The Potentials Of Artificial Intelligence In Stimulating Motivation And Improving Performance Of Undergraduates In Foreign Languages

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Abstract

Motivation plays huge role in improving the performance of foreign language learners in developing different language skills. Various factors have been discussed to stimulate motivation in foreign language learning. Artificial intelligence tools have significantly permeated almost all the aspects of our daily functionality, with glaring impact on the education system. This study pursues an understanding of the role of various artificial intelligence tools for teaching foreign languages in stimulation motivation and improving the performance of undergraduates. Using a stratified survey design, 250 respondents were pooled for this study, including 50 lecturers, and 200 undergraduates in foreign language education. Questionnaires were distributed electronically to the participants who were pooled across different universities. Analysis was conducted using relevant statistical measures, and the findings were presented in descriptive statistics tables. The findings indicate that over 80% of the undergraduates and lecturers acknowledge that they have used AI models in facilitating foreign language teaching and learning. Also, over 70% of the lecturers affirm that the performance of their students has significantly improved since they integrated AI models in foreign language education. Over 70% of the lecturers affirm that real-time feedback mechanisms, Chat Bots, automated reward systems, and other tools have solved the limitations of traditional teaching tools, and enhanced speaking, writing and reading efficiency of the learners. Over 75% of the undergraduates

that AI models have stimulated them, motivated them, and assisted them to show more interest in their foreign language courses, and also help them to practice their foreign language skills out of class. It is thus concluded that AI exhibit huge potentials to mitigate the limitations of conventional teaching and learning tools.

1. Introduction

In the past decade, there has been a growing emphasis on the utilization of innovative pedagogical approaches and resources to enhance the motivation and academic achievements of undergraduate learners. Scholarly investigations have demonstrated that motivation is a crucial factor in propelling academic achievement among learners, as it amplifies their eagerness to acquire knowledge and engage in the educational experience (Dewaele et al., 2022; Fatiha et al., 2014). Nevertheless, conventional pedagogical resources, such as printed materials and oral presentations, possess certain constraints in terms of fostering motivation within the contemporary foreign language education environment of the 21st century. The constraints in question pertain to the absence of interactive features, customized learning experiences, and tailored approaches that cater to the unique requirements of each student.

The potential for Artificial Intelligence (AI) models to transform language education by mitigating these constraints is considerable. Artificial intelligence models have the capability to generate customized and adaptable educational encounters for learners, thereby amplifying their inclination to acquire knowledge. Artificial intelligence models have the capability to provide rapid feedback, facilitate instantaneous interactions, and deliver a learning experience that is gamified and personalized to suit the preferences of individual learners. Numerous studies have proven the efficacy of artificial intelligence models in stimulating motivation and filling the void left by conventional teaching tools (Seven, 2020; Umar, 2017; Ghamdi, 2014).

Notwithstanding the increasing volume of scholarly inquiry into the influence of AI-based language teaching devices on learners' academic stimulation and achievement, a gap remains in the literature concerning the precise influence of such tools on university-level students. The objective of the current research is to address this void by examining the influence of language teaching tools enabled by artificial intelligence on the academic motivation and performance of undergraduate learners. This research aims to ascertain the significance of utilizing these resources to enhance the results of

foreign language education and offer valuable perspectives on the efficient integration of these tools into language education at the undergraduate level. The investigation can make a valuable contribution to the continuous endeavors aimed at enhancing foreign language education results and augmenting the comprehensive educational experiences of students.

2. Literature Review

Motivation and the impact of artificial intelligence in foreign language education are two topics that have been critically studies in the literature. Different studies have established how motivation stimulates higher performance in the students, increasing their proficiency in foreign languages. Studies have also provided on the role of artificial intelligence in foreign language education. These issues are reviewed in this section, mainly t establish the focus in the analysis.

2.1. Motivation in Foreign Language Education

The learning of foreign languages, particularly in a formal educational environment, is significantly influenced by the degree of essential motivation exhibited by learners (Kaboody, 2013). The exploration of learning a foreign language involves the examination of various factors, including intelligence, linguistic aptitude, and notably, motive. The latter is a pivotal aspect that constitutes significant attention in this field of study. According to Anjomshoa and Sadighi (2015), foreign language proficiency is a composite of an individual's exertion, inclination to acquire knowledge of the language, and optimistic attitude towards the learning process. Furthermore, Ghamdi (2014) asserts that the concept of "motivation" is a complex and abstract construct that is utilized to elucidate human conduct. Given the multitude of diverse interpretations, it is evident that motivation is a highly intricate and contextually contingent construct, rendering it a crucial element for individuals learning a second language to contemplate. Certain individuals who are acquiring a foreign language may exhibit varying degrees of interest in engaging with individuals who are fluent in the target language.

The presence of motivation is imperative for the execution of any task. The aforementioned element holds a crucial role in fostering positive results in learning across all domains, with a particular emphasis on the acquisition of a foreign language. According to Suliman and Hassan (2014), motivation is an intrinsic process that triggers, guides, and maintains behavior over a prolonged period. It is imperative to bear in mind that motivation is a dynamic construct that undergoes changes and transformations over time and across diverse contexts

(Mahadi and Jafari, 2012; Rahman and Sahaya, 2020). According to Gomleksiz (2001), the desire to acquire knowledge is a fundamental factor in achieving proficiency in a foreign language.

Dweik and Awajan (2013, p.47) provides a definition of motivation as the exertion of effort by learners "to acquire a second language in response to a personal need or desire". Chalak and Kassaina (2019) posit that motivation entails an individual's concerted effort and intense aspiration to attain success. The authors propose that a crucial aspect of understanding the determinants of learner engagement is to have knowledge of the language learner's language learning goals. Currently, the prevailing perspective in the realm of foreign language motivation research posits that motivation can be construed as a continuum of varying degrees of intensity, ranging from 0% to 100% (Maxwell, 2016).

Motivation is a crucial factor in foreign language learning, as it serves as the primary impetus for initiating and sustaining the extensive and challenging learning process. Research has demonstrated that the degree of intrinsic motivation among students has a notable influence on their utilization of foreign language learning strategies, their frequency of engagement with other learners, their perseverance, and their ability to retain foreign language proficiency following the conclusion of formal language instruction (Hamidan et al., 2012; Rehman et al., 2014; Umar, 2017). Notwithstanding exceptional intelligence and talent, individuals may encounter difficulties in achieving long-term success without inspiration. Furthermore, a comprehensive curriculum and proficient instruction alone cannot ensure student success (Dörnyei, 2005).

2.2.   Limitation of Traditional Tools in Stimulating Motivation in Foreign Language Education

The teaching of foreign languages has long been recognized as a fundamental component of education, serving as a crucial element in fostering cross-cultural dialogue and cultivating a sense of international citizenship. Notwithstanding its significance, several learners encounter difficulties in acquiring a foreign language, which can be ascribed to various factors, including the inadequacies of conventional pedagogical resources (Dweik and Awajan, 2013; Bernaus et al., 2009; Bernard, 2010; bankier and Wright, 2012). Conventional pedagogical resources, including printed materials, oral presentations, and written exercises, have demonstrated limited efficacy in fostering learner motivation within contemporary foreign language instruction.

A significant drawback of conventional educational resources is their tendency to fall short in effectively involving students in substantial interactions and activities. Textbooks, being a fundamental repository of data for numerous language learners, may lack engagement and stimulation. Furthermore, conventional lectures frequently involve a unidirectional flow of information, where learners assume a passive stance in the acquisition of knowledge (Fatiha et al., 2014). Consequently, the motivation of learners may decrease, leading to a potential deficiency in their ability to acquire the essential language proficiencies required for effective communication in practical scenarios.

Another of the challenges posed by conventional instructional materials is their failure to cater to the varied learning requirements of students. Conventional pedagogical approaches are frequently tailored to suit the needs of an average student, resulting in a uniform methodology that could fail to be efficacious for learners with varying learning preferences or aptitudes. Diverse learning styles exist among students, with some exhibiting a preference for visual learning, while others may favor audio or kinesthetics modes of learning. Conventional pedagogical resources frequently fail to offer a range of educational opportunities that can effectively address the varying requirements of students.

Artificial intelligence possesses the capability to individualize the educational process by adjusting to the distinct learning requirements of every learner. Language learning tools that are powered by artificial intelligence have the capability to offer prompt feedback, a critical component in language acquisition. This feature enables learners to pinpoint areas that require enhancement and facilitates the development of requisite language competencies.

2.3.   AI Models that can Stimulate Motivation in Foreign Language Education

The implementation of artificial intelligence (AI) in the context of foreign language acquisition is primarily geared towards the improvement of learners' motivational levels. Artificial intelligence (AI) powered applications have the potential to offer personalized learning experiences that cater to the unique requirements and inclinations of individual learners, thereby enhancing the engagement and motivation levels during the learning process. As an illustration, the utilization of Chatbots, which are interactive machines powered by artificial intelligence, has demonstrated an ability to enhance learners' motivation and involvement by offering tailored feedback and direction when instruction in languages are on-going (Rahman and Sahaya, 2020; Dewaele et al., 2022). Fatiha et al.

(2014) suggest that the provision of customized digital guides can offer learners tailored feedback and suggestions that align with their unique learning style and advancement. This approach has the potential to increase learners' motivation to engage in the learning process.

Artificial intelligence has the potential to enhance learners' motivation by offering instantaneous feedback on their performance. Artificial intelligence (AI) systems have the capability to evaluate the performance data of learners and furnish them with prompt feedback regarding their abilities and shortcomings. This enables learners to recognize the areas that require improvement and monitor their progress over a period of time. Illes (2020) have demonstrated that the utilization of automated scoring systems, which offer immediate comments on pronunciation and intonation, can enhance learners' enthusiasm and involvement in language acquisition. According to Alrabai (2014), the implementation of interactive language teaching programs that utilize artificial intelligence algorithms to tailor to the progress of learners and offer incentives and obstacles can heighten their drive to persist in their language acquisition endeavors.

Ultimately, language learning can be made more entertaining and absorbing through the utilization of artificial intelligence-driven programs thereby potentially increasing learners' motivation. According to Dewaele et al. (2022), the implementation of augmented and virtual reality technologies can facilitate the creation of language learning situations that are engaging, replicating real-life scenarios and enabling learners to demonstrate linguistic abilities in a context that is realistic. Rehman et al. (2014) suggest that the utilization of artificial intelligence (AI)-based programs incorporating machine learning and speech recognition innovations can potentially enhance learners' conversations with native speakers of a language, leading to increased motivation and trust in speaking the language.

2.4.   Research Questions

Two research questions are advanced in this study, as listed below:

A. What is the impact of incorporating AI technology in foreign language education on the motivation of undergraduate students?
B. How does the use of artificial intelligence patterns in foreign language enhance the performance of the undergraduates?

2.5.   Study Objectives

The aim of this study is to explore the impacts of artificial intelligence models in enhancing the motivation of foreign language

undergraduates, which invariably leads to greater performance. The study aims to gain insights from foreign language undergraduates on how AI patterns have motivated them to perform better in their foreign language proficiency.

3. Study Methodology

3.1.   Study Design

This study is a quantitative study of the potentials of artificial intelligence in advancing the motivation of foreign language undergraduates and improving their performance. Simple survey design was implemented in generating the required data from the study population.

3.2.   Research Sampling

Stratified random sampling technique was used to select the participants in this study. The choice of the stratification strategy is to group the participants according to their academic level, wherein the first year and second students in foreign language courses are group together, and third years and final year students are stratified into another group. In the same effort, the lecturers are grouped together and the students are grouped together, which also reflects in the analysis, as the questionnaires are distributed according to these stratifications. A total of 250 respondents participated in the study, including 50 lecturers, and 200 undergraduates in foreign language education, drawn from different universities. Both male and female respondents participated in the study, and participation was strictly on voluntary basis.

3.3.   Questionnaire Design

The questionnaire was designed to be in two forms. The first form was for the lecturers and the other was for the lecturers. In each of them, three sections were created. The first section was the demographic variables. The second and third parts ere designed with five-point Likert scale. The second part of the questionnaire focused on how AI tools stimulates motivation in foreign language learning. The third part focused o the impact on AI in improving the performance of undergraduates. The questionnaires were distributed electronically to the participants.

3.4.   Analysis Procedure

The responses of the participants were subjected to thorough evaluation using different statistical measures, including generating the frequencies, percentages, the mean, and average standard deviations. The results are presented in descriptive statistics tables.

### 4.   Results and Discussions

4.1.   Results

The presentation of the result of the collected data us segmented into two main parts, including the result of the data from students and the result of the data from lecturers.

4.1.1.   Result of the Data from Students

The questionnaire contained a question of the usage of artificial intelligence models in foreign language learning. Figure summarizes the usage of artificial intelligence models by the students.

Figure 1: Result of the usage of AI models in Foreign Language Learning

USAGE OF AI MODELS IN FL LECTURES

- Consistenly used
- Rarely used
- Never used

67% · 21% · 12%
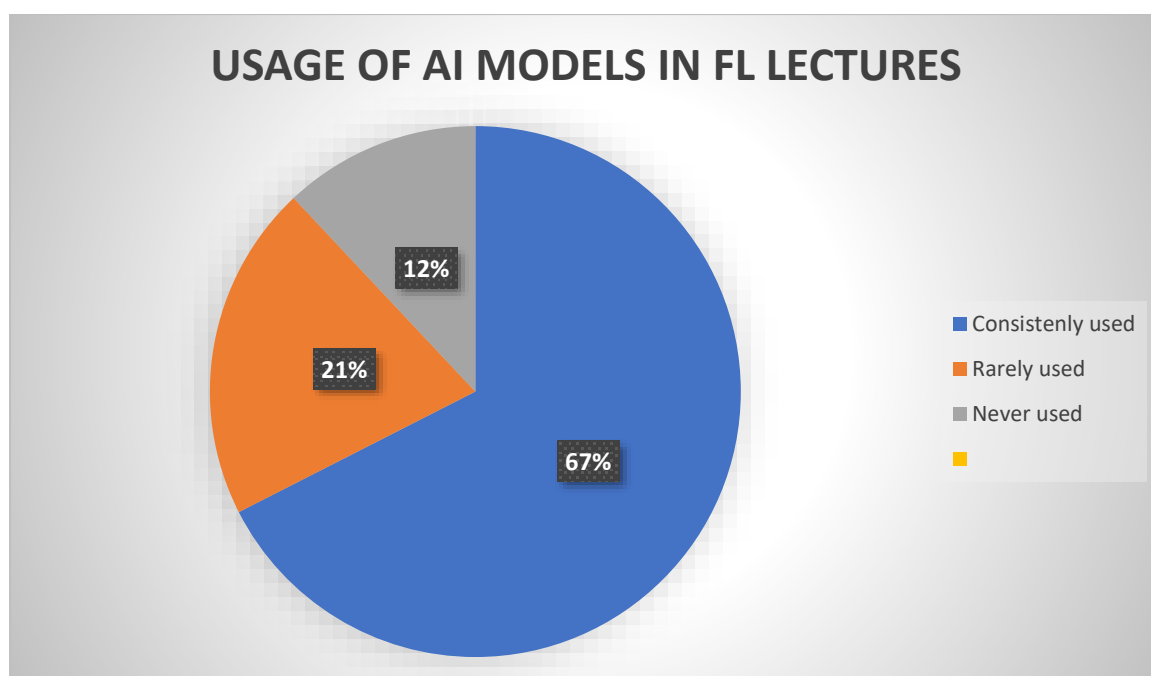
The data in figure, as delivered by the undergraduates that 88% of the study population have used or are using AI models in their foreign language learning experiences. The data indicates that 67% are currently using AI models in their foreign language learning, while 21% rarely use them, but have used them at one time or the other. This result indicates that there is a growing awareness on the usage of different artificial intelligence tools in foreign language learning. Only 12% off the study sample affirmed that they have never used AI tools in their foreign language learning. It is important to have these people in the study, as they know the value of AI models in foreign language learning but are yet to integrate them for personal usage.

Table 1: Result of the Undergraduates' Perception of the Impacts of AI in Improving their Motivation

Question Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard deviation
The utilization of language learning activities powered by artificial intelligence facilitates the practice and reinforcement of acquired knowledge from classroom instruction.	20.5	50.5	16.5	10	2.5	3.97	1.03
In my personal experience, I have found that utilizing AI-based language learning techniques has proven to be a more efficacious approach to enhancing my language proficiency in comparison to conventional methods.	19%	59.5	9.5	10	2	4.01	1.12
The integration of artificial intelligence in language learning activities	20%	56.5	10%	10.5%	3%	3.98	1.02

serves as a source of motivation for me to acquire proficiency in a non-native language.							

Table 1 provides insights from the perspectives of the undergraduates. The result lends to established arguments that Ai models are great sources of motivation to the students in foreign language learning. Over 76% of the sample agreed and strongly agreed that the integration of artificial intelligence in language learning activities serves as a source of motivation for the, to acquire proficiency in a non-native language. The figures are far higher than less than 14% that refuted the claim, indicating of the significant impact of AI in the foreign language classroom. It must also be stated here that the 14% that refuted this claim are relatively all the undergraduates that earlier agreed that they never used AI in their foreign language learning. Also, almost 79% of the undergraduates accepted that in their personal experiences, they have found that utilizing AI-based language learning techniques has proven to be a more efficacious approach to enhancing their language proficiency in comparison to conventional methods. In other words, these undergraduates have been using both the traditional learning tools and recently integrated AI in their foreign language learning activities. They came to the conclusion integrating AI models in their foreign language learning has made them to be more effective and proficient in their foreign language skills more than what they got in using the conventional tools. Also, more than 70% of the study sample affirm that utilization of language learning activities powered by artificial intelligence facilitates the practice and reinforcement of acquired knowledge from classroom instruction. In other words, after lecture, undergraduates can use AI models to facilitate their practice in the foreign language. With the highest mean at 4.01 and the lowest at 3.97. there is an indication that a majority of the undergraduate have positive attitude towards the use of AI in the foreign language practice, which motivates them to improve their performance.

Overall, the use of AI has the capability of strengthening undergraduates' motivation through the provision of immediate feedback on their performance. Artificial intelligence (AI) platforms possess the capacity to assess learners' performance data and provide them with timely feedback regarding their strengths and weaknesses. This facilitates learners in identifying the domains that necessitate

enhancement and tracking their advancement over a duration of time. According to Ckalak and Kassain (2019), the implementation of programmed evaluation techniques that provide prompt feedback on pronunciation and intonation can augment learners' motivation and engagement in the process of language acquisition. Dewaele et al. (2022) suggest that the adoption of interactive language teaching programs, which incorporate artificial intelligence algorithms to customize the learning experience based on the learners' progress and provide incentives and challenges, can enhance their motivation to persevere in their language acquisition pursuits.

4.1.2.   Results from the Lecturers

A component of the questionnaire also seeks to unveil the percentile of lecturers that are consistently using artificial intelligence patterns in facilitating their teaching of foreign languages. The focus in this regard was on using AI to automate evaluation, real-time feedback, group communication systems, and programs that can be used for simulated learning. Figure 2 provides the percentile values of the usage of AI models by the lecturers.

Figure 2: Frequency of usage of AI patterns by the lecturers

USAGE OF AI MODELS BY THE LECTURERS

- Consistely used: 54%
- Rarely used: 26%
- Never used at all: 6%
- Neutral: 14%
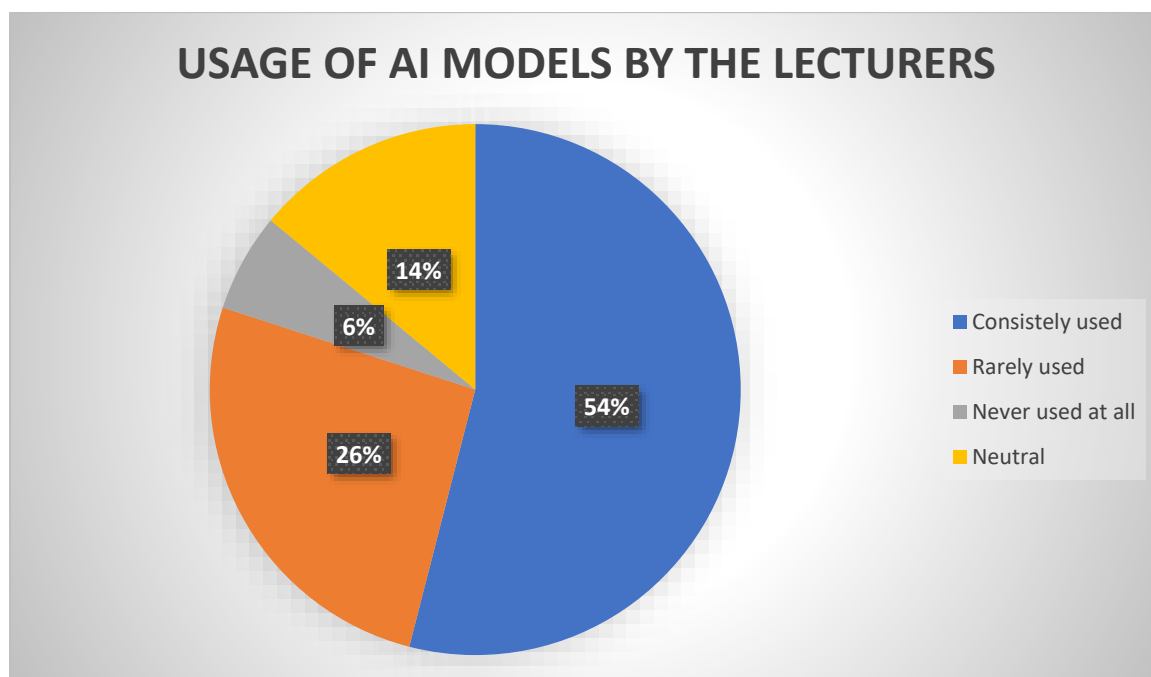
The data presented in figure 2 indicates that 54% of the lecturers are consistently using AI models in their foreign language teaching. The data further indicates that 26% of the lecturers have used AI models at one time or the other, but they don't use them frequently in teaching foreign languages. The data further showed that 14% choose to be neutral while 6% have never used any AI models in their foreign language lecture halls before. Although the 6% that never used AI

before and the 14% that remained neutral are considerably significant, the combination of 54% that consistently use the tools and the 26% are far more significant, and are sufficient to be used in making decisions. The findings of the result is that many universities are currently embracing the use of different AI models in facilitating the teaching and learning of foreign languages.

Table 2: Result of the Views of lecturers on the performance of undergraduates using AI

Question Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard deviation
Since I integrated AI models in foreign language teaching, the reading, writing and speaking proficiency of my students have improved.	30%	40%	20%	10%	0	4.17	1.24
Due to using AI to facilitate instant feedback mechanism, automated reward	36%	46%	10%	6%	2%	3.98	1.16

patterns, and out of lecture hall conversation tools, the general foreign language proficiency of my students have improved.							
All the limitations of traditional teaching tools have been solved and improved since we integrated AI in teaching foreign language.	26%	56%	8%	10%	0	4.20	1.31

Table 2 provides insights on the perceptions of the lecturers that participated in the study. The table reveals that 70% of the lecturers affirm that since they integrated AI models in foreign language teaching, the reading, writing and speaking proficiency of their students have improved. This implies that the lecturers have witnessed increased performance of their undergraduate students since they began to use AI in their teaching of foreign languages. The table further indicates that 82% of the lecturers due to using AI to facilitate instant feedback mechanism, automated reward patterns, and out of lecture hall conversation tools, the general foreign language proficiency of their students have improved. Lecturers can use AI models to facilitate automated and real-time feedback, automated reward mechanisms, and out-of-class collaborative and interactive learning mechanisms such as Chat Bot. Similarly, 82% of the lecturers affirm that all the limitations of traditional teaching tools have been solved and improved since they integrated AI in teaching foreign language. The implication of these findings is that it is imperative for lecturers to totally embrace AI-driven patterns in foreign language learning, and for university administration to also

integrate AI models in foreign language teaching curricula and in their recruitment process.

4.2.   Discussions

This analysis has provided general assessment of the views of both lecturers and undergraduates on patterns of the potentials of artificial intelligence models in facilitating undergraduates' motivation and general performance in the foreign the language courses. The analysis, which was presented in two parts, is an indicative of the overall importance of AI in foreign language education at the university level. The result indicates that over 87% of the undergraduates and 80% of the lecturers have used or are using AI models in teaching and learning of foreign languages. Just less than 10% of the students and less than 12% of the lecturers have never used AI models in teaching or learning foreign languages. A significant majority of the sample, specifically 76%, expressed agreement or strong agreement regarding the utilization of artificial intelligence in language learning activities as a motivating factor for acquiring proficiency in foreign languages. The statistics surpass the 14% score of those who rejected the assertion, thereby signifying the significant influence of artificial intelligence in the realm of foreign language instruction. It is important to note that the 14% who contested this assertion are primarily comprised of the undergraduate population who had previously affirmed that they had not utilized artificial intelligence in their acquisition of foreign language skills. Nearly 79% of undergraduate students acknowledged that, based on their personal experiences, the utilization of AI-based language learning techniques has been more effective in improving their language proficiency compared to traditional methods. To clarify, the aforementioned undergraduate students have been utilizing conventional educational resources in conjunction with newly implemented artificial intelligence technology during their foreign language acquisition endeavours. The researchers arrived at the determination that the incorporation of AI models in foreign language education has resulted in greater efficacy and proficiency in language acquisition compared to traditional methods. Furthermore, a significant majority of the study's participants, exceeding 70%, reported that the implementation of language learning activities that incorporate artificial intelligence technology effectively enhances the application and consolidation of knowledge acquired through traditional classroom instruction. Following the presentation, undergraduate students have the option to employ artificial intelligence models to enhance their proficiency in a foreign language. The data reveals that the mean score for attitudes towards the use of artificial intelligence in foreign language practice among

undergraduates' ranges from 3.97 to 4.01. This suggests that a significant proportion of the undergraduate population holds a favorable view of AI implementation in language learning, which in turn serves as a motivating factor for enhancing their performance.

The findings indicate that a majority of the lecturers, specifically 70%, acknowledge that the incorporation of artificially intelligent models in the instruction of foreign languages has led to enhancements in the reading, writing, and speaking aptitude of their pupils. This suggests that the utilization of AI in the instruction of foreign languages by educators has resulted in an observable enhancement in the academic achievement of their undergraduate pupils. This improvement is attributed to the implementation of artificial intelligence-based tools such as instant feedback mechanisms, automated reward patterns, and out-of-lecture hall conversation tools. Academic institutions can leverage AI models to enable automated and instantaneous feedback, automated incentivization mechanisms, and collaborative and interactive learning tools such as Chat Bot, thereby enhancing the educational experience. In a comparable vein, it has been reported that a significant proportion of lecturers, namely 82%, have attested to the resolution and enhancement of all the constraints associated with conventional pedagogical resources subsequent to the integration of artificial intelligence (AI) in the instruction of second languages. The findings suggest that it is crucial for educators to fully adopt AI-based methodologies in the context of foreign language education. Additionally, academic institutions should consider incorporating AI models into their foreign language curricula and recruitment strategies.

5.   Conclusions

This study has provided insights on the potentials of artificial intelligence in enhancing undergraduates' motivation and performance in foreign language learning. Data was derived from questionnaires sent across to lecturers and students from various universities. The study analysed the collected data statistically and findings were made. Part of the key findings is that over 80% of the undergraduates and lecturers acknowledge that they have used AI models in facilitating foreign language teaching and learning. Also, over 70% of the lecturers affirm that the performance of their students has significantly improved since they integrated AI models in foreign language education. Over 70% of the lecturers affirm that real-time feedback mechanisms, Chat Bots, automated reward systems, and other tools have solved the limitations of traditional teaching tools, and enhanced speaking, writing and reading efficiency of the

learners. Over 75% of the undergraduates that AI models have stimulated them, motivated them, and assisted them to show more interest in their foreign language courses, and also help them to practice their foreign language skills out of class. It is thus concluded that AI exhibit huge potentials to mitigate the limitations of conventional teaching and learning tools.

Acknowledgments

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