



KURUKAN FUGA

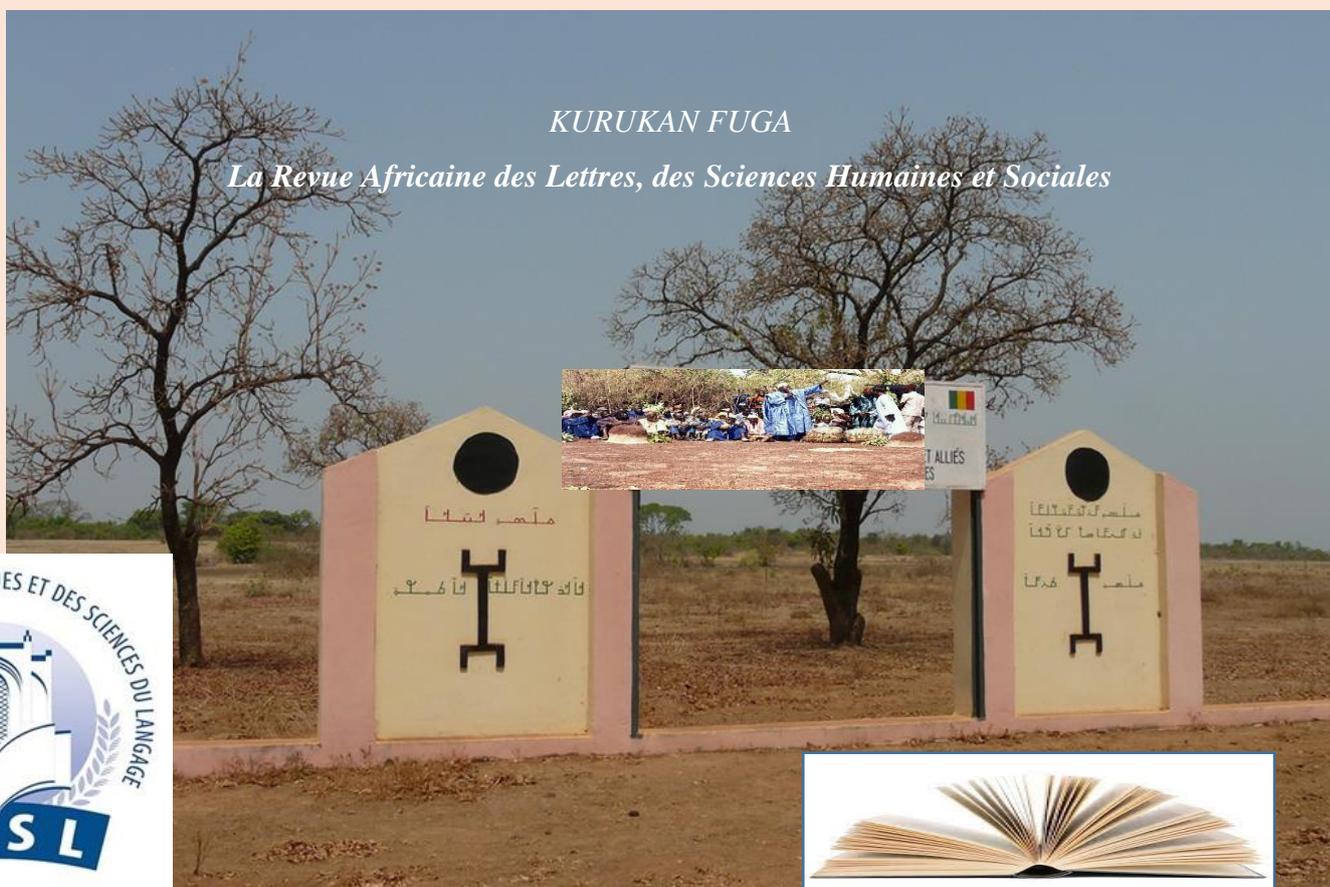
La Revue Africaine des Lettres, des Sciences Humaines et Sociales



NEUVIEME
NUMERO DE LA
REVUE AFRICAINE
DES LETTRES, DES
SCIENCES



KURUKAN FUGA
VOL : 3-N°9 MARS
2024



KURUKAN FUGA

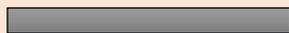
La Revue Africaine des Lettres, des Sciences Humaines et Sociales

ISSN : 1987-1465

Website : <http://revue-kurukanfuga.net>

E-mail : revuekurukanfuga2021@gmail.com

VOL : 3-N°9 MARS 2024



Bamako, Mars 2024

KURUKAN FUGA

La Revue Africaine des Lettres, des Sciences Humaines et Sociales

ISSN : 1987-1465

E-mail : revuekurukanfuga2021@gmail.com

Website : <http://revue-kurukanfuga.net>

Links of indexation of African Journal Kurukan Fuga

| Copernicus | Mir@bel | CrossRef |
|---|---|---|
|  |  |  |
| https://journals.indexcopernicus.com/search/details?id=129385&lang=ru | https://reseau-mirabel.info/revue/19507/Kurukan-Fuga | https://doi.org/10.62197/udls |

Directeur de Publication

Prof. MINKAILOU Mohamed (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

Rédacteur en Chef

Prof. COULIBALY Aboubacar Sidiki (*Université des Lettres et des Sciences Humaines de Bamako, Mali*) -

Rédacteur en Chef Adjoint

SANGHO Ousmane, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

Comité de Rédaction et de Lecture

SILUE Lèfara, **Maitre de Conférences**, (Félix Houphouët-Boigny Université, Côte d'Ivoire)

KEITA Fatoumata, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)

KONE N'Bégué, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)

DIA Mamadou, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)

DICKO Bréma Ely, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)

TANDJIGORA Fodié, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

TOURE Boureima, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

CAMARA Ichaka, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

OUOLOGUEM Belco, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

MAIGA Abida Aboubacrine, Maitre-Assistant (Université des Lettres et des Sciences Humaines de Bamako, Mali)

DIALLO Issa, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

KONE André, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

DIARRA Modibo, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

MAIGA Aboubacar, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

DEMBELE Afou, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

Prof. BARAZI Ismaila Zangou (Université des Lettres et des Sciences Humaines de Bamako, Mali)

Prof. N'GUESSAN Kouadio Germain (Université Félix Houphouët Boigny)

Prof. GUEYE Mamadou (Université des Lettres et des Sciences Humaines de Bamako)

Prof. TRAORE Samba (Université Gaston Berger de Saint Louis)

Prof. DEMBELE Mamadou Lamine (Université des Sciences politiques et juridiques de Bamako, Mali)

Prof. CAMARA Bakary, (Université des Sciences politiques et juridiques de Bamako, Mali)

SAMAKE Ahmed, Maitre-Assistant (Université des Sciences politiques et juridiques de Bamako, Mali)

BALLO Abdou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)

Prof. FANE Siaka (Université des Sciences Sociales et de Gestion de Bamako, Mali)

DIAWARA Hamidou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)

TRAORE Hamadoun, Maitre-de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)

BORE El Hadji Ousmane Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)

KEITA Issa Makan, Maitre-de Conférences (Université des Sciences politiques et juridiques de Bamako, Mali)

KODIO Aldiouma, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

Dr SAMAKE Adama (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

Dr ANATE Germaine Kouméalo, CEROCÉ, Lomé, Togo

Dr Fernand NOUWLIBETO, Université d'Abomey-Calavi, Bénin

Dr GBAGUIDI Célestin, Université d'Abomey-Calavi, Bénin

Dr NONOA Koku Gnatola, Université du Luxembourg

Dr SORO, Ngolo Aboudou, Université Alassane Ouattara, Bouaké

Dr Yacine Badian Kouyaté, Stanford University, USA

Dr TAMARI Tal, IMAF Instituts des Mondes Africains.

Comité Scientifique

Prof. AZASU Kwakuvi (University of Education Winneba, Ghana)

Prof. ADEDUN Emmanuel (University of Lagos, Nigeria)

Prof. SAMAKE Macki, (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

Prof. DIALLO Samba (Université des Sciences Sociales et de Gestion de Bamako, Mali)

Prof. TRAORE Idrissa Soïba, (Université des Lettres et des Sciences Humaines de Bamako, Mali)

Prof. J.Y. Sekyi Baidoo (University of Education Winneba, Ghana)

Prof. Mawutor Avoke (University of Education Winneba, Ghana)

Prof. COULIBALY Adama (Université Félix Houphouët Boigny, RCI)

Prof. COULIBALY Daouda (Université Alassane Ouattara, RCI)

Prof. LOUMMOU Khadija (Université Sidi Mohamed Ben Abdallah de Fès, Maroc.

Prof. LOUMMOU Naima (Université Sidi Mohamed Ben Abdallah de Fès, Maroc.

Prof. SISSOKO Moussa (Ecole Normale supérieure de Bamako, Mali)

Prof. CAMARA Brahim (Université des Lettres et des Sciences Humaines de Bamako)

Prof. KAMARA Oumar (Université des Lettres et des Sciences Humaines de Bamako)

Prof. DIENG Gorgui (Université Cheikh Anta Diop de Dakar, Sénégal)

Prof. AROUBOUNA Abdoukadi Idrissa (Institut Cheick Zayed de Bamako)

Prof. John F. Wiredu, University of Ghana, Legon-Accra (Ghana)

Prof. Akwasi Asabere-Ameyaw, Methodist University College Ghana, Accra

Prof. Cosmas W.K. Mereku, University of Education, Winneba

Prof. MEITE Méké, Université Félix Houphouët Boigny

Prof. KOLAWOLE Raheem, University of Education, Winneba

Prof. KONE Issiaka, Université Jean Lorougnon Guédé de Daloa

Prof. ESSIZEWA Essowè Komlan, Université de Lomé, Togo

Prof. OKRI Pascal Tossou, Université d'Abomey-Calavi, Bénin

Prof. LEBDAI Benaouda, Le Mans Université, France

Prof. Mahamadou SIDIBE, Université des Lettres et des Sciences Humaines de Bamako

Prof.KAMATE André Banhouman, Université Félix Houphouet Boigny, Abidjan

Prof.TRAORE Amadou, Université de Segou-Mali

Prof.BALLO Siaka, (*Université des Sciences Sociales et de Gestion de Bamako, Mali*)



TABLE OF CONTENTS

Ismaila MOUNKORO,
ÉVOLUTION DE LA SOCIOLOGIE DE LA TECHNOLOGIE : FONDEMENTS,
DETERMINISME, ET PERSPECTIVES DE L'EUROPE A L'AMERIQUE LATINE
ET L'AFRIQUEpp. 01 – 11

Mamadou LOMPO, Suzanne KOALA, Fabienne KAFANDO,
DYNAMIQUE DU REGIME PLUVIOMETRIQUE DANS LA COMMUNE DE BAGASSI
(BURKINA FASO).....pp. 12 – 28

Issiaka DIARRA, Mahamadou SIMPARA,
LES STRATEGIES DE VALORISATION DE LA LANGUE MATERNELLE ET LES
TRANSGRESSIONS DANS *SOUS FER* DE FATOUMATA KEÏTApp. 29 – 39

Bassamanan TOURE,
NEO-SLAVERY IN WORKPLACE: A PSYCHOANALYTIC READING OF ERNEST
GAINES'S *OF LOVE AND DUST*pp. 40 – 53

Issa DIALLO *, Lamine SANDY, Lamine DIAKITE,
ADHESION DES ENSEIGNANTS-CHERCHEURS DE L'ULSHB A L'ASSURANCE
MALADIE OBLIGATOIRE : ENTRE DOUTE ET SOUPÇON.....pp. 54 – 67

Abdoul Karim Abdoul Bassit TOURE,
LA SIGNIFICATION DES DEUX CONDITIONNELS "SI "ET "QUAND "DANS LE SAINT
CORAN ETUDE SEMANTIQUE SCIENTIFIQUE..... pp. 68 – 81

Ibrahima Sory KABA,
UN APERÇU DE LA VIE DE L'ECRIVAIN EGYPTIEN (TAHA HUSSEIN) ET DE SES
ŒUVRES LITTERAIRES LES PLUS IMPORTANTES (2)pp. 82 – 105

Mohomodou Attahir Maiga,
ETUDE CONTRASTIVE ENTRE LES SYSTEME PHONATOIRES DE L'ARABE ET DU
BAMBARA AU MALI..... pp. 106 – 119

Hamadoun Moussa KOITA,
PORTRAITURE OF WOMEN AND THEIR ROLES IN SEMBENE OUSMANE'S *LES
BOUITS DE BOIS DE DIEU* pp. 120 – 133

Moussa SOUGOULE,
THE ROLE OF THE MORE KNOWLEDGEABLE OTHERS IN LANGUAGE
TEACHING AND LEARNING: A CONTEMPORARY EXPLORATION pp. 134 – 143

Moussa dit M'Baré THIAM, Ibrahima ABDOULAYE,
INVESTIGATING THE IMPACT OF PROCESS WRITING STEPS ON THE ESSAY
WRITING SKILLS OF EFL UNDERGRADUATE STUDENTS IN MALI..... pp. 144 – 153

André KONE,
LITERARY PRODUCTIONS IN MOTHER TONGUES IN MALI: WHICH READERSHIP?
..... pp. 154 – 166

Vol. 3, N°9, pp. 134 – 143, Mars 2024
Copy©right 2024 / licensed under CC BY-NC 4.0
Author(s) retain the copyright of this article
ISSN : 1987-1465
DOI : <https://doi.org/10.62197/JGFU5311>
Indexation : Copernicus, CrossRef, Mir@bel
Email : RevueKurukanFuga2021@gmail.com
Site : <https://revue-kurukanfuga.net>

*La Revue Africaine des
Lettres, des Sciences
Humaines et Sociales
KURUKAN FUGA*

THE ROLE OF THE MORE KNOWLEDGEABLE OTHERS IN LANGUAGE TEACHING AND LEARNING: A CONTEMPORARY EXPLORATION

Moussa SOUGOULE

Université des Lettres et des Sciences Humaines de Bamako (ULSHB) E-mail : :
moussasougoule1@gmail.com

Résumé

L'étude actuelle vise à enquêter sur les perceptions des personnes concernant l'utilisation du Plus Savant Autre (MKO), sous forme d'un modèle de langue IA (ChatGPT) dans l'enseignement et l'apprentissage des langues. L'étude actuelle a utilisé une approche mixte, en utilisant un questionnaire pour recueillir à la fois des données qualitatives et quantitatives. Ce questionnaire comprenait une combinaison de questions fermées et ouvertes, qui ont été analysées en profondeur et séparément. Les résultats ont révélé une attitude généralement positive envers l'efficacité de l'AI (ChatGPT) dans l'apprentissage des langues, les participants reconnaissant le potentiel de l'IA pour accélérer l'apprentissage des langues et améliorer les compétences tant pour les apprenants autodirigés que pour les étudiants traditionnels. Par exemple, la majorité des répondants, soit 57,1 %, perçoivent l'AI (ChatGPT) comme très efficaces pour soutenir l'acquisition de langues. De plus, 28,6 % les considèrent comme plutôt efficaces. Cependant, des préoccupations ont été soulevées concernant l'utilisation appropriée de l'IA comme outil, mettant en avant la nécessité de prudence, de considérations d'accessibilité et l'importance d'établir une base solide avant de s'appuyer fortement sur l'assistance de l'IA. Par exemple, les participants soulignent la nécessité d'être prudent dans l'utilisation de l'IA pour éviter de diminuer les compétences en pensée critique.

Mots clés : : ChatGPT, efficacité, Le Plus Savant Autre, l'enseignement/apprentissage de langue

Abstract:

The present study aims to investigate the people's perceptions about the use of the More Knowledgeable Other (MKO), in the form of an AI language model (ChatGPT) in language teaching and learning. The current study employed a mixed-method approach, utilizing a questionnaire to gather both qualitative and quantitative data. This questionnaire included a combination of closed and open-ended questions, which were analyzed thoroughly and separately. The findings revealed a generally positive attitude towards the effectiveness of AI-driven More Knowledgeable Others (MKOs) in language education, with participants acknowledging AI's potential to accelerate language learning and enhance skills for both self-directed learners and traditional students. For example, the majority of respondents, at 57.1%, perceive AI-driven MKOs as very effective in supporting language acquisition. Additionally, 28.6% consider them somewhat effective. However, concerns were raised regarding the appropriate use of AI as a tool, emphasizing the need for caution, accessibility considerations, and the importance of establishing a solid foundation before relying heavily on AI assistance. For example, Participants stress the need for caution in AI use to avoid diminishing critical thinking skills.

Keywords: ChatGPT, effectiveness, More Knowledgeable Other, language teaching/learning

Introduction

The intersection of artificial intelligence (AI) and education has given rise to innovative approaches, one of which involves the integration of AI-driven More Knowledgeable Others (MKOs) in language teaching and learning. Traditional MKOs, often human tutors or instructors, have been extensively studied in educational frameworks. However, the theoretical application of this concept to AI-driven MKOs, exemplified by models such as ChatGPT, introduces a novel dimension that demands careful exploration (Vygotsky, 1978).

While the literature provides valuable insights into the theoretical foundations of MKO concepts and the broader impact of technology on learning, a comprehensive exploration of how AI-driven MKOs influence language acquisition is notably lacking. Previous studies have predominantly focused on human-centric MKOs, leaving a gap in our understanding of the role and effectiveness of virtual MKOs in language education (Wood, Bruner, & Ross, 1976; Vygotsky, 1978).

The present study seeks to address this research gap by investigating the significance of the MKO concept, specifically in the realm of language teaching and learning. By examining the experiences and perceptions of individuals who have used AI-driven language models like ChatGPT, the research aims to shed light on the evolving landscape of educational assistance and the effectiveness of virtual MKOs in language education.

The concept of the more knowledgeable other (MKO) finds its roots in Vygotsky's sociocultural theory (Vygotsky et al., 1978). Employing scaffolding, the MKO assists the learner in transitioning from their current developmental stage to the zone of proximal development—where they can't independently master a task but can with expert support (Vygotsky, 1986). It is crucial to recognize that MKOs extend beyond individuals; they can also manifest as cultural tools such as books, journals, videos, computers, the internet, or ChatGPT. One could argue that the benefits of being guided by a human MKO exceed those of self-directed learning through cultural tools like books or videos due to the latter's lack of interactive engagement. While a learner could theoretically acquire knowledge on a new topic by posing questions and seeking answers from various sources, this method is often time-consuming and involves a steep learning curve. However, human MKOs typically specialize in specific areas and may not possess exhaustive knowledge. Consequently, while they can effectively guide a less knowledgeable learner in a particular field, their expertise may have limitations, especially in multidisciplinary subjects. Moreover, an MKO, despite having more knowledge, might not excel in transferring that knowledge or guiding the learner along the learning trajectory. ChatGPT has the potential to amalgamate the benefits of both human and virtual MKOs, addressing the drawbacks associated with each.

Stojanov (2023) conducted an auto ethnographic study to examine the challenges and opportunities of using ChatGPT as a learning tool. Thus, the study aimed to explore the

experiences of using ChatGPT as a more knowledgeable other. She concluded that she was 'sceptical and cautious' about the use of ChatGPT 3.5 in education stating that it provides inconsistent results before stating that ChatGPT is not a 'search engine' (p.09). However, she recognised that ChatGPT can play a role of MKO by stating that 'ChatGPT provided her with enough content to form a general idea of its technical aspects. In a tutoring role, ChatGPT was respectful and encouraging, providing relevant feedback and even involving her' (p.09). She also claims that with ChatGPT, one can ask any questions at any time and no matter how many times, ChatGPT will always be ready to answer, which may be somehow difficult with a human tutor. Additionally, ChatGPT can be an effective learning tool for introvert learners who are hesitant talking in public.

Using ChatGPT for learning is an approach that aligns with socio-cultural theory, where the learner is gradually transitioned from their current developmental level to the zone of proximal development with assistance from a More Knowledgeable Other. Stojanov (2023) concluded her experience with a 7 hour conversation with ChatGPT 3.5 as follows: 'I found it useful for obtaining basic, general knowledge but less valuable for more specific or advanced knowledge' (p.11). Hong (2023) suggests that ChatGPT has the potential to represent a significant advancement in personalized learning (PL) and personal learning environments (PLEs), which frequently face criticism for their inability to customize content to meet the specific requirements of individual learners.

Additionally, Labadze, Grigolia, & Machaidze (2023) conducted a study aimed at comprehensively exploring the advantages of AI chatbots in educational contexts, as well as their associated opportunities, hurdles, potential drawbacks, apprehensions, and future prospects. Their investigation revealed that students predominantly benefit from AI-driven chatbots in three fundamental areas: aiding with homework and studying, offering personalized learning experiences, and fostering the development of various skills. For educators, the primary advantages lie in the time-saving support provided and the enhancement of teaching methods. However, their research also underscores significant challenges and essential factors that educators must address attentively. These encompass concerns regarding the reliability, precision, and ethical considerations associated with AI applications.

Many debates are on whether to integrate ChatGPT in education. For example, Stojanov (2023) recommended the integration of ChatGPT into higher education so that 'graduates can mindfully and critically use it. Forbidding its use would appear hypothetical as academics, like many other professions, have already adopted it in their everyday work' (p.11). However, she recommended being cautious when using it as a learning tool 'as we are learning about its capabilities and limitations and how humans perceive and interact with these technologies' (p.11). Several critics raised on allowing the use of ChatGPT. Stojanov (2023) claimed that: 'ChatGPT 3.5 may not be suitable for beginning learners; may lack previous knowledge and the skills necessary to interact with the technology mindfully, such as identifying inaccuracies' (p.10). For example, Kartal (2023) conducted research aimed at investigating the possibilities and obstacles associated with ChatGPT, an AI conversational model, within the realm of language learning. The study concluded by advocating for continuous exploration and thorough scrutiny as we navigate the promising yet intricate landscape of AI in language learning.

Escalante, Pack, & Barrett (2023) contended that integrating AI-generated feedback into the evaluation of essays by English as a New Language Learners (ENL) is feasible without impacting learning outcomes. However, they suggest adopting a hybrid approach that combines the advantages of both AI-generated and traditional feedback. Furthermore, they propose employing generative AI as an automated essay evaluator, while also taking into account learner perspectives. Similarly, Kim, Shim, and Shim (2023) conducted research to investigate the application of ChatGPT as a tool for learning a second language. They examined its appropriateness by analyzing technical aspects such as its principles, background, and characteristics. They then evaluated its effectiveness from two angles: crafting course materials and instructing using the Task-Based Language Teaching (TBLT) method. Their findings indicated that ChatGPT successfully responded to provided prompts, demonstrating its potential as a language learning tool.

According to Phuong (2024), it's crucial to instruct learners in the proper utilization of ChatGPT, highlighting the necessity for additional exploration into plagiarism detection tools to address the potential misuse of this technology. Farrokhnia et al (2023 in Barrett and Pack 2023) state that the use of ChatGPT by students will only serve to complicate teachers' job. However, Barrett and Pack (2023) argued that using ChatGPT is not synonymous to plagiarism because 'there is no identifiable other whose work is being stolen by a chatbot' (p.02). This passage discusses conflicting viewpoints regarding the use of ChatGPT, a language model, by students in educational settings. In the context of my current study, which aims to investigate people's perceptions of using an AI language model (ChatGPT) as a More Knowledgeable Other (MKO) in language teaching and learning; this passage provides relevant insights. It reflects the ongoing discourse surrounding the integration of AI technologies in education. The concerns raised by Farrokhnia et al. regarding the potential complications for teachers align with the need to understand how educators and learners perceive AI-driven MKOs. Meanwhile, Barrett and Pack's argument underscores the distinction between AI assistance and plagiarism, which could influence participants' attitudes towards incorporating ChatGPT into language education practices.

1. Methodology

1.1. Design

This study employs mixed method research design to investigate the effectiveness of AI-driven MKOs in language teaching and learning.

1.2. Participants

The participants of this study consist of students, educators, professionals. Electronic questionnaire was sent to them to complete. Eighty (80) individuals mainly teachers in different educational levels (primary, secondary schools and university) completed the questionnaire.

1.3. Data Collection

To gather empirical data, a structured questionnaire has been designed, incorporating elements that explore participants' experiences with AI-driven MKOs, their perceptions of effectiveness, and their beliefs regarding the integration of such technology in language education.

1.4. Methods of data analysis

The collected data undergoes a rigorous analysis process involving both qualitative and quantitative techniques. Qualitative data from open-ended responses are thematically analysed to identify recurring patterns, emergent themes, and nuanced insights. Quantitative data, including demographic information and responses to structured questions, are subjected to statistical analyses to quantify the prevalence of specific concerns and preferences. The integration of both qualitative and quantitative findings allows for a comprehensive understanding of the challenges faced in English language education in Mali and facilitates the formulation of well-informed recommendations for improvement.

2. Results and Discussion

The report and discussion of the findings are structured based on the various themes identified through thematic analysis of the data.

2.1. Results from quantitative data

2.1.1. Age

The dataset reveals a varied distribution of individuals across different age groups. Notably, the majority of participants fall within the 25-34 and 35-54 age brackets, constituting 37.5% each of the total sample. Interestingly, there are no recorded individuals in the 55-64 and 65 or older categories. This absence suggests either a specific focus on younger age groups within the dataset or a limited representation of older age cohorts. The age group 18-24 comprises 25% of the dataset, indicating a significant but smaller representation compared to the 25-34 and 35-54 groups. Overall, the distribution underscores the importance of considering age demographics in any analysis, as different age groups may exhibit distinct characteristics and behaviors. Further exploration into the reasons behind the absence of participants in the older age groups could provide valuable insights into potential biases or limitations within the dataset.

2.1.2. Occupation

The quantitative analysis of the dataset reveals a focused occupational distribution, with educators comprising the entire sample at 100%. This suggests a targeted representation of individuals associated with educational roles, possibly within a specific context or setting. The absence of participants identifying as students, professionals, or falling into the "other" category underscores the specificity of the dataset. Understanding the predominant presence of educators provides valuable insights into the nature of the group under consideration, indicating a potential emphasis on educational perspectives or experiences within the dataset. Further contextual information or exploration may shed light on the purpose and scope of this dataset in relation to the educational domain.

2.1.3. Educational Background

This breakdown indicates that 20% of individuals in the dataset have a high school education, while 40% have obtained a doctoral degree. No participants are recorded as having a bachelor's degree, master's degree, or falling under the "other" category. The dataset predominantly comprises individuals with doctoral qualifications, highlighting a focus on advanced education within the sample.

The quantitative analysis of educational backgrounds within the dataset provides a nuanced perspective on the academic qualifications of the individuals involved. Notably, 40% of the participants hold doctoral degrees, suggesting a strong representation of individuals with advanced academic achievements. Interestingly, high school graduates constitute 20% of the sample, while there are no recorded individuals with bachelor's or master's degrees, indicating a distinctive distribution in favour of higher educational attainment. The absence of participants falling into the "other" category suggests a lack of diverse or unconventional educational paths within this dataset. This breakdown underscores the dataset's emphasis on individuals with doctoral qualifications and offers valuable insights into the educational composition of the group under consideration. Further exploration could uncover the specific context or field in which these educational backgrounds are particularly relevant. **Have you used AI-driven language models, such as ChatGPT, for language learning?**

This breakdown indicates that 25% of respondents have used AI-driven language models like ChatGPT for language learning, while 75% have not. The majority of individuals in the dataset have not utilized AI-driven language models for language learning purposes. Understanding these percentages provides insights into the adoption and prevalence of such technologies within the context of language learning among the surveyed individuals.

The quantitative analysis of respondents' usage of AI-driven language models for language learning reveals interesting patterns. A minority, constituting 25% of participants, have employed tools like ChatGPT in their language learning endeavors, indicating a modest adoption of AI technologies for linguistic education within the dataset. On the other hand, a substantial majority, accounting for 75%, have not utilized these AI-driven language models for language learning purposes. This suggests a prevailing reliance on traditional language learning methods or perhaps a limited awareness or integration of AI-driven tools in the language learning practices of the surveyed individuals. The reasons behind this distribution could stem from various factors such as preferences, accessibility, or perceived effectiveness of conventional methods. Further exploration and qualitative analysis could provide deeper insights into the dynamics influencing the utilization of AI-driven language models in language learning contexts. **If yes, please describe your experience. What specific aspects of language learning were impacted by the AI-driven MKO?**

The qualitative responses shed light on diverse experiences with AI-driven language models in the context of language learning. The first group of respondents highlight a positive and practical application, emphasizing the frequent use of ChatGPT to prepare speaking lessons. The endorsement and recommendation to other teachers underscore the perceived utility of AI-driven models in lesson preparation, specifically in the realm of spoken language acquisition.

Conversely, the second groups of respondents provide a succinct response, stating "Nothing to mention." This neutral remark could imply a lack of significant impact or perhaps a limited engagement with AI-driven language models in their language learning journey.

The third responses introduce an alternative approach to language learning, utilizing YouTube for advanced lessons from a specific content creator. This emphasizes the importance of diverse learning sources and platforms, showcasing that AI-driven models are not the sole

means of language improvement. The focus on advanced lessons, phrasal verbs, idioms, and native speakers' interactions illustrates the multifaceted nature of language acquisition and the varied tools learners employ.

In summary, the responses reflect a spectrum of experiences, ranging from enthusiastic endorsement and practical usage to neutral engagement and alternative approaches, underscoring the diverse ways individuals integrate AI-driven models into their language learning strategies. This diversity suggests the need for personalized and adaptable language learning tools to cater to the varied preferences and needs of language learners. **On a scale of 1 to 5, how effective do you think AI-driven MKOs are in supporting language acquisition?**

This breakdown indicates that the majority of respondents, at 57.1%, perceive AI-driven MKOs as very effective in supporting language acquisition. Additionally, 28.6% consider them somewhat effective, while none find them neither effective nor ineffective or very ineffective. A small percentage, 14.3%, express that AI-driven MKOs are somewhat ineffective. Overall, these percentages suggest a positive inclination towards the effectiveness of AI-driven MKOs in the context of language acquisition among the surveyed individuals.

The quantitative analysis of respondents' perceptions regarding the effectiveness of AI-driven Mediated Knowledge Objects (MKOs) in supporting language acquisition reveals an overall positive sentiment. A significant majority, constituting 57.1% of participants, regard AI-driven MKOs as very effective. This suggests a high level of confidence in the ability of these tools to positively impact language learning outcomes. An additional 28.6% find them somewhat effective, further contributing to the generally favorable view of AI-driven MKOs.

Notably, no respondents indicated a neutral stance, neither perceiving them as effective nor ineffective, and none considered AI-driven MKOs as very ineffective. However, a small percentage (14.3%) expressed that these tools are somewhat ineffective, indicating a minority perspective on their impact.

In brief, the data implies that the majority of individuals surveyed perceive AI-driven MKOs as beneficial and effective tools for supporting language acquisition. This positive sentiment aligns with the growing role of technology in language education, showcasing a favorable reception of AI-driven models in enhancing language learning experiences. Further qualitative insights could offer deeper understanding of the specific aspects that contribute to the perceived effectiveness of AI-driven MKOs in language acquisition.

2.2. Results from qualitative data

2.2.1. Theme 1: Effectiveness of AI-Driven MKOs

Responses indicate varied perceptions, including the potential for improving all language learning skills, effectiveness for autodidacts, and the acceleration of the learning process. The appreciation of AI's contribution to language skills improvement is evident.

2.2.2. Theme 2: Concerns about AI-Driven MKOs

Concerns include the need to view AI as a tool, potential issues related to device/internet accessibility, and a cautionary approach to relying solely on AI. Participants highlight the importance of human intervention and the need for learners to form themselves before seeking AI assistance.

2.2.3. Theme 3: Comparison with Traditional MKOs

Opinions vary on the role of AI-driven MKOs compared to human tutors. Some express skepticism, emphasizing the irreplaceability of human instructors due to emotions and face-to-face interactions. Others recognize the time-saving benefits of AI and suggest a combined approach for optimal learning experiences.

2.2.4. Theme 4: Additional Comments

Recommendations for intelligent use of AI in language education are common. Participants stress the need for caution in AI use to avoid diminishing critical thinking skills. The notion of seizing the opportunity presented by AI by implementing it in consideration of personal values is emphasized.

Overall, the thematic analysis reflects a nuanced perspective on the role of AI-driven MKOs in language education, encompassing optimism about their potential benefits, concerns about reliance, and the importance of balanced integration with traditional teaching methods.

2.3. Discussion

In response to the inquiry about the specific features contributing to the effectiveness of AI-driven More Knowledgeable Others (MKOs) in language education, participants expressed positive sentiments. One respondent believed in the holistic impact, stating that AI-driven MKOs could enhance all four language learning skills. Another participant highlighted the potential efficacy for autodidacts, suggesting that AI could significantly aid self-directed learners in their language acquisition journey. The consensus among the responses is a recognition of AI's ability to accelerate the language learning process, with one participant expressing gratitude for the leaps and bounds improvement made possible through AI technologies.

When questioned about concerns regarding the use of AI-driven MKOs in language education, participants offered a balanced perspective. Some emphasized the importance of considering AI as a tool rather than a sole solution, promoting a cautious approach to integration. Device and internet accessibility emerged as a concern for one participant, acknowledging potential barriers to widespread adoption. Additionally, there was a notable emphasis on the idea that learners should establish a foundation before seeking AI assistance, suggesting a cautious and deliberate approach to incorporating technology into the language learning process.

In exploring the comparison between AI-driven MKOs and traditional More Knowledgeable Others (human tutors or instructors) in language learning, diverse opinions were evident. Some respondents expressed skepticism, asserting the irreplaceability of human instructors due to

emotions and face-to-face interactions. Others recognized the importance of AI, noting its role in saving time compared to traditional methods and suggesting a potential symbiotic relationship between AI and human tutoring. The responses collectively painted a nuanced picture, with participants cautioning against potential intellectual laziness introduced by AI while proposing a blended approach for an enriched learning experience.

In the section inviting additional comments or insights on the use of AI-driven MKOs in language education, respondents shared recommendations and cautions. Strong endorsements for intelligent use were prevalent, with one participant strongly recommending AI while urging thoughtful implementation. Another comment emphasized the need for caution, warning against potential negative impacts on critical thinking skills if AI is not used judiciously. The theme of responsible use continued, with a call to carefully navigate the integration of AI in language education, ensuring alignment with personal values and the preservation of active brain engagement. Overall, the responses highlighted the potential benefits of AI but underscored the importance of a mindful and values-aligned approach to its implementation.

Conclusion

In conclusion, the findings shed light on the perceptions surrounding the effectiveness, concerns, and comparisons of AI-driven More Knowledgeable Others (MKOs) in language education. Participants expressed positive sentiments regarding the potential of AI-driven MKOs to enhance language learning across all four skills and to support self-directed learners. However, there was also a balanced perspective highlighting the importance of viewing AI as a tool rather than a standalone solution, considering accessibility issues, and emphasizing the necessity for learners to establish a foundation before relying on AI assistance.

Regarding the comparison between AI-driven MKOs and traditional human instructors, diverse opinions emerged, with some advocating for the irreplaceability of human interaction while others recognized the time-saving potential and symbiotic relationship between AI and human tutoring. The overall consensus leaned towards a blended approach, recognizing the benefits of both AI and human instruction while cautioning against over-reliance on technology and potential negative impacts on critical thinking skills.

Respondents also shared recommendations emphasizing intelligent and thoughtful use of AI in language education. Strong endorsements for AI were tempered by calls for cautious implementation and careful consideration of the potential impacts on learners' cognitive development and engagement. The overarching theme emphasized the importance of responsible use and alignment with personal values to ensure the preservation of active learning and meaningful educational experiences. Overall, the findings underscored the potential benefits of AI-driven MKOs in language education while emphasizing the need for a mindful and values-aligned approach to their integration.

References

- Barrett, L. & Pack, A. (2023). "Not quite eye to A.I.: student and teacher perspectives on the use of generative artificial intelligence in the writing process", in *International Journal of Educational*.
- Escalante, J., Pack, A., & Barrett, A. (2023). "AI-generated feedback on writing: insights into efficacy and ENL student preference", in *International Journal of Educational Technology in Higher Education*
- Hong, W. (2023). "The impact of ChatGPT on foreign language teaching and learning: opportunities in education and research", in *Journal of Educational Technology and Innovation (JETI), Vol. 5, N.1*
- Kartal, G. (2023, may). "Contemporary Language Teaching and Learning with ChatGPT", in *Contemporary Research in Language and Linguistics, Vol.1,N.1*
- Kim, S., Shim, J., & Shim, J. (2023). "A study on the utilisation of OpenAI ChatGPT as a Second Language Learning Tool", in *Journal of Multimedia Information System*, pp.79-88.
- Labadze, L., Grigolia, M., & Machaidze, L. (2023). "Role of AI chatbots in education: systematic literature review" in *International Journal of Educational Technology in Higher Education*.
- Phuong, H. P. (2024). "Using ChatGPT in English Language Learning: A Study on I.T. Students' Attitudes, Habits, and Perceptions" in *International Journal of TESOL and Education, Vol. 4, N.1*
- Stojanov. (2023). "Learning with ChatGPT 3.5 as a more knowledgeable other: an autoethnographic study", in *International Journal of Educational Technology in Higher Education*.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wood, D., Bruner, J. S., & Ross, G. (1976). "The role of tutoring in problem-solving", in *Journal of Child Psychology and Psychiatry, Vol.17, N.2*, pp. 89-100.