is mainly a support tool for me. It helps with ideas, speeds up the process, and sometimes even helps me plan content like videos or creative website copies. It’s not just for writing, it also helps with overall content planning.”

So, according to her, AI can be a great assistance in the case of planning for any new content.

AI unable to replace critical thinking

As JHA shared in her opinion

“AI is powerful, but you shouldn’t treat it as something superior. You have to control it and guide it with your own ideas and strategy. Some people think copywriting jobs will disappear... ..but it can’t fully replace creative thinking.”

According to her, AI can be a useful tool but it can never take the place of human intelligence.

Prompting as an essential skill

Content writers need to be updated with the writing techniques all the time in which AI can be very beneficial. As one of the job holders said,

“There’s even this idea now that we’re not just writing for humans anymore, we’re also writing for AI. So you have to be very clear with your direction and expression. For me, the groundwork and core idea always come first. Then I use AI to build on that, like outlining or exploring variations. But if someone is being lazy and not putting in effort or not prompting properly, then yes, it will feel very template-based and repetitive.

So overall, AI gives more creative freedom, but only if you know how to use it right.”

But according to her, in order to enhance the writing quality, proper prompting is crucial.

Control over own ideas and strategies

Both the job holders suggested that no matter how smartly someone uses AI but if one does not have control over his or her own ideas and strategies then he or she will just end up with producing very vague contents. As one of them said

“Yes, I use AI in almost every part of my writing process. From brainstorming to outlining and sometimes even for groundwork, it helps me save time and work faster. But the core idea always has to be mine. I don’t just generate and use content directly. I always customize it. Honestly, in this generation, not using AI means falling behind, so it’s better to use it smartly.”

And other one added

“However, I have to be mindful not to let it dictate my perspective. I use the AI's to get started but then I intentionally look for ways to add a human touch and a unique spin that the AI missed.”

Free writing as a strategy

In order to face the fear of writing, one of the job holders shared her strategy of practicing free writing which turned out to be very effective in her case when she was a university student. She mentioned “I practiced free writing to get past the fear of blank pages, a technique that still helps me today...”

Challenging the texts and express authentic opinions

As JHA said,

“Sometimes AI gives incorrect information. So using it wisely is important. Challenging the texts and expressing authentic opinions is a great way to share one's critical thinking ability.”

So, it is the duty of an AI user to verify and challenge the texts that AI provides. Blindly believing what AI says makes the writing very general and nothing new can be produced in this practice. Similar opinion shared JHB as she said,

“I focus on strategy first. I try to understand how I want the audience to see the content and how I want to frame the message.”

According to them, critical analysis is needed to maintain the quality of writing and to produce authentic content as well.

CHAPTER SUMMARY

This chapter has arranged the significant findings of the study along with the most interesting and unexpected ones under the research questions.

CHAPTER FIVE

ANALYSIS

To analyse the data, the researcher has followed thematic analysis as it is a widely used method for analysing qualitative data relating to opinions, perceptions, thoughts, feelings and descriptive contents. Therefore, the researcher has used thematic analysis to identify patterns, themes and finally developed interpretations of the data.

The prominent themes are going to be discussed in the following sections along with the reference to the existing theories, literature and studies.

5.1 SECTION ONE: INFLUENCE OF AI ON LIBERATION PEDAGOGY IN THE CASE OF ENGLISH WRITING AT TERTIARY LEVEL

5.1.1 ENSURING OWN CONTRIBUTION THROUGH FREE HAND WRITING

Regular practice of free hand writing during class time turned out to be a very effective strategy in the case of ensuring students' own contribution in the age of AI. Both the teachers mentioned it during the interview. As TEA said,

“For example, we watched a movie together and they were asked to write about their emotional feelings after watching it. In this process, they learn how to use adjectives, five sensory details, and how to deal with the positive aspects as well as negative emotions.”

(DU TEA 6)

Similarly TEB added

“I try to engage them in writing in the class before taking it home as a home task or even if they take it as a home task, when they come back I ask them questions on their writing

or I ask them to write a different version of their existing piece of writing to understand whether they have thought a little bit on it or it is completely AI based.” (DU TEB 12)

In the writing process, it is crucial that the writer has a good understanding of what he or she is going to write. In this case, Akhter (2024) studied that in an EFL setting, writing in English is a form of freedom in expressing one's own ideas, opinions and creativity.

5.1.2 GIVING EMPHASIS ON PEER GROUP DISCUSSION

Peer group discussion is an effective practice especially in collaborative learning platforms where students get a chance to learn from each other by participating in social interaction. Particularly this theme perfectly aligns with the theoretical underpinning of this study where social constructivist theory was being discussed in association with liberation pedagogy. In this regard, TEA said, “So that they do not get bored, feel motivated through peer group discussion.” (DU TEA 6). Similarly, according to Vygotsky (1978), “knowledge is constructed through social interaction within a culture. He believed that social interactions with teachers and more learned peers works as a facilitator in the case of learners’ potential for learning.”

5.1.3 LOSS OF CRITICAL THINKING ABILITY

Both the teachers and the students said that AI’s use has turned out to be really threatening in the case of critical thinking ability of the students. As TEB mentioned,

“ AI does not really express their own identity all the time. It also depends on the level of the students. If I talk about the freshers, they just directly copy and paste it. They do not even think about making any changes, otherwise the teacher will understand it. For them, I have to follow a different strategy, like I said multiple drafts and all. If they are like

senior students, they know how to make it a more humanised version. Even if they take help from AI, at the end they make some changes. I think it hampers students' real identity.” (DU TEB 20)

In relation to this, Marzuki et al., (2023) said in a study that it is true that AI is offering powerful tools to analyze data, generate ideas and explore different perspectives but at the same time, too much use or dependency on AI assisted tools can lead towards "cognitive offloading," diminishing independent reasoning, deep analysis, and problem-solving skills.

5.1.4 MULTIPLE DRAFTS FOR ENSURING AUTHENTICITY

During this age of AI, in order to meet the requirements of evaluating writing of the students', teachers have modified the rubrics as well. As they have said that they are prioritising the self-contribution more and TEA mentioned “They need to write multiple drafts so there is no chance of plagiarism.” (DU TEA 6). Similarly, TEB also applies this strategy of involving the students in preparing multiple drafts of their writing so that she can compare. This practice goes well with Hutchison's (2024) study as it demonstrates how GenAI can support students' development of background knowledge and teachers can facilitate opportunities for students to develop critical evaluation skills by closely examining GenAI created texts for issues including accuracy, bias, and clarity of communication.

5.2 SECTION TWO: PERCEPTIONS OF STUDENTS AND TEACHERS ON THE INFLUENCE OF AI IN LIBERATION PEDAGOGY

5.2.1 TEACHERS' PERCEPTIONS

5.2.1.1 THREAT TO HUMAN CREATIVITY

Nowadays when students are becoming too much dependent on AI regarding writing anything, it has become a major concern among educators that there is a lack of human creativity as students are not spending much time in the thinking process before writing. For example, TEB said,

“They have autonomy or liberty but to some extent it is restricted otherwise I won't be able to evaluate or assess them because they have to use some of their critical thinking ability otherwise it is going to be completely null or void.” (DU TEB 26)

This random use of AI in writing has created a great impact in writing quality of the student as studies have found. It is true that AI is offering powerful tools to analyze data, generate ideas and explore different perspectives but at the same time, too much use or dependency on AI assisted tools can lead towards "cognitive offloading," diminishing independent reasoning, deep analysis, and problem-solving skills (Ara & Mollah, 2023).

5.2.1.2 AFFECTING ACADEMIC INTEGRITY

Due to having easy access to AI, students ask AI anything and everything whenever they are assigned with any new task. It has been noticed that most of the time they do not follow the academic requirement of writing. In this regard, TEA mentioned,

“Then it has to be structured, systematized, disciplined writing. You do have to follow the structure of an academic paper. So, these cannot be denied and let them understand the format of academic writing format.” (DU TEA 26)

And also added, “Till now, I would say it's affecting the writing but in a negative way.

Because spelling mistakes are increasing, sentential errors are increasing.” (DU TEA 24)

Another teacher, TEB shared the same concern as she said,

“Yes, they have the freedom but we design the writing criteria in such a way that they do not randomly use AI because their writing needs to match with the criteria that I have

provided. They have autonomy or liberty but to some extent it is restricted otherwise I won't be able to evaluate or assess them because they have to use some of their critical thinking ability otherwise it is going to be completely null or void.” (DU TEB 26)

Furthermore, unique voice and engagement could be made through the writing process as well to demonstrate versatility. However, students are still expected to follow the writing conventions such as grammar, style and structure in order to ensure quality and coherence in their writing (Barman, 2014).

5.2.2 STUDENTS' PERCEPTIONS

5.2.2.1 CAGED WITH AI INFLUENCE

Whenever we see something, it affects our thinking process and it is a usual human nature. This particular incident happens with the AI users. For example, a student starts searching for answers from AI and asks it. He or she gets a lot of information from AI and then when that student starts the actual writing, she fails to generate new ideas because the predominant thoughts given by AI hinders that student from his own brainstorming. For instance, STB shared, “I often have difficulties in generating new ideas because of the predominant thoughts I have got from AI that keep roaming around my head.” (DU STB 6)

Another student, STA said,

“Whenever I am taking help from AI, I feel corrected by AI or internet resources. I feel like I must believe them. I must rely on them. I don't interfere that much with my thinking. It's like AI should follow my instructions, instead of that I follow them.” (DU STA 12)

In this regard, the research studies show it is crucial to use AI wisely. Therefore, it is crucial that users are aware regarding questioning assumptions, verifying information,

understanding biases, and maintaining active engagement. Studies have found that combining AI tools with traditional teaching methods may foster deep, autonomous thinking by designing learning activities that require critical engagement with AI outputs, not just consumption (Karim et al., 2017)

5.2.2.2 DEATH THREAT FOR CREATIVE MIND

Creativity needs freedom of thinking where the thinking process is not restricted by anything. But unfortunately, the use of AI is limiting the thinking ability of some students. As STA mentioned, “To be honest, I do not think as much whenever I am tense or I use AI. Before AI I used to think a lot. But now I ask the ChatGPT first.” (DU STA 6) and also added, “Absolutely it affects my writing ability. Whenever I try to write something. I write with my own words. I have very limited thinking ability, then adaptability of mine is also very limited, my writing capability is also very limited, I have limited vocabulary.” (DU STA 10)

So, it means if someone wishes to write something great then it needs a deep understanding and he or she has to go through a process of critical thinking as well. Writing practice builds critical thinking, which empowers people to “take charge of their own minds” so they “can take charge of their own lives . . . and improve them, bringing them under their self-command and direction” (Foundation for Critical Thinking, 2020, para. 12). Critics, on the other hand, worry that over-reliance on AI could lead to a homogenization of writing styles, stifling the unique voice and perspective that readers crave. Moreover, the ethical implications of AI-generated content, particularly in the realm of journalism and academic writing, remain a contentious issue.

5.2.2.3 GREAT ASSISTANCE IN ORGANISING WRITING

It is not that AI is influencing students' writing always in a negative way, rather the wise use of AI helps the students in organising their ideas in a more refined way. As STA shared, “

“So, whenever I try to write something new using AI, it is giving me a lot of new words, good words, very academic words and my writing looks very polished. Whenever I write it by myself, it looks very messy. With AI it is far more refined.” (DU STA 10)

And also added, “Not at the beginning level but whenever it is an assigned task and will be graded, I take help from AI to make it look more polished and refined.” (DU STA 16)

Similarly, STC said, “Though I write my assignments, term paper on my own but I take help from AI to look it more polished and organised” (DU STC 10)

In this regard, the core question is whether AI can truly capture the quality of great writing or it just merely produces generic contents. Researchers argue that AI can be a valuable collaborator in tasks like research, drafting, and editing, freeing up writers to focus on the higher-level aspects of their craft (Rahman et al., 2022). Furthermore, Ara & Mollah (2023) found that students face problems like language barriers while using vocabulary, constructing a sentence or applying grammatical rules in context. Students are expected to write proficiently when they are at tertiary level but the gap in foundational skills makes academic writing more difficult for them which results in a disconnection between the high level English writing and the actual proficiency. In this case, AI can be a great assistance to meet academic requirements of writing.

5.3 SECTION THREE: IMPACTS OF AI IN WRITING RELATED JOB FIELDS

5.3.1 SMART USE OF AI FOR THE SURVIVAL

In this competitive job market of today's world, writers are needed to be aware of all the advancement of AI driven job fields because of the survival. As a result, the research findings show that English writing related job holders have a positive mindset regarding the use of AI in their work. They give emphasis on smart use as one said,

“I don't just generate and use content directly. I always customize it. Honestly, in this generation, not using AI means falling behind, so it's better to use it smartly.” (DU JHA 10)

“And another job holder shared, “However, to survive and thrive as a writer, I have to fight against becoming a machine operator. I use AI to meet those fast-paced market demands on the structural side, but I fiercely protect my creative freedom by injecting my own personality, storytelling, and critical analysis into the final draft. AI gives me the time to be creative, but I have to consciously make the choice not to let my writing become a robotic template.” (DU JHB 20)

In this regard, as Robinson & Hollett (2024) found that in the age of AI, learners' liberty works for the empowerment of individual learners by assisting them in continuing their learning journey, utilizing AI as a personalized tool and in the meantime developing the critical human skills, such as creativity, critical thinking and ethical judgement.

Moreover, Sinha (2013) suggests that AI expands learner liberty by creating personalized learning paths and enhancing the scope for self-directed learning. Some literacy educators have also expressed their concern about AI's role in automating writing instruction, particularly in the use of algorithmic grading and feedback, which they assume could

undermine the human-centered aspects of composition pedagogy (Khan& Chaudhury, 2012).

5.3.2 A COMPANION NOT A REPLACEMENT OF HUMAN INTELLIGENCE

It cannot be denied that AI is a great tool to use in this modern competitive world in order to stay informed with advanced information but it can never replace human creativity. As JHA said,

“I think it really depends on how you use it. AI is powerful, but you shouldn’t treat it as something superior. You have to control it and guide it with your own ideas and strategy. Some people think copywriting jobs will disappear because of AI, but I don’t agree. Quality writing still needs a human touch. AI can support, but it can’t fully replace creative thinking.” (DU JHA 18)

In the similar way, JHB mentioned,

“I never use it to generate the core body copy because AI lacks the emotional intelligence, humor, and lived experience required to truly connect with a human reader.....

Also added, “True writing freedom comes from critical thinking and expressing a unique human perspective, which AI cannot simulate.” (DU JHB 18)

Similar opinion has been shared in studies as “There is no doubt that AI is a great tool, perhaps the greatest yet; but still it is a tool. It is human creativity that makes our work beautiful. And AI can be a very powerful ally, but not a replacement (Ouyang et al., 2022).”

Therefore, it is crucial that users are aware regarding questioning assumptions, verifying information, understanding biases, and maintaining active engagement in order to develop the quality of the writing.

CHAPTER SUMMARY

This chapter has given an elaborated discussion on the findings of the study through thematic analysis as prominent themes were being discussed in light of existing related literature and theories.

CHAPTER SIX

CONCLUSION

INTRODUCTION

This concluding chapter of this qualitative study aims at summarising the major findings of the study. The research questions of the study were:

RQ 1. How does AI influence liberation pedagogy in the case of English writing at tertiary level?

RQ 2. a) What is the perception of students regarding this influence of AI on liberation pedagogy?

b) What is the perception of teachers regarding this influence of AI on liberation pedagogy?

RQ 3. How does the use of AI create impacts in writing related job fields?

Here research question 2 has been divided into two parts (part a and b) and findings were being discussed separately for each part.

6.1 MAJOR FINDINGS IN BRIEF

The aim of this study was to explore the influence of AI on liberation pedagogy at tertiary level English writing and the perception of teachers, students and job holders regarding this. After going through a qualitative research approach, the findings were being analysed thematically with the reference of related theories and scholarly literature.

The major findings include both the positive and negative influence of AI on Freire's liberation pedagogy. For instance, both the teachers and students shared that AI is affecting critical thinking ability, self-contribution and creativity of the students though at the same

time, the wise use of AI is helping the students to make the quality of writing more refined. Furthermore, teachers, students and job holders do not see AI as a threat, instead they suggest the smart use of AI. According to the job holders, AI can be a great companion to survive in the AI driven job market. But the thing is human intelligence needs to be utilized in a unique way. To sum up, different measures have been taken by the teachers to ensure learner's liberty as well as active participation in the writing process which includes free hand writing, peer group discussion and multiple drafting but at the same time self-awareness is very essential in order to practice freedom of expression among students as well as writing related job holders.

6.2 IMPLICATIONS FOR THE THEORIES OF LIBERATION PEDAGOGY

From the discussion on the findings, it has been observed that in this digital age, teachers, students and writing related job holders are engaging in different learning experience which are directly related to learning theories as well as the theory of Freire's liberation pedagogy.

6.3 IMPLICATION FOR KNOWLEDGE

This study aimed to fill up the void of knowledge as there is hardly any study has been conducted to investigate the influence of AI in liberation pedagogy at tertiary level English writing. As a result, this study will give a scope to explore the effective factors related to this area and how the ultimate quality of writing can be assured.

6.4 RECOMMENDATIONS

Referring to the findings of the study, a number of recommendations can be provided:

- While engaging the learners in different writing activities, it is wise to make them participate in different brainstorming sessions. So, there should be variation in tasks and activities.
- The learning contents should be designed in such a way which will be effective and also at the same time entertaining to grab the attention of the learners.
- In order to maintain authenticity of the writing, proper monitoring needs to be ensured.

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APPENDIX A

LETTER OF CONSENT

I....., agree to participate or agree to participation of my students..... in the research study title....., conducted by... ..who has discussed the research project with me. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- the research may not be of direct benefit to me
- my participation is completely voluntary
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort or harm as a consequence of my participation in the research
- the steps that have been taken to minimise any possible risks
- public liability insurance arrangements
- what I am expected and required to do
- whom I should contact for any complaints with the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- security and confidentiality of my personal information.

In addition, I consent to:

audio-visual recording of any part of or all research activities (if applicable)
publication of results from this study on the condition that my identity will not be revealed and the information will be shared using pseudonyms.

Name:

Signature:

Date:

APPENDIX B

INTERVIEW QUESTIONS

For teachers

Interview Questions (IQs)	Background Questions	RQ1	RQ2(b)
1. What professional development opportunities have you pursued as a language teacher?	X		
2. What strategies do you use to help students overcome their fear of making mistakes while engaging them in writing?	X		
3. How do you incorporate authentic materials, such as news articles and videos, into your lessons?	X		
4. How do you motivate students who may not be interested in writing?	X		
5. What is your teaching philosophy and how does it empower students in an English writing classroom?	X		
Now we are going to focus on how AI influences liberation pedagogy in the case of English writing at tertiary level.			
6. What role does AI play when you try to ensure a student voice in an English writing classroom?		X	
7. How do you incorporate AI into your writing classroom?		X	
8. What are the strategies you follow while assigning any writing task to your students? Also how do you ensure learners' liberty?		X	
9. How have your rubrics changed to value the process of critical thinking as opposed to the product of an essay written using AI?		X	
10. How do you define 'authentic voice' when a student uses AI? Does AI help them express their own identity or not?		X	

Now we will be moving forward to the perception of teachers regarding this influence of AI on liberation pedagogy			
11. What is your opinion regarding the use of AI in writing related tasks?			X
12. Do you think it creates any impact on the writing quality? How?			X
13. Do you think students are getting freedom in the process of writing? Why or why not?			X
14. In what ways does AI challenge or support your role as a facilitator rather than a traditional teacher?			X

For students

Interview Questions (IQs)	Background Questions (BQ)	RQ1	RQ2(a)
1. How many hours do you practice English writing every week?	X		
2. How is English writing taught to you in the writing classes?	X		
Now we are going to focus on how AI influences liberation pedagogy in the case of English writing at tertiary level.			
3. How do you generate and organise your ideas during any English writing task?		X	
4. Do you spend enough time in the thinking process when you have access to AI? How?		X	
5. What are the things you try to follow while writing about anything new? Do you take help from AI and how?		X	
Now we will be moving forward to the perception of students regarding this influence of AI on liberation pedagogy.			
6. Do you think AI affects your thinking process while you are assigned with writing related tasks? How?			X

7. What is your opinion regarding the freedom of critical thinking when you have access to AI?			X
8. When you use AI, do you feel like the owner of your ideas, or do you feel like the AI is telling you what to think?			X
9. In order to write your academic papers or assignments, where does AI enter the process?			X

For graduate job holders

Interview Questions (IQs)	Background Questions (BQ)	RQ1	RQ3
1. What motivates you to work as a content writer?	X		
2.Can you tell me a difficult work situation and how you overcame it?	X		
3.According to you, what are the key components that make an enriched piece of writing?	X		
Now we are going to focus on how AI influences liberation pedagogy in the case of English writing at tertiary level.			
4.What are the strategies you followed during your university level in order to develop your English writing skill?		X	
5.Have you ever taken any help from AI while organizing your ideas? If yes then how did it influence your thought process?		X	
6.Would you kindly share your classroom practices? What types of writing related tasks did you get engaged with?		X	
Now we are moving forward to how the use of AI creates impacts in writing related job fields.			
7.In order to write any new content how do you prepare yourself?			X
8.What is the role of AI in your content production?			X

9.What is your opinion regarding the influence of AI in the case of freedom of writing?			X
10.In your job, does AI allow you more 'freedom' to be creative, or does it force you to produce 'template-based' content to meet market demands?			X

APPENDIX C

Notational Conventions of the Interview Transcripts

Notation	Meaning
1. DU	Discourse Unit
2. I	Interviewer
3. []	For showing action [Laughs]
4. ,	Small pause
5. ...	Long pause (if in the middle of the sentence) incomplete sentence (if at the end of sentence)
6. Umm/uh	Hedging in speech
7. DU STA 18	DU <space> student pseudonym's first three alphabets <space> DU number DU STA 18 refers to DU number18.

APPENDIX D

SAMPLE TRANSCRIPTION OF THREE PARTICIPANTS

DU	Participants	Question and answers
1.	I	What professional development opportunities have you pursued as a language teacher?
2.	TEB	I attain different seminars, conferences, these not only just help with our academic exposure but with our research exposure. I prefer completing different courses offered by the British Council or the American center. They have MOOC (Massive Open Online Course). I have completed a few courses offered by them.
3.	I	What strategies do you use to help students overcome their fear of making mistakes while engaging them in writing?
4.	TEB	To be honest, it doesn't really matter what or how many strategies I try to apply, our students are always scared of writing. I try to make the classroom environment really comfortable so that they are relaxed, they do not get scared. As a teacher, I have to make sure that students have the freedom to ask me any question that they want. First, I have to make sure that I am not being very strict. Also, the students are not mocked by their peers because sometimes there is peer pressure. So I try to ensure a safe, comfortable classroom environment where students can ask me any questions that they want while writing and while giving feedback on their writing, I try to give it in an indirect manner. I give them the space to find out the mistakes on their own. If they can't, then I interfere but not before that.
5.	I	How do you incorporate authentic materials, such as news articles and videos, into your lessons?
6.	TEB	We do it on a regular basis whether you are talking about writing courses, reading courses, ELT or Applied linguistic courses because I think reading only the books or the textbooks is kind of monotonous. I show them a lot of videos because I think when students visualise something then the learning becomes easier
7.	I	How do you motivate students who may not be interested in writing?
8.	TEB	Our first strategy is to make them realise you need to work on your writing, why? Because you know nowadays everyone wants to go abroad to pursue their masters or career. I tell them if you want to go abroad you have to sit for a standardized test like IELTS, TOEFL, or

		GRE and their writing is quite different. Then how are you really going to deal with that? So, it actually motivates the students.
9.	I	What is your teaching philosophy and how does it empower students in an English writing classroom?
10.	TEB	My teaching philosophy has been influenced a lot by my teachers when I was a university student to ensure a safe and comfortable classroom environment. And as a course instructor, I want to present myself as an approachable teacher so that whether they have problems with their studies or any personal issues, they can come to me and open up. I would say that is my teaching philosophy. It is directly not related to teaching but it is making a correct personal choice.
11.	I	What role does AI play when you try to ensure a student voice in an English writing classroom?
12.	TEB	Whether I ensure it or not, students will use it no matter what. So, as a teacher my primary responsibility right now is to make sure that AI does not diminish their critical thinking ability. Whenever we give them a topic, they start googling or ask ChatGPT. I don't ask them that don't use it because I know they will do it either way. So, I try to engage them in writing in the class before taking it home as a homework or even if they take it as a homework, when they come back I ask them questions on their writing or I ask them to write a different version of their existing piece of writing to understand whether they have thought a little bit on it or it is completely AI based.
13.	I	How do you incorporate AI into your writing classroom?
14.	TEB	I personally do not incorporate AI in my writing classroom. But let's say I give them a task on composition. First they have to write an outline. When they do the brainstorming part, I do not allow them to use their phone. Brain storming means using your brain not AI. So, at the pre writing stage I try to ensure that everyone has done at least something, then I ask them okay when you write the outline you may use your phone to make it better. Officially from the very beginning I do not allow them to use AI.
15.	I	What are the strategies you follow while assigning any writing task to your students? Also how do you ensure learners' liberty?
16.	TEB	Instead of giving the lecture, I give them the sample first on our writing courses. Because when the students have a sample, it makes the learning easier. After that I introduce them with the outline, structure, grammar, vocabulary and all that actually helps them to keep the information in their mind for a longer period of time.

		As I said earlier, I try to be approachable. I roam around the classroom while they are assigned to do any task, talk to them, and look at their writing. So that the shy students can be more comfortable with me. I try to play the role of a facilitator instead of being a traditional teacher.
17.	I	How have your rubrics changed to value the process of critical thinking as opposed to the product of an essay written using AI?
18.	TEB	As I said, they need to do multiple drafts. If they take something as homework, they have to write something in the classroom first. So, they have a rubric for that. Even if they write it at home, when they write another new version of it, that will also be a part of rubric. Previously they were used to do single draft, now they have to do multiple drafts so that we can compare and contrast to decide whether it is AI generated or students' own contribution is also there.
19.	I	How do you define 'authentic voice' when a student uses AI? Does AI help them express their own identity or not?
20.	TEB	AI does not really express their own identity all the time. It also depends on the level of the students. If I talk about the freshers, they just directly copy and paste it. They do not even think about making any changes, otherwise the teacher will understand it. For them, I have to follow a different strategy, like I said multiple drafts and all. If they are like senior students, they know how to make it a more humanised version. Even if they take help from AI, at the end they make some changes. I think it hampers students' real identity. I try to find out whether the outline matches or in parallel with their written task that is done by them as homework.
21.	I	What is your opinion regarding the use of AI in writing related tasks?
22.	TEB	It should be strictly monitored and it is the responsibility of the teacher to make them realize that you can use AI at the same time you have to make sure that you are using your own critical thinking because in the exam hall, you will not be able to use AI. You are the solution to your writing. You have to take the responsibility.
23.	I	Do you think it creates any impact on the writing quality? How?
24.	TEB	Of course it does. You can take the help of AI, it can give you some new ideas and that is you know enhance the writing quality. You can take the help of AI to polish it a bit but the main piece of writing is originally yours.

25.	I	Do you think students are getting freedom in the process of writing? Why or why not?
26.	TEB	Yes, they have the freedom but we design the writing criteria in such a way that they do not randomly use AI because their writing needs to match with the criteria that I have provided. They have autonomy or liberty but to some extent it is restricted otherwise I won't be able to evaluate or assess them because they have to use some of their critical thinking ability otherwise it is going to be completely null or void.
27.	I	In what ways does AI challenge or support your role as a facilitator rather than a traditional teacher?
28.	TEB	AI helps me to balance my role as an educator and as a facilitator in the classroom.

DU	Participants	Question and answers
1.	I	What motivates you to work as a content writer?
2.	JHA	I really love how words can shape how people think about a brand. Since I work at a design agency, I don't just write randomly. I work with UI/UX, go through case studies, write blogs, social media copies, and even video scripts. So I get to see how writing connects with design and user experience. I believe writing has a lot of power. It can literally change perspectives, and that's what motivates me the most.
3.	I	Can you tell me a difficult work situation and how you overcame it?
4.	JHA	One challenge I faced was making sure the website copy matched the UI/UX properly. Sometimes the design looks great, but if the copy doesn't align with how users interact with it, it just doesn't work. So I focused on understanding the user journey first, then adjusted the content to fit naturally into the design. That way, the experience felt smooth and made more sense to the user.
5.	I	According to you, what are the key components that make an enriched piece of writing?

6.	JHA	Clarity is the most important thing. If people can't understand it easily, it's not working. Also, the hook matters a lot. If the first line doesn't grab attention, especially on platforms like LinkedIn, people will just scroll past. So the writing needs to be clear, engaging, and strong right from the start.
7.	I	What are the strategies you followed during your university level in order to develop your English writing skill?
8.	JHA	I practiced a lot and also had a strong academic background. I studied literature and linguistics, so I already had a good understanding of language, structure, and different writing styles. That helped me develop my writing skills more deeply.
9.	I	Have you ever taken any help from AI while organizing your ideas? If yes then how did it influence your thought process?
10.	JHA	Yes, I use AI in almost every part of my writing process. From brainstorming to outlining and sometimes even for groundwork, it helps me save time and work faster. But the core idea always has to be mine. I don't just generate and use content directly. I always customize it. Honestly, in this generation, not using AI means falling behind, so it's better to use it smartly.
11.	I	Would you kindly share your classroom practices? What types of writing related tasks did you get engaged with?
12.	JHA	In university, we worked on essays, reports, and creative writing. These helped me understand structure, clarity, and different ways of expressing ideas.
13.	I	In order to write any new content how do you prepare yourself?
14.	JHA	I focus on strategy first. I try to understand how I want the audience to see the content and how I want to frame the message. I also consider the visuals since I work closely with design. Once the strategy is clear, writing becomes much easier.
15.	I	What is the role of AI in your content production?
16.	JHA	AI is mainly a support tool for me. It helps with ideas, speeds up the process, and sometimes even helps me plan content like videos or creative website copies. It's not just for writing, it also helps with overall content planning.
17.	I	What is your opinion regarding the influence of AI in the case of freedom of writing?

18.	JHA	I think it really depends on how you use it. AI is powerful, but you shouldn't treat it as something superior. You have to control it and guide it with your own ideas and strategy. Some people think copywriting jobs will disappear because of AI, but I don't agree. Quality writing still needs a human touch. AI can support, but it can't fully replace creative thinking.
19.	I	In your job, does AI allow you more 'freedom' to be creative, or does it force you to produce 'template-based' content to meet market demands?
20.	JHA	Honestly, it depends on how you prompt. If you don't prompt well, you'll just get generic content with the same tone and very AI-like language. So prompting is actually one of the most important skills now. You need to understand how AI works and how it interprets instructions. It's almost like a new layer of communication. There's even this idea now that we're not just writing for humans anymore, we're also writing for AI. So you have to be very clear with your direction and expression. For me, the groundwork and core idea always come first. Then I use AI to build on that, like outlining or exploring variations. But if someone is being lazy and not putting in effort or not prompting properly, then yes, it will feel very template-based and repetitive. So overall, AI gives more creative freedom, but only if you know how to use it right

DU	Participants	Questions and answers
1.	I	How many hours do you practice English writing every week?
2.	STA	Only one hour I would say.
3.	I	How is English writing taught to you in the writing classes?
4.	STA	Teachers used to provide us outlines or samples of the writing format which we should follow and also encourage us to practice free hand writing by engaging in peer group discussion or pair work.
5.	I	How do you generate and organise your ideas during any English writing task?
6.	STA	I check the outline, what the faculties prefer. Ask seniors how they wrote their term papers or assignments, how they managed it. After that I used to do my own research and study a little and then I used to write.

7.	I	Do you spend enough time in the thinking process when you have access to AI? How?
8.	STA	To be honest, I do not think as much whenever I am tense or I use AI. Before AI I used to think a lot. But now I ask the Chat gpt first.
9.	I	What are the things you try to follow while writing about anything new? Do you take help from AI and how?
10.	STA	I do take help from AI. Local AI tools offer two versions fast thinking and more time taking thinking. When I use local AI tools instead of paid AI, it gives me very formal answers. A lot of new words actually come up. I look for those words too. AI gives me 50/50 I would say whenever anything new comes to me.
11.	I	Do you think AI affects your thinking process while you are assigned with writing related tasks? How?
12.	STA	Absolutely it affects my writing ability. Whenever I try to write something. I write with my own words. I have very limited thinking ability, then adaptability of mine is also very limited, my writing capability is also very limited, I have limited vocabulary. So, whenever I try to write something new using AI, it is giving me a lot of new words, good words, very academic words and my writing looks very polished. Whenever I write it by myself, it looks very messy. With AI it is far more refined.
13.	I	What is your opinion regarding the freedom of critical thinking when you have access to AI?
14.	STA	Whenever I am taking help from AI, I feel very corrected by AI or internet resources. I feel like I must believe them. I must rely on them. I don't interfere that much with my thinking. It's like AI should follow my instructions, instead of that I follow them.
15.	I	When you use AI, do you feel like the owner of your ideas, or do you feel like the AI is telling you what to think?
16.	STA	I feel like we are doing a partnership. I am asking and it is giving me answers. It's like a business deal to me. I don't feel bad when I take help from AI, but sometimes I feel caged whenever faculty says it's almost a crime. Recently I have seen, my production has been affected by AI.
17.	I	In order to write your academic papers or assignments, where does AI enter the process?
18.	STA	Not at the beginning level but whenever it is an assigned task and will be graded, I take help from AI to make it look more polished and refined.

APPENDIX E

SAMPLE CODING TEMPLATE

Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
RQ 1.How does AI influence liberation pedagogy in the case of English writing at tertiary level?						
What are the strategies you follow while assigning any writing task to your students? Also how do you ensure learners' liberty?	Strategies Learner's liberty	Freehand writing Peer group discussion Brain storming	First they have to write an outline. When they do the brainstorming part, I do not allow them to use their phone. Brain storming means using your brain not AI. So, at the pre writing stage I try to	Self contribution, content writing		

			ensure that everyone has done at least something, then I ask them okay when you write the outline you may use your phone to make it better. Officially from the very beginning I do not allow them to use AI.		1	DU TEB 14
How have your rubrics changed to value the process of critical thinking as opposed to the product of an essay written using AI?	Rubrics Critical thinking	Self observation Self experience Multiple drafts	As I said, they need to do multiple drafts. If they take something as homework, they have to write something in the classroom first. So, they	Own contribution	1	

			have a rubric for that. Even if they write it at home, when they write another new version of it, that will also be a part of rubric. Previously they were used to do single draft, now they have to do multiple drafts so that we can compare and contrast to decide whether it is AI generated or students' own contribution is also there.			DU TEB 18
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Do you spend enough time in the thinking process when you have access to AI? How?	Thinking process	Less time in thinking process	To be honest, I do not think as much whenever I am tensed or I use AI. Before AI I used to think a lot. But now I ask the Chat GPTfirst.	Asking ChatGPT	1	DU STA 6
What are the things you try to follow while writing about anything new? Do you take help from AI and how?	Following AI Help from AI	Formal answers New words	I do take help from AI. Local AI tools offer two versions fast thinking and more time taking thinking. When I use local AI tools instead of paid AI, it gives me very formal answers. A lot of new words actually come up. I look for	Anything new written in formal way with new words	1	DU STA 8

			those words too. AI gives me 50/50 I would say whenever anything new comes to me.			
RQ 2. a) What is the perception of students regarding this influence of AI on liberation pedagogy?						
Do you think AI affects your thinking process while you are assigned with writing related tasks? How?	Affects in thinking process	Limited thinking ability Less adaptability Limited vocabulary Academic strong words Polished writing	Absolutely it affects my writing ability. Whenever I try to write something. I write with my own words. I have very limited thinking ability, then adaptability of mine is also very limited, my writing capability is	Limited thinking ability Less adaptability Limited vocabulary Academic strong words	1	DU STA 10

		Refined writing	also very limited, I have limited vocabulary. So, whenever I try to write something new using AI, it is giving me a lot of new words, good words, very academic words and my writing looks very polish. Whenever I write it by my self, it looks very messy. With AI it is far more refined.	Polished writing Refined writing		
What is your opinion regarding the	freedom of critical thinking	feel very corrected to AI	Whenever I am taking help	Relying on AI given information	1	DU STA 12

freedom of critical thinking when you have access to AI?		less interference with my thinking	from AI, I feel very corrected to AI or internet resources. I feel like I must believe them. I must rely on them. I don't interfere that much with my thinking. It's like AI should follow my instructions, instead of that I follow them.			
When you use AI, do you feel like the owner of your ideas, or do you feel like the AI is telling you what to think?	Generating ideas	Partnership Business deal	I feel like we are doing a partnership. I am asking and it is giving me answers. It's like a business deal to me. I don't feel bad when I take help from AI, but sometimes I feel caged whenever faculty says	Partnership Business deal Feeling of being caged	1	DU STA 14

		Feeling of being caged	it's almost a crime. Recently I have seen, my production got affected by AI.			
RQ 2.b) What is the perception of teachers regarding this influence of AI on liberation pedagogy?						
What is your opinion regarding the use of AI in writing related tasks?	opinion regarding the use of AI	Strict monitoring of teachers	It should be strictly monitored and it is the responsibility of the teacher to make them realize that you can use AI at the same time you have to make sure that you are using your own critical thinking because in the exam hall, you	using your own critical thinking	1	DU TEB 22

			will not be able to use AI. You are the solution to your writing. You have to take the responsibility.			
Do you think it creates any impact on the writing quality? How?	impact on the writing quality	New ideas Polishing the writing	Of course it does. You can take the help of AI, it can give you some new ideas and that is you know enhance the writing quality. You can take the help of AI to polish it a bit but the main piece of writing is originally yours.	Polished writing New vocabulary	1	DU TEB 24

Do you think students are getting freedom in the process of writing? Why or why not?	freedom in the process of writing	needs to match with the criteria completely null or void	Yes, they have the freedom but we design the writing criteria in such a way that they do not randomly use AI because their writing needs to match with the criteria that I have provided. They have autonomy or liberty but to some extent it is restricted otherwise I won't be able to evaluate or assess them because they have to use some of their critical thinking	Matches with the required criteria Ensuring students' critical thinking	1	DU TEB 26
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			ability otherwise it is going to be completely null or void.			
In what ways does AI challenge or support your role as a facilitator rather than a traditional teacher?	challenge or support your role as a facilitator rather than a traditional teach	cannot be a substitute for your teacher AI can be an assistant AI helps in balancing the role as an educator and as a facilitator	First of all, I would say AI cannot be a substitute for your teacher. Online classes can be a substitute for offline classes. During online classes we create a bridge between students and teachers but AI cannot do that. We, the teachers, fill up the gap	Not a substitute of teacher	1	DU TEA 28 DU TEB 28

			between two emotions, we are learning from each other. Then we both are learning from the classroom environment. AI can be an assistant. But it cannot be the controller of the whole system. AI helps me to balance my role as an educator and as a facilitator in the classroom.		
RQ 3. How does the use of AI create impacts in writing related job fields?					

What is your opinion regarding the influence of AI in the case of freedom of writing?	opinion regarding the influence of AI	guide it with your own ideas and strategy Quality writing still needs a human touch AI can support, but it can't fully replace creative thinking	I think it really depends on how you use it. AI is powerful, but you shouldn't treat it as something superior. You have to control it and guide it with your own ideas and strategy. Some people think copywriting jobs will disappear because of AI, but I don't agree. Quality writing still needs a human touch. AI can support, but it can't fully	Own authentic strategies AI as a support not a replacement.	1	DU JHA 18
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			replace creative thinking.			
In your job, does AI allow you more 'freedom' to be creative, or does it force you to produce 'template-based' content to meet market demands?	market demands	constant tug-of-war in the modern writing industry ‘template-based’ content survive and thrive as a professional writer robotic template.	This is the constant tug-of-war in the modern writing industry. The market often demands high volumes of fast, SEO-driven, ‘template-based’ content, and AI makes it dangerously easy for employers to expect that kind of output. However, to survive and thrive as a professional writer, I have to fight against	Competitive modern writing industry Thriving as a professional writer Fast paced market demands	1	DU JHB 20

			becoming a machine operator. I use AI to meet those fast-paced market demands on the structural side, but I fiercely protect my creative freedom by injecting my own personality, storytelling, and critical analysis into the final draft. AI gives me the time to be creative, but I have to consciously make the choice			
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			not to let my writing become a robotic template.			
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APPENDIX F

SAMPLE THEME GENERATION TEMPLATE

RQ 1	How does AI influence liberation pedagogy in the case of English writing at tertiary level?					
Interview question	How have your rubrics changed to value the process of critical thinking as opposed to the product of an essay written using AI?					
TEA	STA	STB	JHA	JHB	Subthemes	Themes
We watched a movie together and they were asked to write about their.....negative emotions. (DU TEA 6)					Own contribution,	Free hand writing,
Interview question	What are the strategies you follow while assigning any writing task to your students? Also how do you ensure learners' liberty?					

They need to write multiple drafts so there is no chance of plagiarism.” (DU TEA 6) So that they do not get bored, feel motivated through peer group discussion.” (DU TEA 6)					Preparing multiple drafts	peer group discussion, cross checking multiple drafts for authenticity
Interview question	Do you spend enough time in the thinking process when you have access to AI? How?					
	To be honest, I do not think as much whenever I am tensed or I use AI.				Less brainstorming	Loss of thinking ability

	Before AI I used to think a lot. But now I ask the ChatGPT first. (DU STA 6)					
RQ 2 a)	What is the perception of students regarding this influence of AI on liberation pedagogy?					
Interview question	Do you think AI affects your thinking process while you are assigned with writing related tasks? How?					
	Absolutely it affects my..... limited vocabulary .” (DU STA 10)	I often have difficulties in generating new ideas because of the predominant			Loss of creativity, Predominant ideas . more organized with AI	Caged with AI influence, Death threat to creative mind, Great assistance to

	Not atroaming the.....I around my take help head.” (DU from AI to STB 6) make it look more polished and refined.” (DU STA 16)					organised writing
RQ 2 b)	What is the perception of teachers regarding this influence of AI on liberation pedagogy?					
Interview question	Do you think students are getting freedom in the process of writing? Why or why not?					
Then it has to be structured, systematized, disciplined writing. You do					Proper format	Affecting academic integrity

have to follow the structure of an academic paper.....let them understand the format of academic writing format.” (DU TEA 26)						
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RQ 3	How does the use of AI create impacts in writing related job fields?					
Interview question	What is your opinion regarding the influence of AI in the case of freedom of writing?					
			I think it really depends on how you use it. AI is powerful, but you.....AI	True writing freedom comes from critical thinking and expressing	Human intelligence is irreplaceable	AI as a companion not a replacement of human creativity

			can support, but it can't fully replace creative thinking." (DU JHA 18)	a unique human perspective , which AI cannot simulate." (DU JHB 18		
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RATING FOR STUDENTS' INTERVIEW BY RATER 1

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes in the comment’s column.

Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/ Suggestions
				Agree	Disagree	
RQ 1 How does AI influence liberation pedagogy in the case of English writing at tertiary level?						
* Free hand writing, * peer group discussion, * cross checking multiple drafts	*Preparing multiple drafts *peer discussion *Less brainstorming	DU TEA 6 DU STA 6	So that they do not get bored, feel motivated through peer group discussion.” (DU TEA 6) To be honest, I do not think as	Agree Agree		

for authenticity * Loss of thinking ability			much whenever I am tensed or I use AI. Before AI I used to think a lot. But now I ask the ChatGPT first. (DU STA 6)			
RQ 2. a) What is the perception of students regarding this influence of AI on liberation pedagogy? b) What is the perception of teachers regarding this influence of AI on liberation pedagogy?						
*Caged with AI influence *Death threat to creative mind *Great assistance to	* Loss of creativity * Predominant ideas * more organized with AI	DU STA 16 DU STB 6	I often have difficulties in generating new ideas because of the predominantroaming	Agree		

organised writing			around my head.” Not at the.....I take help from AI to make it look more polished and refined.”	Agree		
		DU STA 10	“Absolutely it affects my..... limited vocabulary.”		Disagree	

*Affecting academic integrity	* proper format	DU TEA 26	Then it has to be structured, systematized, disciplined writing. You do have to follow the structure of an academic paper..... let them understand the format of academic writing format.”	Agree		
		DU TEB 26za	“They have autonomy otherwise it is going to be	Agree		

			completely null or void.”			
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APPENDIX H

INTER-RATER RELIABILITY CALCULATION

Calculation of inter-raters' Reliability

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater 1:	(6/7) x100 =85%

APPENDIX I

WRITING TASK FOR STUDENTS

We are living in the era of AI. It has a great impact in the case of education. Artificial intelligence; is it a helper or a threat to creativity? Give justifications with your opinions.

(within 100-150 words)

Duration: 20mins

APPENDIX J

RUBRICS TO EVALUATE THE WRITING TASK

	Advanced low	Intermediate high	Intermediate mid	Intermediate low
Authenticity	Very original	Original	Fairly original	Less original
Content accordance	Content is very in accordance with the topic	Content is in accordance with the topic	Content is fairly in accordance with the topic	Content is less in accordance with the topic
Text harmony	Very precise	Precise	Quite precise	Less precise
Vocabulary selection	Very appropriate	Appropriate	Quite appropriate	Less appropriate
Organization	Highly organised, clear progression of ideas, well linked	Material well organised, links could occasionally be clearer	Some lack of organisation, re-reading required for clarification of ideas	Lack of organisation so severe that communication is seriously impaired

