

Research Article

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How lecturers in foreign languages can utilize the innovativeness of AI models to improve students' performance through personalized assessment and customized learning systems

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Abstract

Various artificial intelligence models have found their way into various aspects of life as a whole. It is worthy to note that various scholars have studied the impacts of AI- models in different aspects of life, making foreign language education a constant area of research for scholars. This study focused on the ways foreign language lecturers can take advantage of these innovations that come with AI models to improve students' performance through personalised assessment and customised learning systems. Furthermore, explorations were made to determine how AI models facilitate the efficient performance of foreign language students through personalised assessment and customised learning systems. In order to achieve this, this study engaged selected group of participants, which is made up of 230 undergraduate foreign language students from different universities in different locations, as well as 23 lecturers also from different locations. We randomly selected these 253 participants to ensure the authenticity of the study's information and its practical application in various locations. The study utilized an online questionnaire in the form of Google Forms to collect responses from the participants. The data was collated in order to make the required inferences using the required measures for statistical analysis. The responses recorded by this study showed the acceptance and utilisation of AI models by both students and lecturers, as the majority of these respondents affirmed the claims made by this study. The results obtained demonstrate high levels of impact of AI models in foreign language education as well as ways lecturers can utilise these features and innovations to improve students' performance. After the analysis and discussion, insights gotten from this study stand to encourage the proper implementation of AI models in foreign language education, as the advantages submitted in this study are worth exploration.

Keywords: AI-models, Customized learning systems, foreign language education, personalized assessment



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1.0 Introduction

In the current tide and trend of the integration of artificial intelligence models into foreign language education, various critics and scholars have picked interest over the years in the exploration of the innovations that come with AI- models. As the demand for the transition into the usage of AI- models increases, it is imperative that the various ways the performance of students can be improved through this means be explicitly studied in order to augment the language learning experience (Alemi, 2016).

The impacts of the integration of AI- models into the foreign language education process have received quite a lot of positive feedback over the years (Chen et al., 2022). Studies by Yuan (2021) and Wu (2021) have shown a positive trend in the demand for the utilisation of AI- models in foreign language education, which speaks volumes about their positive impacts. In the modern era, the usefulness of the features that AI- models present, such as personalised assessment, immediate feedback systems, and customised learning systems, has been acknowledged by different lecturers and students. Various scholars have explored this area and made different inferences about it. Alshaikhi et al. (2024) reported that higher accuracy and better oral proficiency are some of the benefits that come with the use of AI- models in language education. Golonka et al. (2014) also further stated that investigations have shown that through the use of AI-powered conversation instruments, an increase in productivity levels was experienced. It is then necessary to establish the potential that AI integration in foreign language education has to enhance the learning experience.

This study will explore the innovativeness of AI- models as well as various ways lecturers can utilise the available features to improve students' performance. The aforementioned stand as the primary objectives of this study. At the end of this study, valuable and credible insights that can foster the performance of foreign language students and simplify the nature of the work of the lecturers will be obtained and published.

2.0 Literature Review

With the advancement of technology and further integration into many aspects of human endeavour, the education sector has not been left out, as areas such as foreign language education have also been facilitated by these innovations. The usefulness of AI- models in foreign language acquisition, as explored by this study, will further bring about insights about the various ways AI- models can be effectively implemented. As a result, the relevant literature associated with the topic of this study requires careful and explicit examination in order to truly assimilate its level of effectiveness.

2.1 Outlook on how AI-Models works as a facilitator of Personalized Learning in Foreign Language Education

AI models, among other inputs into the field of foreign language education, aid in the facilitation of personalised learning. According to Javaid et al. (2023), Chat-GPT as an AI- model achieves this due to the natural language processing capabilities it possesses. This allows us to make tailored suggestions based on each student's personal inputs and learning requirements. This allows us to make tailored suggestions based on each student's personal inputs and learning requirements. Furthermore, Nkambou et al. (2010) reported that through proper recording as well as analysis of the student's performance information, AI- models also enhance personalised learning by making adjustments in areas such as content presented, pace of learning, instructions, and the sequence of the lessons. This was further explored by Psotka (1988) and Kranhenbuhl (2016) and aligns with the investigations made about the relationship between AI- models and personalised learning in foreign language education.

Michael-Villarreal et al. (2023) also claimed that AI models, amongst others, can help students

through personalised pathways for learning, which in turn helps the students understand complex concepts, all of which are accomplished based on queries presented by individual students. In a study by Baskara (2023), it was recorded that the integration of AI- models into education has paved the way for enriched, personalised learning experiences. This goes to show that the facilities in AI models, through the provision of personalised learning, promote student cognitive skills and autonomy towards education (Baskara, 2023).

In addition to that, AlShaikh et al. (2024) reported that AI- models were built with features that allow for the computation of some metrics, such as content distinctiveness and readability scores, automatically. The study also inferred that this tool and more have revolutionised the education process by making provisions for learning experiences that are both personalised and engaging. According to the study, the AI Educational Video Assistant, through different channels such as support features for different languages, on-demand regeneration, and the avenue to access the results of the learner's interaction, facilitates the theory of personalised learning.

2.2 Exploring AI-Models' inputs into Constructivism in Foreign Language Education

Constructivism in foreign language education has a meaning that is similar to the original meaning of the word. Constructivism refers to the claim that knowledge is constructed individually and socially by each learner, with meaning as the glue that holds the construct. In other words, people make their own meaning out of things through their various individual experiences (Aljohani, 2017). This study explores how AI models facilitate constructivism in foreign language education. According to Aljohani (2017), constructivism refers to the transition of education from being behavioural-based to being educated, which is based on cognitive theory. The study further explained that constructivism brings about a 'top-down' instructional methodology rather than the conventional 'bottom-up' methodology. The implication is that, compared to the 'bottom-up' methodology, where all of the details of a topic are taught in order to lead to the main idea, the students rather figure out the main idea, which leads them into the discovery of the details. In line with that, Suhendi (2018) claimed that the most important input of the constructivism theory in learning is that it aims at allowing the learner to understand the emphasis by actively developing their own knowledge about the topic and not the knowledge of others. The author of the study also stated that constructivism enables the learners to give priority to the process of learning, which makes them learn with the aim of constructing experience. Furthermore, Jones et al. (2002), in a study about the impact of constructivism on education, stated that constructivism enables instructors to view learning as an active process, thereby taking into consideration the prior knowledge of students and building on assumptions that enable them to design instructions, which leads to meaningful education that in turn leads to a long-lasting and deeper understanding by the students. To further buttress this claim, Gordon (2009) as well as Hausfather (2001) made inferences after investigation that support the usefulness of AI- models in shaping language education to accommodate constructivism in learning.

2.3 How AI-Models encourage Foreign Language Learners in Foreign Language Education. (Motivation Theory)

Exploring motivation theory in this aspect requires consideration of the conditions that influence the willingness of foreign language learners to participate in the various activities in their learning education. This study aims to look into various ways AI- models motivate learners and how lecturers in foreign language education can take advantage of this. The role of motivation in every endeavour of life is of high importance, as it stands as the propellant that pushes individuals even during challenges encountered. According to Dewaele et al. (2022), various investigations have shown the importance

of motivation as a crucial factor in facilitating commendable academic performance among learners because it increases their enthusiasm for the experience and makes them eager to learn. Ajomshoa et al. (2015) also added that proficiency in a foreign language is made up of an individual's interest in becoming knowledgeable as well as an expectant attitude towards the process of learning. This goes forth to show that the motivation of students stands as an important key that lecturers can utilise to improve the interest of foreign language students.

In line with that, Fatiha et al. (2014) claim that the presence and usage of AI- models through personalised digital guides give individualised feedback that aligns with the different learning styles of students. The study further inferred that this approach, in turn, increases the motivation of the learners to actively engage in the learning process. Alrabai (2014) further suggested that through the integration of interactive language education programmes, which possess features that narrow down the learning process to the progress and results of individual students, the enthusiasm to acquire more knowledge experiences a significant increase. Furthermore, motivation is one of the major factors in any successful foreign language education process, as it is considered goal-directed and can be defined as the mixture of foreign language students' efforts as well as their aspirations to successfully learn the language plus positive behaviours towards the learning process (Ajomshoa et al., 2015). Pokrivcakova (2019) also referred to motivation as one of the expected benefits of using ICALL (Intelligent Computer-Assisted Language Learning).

2.4 Exploring How AI- Models facilitates Foreign Language Education through Social Learning Process

This theory looks to explore various ways in which AI models, through social interaction activities, facilitate the learning of foreign languages. This theory aims to show insights on the advantages of social interaction, careful observation, and modelling in the foreign language learning process through AI- models. Features provided by AI- models have served as a plus to the language acquisition process as they provide an avenue for foreign language students to interact with various indigenous speakers and peers who have higher proficiency in the target language. Through the platform of online discussions, foreign language lecturers can get foreign language students to participate in group projects without hindrance of location. The basis of this theory is that AI models, through various features such as video conferencing, peer interaction, chatbots, virtual tutors, and AI-programmed conversational agents, can help foreign language students build and develop fluency and confidence in the target language over time.

2.5 Gaps in the Literature

The advantages of the use of AI- models in foreign language education are a study that has received quite a bit of attention over the years, with different scholars and research works exploring these benefits. Over the years, emphasis has been placed on how AI- models and automated response systems affect the efficiency of foreign language education. However, it is necessary to point out the existence of a crucial gap in the existing literature that covers the ways lecturers in foreign language education can take advantage of the innovativeness of AI- models to improve students' performance.

In other words, the existing literature has examined a lot of the effects of AI- models on foreign language education. Nonetheless, the views of the lecturers and how they can utilise this have not been explicitly studied over these years. Although some scholars have explored this gap in the existing literature, further studies and research are required to adequately acquire the viewpoint of foreign language lecturers and how they can utilise the innovations. The basic objective of this study is to offer an explicit analysis of the aforementioned gap and to take into consideration the different ways

innovations that come with AI- models can be utilised by foreign language lecturers to improve students' performance. This serves as the foundation for this study.

2.6 Research Questions:

This study looks into various ways foreign language lecturers can take advantage of the innovativeness of AI- models to improve students' performance. In order to achieve this, critical thought-out questions have been selected after the literature review to serve as the objectives of this study and also guide the progression of the methodology and data analysis.

1. How do AI- models facilitate the efficient performance of foreign language students through personalised assessment and customised learning systems?
2. Why is the viewpoint of foreign language lecturers on this, and how can these innovations (AI- models) be effectively implemented to enhance the performance of foreign language students?

3.0 Research Procedure and Methodology:

3.1 Research Design

According to Ali et al. (2021), research designs are used when the objectives of a study are to utilise the aid of statistical measures to evaluate hypotheses or find answers to research questions. In order to achieve this, a significant number of participants will be selected, as well as research questions that are tailored to obtain numerical insights into the ways foreign language lecturers can utilise AI- models to improve the performance of foreign language students.

3.2 Research Population

To effectively achieve the objectives of this study, we selected two categories of participants to obtain the necessary data for analysis. They include foreign language lecturers in different locations and foreign language students in different universities. The criteria for selection require that both parties have imbibed the use of AI- models into their foreign language activities to provide data based on experience.

3.3 Sampling Size and Technique

We utilized an open-ended questionnaire to obtain significant number of responses from different participants. We randomly selected participants from foreign language students and lecturers across different universities in different locations. The randomization was carried out in order to obtain responses from a wide range of communities and was not tied down to a particular set of individuals. Following the selection process, we selected 230 foreign language students and 23 foreign language lecturers to participate in this study.

3.4 Study Tool and Procedure

The selected tool for this study was an online survey questionnaire that was designed as a Google Form. This online questionnaire was built using a 4-point Likert scale system, excluding the demographic information gathered. It was noted that this questionnaire contained a proper provision for obtaining informed consent from the participants. The 4-point Likert scale has meanings, which are as follows: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). Furthermore, we divided the questionnaire into three sections. The first section contained questions that inquired about the demographic information of the study participants, including gender, age, and highest level of academic qualification. The second section of this online questionnaire contained five (5) questions that answered Research Question A. In the same manner, the third section also contained five (5) questions that

answered Research Question B.

3.5 Analysis Procedure

The data obtained from the participants was collated in two ways in order to achieve the aim of this study. The first part calculated the percentile values of the responses based on the implemented Likert scale system. Furthermore, we presented the mean and standard deviation of the data using descriptive statistics tables.

4.0 Research findings and discussions

Based on the two research questions developed for this study, this section of the study will present and analyse the data gathered through the online questionnaire from the research participants.

Table 1: Demographic Information of foreign language students

Gender	Age Range	Frequency	Percentage
Male	below 20 years	43	18.70%
Male	20 - 24 years	28	12.17%
Male	25 - 29 years	25	10.87%
Male	30 years and above	13	5.65%
Female	below 20 years	51	22.17%
Female	20 - 24 years	30	13.04%
Female	25 - 29 years	25	10.87%
Female	30 years and above	15	6.53%
Total		230	100.00%

Table 1a: Academic Qualification:

Academic Level of Study	Frequency	Percentage
First and Second Year	120	52.17%
Third and Penultimate Year	58	25.22%
Final Year	52	22.61%

Table 2: Demographic Information of Foreign Language Lecturers:

Gender	Age Range	Frequency	Percentage
Male	below 30 years	3	13.04%
Male	30 years and above	7	30.43%
Female	below 30 years	4	17.39%
Female	30 years and above	9	39.14%
Total		23	100.00%

Table 2a: Academic Qualification

Academic Qualification	Frequency	Percentage
Bachelor's Degree	10	43.48%
Master's Degree	6	26.09%
Doctoral Degree	7	30.43%

From the tables above, it can be concluded that suitable age ranges were recorded among the respondents (students and lecturers alike). It is worthy of note that this study received a 100% record on the feedback from the online survey sent to the participants. On the table representing student demographic information, 18.70% (43) of the total study population were males under the age of 20. This was the greatest percentile recorded. In the aspect of male participants within the age range of 20–24 years, 12.17% (28) were recorded. A decline in the number of male participants was observed in the age range of 25–29 years (10.87%). Finally, in the bracket of male participants above the age of 29, 5.85% (13) responses were recorded.

On the other hand, it was found that the number of female students who were under 20 years old among the study participants was 22.17% (51). As the age range increased to 20–24 years, 13.04% (30) of the respondents were recorded. Furthermore, 10.87% (25) of the students fell into the female age range of 25–29 years, leaving 6.53% (15) as the tally for female students above the age of thirty (30). As recorded from the responses, 52.17% (120) of the foreign language students were either in their first or second year of study; 25.22% (58) were in between the third and penultimate years; and the remaining 22.61% (52) were in their final year of study. A look at the demographic information obtained from the lecturers among the participants showed that 13.04% (3) were male lecturers below the age of 30, while 30.43% (7) were male lecturers ages 30 and above. On the other hand, 17.39% (4) of the responses recorded female lecturers below the age of 30, while 39.14% (9) were female lecturers ages 30 and above. As recorded from the responses, 43.48% (10) of the lecturers had bachelor's degree qualifications, 26.09% (6) had master's degree qualifications, and the remaining 30.43% (7) had doctoral degree qualifications.

4.1. Results of the Research Questions:

A. How does AI-Models facilitate the efficient performance of foreign language students through personalized assessment and customized learning systems?

The first research question focuses on unveiling the manner in which AI-models facilitate the effective performance of FL undergraduates via the personalized system of learning. The graph and char below summarise the findings from the study population.

Fig 1: Do you make use of AI-Models to improve proficiency in foreign language education?

Table 3: Result of other questions in connection to research question one

Question Item	4	3	2	1	Mean	Std. Dev
Does personalized assessment features improve productivity by grading individual students based on recorded weak points after assessment?	25.00	52.08	13.67	9.25	3.98	1.16
Does Customized learning experiences enhance your inclination to actively take part in foreign language education process?	37.54	48.72	8.50	5.24	3.77	1.23
Does AI-Models' personalized cognitive features ensure that study engage in a learning curve within each student's capacity and progresses with time to achieve efficiency?	61.27	26.53	7.21	4.99	4.31	0.97

Based on experience, do you agree that the personalized assessment features which return immediate feedback encourages effective study as it reveals areas which require attention?	52.83	31.48	12.19	3.50	4.22	0.99
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The collated data in the table above shows insights into the perspectives of various foreign language students from different locations about the different ways the use of AI models has facilitated language education. From the data presented, it was determined that the majority (96.98%) of the participants admitted to the usage of AI- models in language education. This goes a long way towards establishing that the remaining information obtained through the questionnaire was born out of experience. Furthermore, when asked about possible improvements in efficiency due to personalised assessment systems, which point out weak points in the learning process, 77.08% of the student participants affirmed the existence of improvements, while 22.92% refuted this claim. In line with that, 86.26% of the participants in this category stated that the customised learning systems have increased their enthusiasm for the learning process. This means that their desire to learn has been fostered by customised learning experiences through the use of AI- models. On that same note, 13.74% reported a negative to the claim. Nonetheless, 87.80% of the respondents affirmed that through cognitive learning features accessed through AI- models, learning in their capacity has been possible as AI models tailor the lessons to this and progress with time. Notwithstanding, 12.20% refuted this particular claim. Finally, it was recorded that the majority of the student participants attested to a higher level of effective study due to the immediate feedback systems, which point out areas where work needs to be done.

B. What is the standpoint of Foreign Language Lecturers on how can these innovations (AI-Models) be effectively utilized to enhance the performance of foreign language students?

The second research question sought to unveil the perspectives of the FL lecturers on how the AI systems can be efficiently used to improve the academic performance of their students. The results are summarised in the chart and table below.

Fig 2: Usage of AI Tools to Teach by the Lecturers

Table 4: Results of the Lecturers' Views

Question Items	SA	A	D	SA	Mean	St d . Dev
Based on experience, has the usage of AI-Models produced greater impacts in foreign language pedagogy compared to conventional methods?	56.52	30.43	8.70	4.35	4.67	0.96
Has the personalized assessment features of AI-Models helped you better understand the strengths and weaknesses of your students and better ways to improve their efficiency?	78.25	13.05	4.35	4.35	5.64	0.42

Do you agree that AI-Models' facilities have improved your decision making about foreign language classes and lectures based on the data analysis obtained by AI-Models about your students?	65.22	21.73	4.35	8.70	4.31	0.85
Has the utilization of AI-Models led to a more interactive foreign language education process through the use of virtual tutors which enables students to practice in order to perfect their speech in the target language?	52.20	26.05	8.70	13.05	4.04	0.98

The lecturers who participated in this study responded to the second set of online questionnaires 100% of the time. The first question, which asked if the lecturers make use of AI models in teaching as foreign language lecturers, received 100.00% agreement, as there was no refusal. In the second question, 86.95% of the lecturers affirmed the claim that, based on experience, the use of AI models has positively impacted foreign language education compared to conventional methods, whereas 13.05% rejected the claim. Furthermore, 91.30% of the participants in this category reported that the personalised assessment features of AI models have helped in the better understanding of the strengths and weaknesses of the students, which in turn created an avenue for making changes to tackle the issues discovered. Regardless, 8.70% did not affirm this claim. Furthermore, while 13.05% of the respondents denied that AI-models helped in better decision-making as foreign language lecturers in areas that concern the lectures and topics to be covered by foreign language students, the majority (86.95%) of the participants confirmed that their decision-making process as foreign language lecturers has been positively influenced by the features AI-models have brought into language pedagogy. In line with that, 78.25% of the participants affirmed that, using AI models to facilitate language education for the students, the level of productivity experienced a significant increase due to personalised assessment and customised learning systems.

4.2. Findings and Discussion

In order to achieve the objectives of this study, two research questions were developed to meet the requirements and obtain the information necessary to find out various ways foreign language lecturers can take advantage of the innovativeness of AI models to improve students' performance through personalised assessment and customised learning. To further achieve this, it is imperative to discuss the data collected as responses to the research questions. The first set of questions looked into various ways students benefit from the use of AI models in foreign languages. This set of questions revealed that students praised the enhancements they experienced through the use of AI models, which recorded their personal performances and provided feedback on areas of study that required improvement. According to Adams et al. (2023), it was recorded that through access to personal performance reports presented by AI models, students have recorded a significant efficiency increase, as it shows the areas where higher efforts are required.

In the second question in this category, it is worthy to note that the students reported improvements in their desire to actively participate in language education processes due to the existence of customised learning systems that they have experienced. This goes to show that the customised learning features in AI models have been able to keep the students engaged enough in their studies to the extent that they have been yearning to return to these studies. As reported by Embarak (2021), different studies have shown investigations into the matter that have resulted in significant improvements in the activeness of students with the integration of AI models into the study process in their education. Another study by

Chen et al. (2023) went further to explain that these models create a richer learning environment for students and evidently increase students' performance.

Then again, the next question in this set of research questions recorded responses, which inferred that AI models facilitate cognitive learning based on the learning curve of individual students. According to AlShaikh et al. (2024), it was reported that a key aspect of cognitive-based learning is that it motivates learners to utilise educational content by processing and introducing new information to already existing information, which leads to better comprehension and retention. This implies that through methods that tailor the amount of information a student has access to based on their recorded abilities, AI models are able to facilitate better assimilation by reducing cognitive load. In line with that, a study by Shi et al. (2023) also pointed out that the integration of intelligent teaching platforms into the teaching approach increases students' cognitive abilities, among other things, as well as promoting an effective learning process.

The last question in this set of survey questions provided this study with relevant responses, which affirmed the effectiveness of the immediate feedback features accessible in AI models. It was found that this fostered effective study, as students were made aware of areas where extra effort was necessary in their education. According to Zhai et al. (2021), one of the issues faced during conventional personalised learning processes is the selection and arrangement of lecture contents. The study further explained that this challenge is tackled by AI models, which utilise immediate feedback systems to return personalised outputs based on the inputs given by the student, which was affirmed to lead to a positive trend in efficiency.

The second set of questions that were addressed to lecturer participants focused on their views on the innovations AI models bring to language pedagogy. Worthy to note is the fact that 100 of the lecturers who participated in this study affirmed that they use AI models in teaching. This ensures that all the responses were based on personal experience. After confirming their activeness in the utilisation of AI models, 86.95% of the lecturers affirmed the claims that AI models have had more positive impacts on language education compared to conventional methods, which leaves out 13.05% of the group who refuted this claim. The margins on this imply that, though the sample size is rather small, a significant group of lecturers attest that if and when AI models are appropriately utilised in foreign language learning, it can lead to better results when compared to conventional methods. To buttress this claim, Devasena (2024) reported that AI-powered language education platforms such as Duolingo and Babbel offer different features that aid in efficiency improvement.

These platforms present the learning process in a way that motivates students to aspire to acquire the target language through gamification. The study also implied that the intelligent tutoring systems (ITS) present in AI models stand as crucial tools that significantly improve productivity in learning through features such as grammar correction, natural language processing chatbots, sentence structure enhancement, and speech recognition, among other features, which build up the students into efficient and better practicing learners of the target language. Therefore, lecturers can effectively incorporate these platforms and many more into the learning process of foreign language students to improve their performance.

The responses to the next question in this set gave insights on how lecturers can take advantage of personalised assessment features in AI models. A study by Vashishth et al. (2024) stated that personalised insights and feedback gotten from the use of AI-driven learning systems empower lecturers with the necessary tools to understand the levels of engagement of their students as well as outcomes, thereby putting them in a suitable position to improve the educational experience of the students. Furthermore, Van der Vorst et al. (2019) narrated that the use of AI models in education informs lecturers about the

progress and achievements of their students. The study also states that AI models will favour lecturers as much as they favour students because some tasks will become automated, which accounts for higher accuracy in assessment, whereas new tasks that are tailored to improve the performance of students will be added. All of which adds to the effectiveness of the lecturer.

The penultimate question in this section answers the question about improvements in the decision-making process of lecturers due to the tools they have access to while tutoring through AI models. It is worthy to note that the majority of the scholars who explored the advantages of the utilisation of AI models in language education confirmed that with the data analysis tools within the reach of lecturers through AI models, the work load revolving around decision-making has significantly reduced because the lecturers gain insights about their current teaching methods and the performance records of each student with areas that need improvement. This goes to say that once utilised properly, the decisions lecturers make towards students' improvements will have better chances of fostering successful language experiences. This also aligns with the level of productivity of the lecturers, as inquired about in the last question in this section.

5.0 Conclusion

AI models as a tool in teaching have made their mark on the soils of foreign language pedagogy in recent times. The use of different artificial intelligence features to foster language education has proven to improve performance, increase motivation and desire to actively participate, and redefine the language learning process. The study's findings demonstrate that AI models can indeed have many features available and provided to students and lecturers, which can help improve efficiency and productivity. The features that were explored in this study—personalised assessment and customised learning systems—underwent thorough infestation, and the outcomes affirmed and gave insights on the topic of this study. Despite the study's small sample size, the diversity and randomness in selection, along with the nearly unanimous agreement among respondents on the various claims, demonstrate that students and lecturers across the globe can implement the results. First, the exploration is required to explicitly ascertain and evaluate the level of involvement of AI models in foreign language education with respect to various features aside from personalised assessment and customised learning systems that the foreign language education body can benefit from. Based on the results of this study, it can be affirmed that lecturers can take advantage of innovations brought about by the utilisation of AI models in foreign language education, and students can also experience better learning processes and improve their performances.

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