

## AI-based Automatic Language Assessment: Challenges and Pedagogical Implications for Teachers

As artificial intelligence (AI) becomes increasingly integrated into educational technologies, AI-based automatic language assessment tools are gaining traction. While these tools offer benefits such as immediate feedback, scalability, and consistency, their implementation poses significant pedagogical and ethical challenges for language teachers. This study examines the practical difficulties and pedagogical implications of utilizing AI-powered assessment systems in language education, with a focus on writing and speaking skills. Employing a mixed-methods approach, we conducted surveys and interviews with English as a Foreign Language (EFL) teachers to gain insight into their experiences, concerns, and adaptive strategies. Key findings reveal that while teachers appreciate the efficiency and objectivity of AI-based assessments, they express concerns over issues of validity, limited contextual sensitivity, over-reliance by students, and lack of transparency in scoring algorithms. The study emphasizes the importance of teachers developing AI literacy, evaluating AI-generated feedback, and integrating human judgment to ensure balanced and effective assessment practices. Recommendations are offered to train teachers and the design of hybrid assessment models that combine the strengths of AI with pedagogical expertise.

### Từ khóa

Keywords: artificial intelligence, language assessment, teacher pedagogy, AI literacy, automated feedback, EFL education

### Thông tin các tác giả

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