

## EDITORIAL

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Volume 28 Issue Number 2 of *Mosenodi: International Journal of Educational Studies* contains six research articles addressing educational and educational-related issues.

**Lefadola and Monnaatsie** use a commentary to unpack faculty viewpoints regarding the use of artificial intelligence (AI) in higher education. Lecturers welcome the opportunities AI offers from how students learn, to conducting research, and completing academic tasks. Yet these benefits come with legitimate scepticism. Faculty warn that generative tools may erode academic integrity, foster superficial learning, and deepen inequalities between students who can navigate AI confidently and those who cannot. More troubling is the growing use of AI without equipping educators with the training, policies, or ethical guardrails they need. This leaves faculty to shoulder responsibility for risks they did not create. The authors recommend that if AI is to enhance rather than undermine higher education, institutions must centre faculty expertise, invest in capacity-building, and commit to governance frameworks that safeguard both rigor and the human essence of learning.

**Ugwu, Ugwu and Siphambe** draw on a constructivist, phenomenological inquiry to explore the lived experiences of 16 school leaders from eight consistently high performing public and private schools. Despite operating in distinct contexts, leaders across both sectors embraced teamwork, democratic engagement, and collaborative decision-making as foundations for strong school culture and improved teaching and learning. Public school leaders pointed to parental involvement as central to their success, while private school leaders emphasized the advantage of consistent human and material resources. Across the board, effective leadership was marked by respect, honesty, trustworthiness, and vision; qualities shaped by experience, education, and ongoing professional development. The authors highlight critical gaps in leadership preparation. They propose a teamwork-based leadership model to guide emerging leaders and support performance improvement in underperforming schools.

**Sello** examines how Foreign Language Education can serve as a strategic enabler in the University of Botswana's pursuit of high-performance organizational status. Through qualitative document analysis and comparative case studies of leading international universities, including the National University of Singapore, Georgetown University, and Sorbonne Abu Dhabi - the author demonstrates that foreign language education strengthens graduate employability, global engagement, and research competitiveness. Beyond institutional benefits, it aligns with Botswana's national priorities under Vision 2036 by supporting economic diversification and diplomatic capacity. Findings reveal that foreign language study enhances intercultural competence and market readiness, yet progress is constrained by persistent challenges such as limited resources and institutional resistance. The author proposes a tailored model for the University of Botswana, emphasizing policy reform, cross-disciplinary language offerings, and strategic partnerships. The study offers a practical roadmap for semi-peripheral universities seeking to leverage multilingualism to elevate academic excellence and global competitiveness.

**Ramothonyana** examines patterns of teacher–student interaction in a junior secondary English classroom through Flanders Interaction Analysis Categories (FIAC). Using classroom observations, video recordings, and note-taking, the researcher identified a strong predominance of teacher-directed discourse. Findings indicated that the instructional exchanges were largely controlled by the teacher, with minimal opportunities for student-initiated or peer-to-peer communication. The author argued that this communicative imbalance not only highlighted a recurring pattern of teacher dominance but also restricted students' chances to develop linguistic competence and deepen their understanding of lesson content. The study emphasized the need for instructional approaches that promote more equitable, dialogic, and participatory classroom interaction, encouraging increased student engagement and collaborative learning.

**Moagi** investigates the effectiveness of Grammarly in identifying grammatical errors within a selection of English essays drawn from the British National Corpus (BNCweb CQP – Edition). To examine the accuracy of Grammarly's error detection, the researcher applied Corder's Error Analysis framework. Using systematic random sampling, a small group of essays from the corpus was chosen for analysis. With the study situated within the broader concepts of Corrective Feedback (CF) and Automated Written Corrective Feedback (AWCF), both informed the interpretation of Grammarly's role in supporting language learning. The author argues that the findings show that selection errors appeared most frequently in the texts. And when examined by specific grammatical categories, the most prevalent issues involved spelling, with article-related problems emerging next. Other errors included punctuation, subject–verb agreement, and smaller proportions of preposition errors, word form inconsistencies, pronoun misuse, and number-related mistakes. Thus, concluding that, the use of Grammarly can assist writers in producing more accurate written work and may serve as a helpful support tool across various writing contexts, including academic settings. The author also emphasizes the need for additional research to further evaluate Grammarly's capabilities and to encourage ongoing refinements to its features for improved accuracy and pedagogical value.