ADVANCING FOREIGN LANGUAGE TEACHING WITH AI-ASSISTED MODELS; INSIGHTS FROM LECTURERS AND UNIVERSITY ADMINISTRATORS

Dr. Nabil Al-Awawdeh¹, Dr. Ibrahim Abdallah Al-shaboul², Dr. Mohamad Ahmad Saleem Khasawneh³
¹Yarmouk University, n.awawdeh@yu.edu.jo
²Yarmouk University, Ibrahim.shaboul@yu.edu.jo
³Assistant Professor, Special Education Department, King Khalid University, Saudi Arabia, mkhasawneh@kku.edu.sa

Abstract
Artificial intelligence has provided universities with arrays of tools to advance the teaching of foreign languages and improve the performance of their students. Attempts have been made to expound on the benefits of integration of artificial intelligence tools in 21st century foreign language classrooms, at university levels; however, it is crucial to gain insights from university administrators and lecturers on the nature of their current curriculum, the factors impeding integration of AI models in their foreign language lecture halls, and perception of the varying significance of AI in improving students’ performance and teachers’ efficiency. This paper pursues an analysis of the challenges and prospects of full integration of artificial intelligence at the university levels, in teaching foreign languages. The study community includes 180 university administrators at various administrative positions, and 120 university lecturers from Jordanian and Saudi institutions. The respondents were selected randomly, and data was collected through administration of digitally designed questionnaires. Data was analysed using relevant statistical measuring tools, which are contained in different descriptive statistical tables. Findings indicate that over 80% of the sample accepted that AI models are not fully integrated or not integrated at all in their respective universities. Over 38% of the participants rejected the claim that full integration of AI models in foreign language education may distract students. Whereas majority rejected this claim, the apprehension of the claim by over 20% is indicative of the insufficiency of proficiently trained personnel within the university system to effectively incorporate artificial intelligence into the pedagogy of foreign languages. It is
therefore imperative for universities to include the knowledge of AI models in their recruitment criteria and to fully embrace the use of AI patterns in foreign language teaching, considering the huge impacts on students’ performance.

1. Introduction

In the contemporary era, the acquisition of foreign language proficiency has emerged as a crucial ability owing to its growing indispensability in facilitating international communication, trade, and cooperation. In order to address the increasing need for foreign language education, institutions of higher education must implement innovative techniques that augment the educational encounter every day (Alemi, 2016; Chen et al., 2022). The utilization of artificial intelligence (AI) holds the prospect of revolutionizing the pedagogy of foreign languages and enhancing the academic performance of students. The utilization of AI-assisted designs presents novel prospects for language learners to engage with the language, obtain prompt feedback, and engage in customized practice. Within this particular context, it is imperative for institutions of higher education to investigate the capacity of artificial intelligence (AI) in order to propel the progress of acquiring proficiency in foreign languages.

The successful application of artificial intelligence (AI) techniques in foreign language teaching is contingent upon the pivotal role played by university administrators and lecturers. These people possess the necessary knowledge and skills to comprehend the requirements of students and formulate efficient teaching methodologies. Furthermore, they exhibit the expertise and competencies necessary to incorporate artificial intelligence (AI) technologies into current instructional methodologies. Hence, it is imperative to obtain perspectives from academic administrators and educators to deliberate on the variables that could have influenced the integration of artificial intelligence (AI) models in the teaching of foreign languages (Pokrivcakova, 2022; Singer et al., 2023).

The implementation of artificial intelligence in foreign language education has the potential to enhance the learning experience; however, there exists a dearth of scholarship on the effective integration of AI-assisted models into established foreign language teaching methodologies within university settings. This study presents a significant opportunity to address the gap in the existing literature. The primary objective of this study is to investigate the viewpoints of administrators at universities and lecturers concerning the integration of artificial intelligence (AI) models in the context of foreign language instruction. The primary objective of this study is to ascertain the factors that impede or promote the acceptance of artificial intelligence (AI) tools and to explore the potential of AI-assisted models in augmenting
the pedagogy of foreign languages. The main purpose of this study is to offer valuable insights that can facilitate the creation of highly effective AI-driven foreign language pedagogical approaches in higher education institutions.

2. Literature Review

There has been debate on the issue of digitizing university lecture halls, the implications and the factors that may impede the full integration of artificial intelligence tools in the teaching and learning of foreign languages. As this study pursues an understanding of the nature of full integration of artificial intelligence in foreign language teaching at the university level, it is pertinent to provide review of the importance of artificial intelligence in foreign language teaching, how the AI models facilitate teaching and learning of foreign languages. Different AI tools will be assessed, to establish how they are used in foreign language teaching and learning.

2.1. Limitations of Foreign Language Classrooms without AI Tools

The conventional approach to teaching foreign languages has involved classroom-based instruction, wherein educators utilize conventional pedagogical resources such as instruction manuals, workbooks, and other conventional materials to impart their lessons (Jin, 2022; He and Sun, 2021; Cao et al., 2021). Nevertheless, these approaches frequently exhibit constraints that impact the educational achievements of students. A significant constraint of conventional foreign language classrooms pertains to the absence of tailored instruction that caters to the unique requirements of learners. In classrooms of this nature, educators frequently encounter challenges in adapting their pedagogical approaches to accommodate the diverse learning styles of their students. This can lead to certain students being marginalized or lacking sufficient academic assistance (Kannan and Munday, 2018).

An additional constraint of conventional foreign language classrooms is the incapacity to furnish prompt and precise feedback to learners. Typically, educators depend on manual assessment and annotation, which may prove to be a laborious and biased process. Furthermore, students frequently obtain feedback subsequent to the conclusion of an assignment or examination, thereby impeding their ability to enhance their performance in a timely manner (Pokrivcakova, 2019; Nagi et al., 2022).

In addition, conventional foreign language instructional settings are constrained in terms of their exposure to genuine and practical language usage. The restricted opportunities for language practice within the classroom setting may impede students' ability to attain proficiency or fluency in the language. In classrooms of this nature, students may not
have the opportunity to encounter diverse accents, dialects, and contextual variations that are commonly encountered in real-life situations (Ali et al., 2017; Huang, 2021).

Following these limitations, it has become pertinent, for the lecturers and their students, to fully embrace the integration of artificial intelligence patterns in the teaching and learning of foreign languages. There seems to be limitless benefits of artificial intelligence in teaching foreign languages, as reviewed in the following section.

2.2. Advancing Foreign Language Teaching with AI Patterns

The implementation of artificial intelligence (AI) presents an opportunity to overcome several constraints associated with conventional foreign language learning environments. The utilization of artificial intelligence (AI) in foreign language education presents a notable benefit in terms of its capacity to tailor instruction to individual learners (Liang et al., 2021; Pokrivcakova, 2022). Artificial intelligence (AI) tools have the capability to adjust to the unique learning styles of students and offer personalized educational materials, enabling them to develop their skills at a self-determined rate and obtain prompt evaluations of their advancement.

Artificial Intelligence has enabled foreign language instruction to be enhanced by granting learners access to genuine and practical language usage. AI tools provide learners with access to a variety of multimedia content, including "videos, podcasts, and interactive games" (Kong 2020, p.17), which can expose them to diverse accents, dialects, and contexts. The act of being exposed to a language can facilitate the acquisition of proficiency as well as fluency in a manner that is more organic.

Moreover, the utilization of AI has facilitated the automation and enhancement of administrative duties in the realm of teaching foreign languages. The aforementioned tasks encompass automated assessment, record-keeping of students, and report generation. Through the automation of these tasks, educators can optimize their time and concentrate on providing high-quality instruction and assistance to their pupils.

The incorporation of artificial intelligence (AI) technologies and methodologies in the pedagogy of foreign language instruction has the capacity to surmount numerous constraints inherent in conventional classroom settings. Artificial intelligence (AI) has the potential to enhance foreign language learning accomplishments for students through customized instructions, real-life language usage, and computerized managerial duties (Lin, 2021; Singer et al., 2023; Pokrivcakova, 2022).

2.3. AI Patterns that Enhance Students’ Performance

The integration of artificial intelligence (AI) has brought about a significant transformation in various domains of human existence,
including the field of education. Within the domain of foreign language pedagogy, artificial intelligence (AI) has the potential to serve as a valuable instrument for augmenting students' educational achievements and optimizing the efficacy of language teaching. The subsequent AI patterns have demonstrated efficacy in augmenting the foreign language acquisition of undergraduate students.

1. Adaptive Learning Systems: Adaptive learning systems refer to educational technologies that are designed to adjust to the individual needs and abilities of learners. These systems utilize data and analytics to personalize the learning experience and provide targeted feedback to students (Jin, 2022). Adaptive learning systems employ artificial intelligence algorithms to assess the linguistic proficiency of students and tailor their educational journey accordingly. The aforementioned systems furnish pupils with tailored educational resources that are contingent upon their areas of proficiency and deficiency, and modulate the complexity of assignments in accordance with their advancement. According to Huang (2021), research has indicated that the implementation of adaptive learning systems can result in a noteworthy enhancement of students' language proficiency.

2. Chatbots: Chatbots are computer programs that utilize artificial intelligence to engage in natural language conversations with students. Chatbots can be utilized as a tool for foreign language acquisition, offering learners the opportunity to engage in conversational exercises and receive immediate feedback.

3. Gamifications: Artificial intelligence algorithms have the potential to customize gamification components based on the language proficiency and educational inclinations of individual students. According to Pokrivcakova (2019), research has demonstrated that the implementation of gamification can enhance students' motivation and lead to improved language learning outcomes.

2.4. Summary of Previous Studies

An array of academic investigation has been conducted to explore the incorporation of artificial intelligence (AI) in the process of acquiring a second language. Several studies have been conducted on different facets of AI-supported language education, encompassing its efficacy, user-friendliness, and influence on pedagogy and acquisition.

According to the research conducted by Lin (2021), the implementation of speech recognition software can lead to a noteworthy enhancement in the precision and fluency of students' pronunciation. Huang (2021) demonstrated that the implementation of adaptive learning systems can enhance students' language proficiency across various modalities, including "reading, listening, and speaking" (Pokrivcakova 2022, p.53).
Different studies have also examined the usability of AI-facilitated language instruction from the vantage points of both students and educators. According to Chen et al. (2022), research has indicated that AI-assisted language instruction is perceived positively by students and is deemed beneficial for language acquisition. Nevertheless, certain research has also emphasized concerns regarding the usability of the system, including technical complications and insufficiency of customization options (Mageira et al., 2022).

Research has also investigated the effects of artificial intelligence on the educational process of foreign language acquisition within classroom settings. According to Singer et al. (2023) research, the utilization of artificial intelligence (AI) has been shown to improve teaching efficacy by furnishing instructors with instantaneous student performance information and enabling individualized instruction. Nevertheless, certain research has also underscored the possible adverse effects of artificial intelligence on human interaction.

2.5. Gap in the Literature

Studies in artificial intelligence integration in foreign language learning have been focused on the benefits of the integration to the students. Two main areas have not been widely explored. First is the dimension of challenges the lecturers face in using these artificial intelligence models as a result of limited training and retraining programs in using the AI models. Second is the dimension of the limitations institutions face in fully integrating these models. As such, it is pertinent to interrogate these key stakeholders in university education, to gain insights on how to advance foreign language teaching and learning through full incorporation of artificial intelligence model in foreign language education at the university levels.

2.6. Research Questions

The following research questions are advanced in this article:

1. What are the potential methods for integrating and implementing AI-assisted frameworks into foreign language instruction curricula?

2. What are perspectives of university lecturers and administrators regarding the integration of AI-assisted models in foreign language instruction?

3. What factors limit leveraging on artificial intelligence to advance foreign language teaching at the university level?

2.7. Study Objectives

This research analyses the advancement of artificial intelligence integration in foreign language teaching and learning at the university level. The focus is to gain insights from university administrators and lecturers as the main stakeholders in decision at the university level,
exploring the limitations of the traditional foreign language classroom, challenges and prospects for integration of artificial intelligence patterns in foreign language teaching.

3. Methodology

3.1. Research Participants

In order to obtain the necessary quantity of data and gather viewpoints from relevant stakeholders in the field of foreign language studies, a survey was conducted with the participation of both lecturers and administrative workers from different universities. The study involved lecturers who are presently engaged in teaching within the department of linguistics and foreign language studies at diverse academic institutions. The majority of university administrators are selected from a sample of non-academic workers across different universities.

3.2. Research Sampling

The study involved the participation of 300 respondents. The study group comprises a total of 300 university stakeholders, consisting of 120 lecturers from a total of twelve distinct academic institutions, and 180 administrative workers from fifteen distinct academic institutions from Jordan and Saudi Arabia. The study population comprises both male and female individuals. The study involved the selection of ten lecturers and fifteen university administrators from each of the universities under consideration. The study participants were engaged through the utilization of a randomized sampling technique. As a result of ethical considerations, the study has ensured the anonymity of both the participants' identities and the universities from which they were selected.

3.3. Study Design

The procedure for gathering data utilized a survey study design, which necessitated the inclusion of a significant proportion of respondents and the use of questionnaires to gather data. The respondents were administered electronic questionnaires, and their involvement was entirely voluntary. We created the questionnaire based on the research questions and included an overview describing the study's purpose to ensure that participants were well-informed about the study.

3.4. Questionnaire Design

The survey is divided into four primary sections. The initial segment pertains to the demographic variables, encompassing gender, academic level, and other forms of identification, which are maintained in an anonymous manner. The second section of the inquiry pertains to the familiarity and utilization of various AI models in foreign language education within university settings. Its purpose is to ascertain the
extent to which these models are employed in this context. The third section was designed with Likert Scale of 5-points, and focuses on the methods of integration of the AI models and the attitudes of the stakeholders. The fourth section explores the views of the participants on the limitations of the conventional foreign language classroom and the challenges of integrating the AI models in foreign language teaching.

3.5. Analysis Tools and Procedures

Analysis was conducted using relevant statistical tools deployed to measure the responses of the study participants. The frequencies, percentages, mean and standard variations were calculated. Charts and tables were used to present the data.

4. Result and Discussion

4.1. Results

The results are presented in three subsections. The first segment summarizes the perspective of the respondents on the status of integration in their various universities. The second and third subsections use descriptive statistics table to present the result of the questions designed with Likert scale.

Figure 1: Summary of Implementation of AI Models in the universities

![Figure 1: Summary of Implementation of AI Models in the universities](image)

Figure 1 indicates that great majority of the participants affirm that AI is ether partially integrated in foreign language teaching or not integrated at all. In the chart, it could be seen that over 53% affirm that AI models are not integrated at all in foreign languages education in their universities. This is an indication that may universities still depend on the traditional classroom system in foreign language teaching. Over 30% affirm that certain AI models are integrated, but not fully integrated in
their schools. The implication is that the use of AI in those universities may be subject to the individual capacity of the lecturer who wishes to use the AI model. In other words, universities that partially AI models in foreign language teaching may be depending on the lecturers to fund the implementation of such tools in their lecture halls. Less than 14% of the sample affirmed that AI models are fully integrated into their foreign language lecture halls. Less than 3% chose to remain neutral. The findings indicate that over 83% of the study sample, who are key stakeholders in university systems, affirm that AI models are either partially integrated or not integrated at all in foreign language education. To that extend, it is necessary to investigate the perception of the key stakeholders on the use of AI in foreign language teaching.

Table 1: Result of the Perception of AI in Foreign language Education

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Means</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of traditional tools in teaching foreign languages has limited the</td>
<td>35.3</td>
<td>44.5</td>
<td>12.2</td>
<td>6</td>
<td>2</td>
<td>3.71</td>
<td>1.14</td>
</tr>
<tr>
<td>developmental skills and self-learning capacity of the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AI models should be implemented in teaching foreign languages and</td>
<td>53.6</td>
<td>35.4</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>4.24</td>
<td>0.91</td>
</tr>
<tr>
<td>monitoring the progress of the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full integration of AI models in the foreign language</td>
<td>7</td>
<td>15</td>
<td>25.2</td>
<td>34.3</td>
<td>18.5</td>
<td>2.25</td>
<td>1.53</td>
</tr>
</tbody>
</table>
classroom may form a substantial distraction to the students.

Table 1 provides results of the perception and attitude of lecturers and university administrators towards the full integration of artificial intelligence models in foreign language education at the university level. The findings suggest that a significant proportion of participants expressed a high level of agreement regarding the constraining impact of conventional pedagogical instruments on the learners' aptitude for independent learning and skill acquisition in the domain of foreign language education. Over 75% of the study population accepted this statement. The statement's mean score value was 3.71, accompanied by a standard deviation of 1.14, indicating that there existed a degree of diversity in the perspectives of the participants. This implies that the university stakeholders are fully aware that traditional means of teaching foreign languages are characterized with arrays of limitations which can be solved by the full integration of artificial intelligence in the foreign language education.

In a relatively different perception, a significant proportion of participants expressed a high level of agreement or acceptance with the proposition that artificial intelligence (AI) models ought to be integrated into the instruction of foreign languages and the monitoring of students' advancement. Over 88% of the study sample affirm that it is pertinent for universities to fully integrate artificial intelligence patterns in foreign language education. The statement's mean rating was 4.24, accompanied by a lower average deviation of 0.91, which suggests a greater degree of acceptance among the participants.

The findings suggest that a mere 7% of participants expressed a strong concurrence with the notion that full incorporation of artificial intelligence (AI) models within the foreign language instructional setting could significantly divert the attention of learners. Notwithstanding, 34% of the participants expressed dissent towards the aforementioned assertion, indicating that certain educators conceal apprehensions regarding the probable diversionary impact of artificial intelligence (AI) models within the educational setting.

Overall, the findings indicate that educators generally concur that conventional teaching methods may not adequately facilitate the development of students' skills and capacity for self-directed learning. Moreover, a significant proportion of participants concur that artificial intelligence models have the potential to enhance the teaching of foreign languages through the monitoring of students' progress. Notwithstanding, there exist apprehensions regarding the probable
diversion that AI models might induce within the educational setting. The aforementioned results indicate that additional investigation is required to gain a deeper understanding of the function of artificial intelligence models in the teaching of foreign languages and to tackle apprehensions regarding their influence on the acquisition of knowledge by students.

Table 2: Results for the Challenges of Full Integration of AI Models in Foreign language Education

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artificial intelligence patterns are difficult to be used in teaching foreign languages.</td>
<td>11.8</td>
<td>36.4</td>
<td>22.3</td>
<td>20.1</td>
<td>9.4</td>
<td>2.98</td>
<td>1.18</td>
</tr>
<tr>
<td>The university system lacks adequately trained workforce to fully integrate AI in foreign language teaching.</td>
<td>9.2</td>
<td>23.6</td>
<td>20.8</td>
<td>38.6</td>
<td>7.8</td>
<td>2.22</td>
<td>0.94</td>
</tr>
<tr>
<td>Full integration of AI models in foreign language education requires huge funding, which the university system is not prepared for.</td>
<td>30.6</td>
<td>38.5</td>
<td>11.9</td>
<td>20.6</td>
<td>9.9</td>
<td>2.52</td>
<td>1.16</td>
</tr>
</tbody>
</table>

Table 2 provides further insights into the views of the participants on the key challenges facing the full integration of artificial intelligence models in the universities for the teaching of foreign languages. The table
indicates that less than 50% of the study sample affirmed that artificial intelligence patterns are difficult to be used in teaching foreign languages. Although the 48.2% that accepted the proposition is higher than the 29.5% that rejected it and 22.3% that remained neutral, but the data indicates that there is a relative perception of AI as a difficult system by the key stakeholders. This attitude may be attributed to the lack of continuous training programs for university lecturers on advancing their profession with AI models. The mean value for this proposition was 2.98 and the standard deviation is 1.18, indicating how dispersed the views of the participants are concerning the difficulty of using AI models to facilitate the teaching and learning of foreign languages in the classroom.

Also, about 32% of the study population accepted that the university system lacks adequately trained workforce to fully integrate AI in foreign language teaching. Although with over 45% of the sample rejecting this claim, there is an indication that the 21st century university system needs to first implement continuous training of their workforce on the usage of artificial intelligence models. The implication of the findings is that universities may not be including AI skills in their recruitment requirements, indicating that they may also be recruiting staff that do not anything about artificial intelligence in teaching foreign languages. The impact of artificial intelligence in modern educational system is overwhelming, and the university system cannot afford to continue recruitment of staff that no nothing about AI trends in teaching.

Finally, almost 70% of the study population accepted that funding is a huge concern in full integration of AI in the universities. The implication is that the stakeholders insist that full integration of AI models in foreign language education requires huge funding, which the university system is not prepared for. Artificial intelligence models are absolutely not as capital intensive as one may think. There are many AI models that the lectures can even download and use in their smart phones, such as systems that can monitor the progress of students. What may be lacking is the will-power from the university administrations to integrate the AI models in foreign language education.

4.2. Discussions

The 21st century university education system has been massively impacted by the opportunities offered in renewed artificial intelligence patterns. The analysis in this section has affirmed this claim, suggesting that universities at the lobar level must embrace artificial intelligence in foreign language education. The findings suggest that a majority (53%) of respondents acknowledge the absence of integration of AI models in foreign language education within their respective academic institutions. This suggests that numerous universities continue to rely on conventional classroom methodologies for teaching foreign languages. More than 30% of respondents acknowledge that specific AI models
have been incorporated, although not completely within their educational institutions. The suggestion is that the implementation of artificial intelligence could potentially hinge on the personal proficiency of the instructor who intends to employ the AI framework. To clarify, institutions of higher education that utilise AI models in foreign language instruction may rely on instructors to finance the integration of said technologies into their classrooms. The results indicate that a minority of the sample, specifically less than 14%, reported the complete integration of AI models within their foreign language lecture halls. A minority of less than 3% opted to maintain a neutral stance. The results of the study reveal that a significant majority of the study participants, who hold a crucial role in university systems, acknowledge that artificial intelligence (AI) models are either partially incorporated or not integrated at all in the domain of foreign language education.

The findings of the study revealed that a majority of the study cohort, specifically over 75%, concurred with the assertion that the utilisation of conventional pedagogical instruments in the teaching of foreign languages has restricted the growth of the learners’ aptitudes and autonomy in learning. This statement suggests that the stakeholders of the university show a comprehensive understanding of the constraints inherent in conventional foreign language instruction, and recognise the potential for addressing these limitations through the complete incorporation of artificial intelligence within foreign language education.

From an alternative perspective, a considerable number of respondents exhibited a strong inclination towards the notion that the incorporation of artificial intelligence (AI) models into foreign language education and student progress tracking is needed. A significant majority of the study's participants, specifically 88%, expressed the relevance of complete integration of artificial intelligence patterns in foreign language education by universities.

The results indicate that only a small proportion, specifically 7% of the participants, strongly agreed with the idea that complete integration of artificial intelligence (AI) models in foreign language education could considerably distract learners. However, it is noteworthy that 34% of the participants exhibited disagreement towards the aforementioned claim, suggesting that some educators may conceal concerns regarding the potential disruptive influence of artificial intelligence (AI) models in the educational environment.

The results of the study indicate that a majority of the sample, specifically less than 50%, acknowledged the challenges associated with utilising artificial intelligence patterns in the context of foreign language instruction. The proposition was accepted by 48.2% of the participants, which is a higher percentage than the 29.5% who rejected it and the 22.3% who remained neutral. However, the data suggests that the key stakeholders perceive AI as a challenging system. The aforementioned
perspective could be ascribed to the absence of consistent training initiatives for academic instructors at the university level regarding the enhancement of their vocation through AI models.

Approximately 32% of the surveyed population acknowledged the insufficiency of proficiently trained personnel within the university system to effectively incorporate artificial intelligence into the pedagogy of foreign languages. The findings suggest that a significant proportion of the sample, specifically 45%, did not support the aforementioned assertion. This implies that the modern-day university system must prioritise the implementation of ongoing training programmes aimed at equipping their workforce with the necessary skills to effectively utilise artificial intelligence models. The findings suggest that universities may not be incorporating AI competencies into their recruitment criteria, potentially leading to the hiring of personnel who lack knowledge of artificial intelligence in the context of foreign language instruction. The pervasive influence of artificial intelligence on contemporary educational systems is substantial, necessitating that universities refrain from hiring personnel who lack knowledge of current AI trends in pedagogy.

5. Conclusions

Artificial intelligence has become a significant component of our daily functionality, mainly in the institutions of higher learning. Considering the fact that students at universities are mainly young people who are the major drivers of artificial intelligence innovations. This study has provided insights from lecturers and universities administrators on the challenges facing the university system in integrating AI models in foreign language education. Three hundred lecturers and universities administrators were pooled from different universities, and their views were subjected to statistical analysis. Findings indicate that over 80% of the sample accepted that AI models are not fully integrated or not integrated at all in their respective universities, indicating that majority of the lecturers still use only traditional means to teach foreign languages despite the limitation. The result also reveals that over 70% of the participants accepted that traditional methods cannot offer students the quality of learning AI models can over. Over 38% of the participants rejected the claim that full integration of AI models in foreign language education may distract students. Whereas majority rejected this claim, the acceptance of the claim by over 20% is indicative of the apprehension of the system. Again, 32% of the surveyed population acknowledged the insufficiency of proficiently trained personnel within the university system to effectively incorporate artificial intelligence into the pedagogy of foreign languages. Although over 45% rejected this claim, there is an indication that the university system still lacks workforce that are fully trained in the use of AI models. It is therefore
imperative for universities to include the knowledge of AI models in their recruitment criteria and to fully embrace the use of AI patterns in foreign language teaching, considering the huge impacts on students’ performance.

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