



**Using Artificial Intelligence (AI) to Enhance English Language Learning of
Undergraduates: An Analysis**

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Declaration

I hereby solemnly declare that this research paper, which is the outcome of my own research work, has been submitted in partial fulfillment of the requirements for the BA (Hons.) in English program from the Department of English at Daffodil International University. That all materials borrowed or reproduced from other published or unpublished sources have either been put out under quotation or have been properly acknowledged with full references in the appropriate place, and that no part of this thesis paper contains materials copied or plagiarized from the published or unpublished work of other writers (s). I am aware that the Bachelor's degree I am about to complete may be revoked or withdrawn, if it turns out that my dissertation contained materials that were either plagiarized or copied without permission.

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Certificate of Completion

This is to affirm that Arian Ankan Karmakar, bearing the ID: 193-10-2130 at the Department of English, has successfully accomplished this thesis paper on "Using Artificial Intelligence (AI) to enhance English language learning of undergraduates: an analysis" as a requirement for his academic course ENG 431—Project Paper with Internship, focusing on academic thesis—under my supervision in the Spring of 2023. His efforts went into producing this work, which was genuine. I therefore, recommend the thesis and request that the department take the necessary action after submitting it.



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Abstract

For thousands of years, humans have learned to improve their quality of life. Therefore, if human beings could flip the whole concept of learning on their own, how would that be? That's where Artificial Intelligence (AI) in—learning things and completing works for humans. AI is evolving day by day. It is becoming popular, and its users are increasing. To understand the effects of AI tools on learners learning, especially language, this research was needed to be done. This research paper was done among undergraduate students from different contexts. This paper talked about participants' motivation levels while participating in both AI and human-led discussions separately, language and grammar improvement while using AI tools, and the dangers and benefits of AI-based programs. All these data were found and recorded after analyzing the data from sampling and from the participants' perspective. The participants first participated in a discussion with humans, then they participated in a discussion with AI, followed by an interview and afterwards the data were collected and analyzed. At the end of the research, many advantages and disadvantages of using AI in learning were found; there were variations in motivation levels and critical thinking among the participants, and the result was mostly negative. The reason behind the result was AI's lack of engagement with users. Many other interesting results were found. Hence, in one sense, it can be said that this study is intended to find out and analyze the impacts that AI as CALL and MALL tools have on undergraduate students engagement, motive.

Keyword: Artificial Intelligence, Total human led discussion, human-AI led discussion, computer-assisted language learning (CALL), Mobile-assisted language learning (MALL).

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Arian
6.6.2023

Arian Ankan Karmakar

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Using Artificial Intelligence (AI) to Enhance English Language Learning of Undergraduates: An Analysis

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Chapter 1

INTRODUCTION

1.1 Introduction

According to eLearning Industry (2023), education is one of the many industries artificial intelligence(AI) is transforming. AI developments have enriched the fields of computer-assisted language learning (CALL) and Mobile-assisted language learning (MALL). One content from Liqid(2022) says applications that use AI to enable language learning provide learners with immediate feedback, enabling them to self-correct their errors, and monitor their progress. Despite the potential advantages of AI in CALL and MALL, more investigation is needed to comprehend how learners view and use these tools and the effectiveness of AI-powered CALL and MALL tools in learning things, especially language and critical thinking, and this is what this research intends to find out by using AI.

1.2 Background of the problem

“Education has traditionally been approached using a “one size fits all” model, wherein students are subjected to the same teaching styles and evaluation methods irrespective of their ability or interest” (Gng 2016) which can be ineffective for language learners with different learning styles and abilities, and it is a huge stumbling block for them. On the other side according to Dhara et al., 2022, by analyzing individual student’s performance, AI-based systems are able to offer them feedback and resources. Here AI in CALL and MALL are creating great opportunities. According to APAC Entrepreneur(n.d.) there are limitations of AI as well. As it has limitations but is improving day by day and is new to the public, it is important to find out how learners view and

use these tools and the effectiveness of AI-powered CALL and MALL tools in learning things, especially language and critical thinking.

1.3 Research objectives

1.3.1 Main objective

To understand the effectiveness of AI-powered CALL and MALL tools in learning things, especially language and critical thinking.

1.3.2 Specific objectives

1. To examine what possible advantages and challenges tools powered by AI bring to learning, especially a language.
2. To examine the impacts of AI powered programs as CALL and MALL tools have on learners' engagement and motivation.
3. To examine the impacts of AI powered programs as CALL and MALL tools have on learners' critical thinking.

1.3.3 Research questions

1. What possible advantages and challenges do programs powered by AI bring to learning, especially a language?
2. What impacts do AI powered programs as CALL and MALL tools have on learners' engagement and motivation?
3. What impacts of AI powered programs as CALL and MALL tools have on learners' critical thinking?

The evaluation of CALL and MALL systems based on AI can be facilitated by these research goals, which can also shed light on the possible advantages and challenges of applying AI in language learning settings.

1.4 Significance of the study

As this study will remain a formal document on the effectiveness of using AI tools like chatbots to learn things, especially language, it can help the government of this country or any similarly

conditioned socio-economic country to think of applying possible solutions depending on the research result to improve learning things, especially language, in their region.

Various types of learners will be able to understand how they can improve their learning, especially language, by applying the research results of this study.

1.5 Scope of the study

As this study is based on random sampling, it was done among many university students in Bangladesh. It focuses on examining how learners view and use AI-powered CALL and MALL tools like ChatGPT and SurveyMonkey to learn things, especially language.

1.6 Abbreviations

AI- Artificial Intelligence

CALL- Computer-Assisted Language Learning

MALL- Mobile-Assisted Language Learning

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter quotes and reviews the content writers' and researchers' related works with the topic of this study.

2.2 Literature Review

Language education has utilized the significant use of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) to help students become more proficient learners. Researchers are looking into more possibilities of integrating AI technology into CALL and MALL systems to improve language learners' experiences. The effectiveness of AI-based CALL and MALL systems in language acquisition has been examined in several studies. For instance, Anand (2021) in his blog states that AI is revolutionizing many aspects of everyday life, from driving to mopping, and is now able to help us learn languages more effectively. In a research study, high school students stated that AI in the education system is “Being a more instructive

system which is easier to remember”(KARAL et al., 2014). For learning a new language, learners tend to be more focused on fluency first and on vocabulary second, as stated by Glossika CEO Campbell(2017), and in this regard there are various websites and software at work—Cortana, Alexa, and Siri are no exception than that as they talk like human beings. Chatting is easier than ever as well because “Chatbots have progressed from being largely useless fools to sophisticated assistants capable of fooling you into thinking you're conversating with a real person.” Anand (2021) Platforms like Duolingo are helping with all the fundamental aspects of learning a language - Listening, Speaking, Reading, and writing. ‘Leveraging AI to enhance education and learning’ (UNESCO, 2019), directly relates to how teachers can use AI during classes as well.

AI is a revolutionary change for language learning in this era. There is a paper with a critical analysis of the contemporary 10 popular software we refer to as AI-powered. The researcher of that paper, Pikhart (2022), says 8 of those are not AI-powered and two of those are partially AI-powered. According to him hardly little AI, deep learning, or machine learning is present in the apps. Most of the time, they follow their pre-established algorithms. According to him if AI would be truly used in language learning platforms the ability to learn a language would be more enriched. AI is a huge subject to study and we should search for more possibilities of integrating AI technology into CALL and MALL systems to improve language learners.

“Critical thinking skills are perhaps the most fundamental skills involved in making judgments and solving problems.” (Baker n.d.) “Because AI-based instruction promotes students’ trust, self-confidence, open-mindedness, and maturity in English, it can help them improve their critical thinking skills.”(Muthmainnah, Seraj, Oteir 2022) More practical studies need to be done to understand the effectiveness of AI-based CALL and MALL tools for students in both language learning and critical thinking. They can also learn so many other things by using these AI related tools depending on their engagement level.

2.3 Research gap

There is much research done on the topic of AI in language learning, but in the Bangladeshi context, it is hard to find any specific research done on this topic of integrating AI tools like Chat GPT and SurveyMonkey in comparison with the traditional learning approach to learn English

Language. This study will help the researchers with their future studies on this topic and will also help the students and the government improve language learning and teaching strategies.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

This study aims to find out whether the traditional use of things like conversations in groups to learn something is more or less effective than artificial intelligence by using programs like ChatGPT and SurveyMonkey. Basically, the focus of the study is to find out the effectiveness of AI in learning by analyzing the participants' critical thinking, motivation, and engagement.

3.2 Research design

In this study, the researcher used a mixed research design (quantitative and qualitative) and random sampling. He reached out to 20 university students and took samples over a few times.

Group discussion was the first step in this survey. Students from different universities gathered in different groups and discussed a given topic. They generated eight questions related to the given topic, and the questions were recorded. Then the students generated answers to those questions without taking help from other sources like books or the internet but just by discussing with each other. The answers were recorded as well. In this case, the given topics were - “Human efforts vs AI in completing a task”.

After completing the group work, the participants individually had to use ChatGPT and ask the AI-based chatbot questions. These questions should depend on the group discussion topic.

As the ChatGPT users were discussing about “Human efforts vs AI in completing a task” they had to discuss about “Dangers vs Benefits of AI”. After their first question based on the answers given by ChatGPT, the individual participants had to ask that chatbot further relevant questions. They continued asking questions until they asked all together eight questions. All of the questions by the participants and answers by ChatGPT are recorded.

Previously, the participants asked questions to an AI-based CALL and MALL tool. Now it's the turn for an AI-based CALL and MALL tool to ask them questions. This time, a AI tool called

SurveyMonkey asked them questions - the questions are also depended on the topic of the group discussion. The last requirement is an interview with the individuals.

Then, after analyzing their responses, engagement, and critical thinking, we are able to find out the effectiveness of AI-powered CALL and MALL tools like chatbots in learning things, especially language and critical thinking.

3.3 Selection of the study area

This study was done in Bangladesh, where 20 students from different universities were examined randomly. The list is given below-

Participant	Age	University	Stays at
1	25	Uttara Town College	Village
2	26	Uttara Town College	Village
3	23	Daffodil International University (DIU)	Town
4	23	Daffodil International University (DIU)	Semi Town
5	25+-	European University of Bangladesh	Town
6	22	BGMEA University of Fashion and Technology	Town
7	23	Daffodil International University (DIU)	Town
8	23	Daffodil International University (DIU)	Semi Town
9	23	Govt. Shahid Sohrawardi college	Town
10	21	Daffodil International University (DIU)	Semi Town
11	20	Daffodil International University (DIU)	Town
12	21	Daffodil International University (DIU)	Town
13	30	Dinajpur Government College, Dinajpur	Town
14	25+-	BRAC University	Town
15	25	BRAC University	Town
16	21	Holy Family Red Crescent Nursing College	Town
17	23	Govt. Bangla College	Town

18	22	Headstart Bangladesh	Town
19	21	Daffodil International University (DIU)	Town
20	21	Daffodil International University (DIU)	Town

Out of 20 participants, 15 participants were from towns, 3 were from semi towns, and 2 were from villages.

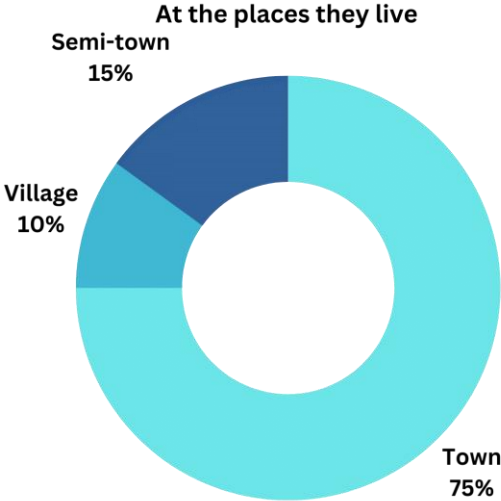


Figure 1: Percentage of participants original residence

3.4 Description of the study area

The study is carried out in Bangladesh. According to Wikipedia, it is one of the most densely populated countries in the world. It covers an area of 148,460 square kilometers and has a population of nearly 169 million.

3.5 Sample and sample size

3.5.1 Sample

According to Dana P. Turner MSPH (2020), in a research study, sampling is the process of choosing a subset of the population of interest. In this study, the sample included selected students from random universities in Bangladesh.

3.5.2 Sample size

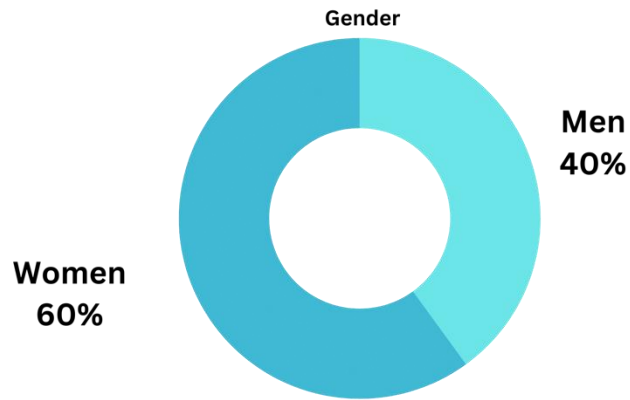


Figure 2: Percentage of participants based on their gender.

An article from the Institute for Work & Health(2008) states that “Sample size refers to the number of participants or observations included in a study.” In this study, there were a total of 20 respondents from different universities in Bangladesh. There were 12 female and 8 male participants.

They were all between the ages of 21 and 30.

Age	Numbers	Percentage
20	1	5.00%
21	5	25.00%
22	2	10.00%
23	6	30.00%
24	0	0.00%
25	4	20.00%
26	1	5.00%
27	0	0.00%
28	0	0.00%
29	0	0.00%
30	1	5.00%
Total	20	100.00%

Figure 3: Percentage of participants based on their age.

3.6 Sampling techniques

According to Scribbr (2019) the sample is the group of individuals who will actually participate in the research. There are many sampling methods, but this study is held on simple random sampling.

Simple random sampling

"In a simple random sample, every member of the population has an equal chance of being selected. The sampling frame should include the whole population."Scribbr (2019) The researcher used this technique to get the selected undergraduate students to represent the rest of undergraduate students in Bangladesh.

3.7 Data typology

Data is collected from the sample population in the field, where group and AI-based CALL & MALL tools (ChatGPT and SurveyMonkey) discussions took place. Questionnaires and interviews were be utilized to gather data for the study.

3.8 Data Collection Tools

Questionnaire

According to Cint (2022), a questionnaire is a type of research tool that asks a set of important questions to respondents in order to gather information. These tests were taken within an interview-style approach which is either written or oral questions. This study involved group discussions and physical papers or an electronic docx file to write down questions and answers based on the discussions. It also included the participants individually asking eight questions to ChatGPT and answering questions via SurveyMonkey.

The chatbot asked the following questions to the individuals on third task:

- 1.Name? [The question was asked differently but the essence is the AI tool was asking for name]
- 2.What is the first AI software you ever used, and for what purpose?
- 3.What is more effective in the current situation for getting work done—AI or human-led work?
- 4.Why do you think that?
- 5.Examining the current situation, do you think AI right now is dangerous and alarming for people?
- 6.Would you please share your thoughts on whether AI is the ultimate supplement to human labor? Would you please explain?
7. What do you think will be the future of the world if Artificial Intelligence is not restricted by authority at all?

8. One last question! Then we will be done. Should AI be banned? What do you think?

After completing the total human led group discussion and the AI & human led discussion, an interview took place to get to know the participants real thoughts. The interview questions were-

1. How did you feel doing all these tasks? Which sort of conversation made you feel the most involved? Total human led or human & AI led?
2. Which one required you to think more?
3. What was the most interesting part to you?
4. Which type of discussion was the most fun?
5. Which type of discussion was the most informative?
6. What was the easiest discussion to you? Total human led or AI-human led?
7. Do you believe artificial intelligence will ever fully replace human discussion?
8. What current breakthrough in AI and human discussions do you find to be the most exciting?
9. Which type of discussion is more time saving?
10. Do you think users of AI can learn English by these kinds of AI related conversations?
11. Which type of discussion is more boring?
12. What do you suggest for practical life learning using

Chapter 4

RESULTS AND DISCUSSIONS

4.1 Findings from the group discussion:

There were different kinds of group formations. In some groups, the total number of participants was just two; in some, there were three; and in one group, in the group discussion, there were a total of eight participants present, though only two of them finished all the tasks for this research and others walked out after completing the group discussions because they could not enter into ChatGPT with their mobile phone.

The motivation level in these group discussions was not much noticed, maybe because deep conversations about AI were quite uncommon for them to have with one another, and there were

also language barriers because their first language is Bengali, and they don't use English much for their regular conversation.

Even though it was a group discussion, people had different opinions about AI and total human-led conversations. It was interesting to see that everyone believed that AI was helpful, even though 14 of the 20 participants (70% of the total sample) believe that AI should be restricted. They came up with a question saying, *"Should we legalize AI in all tasks?"* and one of the participants replied, *"we should not. If we legalize AI in all parts of our life, we can't develop ourselves in near future."* Many of the groups came up with the same question or aligned with the same question about who was more successful—some replied AI, some replied human, and some replied both.

It was interesting to see that there was one group of all the people living in town and regular intelligent students; everyone in the group told the researcher that they wanted to select AI instead of humans for hard work. They also believe that AI was more accurate than humans. One of the group members said, *"I think AI is more accurate than human because AI collects all the resources mostly from humans. Every human has different types of resources that other human does not have. AI collects those information and projects a response. That's more accurate than single human being."*

There were some people who seemed to be completely against AI; they preferred total human-led conversation. Though their number is few, they were very thoughtful. One of them said, *"we can discuss negative and positive sides of anything with humans, but AI just gives answers lacking emotion and expression. If people become totally dependent on AI, their intelligence and critical thinking will be vanished."*

There also were another group of people who were totally in favor of AI - they hardly told anything against AI.

4.2 Findings from the Chat GPT led discussions: Researcher's observation

In this segment, there was a topic given, and the participants had to ask ChatGPT one question from that topic, and in response to the question, ChatGPT gave an answer. Here, the participants had to read and analyze the answer, and then, depending on the context, they had to ask another

question related to the topic. Similarly, they had to complete asking total eight questions. This segment was analyzed based on their questions and responses from the interview.

The majority of the participants did not enjoy completing the AI-related tasks, especially Chat GPT. 100% of them were amazed by the ability of artificial intelligence to do things and they were also amazed by its quickness and ability to provide vast amounts of information. Most of them nearly 13 out of 20 (65% of the total sample) said that they could not connect with it; it's not as enjoyable as total human-led discussions. Many of them mentioned the fact that AI lacks emotion and gives precise information makes it less enjoyable because it's not as close as human led conversations but a type of commanding AI for some information, and AI would complete the task.

One of the participants said, *"AI has no emotions, don't understand my feelings properly but my friends do"* Another of the participants said, *"AI is fun for a short time, but for a long time, it's boring because there is no facial reaction or emotion."*

To the researcher, it felt like just because the participants had to finish the task, that's why they were using AI-related software. They even tried using shortcuts to finish the task. It felt like a lot of them did not read everything that ChatGPT replied to, yet out of context they asked another question to the tool, which means they were not much interested in what the AI tool was telling them and also did not use their critical thinking.

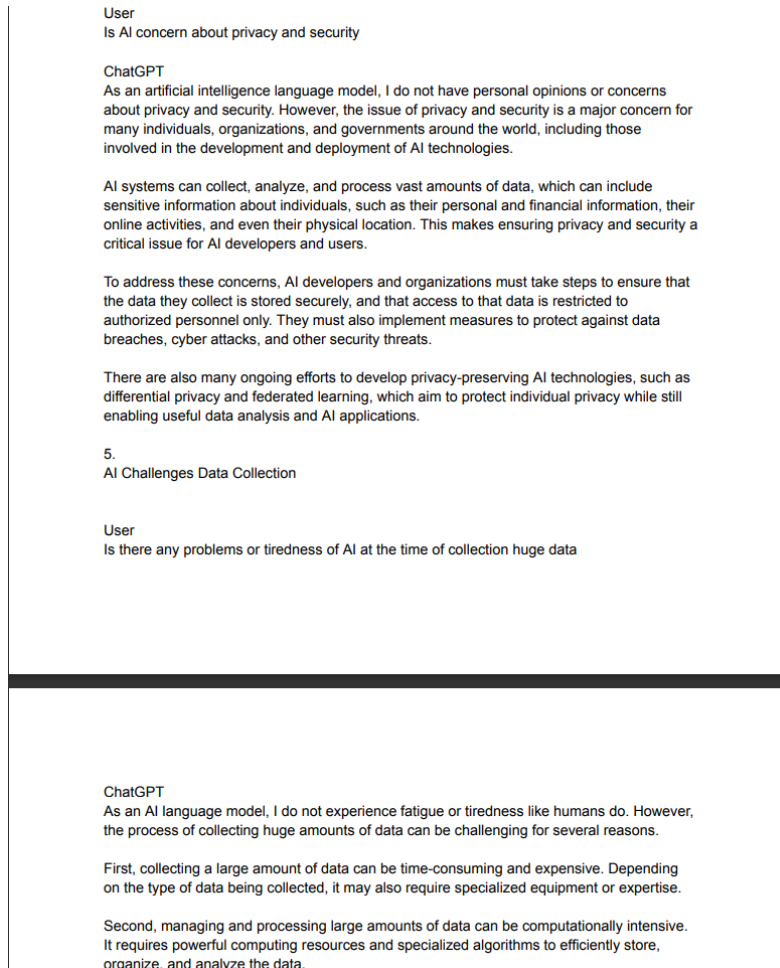


Figure 4: One of the participants' shortcut usages of ChatGPT

Nevertheless, there were people who were very interested and tried to complete the whole task, even though to it was lengthy. AI was a new thing to them, and that is why they were interested in understanding how it worked. They also enjoyed the contents provided by AI. They were amazed to see that now AI has its own brain like a human brain, which learns and takes decisions, and every day it's evolving and getting better.

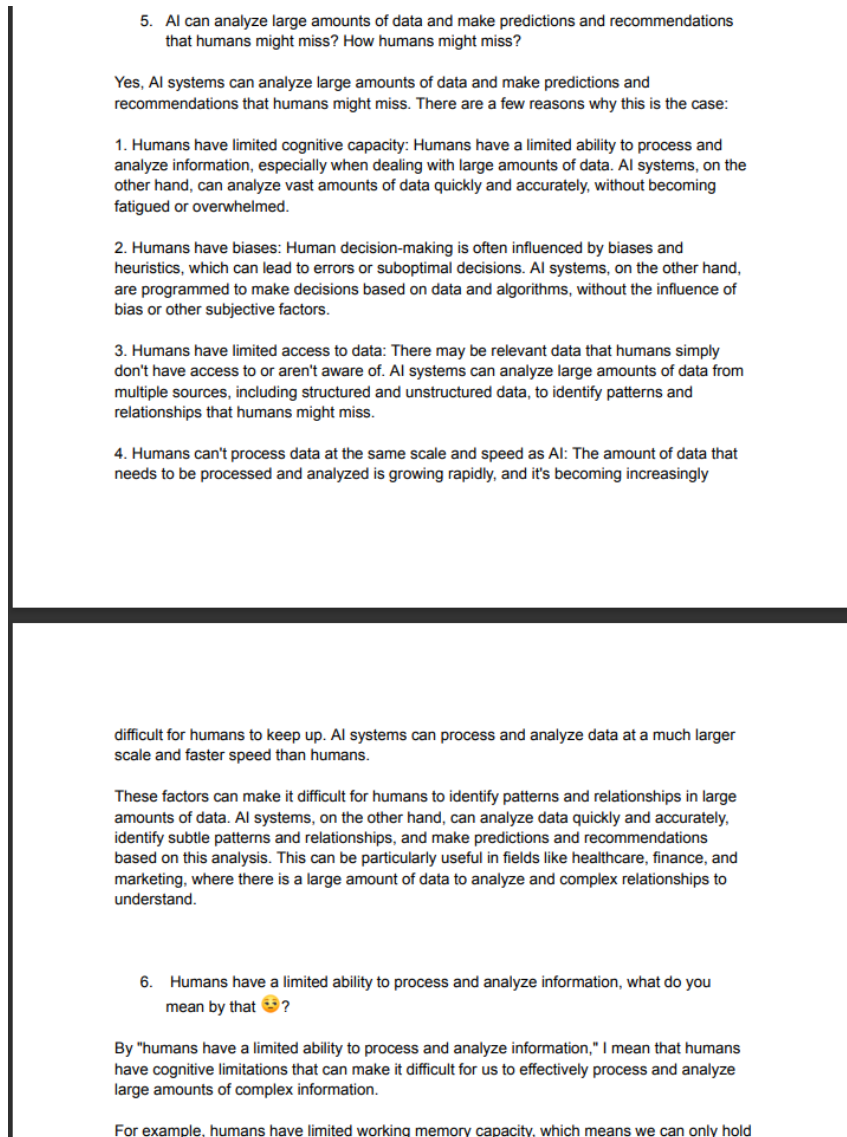


Figure 5: One of the participants' intellectual usages of ChatGPT

There were many interesting questions asked by the individuals; some of those are mentioned below:

How critically can AI think?

How can AI-powered assistive technology benefit special people in performing everyday tasks and activities?

Is not the danger(of AI) are more costly that the benefits?

As humans engage in conversations with emotional attachment, can AI replace it?

100% of the participants have shown stress off camera during the conversation with the research while using artificial intelligence, but there were also some extent of people who enjoyed discussing with Chat GPT, and the ratio is 3 out of 20 (15%) people. However, 11 out of 20 (55%) people think AI led discussion is more boring, and 1 of them specifically mentioned ‘Chat GPT’ in their statement.

A huge number of participants went through challenges while using ChatGPT on their mobile phones. Nearly 8 participants walked out because, on their phones, ChatGPT was not being able to be used— due to some problems with their server—because they were not taking email addresses to be logged in. Another big problem they faced as participants, and the researcher had to struggle with it also, was that ChatGPT took a refresh once in every several minutes, so the participants had to run the whole task from the beginning. Most of the mobile-using participants wanted to walk out, but the researcher somehow managed to get some people for the research help. But while using it on the computer, it was fine. If one participant uses a computer to use Chat GPT, they can get all the advantages that AI tool offers.

Data found after coding (Analysis)

Listened to the instructions given	Numbers	Percentage
Yes	8	40.00%
No	12	60.00%
Total	20	100.00%

Figure 6: Percentage of the analysis on listening to the instructions given

As mentioned before, in every segment, the participants were given instructions, and it is the same for Chat GPT as well. When the participants asked questions to Chat GPT, the researcher found out that 60% of the participants, which means 12 out of 20 (60%) participants, did not listen to the instructions - they did not read and understand the context of what Chat GPT was informing them, and the majority of them were good in the English language. On the other hand, we got to find some people – who were struggling in English even though they tried to follow the instructions, and their overall input was acceptable. These 8 participants tried to follow the instructions, and

many of them tried to learn. Even though the participants did not listen to the instructions, many of them, even though they were fluent in English, tried to use shortcuts to somehow finish the task, and that indicates they had less engagement and motivation to read ChatGPT's answer.

Reading engagement	Numbers	Percentage
Less	12	60.00%
Medium	2	10.00%
High	1	5.00%
Not At All	5	25.00%
Total	20	100.00%

Figure 7: Data analysis of reading engagement in participants

60% of the participants had less engagement in reading what Chat GPT replied to them because fewer traces of Chat GPT's wording were found in their questions, and it was found out through the questions they had asked Chat GPT depending on if that questions matches with the context of the previous answer. Highest 2 references from GPT's reply were found in these 60% of each participant's questions. 10% used highest 4 references, and 1 used it nearly in every question. A big amount of participants which means 25% of the participants were silent here means they didn't even read what ChatGPT wrote back to them. Overall the participant's motivation level was so low, one of the key reason could be long replies of ChatGPT. Whatever the reason was, this result represents the amount of motivation ChatGPT can create in the participants.

Motivation and engagement	Numbers	Percentage
Not at all	9	45.00%
Low	6	30.00%
Medium	3	15.00%
High	2	10.00%
Total	20	100.00%

Figure 8: Data analysis on motivation and engagement ability

The next chart may give a clearer picture -

Critical thinking/Intellectual questions	Numbers	Percentage
Above Average	7	35.00%
Average	4	20.00%
Below Average	5	25.00%
Not at all	4	20.00%
Total	20	100.00%

Figure 9: Data analysis on the response of participants on critical thinking/intellectual questions

As the participants did not have motivation to read what ChatGPT was replying to them that also affected their motivation in creating ChatGPT reply based intellectual questions. They were not only interested in reading, they were also not interested in creating, using their critical thinking, learning things from AI by using it, and all these things resulted due to the lack of motivation. Here even though 35% participants used critical thinking in making questions overall high motivation and engagement level was only 10%. Among the 35% participants, most of them did not listen to the instructions and did not use Chat GPT’s reply to make questions - they brainstormed out different questions on their own. Nearly the same happened when it came to participants not using critical thinking and not having engagement and motivation. Even though only 20% didn’t use any kind of critical thinking when making questions, overall, 45% didn’t have any motivation at all to work. Other findings in critical thinking and motivation and engagement has nearly the same cases.

Directly AI influenced critical thinking	Numbers	Percentage
Yes	6	30.00%
No	14	70.00%
Total	20	100.00%

Figure 10: Data analysis of participants responses to whether AI directly influences critical thinking

According to the chart, not all of the critical thinkers used Chat GPT to help create new questions; this chart shows that 70% of the participants used critical thinking more or less, but this chart clearly states that among all the participants, only 30% of them used lines or understandings from

ChatGPT and made questions from the context by using intellectual questions. This clearly represents this AI tool has serious issues with user engagement and motivation in enhancing critical thinking, which is a big stumbling block for learners.

Rank of questions asked by the participants:

Questions type	Numbers	Percentage
Good	4	20.00%
Above Average	6	30.00%
Average	6	30.00%
excellent	1	5.00%
Below average	3	15.00%
Total	20	100.00%

Figure 11: Rank of questions asked by the participants

This chart represents the types of questions the participants asked. Basically, their questions were the main source from which we got all this information. When that is analyzed, all the understandings of engagement level, critical thinking, vocabulary usage, sentence structure, and more were found. There were one person who wrote excellent questions relating with the answers of Chat GPT on the other hand, there were people who took help from ChatGPT, but their questions made no sense, and the researcher got to understood that they did not even read the full text of ChatGPT, but they took random lines and made questions without understanding. There were also people who tried to use their intellectuality - all the results are shown precisely in the chart.

Vocabulary usage	Numbers	Percentage
Above Average	6	30.00%
Average	13	65.00%
Below Average	0	0.00%
Excellent	1	5.00%
Total	20	100.00%

Figure 12: Use of vocabulary

The use of vocabulary represents the level of proficiency the individuals have. Only 1 out of 20 (5%) used enriched vocabularies, and 6 out of 20 (30%) were above average in using those. Average marked ones didn't do a great job, they used simple words. There were some who used ChatGPT's text to ask questions and there were some advanced vocabularies were used by them and they are from those 30% who used directly AI influenced critical thinking.

Grammatical mistake	Numbers	Percentage
Yes, but no improvement could be found	5	25.00%
No	10	50.00%
Yes, but improvement could be found	5	25.00%
Total	20	100.00%

Figure 13: Data analysis on grammatical mistake

Sentence structure	Numbers	Percentage
Above Average	3	15.00%
Average	12	60.00%
Below Average	4	20.00%
Excellent	1	5.00%
Total	20	100.00%

Figure 14: Data analysis on the sentence structure quality

Grammatical mistakes and sentence structure were two significant finding from the current study. The average marked (60%) participants here used simple English but not that much of vibrant wordings and the below average ones were (20%) here. The one who was excellent in vocabulary was the only one who did excellent here as well. Only three which meant that (15%) of the participants used above average sentence structure and those were satisfying to read and enjoyable for the researcher to ponder over their question. It is a great thing to see that (50%) of the students had no grammatical mistakes. Even though the other (50%) had grammatical errors, but (25%) of the participants seemed to have improved gradually while using ChatGPT to ask questions.

4.3 Findings from the survey through SurveyMonkey

In this segment, the participant had to open a link that led to SurveyMonkey. A few questions were fixed, and SurveyMonkey asked those questions to the participants, and the participants had to

reply to them. This segment was analyzed based on their questions and responses from the interview. The participants showed less stress using this AI tool, maybe because it took them less time to complete it. 11 out of 20 (55%) people thought that AI led discussion was monotonous, and 2 (10%) of the people specifically told SurveyMonkey was the most boring part of every task they did. 1 of 20 (5%) told SurveyMonkey was the easiest discussion for them.

There were 8 questions for every participant, and there are variants of answers, though nearly every answer aligned with each other. 8 of them used ChatGPT as their first AI, but some used Google Assistant and other tools. An interesting fact is that one of them used the AI tools for their assignment, and another one of them used it for personal research purposes.

12 out of 20 (60%) people firmly believe that AI was more effective in the current situation for accomplishing a task; 4 of them believed 'humans', two of them mentioned 'both', and two of them skipped. When asked in detail, the majority of them said AI is time-saving, accurate, and requires less effort. One of the participants stated about AI that *"it works in a short period of time and it works perfectly and accurately."* Another one of them stated, *"It can connect to wherever it want, so it can gather more accurate information."* It can be stated that the majority of them were positive about AI's ability to complete hard tasks.

10 out of 20 (50%) people believed that AI was dangerous and alarming for people. One of them stated, *"it creates existential risk for people."* 4 of them stated that it was both dangerous and useful; one of them stated, *"Right now, I still don't think that. Though people are trying to use it for any kind of purposes and started to depend on that, that might be alarming to some extent."* 4 of them believe it is not dangerous at all. To some extent, few people didn't write anything in response to this question.

When the question "Would you please share your thoughts on whether AI is the ultimate supplement to human labor?" was asked, the researcher had received some pretty interesting answers. 8 out of the 20 (40%) directly stated no. 6 out of the 20 (30%) directly stated yes, it is the ultimate supplement. One of the participants stated, *"Because it evaluates based on the entirety of the acquired facts, AI is exceptionally objective when it comes to making decisions."* and 4 of them said although it was not completely supplement yet it had some ultimate impacts.

Most of them believed that if AI is not restricted in the near future, it will be dangerous and harmful for human being. One of them stated, "*future development will stuck at somewhere.*"

Nearly everyone of them agreed on a point except 2 participants, who believed that AI should be banned, whereas 16 out of 20 (80%) people believed it should not be banned; one of them stated, "*It's convenient in many fields including research and it has a huge pile of information so it's easier and faster.*" Some of them told that it should be restricted. And one of them stated "*AI should not be banned as it helps us more but it should keep human control.*" The other 2 participants had no accurate answer to this question.

SurveyMonkey had nearly the same issue as chatGPT. While giving the answers to SurveyMonkey, if they browsed into another window for other emergency work, all the inputted data was erased, and the participants had to start everything from the beginning. Many showed stress because of losing their data and one of them totally left the survey out of frustration. Hence, it can be stated that if someone was not very technical, they would hate using this tool because even the technical participants had hard times using this thing on mobile phones however in the case of the computer, it worked fine.

4.4 Findings from the interviews

Interviews were one of the most interesting places because the responses were collected directly from the participants immediate impressions of these AI tools to the partnership. And after having group (total-human-led conversation) discussion and AI-led conversation, when they had an overall idea about these things, they could answer and relate with critical with understanding, and that was what made the interview more authentic and informative.

20 out of 20 of them believe users of AI can learn English through these kinds of AI-related conversations. Though some of them don't want to use the word "learn" they stated the word "improve" in the place of "learn". One of them stated that if one doesn't have any understanding of a specific language, he cannot learn the language by using AI, but they will require basic knowledge and learning of the language, and then AI can help them improve their language skills.

More than 50% of the participants believed that AI required them to think more and AI was most informative. As they thought of what ChatGPT told them, they were thinking of English in their

minds, and they also had to generate questions on their own by using their critical thinking and understandings. Therefore the English practice was initiated, and also with SurveyMonkey, they had to think of the questions and generate answers in English. That is how they had to practice English, and that is how one can improve their English skills.

Though 15 out of 20 (which is 75%) participants stated that AI was more boring. One of them stated that *"AI has less engagement and motivation"* another one stated *"AI is fun for few time but for long time it's boring because there is no facial reaction and emotion."* Two of them stated that none of them were boring, and 3 of the 20, (15%) stated that total human-led discussion was more boring. So it was vivid that in terms of learners engagement and motivation, AI was not able to have a good impact.

4.5 Overall findings

Participants stated that there were huge advantages to using AI, it includes saving time, being able to gather huge amount of information, labor and money savings feature, and ensure safety in dangerous places. 100% of the participants believe people can improve their language learning skills by using AI because AI lets them think, generate, and input ideas. Also, grammatical and vocabulary improvements were noticed in the sampling after analysis. Participants were spotted using their critical thinking while using AI. They were thinking and generating things in English which made them practice the language more and it demonstrates that, AI can help people become proficient in language. As we have used just Chat GPT & SurveyMonkey in this case people's reading and writing can be improved.

According to the participants, the challenges were - AI was boring, lacked emotion, and had risks of hacking. As improving a language skill was mostly hectic and challenging, and through AI it was harder as it was boring to most participants, it was most likely that people will skip AI for learning languages. 15 out of 20 (75%) participants stated that AI is boring, less engaging, and lacked emotion. It was filled with so much information that sometimes it became hard to process and comprehend those. While collecting samples, nearly 10 people left because they did not feel connected and felt it was a lot of work. While analyzing the data it was observed that, 45% people did not have any engagement and motivation at all and the other 30% less motivated people's engagement and their concentration or focus levels were deplorable. AI for now fails to engage

people emotionally, and even though AI is so much developed, but people do not use AI for learning, especially for language learning to a greater extent. So it can be concluded that the impacts that AI-powered programs such as CALL and MALL tools have on learners' engagement and motivations are not substantial yet and requires a lot of improvements. As AI was monotonous, the majority of the participants tended to skip reading all the answers ChatGPT provided them with and rather asked questions randomly. It was hectic for them to read all the vast amount of information ChatGPT had replied to in response to their questions. So it can be stated that they did not use their critical thinking skills. Though there were 6 (30%) people out of 20 who were influenced by AI and actually thought critically. Though these 30% participants were not fully influenced by AI and did not complete their writings, they were counted in because, at some point in their AI usage, they used AI's replies in their generated text's. Out of these 30% participants only 5% of them tried to use AI's reply with great intellectuality. These 30% were more interested than other 70% participants and wanted to complete the tasks honestly.

The same case could be traced in SurveyMonkey as well - many gave answers thoughtfully but maximum of them tried to use shortcut and some of them skipped due to their hectic schedules and tiredness. If AI were more engaging, these results could have changed, but for now, it can be concluded that the impacts of AI-powered programs such as CALL and MALL tools have on learners' critical thinking and motivation for are not great or ground-breaking. AI is failing.

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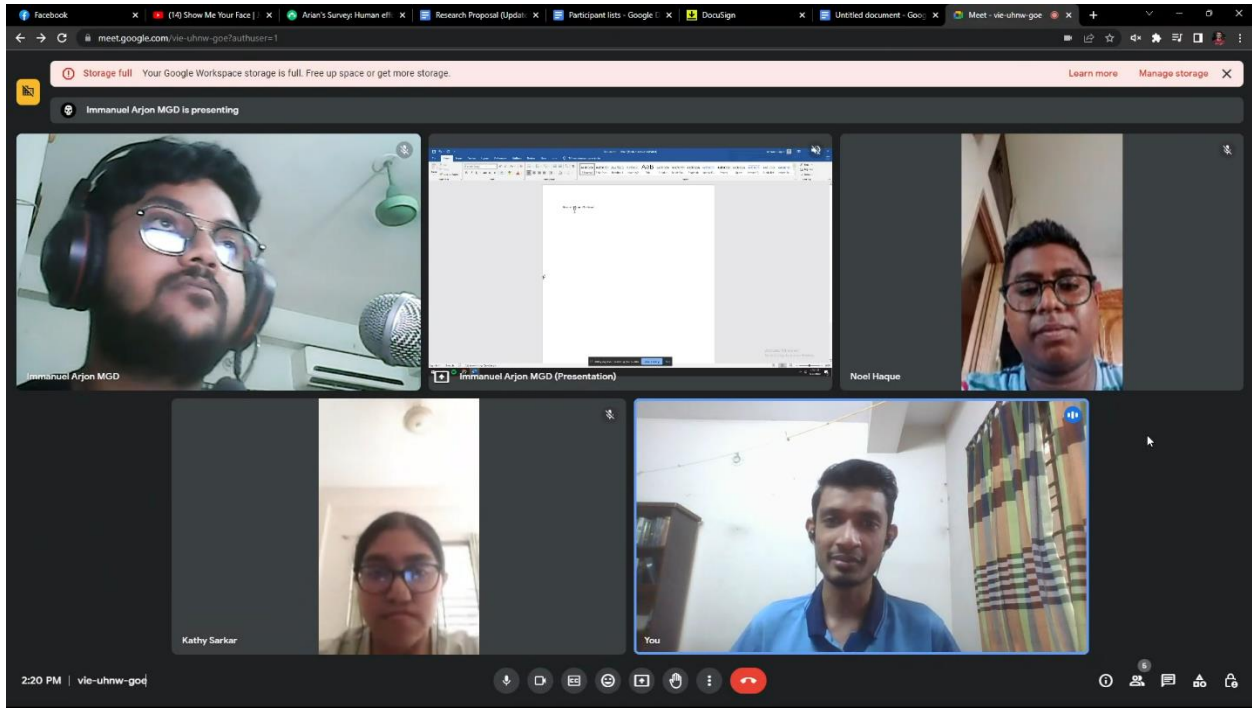
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Appendices

Appendix 1: Human-led Group discussion





Appendix 2: AI-led discussion (ChatGPT)

User Type: High motivation, engagement and AI usage

3. Logarithmic relationships: These are relationships where one variable has a logarithmic effect on another. An example might be the relationship between the intensity of an earthquake and the number of aftershocks.

4. Sigmoid relationships: These are relationships where one variable has a sigmoid, or S-shaped, effect on another. An example might be the relationship between the amount of fertilizer applied to a crop and the yield.

AI systems are particularly well-suited to identifying non-linear relationships, as they can analyze large amounts of data and identify patterns that might be difficult for humans to recognize. This can be useful in a wide range of applications, from predicting consumer behavior to identifying potential medical treatments.

3. Can you tell me more about Quadratic relationships?

Sure! Quadratic relationships are a type of non-linear relationship that AI systems can identify. In a quadratic relationship, the effect of one variable on another is not linear, but rather follows a curve that looks like a parabola. The curve can be upward or downward sloping, depending on the relationship between the variables.

Here's an example of a quadratic relationship: suppose you're studying the relationship between the amount of fertilizer applied to a crop and the yield. Initially, as you add more fertilizer, the yield will increase, up to a certain point. But after that point, adding more fertilizer will actually decrease the yield, because the excess fertilizer can be harmful to the plant. The resulting relationship between the amount of fertilizer and the yield would look like a parabola, with a maximum point where the yield is highest, and the curve sloping downward on either side of that point.

Quadratic relationships can be important to identify because they can help optimize processes and resources. In the case of the fertilizer example, identifying the optimal amount of fertilizer to use can help maximize crop yields while minimizing waste and costs. In general, AI systems are well-suited to identifying quadratic relationships because they can analyze large amounts of data and identify patterns that might be difficult for humans to recognize.

4. The curve can be upward or downward sloping? How and When?

Yes, the curve of a quadratic relationship can be upward or downward sloping, depending on the relationship between the variables.

An upward-sloping quadratic relationship is one where the curve of the relationship starts at a low point and then rises, forming a parabolic curve with a minimum point. This means that as the independent variable (e.g., the amount of fertilizer applied to a crop) increases, so does the dependent variable (e.g., the yield of the crop) up to a certain point. After that point, further increases in the independent variable may actually result in a decrease in the dependent variable. An example of an upward-sloping quadratic relationship might be the further increases in the independent variable may actually result in a decrease in the dependent variable. An example of an upward-sloping quadratic relationship might be the relationship between the number of workers employed in a factory and the production output

of that factory. At low levels of employment, increasing the number of workers will increase the production output, but beyond a certain point, adding more workers will result in diminishing returns, and the production output may even start to decline.

On the other hand, a downward-sloping quadratic relationship is one where the curve of the relationship starts at a high point and then falls, forming a parabolic curve with a maximum point. This means that as the independent variable (e.g., the amount of pollution in a river) increases, the dependent variable (e.g., the number of fish in the river) decreases up to a certain point. Beyond that point, further increases in the independent variable may actually result in an increase in the dependent variable. An example of a downward-sloping quadratic relationship might be the relationship between the temperature of an oven and the quality of a baked good. At high temperatures, the quality of the baked good may decrease due to burning or overcooking, but beyond a certain point, decreasing the temperature may result in undercooking or uneven cooking, which can also negatively affect the quality of the baked good.

Identifying whether a quadratic relationship is upward or downward sloping is important for understanding the relationship between variables and making informed decisions about how to optimize processes and resources. AI systems can help identify and analyze these relationships in large amounts of data.

5. AI can analyze large amounts of data and make predictions and recommendations that humans might miss? How humans might miss?

Yes, AI systems can analyze large amounts of data and make predictions and recommendations that humans might miss. There are a few reasons why this is the case:

1. Humans have limited cognitive capacity: Humans have a limited ability to process and analyze information, especially when dealing with large amounts of data. AI systems, on the other hand, can analyze vast amounts of data quickly and accurately, without becoming fatigued or overwhelmed.

1. How AI systems can be complex and difficult to understand?

AI systems can be complex and difficult to understand for several reasons:

1. Complexity of algorithms: AI algorithms can be complex and involve multiple layers of processing, making it difficult for humans to understand how the system is making decisions or predictions.

2. Lack of transparency: Some AI systems, such as neural networks, can be opaque and provide limited insight into how they are arriving at their conclusions.

3. Large amounts of data: AI systems can analyze large amounts of data that are difficult for humans to comprehend or process.

4. Non-linear relationships: AI systems can identify non-linear relationships between variables that may be difficult for humans to recognize or understand.

5. Emergent behavior: AI systems can exhibit emergent behavior, which means that the system's behavior as a whole may be unpredictable based on the behavior of individual components.

All of these factors can make it challenging for humans to understand how AI systems work, which can raise concerns about their reliability, fairness, and potential risks. It is important to continue developing methods for making AI systems more transparent and understandable to ensure they are developed and used in a responsible and ethical manner.

2. AI systems can identify non-linear relationships? What kind of non-linear?

Yes, AI systems are capable of identifying non-linear relationships between variables. Non-linear relationships are those where the relationship between two variables is not a straight line, but rather a curve or some other complex shape.

There are many types of non-linear relationships that AI systems can identify. Here are a few examples:

1. Quadratic relationships: These are relationships where the effect of one variable on another is not linear, but rather follows a curve that looks like a parabola. An example might be the relationship between temperature and the rate of plant growth.

2. Exponential relationships: These are relationships where one variable has an exponential effect on another. An example might be the relationship between population growth and the consumption of resources. fatigued or overwhelmed.

2. Humans have biases: Human decision-making is often influenced by biases and heuristics, which can lead to errors or suboptimal decisions. AI systems, on the other hand, are programmed to make decisions based on data and algorithms, without the influence of bias or other subjective factors.

3. Humans have limited access to data: There may be relevant data that humans simply don't have access to or aren't aware of. AI systems can analyze large amounts of data from multiple sources, including structured and unstructured data, to identify patterns and relationships that humans might miss.

4. Humans can't process data at the same scale and speed as AI: The amount of data that needs to be processed and analyzed is growing rapidly, and it's becoming increasingly

difficult for humans to keep up. AI systems can process and analyze data at a much larger scale and faster speed than humans.

These factors can make it difficult for humans to identify patterns and relationships in large amounts of data. AI systems, on the other hand, can analyze data quickly and accurately, identify subtle patterns and relationships, and make predictions and recommendations based on this analysis. This can be particularly useful in fields like healthcare, finance, and marketing, where there is a large amount of data to analyze and complex relationships to understand.

6. Humans have a limited ability to process and analyze information, what do you mean by that 😊?

By "humans have a limited ability to process and analyze information," I mean that humans have cognitive limitations that can make it difficult for us to effectively process and analyze large amounts of complex information.

For example, humans have limited working memory capacity, which means we can only hold a certain amount of information in our short-term memory at any given time. This can make it difficult to keep track of multiple pieces of information or complex relationships between

difficult to keep track of multiple pieces of information or complex relationships between variables.

Humans also have limitations in our ability to process information quickly and accurately. For example, we may miss important details or make errors when analyzing data or performing calculations.

Additionally, humans are subject to cognitive biases and heuristics, which can influence our decision-making and lead us to make errors or suboptimal decisions. These biases can stem from factors like our personal experiences, beliefs, or cultural background, and can affect our ability to objectively analyze and interpret data.

Overall, while humans are capable of processing and analyzing information, we are not infallible and are subject to cognitive limitations and biases that can make it challenging to effectively analyze complex data. AI systems, on the other hand, can process and analyze vast amounts of data quickly and accurately, without being subject to the same cognitive limitations and biases that humans are.

7. How AI can be Misused for malicious purposes?

AI (Artificial Intelligence) has the potential to be misused for malicious purposes in various ways. Here are some examples of how AI can be misused:

1. Cyberattacks: Hackers can use AI to create more sophisticated and targeted attacks. AI can help them find vulnerabilities in a system and exploit them.

2. Disinformation: AI can be used to generate convincing fake news and deepfakes, which can be used to spread false information and manipulate public opinion.

3. Surveillance: AI-powered surveillance systems can be used to monitor and track individuals without their knowledge or consent.

4. Autonomous weapons: AI can be used to develop autonomous weapons that can make

5. Unintended consequences: AI systems can have unintended consequences that lead to discriminatory outcomes. For example, an AI system that is designed to predict crime risk may be biased against certain groups, leading to discriminatory policing practices.

To address these issues, it is important to ensure that AI systems are developed and used in an ethical and responsible manner. This includes ensuring that data used to train the system is diverse and representative, promoting diversity in development teams, increasing transparency and accountability, and continually monitoring and addressing potential biases and discriminatory outcomes.

3. Surveillance: AI-powered surveillance systems can be used to monitor and track individuals without their knowledge or consent.

4. Autonomous weapons: AI can be used to develop autonomous weapons that can make decisions and act without human intervention. This could potentially lead to unintended harm or escalation of conflicts.

5. Fraud: AI can be used to generate convincing fake identities, which can be used for fraud and other criminal activities.

6. Discrimination: AI systems can perpetuate and amplify biases, leading to discriminatory outcomes and decisions.

It is important to recognize the potential for AI to be misused and take steps to prevent it. This includes developing ethical guidelines and regulations for the development and use of AI, as well as investing in research to identify and mitigate potential risks.

8. How AI systems can lead to discriminatory outcomes and decisions?

AI (Artificial Intelligence) systems can lead to discriminatory outcomes and decisions in various ways. Here are some examples:

1. Bias in data: AI systems learn from data, and if the data is biased, the system will learn that bias. For example, if an AI system is trained on data that has a disproportionate number of men, it may not perform as well for women.

2. Lack of diversity in development teams: If the team developing an AI system is not diverse, they may not be aware of certain biases that exist in the data or the system, leading to discriminatory outcomes.

3. Lack of transparency: AI systems can be complex and difficult to understand, making it difficult to identify biases or discriminatory outcomes.

4. Feedback loops: AI systems can create feedback loops that perpetuate and amplify biases. For example, if an AI system is used to screen job applicants and the data used to train the system has a bias against women, the system may continue to reject female applicants, perpetuating the bias.

User Type: Low motivation, engagement and AI usage

1. What is the benefit of using AI

Ans: Artificial Intelligence (AI) has many benefits, including:

Increased efficiency: AI can automate repetitive and mundane tasks, freeing up human workers to focus on more complex and creative work. This can lead to increased productivity and efficiency in many industries.

Improved accuracy: AI algorithms can analyze and process large amounts of data quickly and accurately, reducing the risk of human error.

Cost savings: By automating tasks and improving efficiency, AI can help businesses save on labor costs and other expenses.

Personalization: AI can be used to analyze data about individual users and tailor experiences or recommendations to their specific needs and preferences.

Enhanced decision-making: AI algorithms can analyze vast amounts of data and provide insights and predictions that can inform decision-making in various fields, from healthcare to finance to logistics.

Innovation: AI can be used to develop new products and services that were not possible before, such as self-driving cars, voice assistants, and predictive maintenance systems.

Overall, the benefits of AI are significant and far-reaching, and the technology has the potential to transform many aspects of our lives and society as a whole. However, it's important to note that AI also presents some challenges and risks, such as job displacement, ethical concerns, and the potential for bias and discrimination.

2. Don't you think many labourers become jobless because of AI

Ans: Yes, it is true that AI and automation have the potential to displace jobs and lead to job losses, particularly in industries that rely heavily on manual labor and repetitive tasks. This is a valid concern, and it is important for businesses and policymakers to consider the impact of AI on employment and take steps to mitigate negative consequences.

However, it's also important to note that AI can create new job opportunities in fields such as data science, machine learning, and robotics. Furthermore, AI can help workers become more productive and efficient by automating repetitive tasks and allowing them to focus on more complex and creative work.

To ensure that the benefits of AI are shared widely and that workers are not left behind, it's important to invest in education and training programs to help workers develop the skills needed to work with and alongside AI. It's also crucial for policymakers to consider the impact of AI on employment and take steps to promote job creation and protect workers' rights. By doing so, we can ensure that AI is a force for good that benefits everyone, rather than a source of inequality and job insecurity.

approaches to achieve those ends

4. What is Your limitations?

Ans: As an AI language model, there are some limitations to my capabilities. While I can understand and generate natural language text, I do not have consciousness, emotions, or subjective experiences like humans do. I am also limited by the data that I was trained on and may not have knowledge of very recent events or developments that have not been incorporated into my training data.

Furthermore, I am designed to assist with a wide range of tasks, but I may not always be able to provide accurate or comprehensive answers to every question or task. Additionally, while I can understand and generate text in multiple languages, my proficiency in languages other than English may vary.

It's also important to note that as an AI language model, I do not have the ability to access or control physical systems or manipulate the physical world in any way. My capabilities are limited to generating and understanding natural language text.

5. Do you have any Danger

Ans: As an AI language model, I do not have the ability to physically interact with the world, so I do not pose any immediate danger to humans or other living beings. However, like any technology, AI has the potential to be misused or used for harmful purposes, such as cyberattacks, surveillance, or propaganda. It's important for developers, policymakers, and users to be aware of these risks and take steps to mitigate them, such as implementing security measures, promoting ethical AI practices, and ensuring transparency and accountability in AI development and deployment.

6.Can you attack mentally?

Ans: No, as an AI language model, I do not have the ability to attack or harm anyone, either physically or mentally. My purpose is to assist with tasks and provide information through natural language text. While I can generate text that may be persuasive or influential, it is ultimately up to the human reader to interpret and respond to that text. It's important for humans to use critical thinking and evaluate information carefully, regardless of its source, to avoid being misled or influenced in harmful ways.

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7. Can i fully depend on AI for an information

While AI language models like myself can be a valuable source of information, it's important to remember that AI models are not perfect and may not always provide accurate or complete answers to every question. There are a few factors that can affect the accuracy and reliability of AI-generated information:

Quality of training data: AI models are trained on large datasets of text, and the quality and relevance of that data can affect the accuracy of the model's responses.

Contextual understanding: While AI models are designed to understand natural language, they may not always understand the nuances of language and context that humans do, which can affect their ability to provide accurate responses.

Bias: AI models may reflect biases present in the training data, which can lead to inaccurate or unfair results.

For these reasons, it's important to verify information obtained from AI models by checking other sources and consulting with experts. It's also important to use critical thinking and evaluate information carefully to ensure its accuracy and relevance. Ultimately, while AI models can be a useful tool for information gathering, they should be used in conjunction with other sources of information and evaluated carefully to ensure their accuracy and reliability.

8. Do you think human are getting more and more dependent on AI

Yes, it's clear that humans are becoming more dependent on AI in many aspects of their lives. AI technology is being integrated into a wide range of products and services, from personal assistants like Siri and Alexa to self-driving cars and advanced medical diagnostic tools. AI is also being used in industries like finance, marketing, and manufacturing to increase efficiency and productivity.

While AI has the potential to provide many benefits and make our lives easier in many ways, it's important to be aware of the potential risks and downsides of dependence on AI. For example, over-reliance on AI in decision-making could lead to errors or biases, and the displacement of human workers by AI could lead to economic and social disruption.

It's important for individuals and society as a whole to consider the potential impacts of AI and to take steps to mitigate risks and ensure that AI is developed and deployed in responsible and ethical ways that benefit everyone.

Appendix 3: AI-led discussion (SurveyMonkey):

Q1
Hey there, I hope you are having an amazing day!! am so excited to know your thoughts about a few questions. I hope we will have an amazing time!Oh! Before that, I forgot to introduce myself to you. I am your friend "Aribo" and I would love to know your name :D

Sheuli Akter Sima

Q2
What a nice name! You must be so special. As an AI bot, I am so excited to know: What is the first AI software you ever used, and for what purpose?

Well it was my sister's laptop.As I mention earlier,it was my sister's. I'm just watching cartoon.

Q3
Okay! What is more effective in the current situation for getting work done—AI or human-led work?

From my point of view,It's AI.

Q4
Interesting! Why do you think that?

Because, AI takes time very shortly.

Q5
Intelligent! You must be a critical thinker; it's a great thing when one checks everything before he goes with the wave. Examining the current situation, do you think AI right now is dangerous and alarming for people?

Unexpectedly my answer is yes. Because, people are too depended for AI.For the reason, they don't use their brain.

Q6
The more I get to know your thoughts, the more I am hungry to know more. Would you please share your thoughts on whether AI

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Q1
Hey there, I hope you are having an amazing day!! am so excited to know your thoughts about a few questions. I hope we will have an amazing time!Oh! Before that, I forgot to introduce myself to you. I am your friend "Aribo" and I would love to know your name :D

Asif Ahamed

Q2
What a nice name! You must be so special. As an AI bot, I am so excited to know: What is the first AI software you ever used, and for what purpose?

FaceApp the first AI software I ever used for face editing purpose.

Q3
Okay! What is more effective in the current situation for getting work done—AI or human-led work?

Human-led work

Q4
Interesting! Why do you think that?

Human is the creator of AI. As a result it will obviously more effective than AI. Beside that AI has some limitation which human don't have.

Q5
Intelligent! You must be a critical thinker; it's a great thing when one checks everything before he goes with the wave. Examining the current situation, do you think AI right now is dangerous and alarming for people?

It's partially true in some cases but not hundred percent accurate.

Q6
The more I get to know your thoughts, the more I am hungry to know more. Would you please share your thoughts on whether AI is the ultimate supplement to human labor? Would you please explain?

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