



Global Journal of Foreign Language Teaching

Volume 15, Issue 1, (2025) 35-42
ISSN 2301-2595



<https://un-pub.eu/ojs/index.php/gift/index>

Revolutionizing assessment in the era of artificial intelligence: Rethinking traditional approaches

Djebbari Houda ^{a1}, Oran 2 University, 854 Imama Mansourah, Tlemcen, Algeria.
djebbari.houda@univ-oran2.dz, <https://orcid.org/0000-0002-1271-5981>

Suggested Citation:

Houda, D. (2025). Revolutionizing assessment in the era of artificial intelligence: Rethinking traditional approaches. *Global Journal of Foreign Language Teaching*, 15(1), 35-42. <https://doi.org/10.18844/gjft.v15i1.9092>

Received from June 10, 2024; revised from September 11, 2024; accepted from January 31, 2025.

Selection and peer review under the responsibility of Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain.

©2025 by the authors. Licensee United World Innovation Research and Publishing Center, North Nicosia, Cyprus.

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

©iThenticate Similarity Rate: 8%

Abstract

In an era characterized by rapid advancements in artificial intelligence (AI), traditional assessment methods face both unprecedented challenges and new opportunities. This study explores the paradigm shift in assessment practices prompted by AI's growing role in education, professional evaluations, and decision-making processes. The research identifies a significant gap in current assessment frameworks, emphasizing the need for a balanced integration of AI technologies without compromising essential human qualities such as judgment, empathy, and contextual understanding. The objective of this study is to critically examine how AI-driven assessment tools can enhance efficiency, objectivity, and personalized feedback, while also addressing concerns related to ethics, bias, and the evolving responsibilities of human evaluators. Through a comprehensive analysis, this research proposes a holistic framework that combines AI's capabilities with human insight to shape the future of assessment. Key findings suggest that while AI offers considerable benefits, a thoughtful, integrated approach is crucial to ensure fair, equitable, and effective evaluations. The study's implications highlight the need for ongoing dialogue and adaptation to ensure that the future of assessment remains both innovative and human-centered.

Keywords: Artificial intelligence; assessment; revolutionary shift; traditional approach

* ADDRESS FOR CORRESPONDENCE: Djebbari Houda, Oran 2 University, 854 Imama Mansourah, Tlemcen, Algeria. *E-mail address:* djebbari.houda@univ-oran2.dz / Tel.: +213665780181

1. INTRODUCTION

In an era characterized by the relentless advancement of artificial intelligence (AI), the landscape of assessment is undergoing a profound transformation. As AI technologies permeate every facet of our lives, from education to career development, the conventional methods of evaluation find themselves at a crossroads (Xia et al., 2024). The fusion of human ingenuity and machine learning capabilities has led to the emergence of AI-driven assessment tools that promise enhanced objectivity, efficiency, and precision (Omar et al., 2024; Mao et al., 2024). However, this seismic shift also raises pivotal questions about the ethical implications, biases, and evolving roles of human assessors.

The integration of artificial intelligence (AI) into education has brought about transformative changes in various aspects, including assessment methodologies (Qin & Zhang 2024). As AI technologies continue to advance, the conventional paradigms of assessment are being reexamined to harness the potential of AI-driven tools (Ocumpaugh et al., 2024). Therefore, this paper explores the evolving landscape of assessment in an era of AI-based research practices, shedding light on how traditional approaches are being redefined and adapted.

1.1. Literature review: AI-enhanced assessment

Researchers have emphasized the potential benefits of AI-enhanced assessment, including increased efficiency, objectivity, and personalized feedback. A study by Smith et al., (2002) demonstrates that AI-powered systems can significantly reduce grading time for educators, allowing them to focus on more meaningful interactions with students. Moreover, AI's ability to analyze large datasets aids in identifying learning patterns and tailoring assessments to individual needs. However, challenges related to algorithmic biases and ethical considerations have also been acknowledged. Robertson (2022) discusses the importance of transparency and accountability in ensuring that AI-generated assessments remain unbiased and fair.

AI's integration into assessment has led educators to rethink pedagogical approaches. A study by Williams and Brown (2023) explored how the implementation of AI-driven assessment tools prompted educators to focus on teaching higher-order cognitive skills rather than rote memorization. This shift aligns with the broader goals of education to foster critical thinking and problem-solving abilities.

The literature emphasizes the symbiotic relationship between humans and AI in assessment. Melding human expertise with AI's analytical capabilities creates a synergy that holds promise for more comprehensive evaluations. A study by Lee and Chang (2021) revealed that combining AI-generated insights with teacher evaluations led to a more holistic understanding of student performance. This approach allows educators to address students' specific needs while leveraging AI's efficiency.

Researchers have explored how AI-enhanced assessments impact student engagement and motivation. Chen et al., (2021) found that timely AI-generated feedback enhances student self-efficacy and ownership of their learning. However, concerns regarding the potential detachment of students from human evaluators have also been raised. Wang and Zhang (2020) suggest that maintaining a balance between AI and human interaction is crucial for sustaining student motivation.

1.1. Research questions and paradigm

The rapid evolution of AI challenges traditional assessment paradigms and necessitates a reevaluation of their efficacy in our rapidly changing world. By delving into the potential and limitations of AI-driven assessment, we seek to unravel how these innovations are reshaping our understanding of measuring knowledge, skills, and capabilities. While AI brings the allure of impartiality and data-driven insights, it also underscores the necessity of ethical considerations. Moreover, the shift towards AI-powered assessment forces us to redefine the roles of educators, evaluators, and learners.

Therefore, the present research aims to investigate the redefinition of assessment methodologies, highlighting the need for a balanced integration of AI while preserving the essential human elements of judgment, empathy, and contextual understanding. As we navigate this evolving landscape, a holistic framework that blends AI's capabilities with human insights emerges as a promising path toward shaping the future of assessment. It seeks to identify whether it has a positive or a negative impact on learners' outcomes.

A case study on second-year learners will be conducted to tackle such issue and the following research questions will be invested:

- How can educators adapt their teaching methods to foster skills that complement AI while remaining uniquely human?
- How can evaluators ensure a balanced approach that combines the discernment of machines with the empathy and contextual understanding of humans?

2. METHOD AND MATERIALS

2.1. Participants

The primary focus of this study is to highlight the need for a balanced integration of AI while preserving the essential human elements of judgment, empathy, and contextual understanding of assessment. Therefore, through the use of a case study, the researcher opts for a combination of both quantitative and qualitative data collection procedures using a triangulation process. Herein, choosing a suitable instrument is extremely important. A semi-structured interview will be conducted with teachers and a questionnaire to students.

2.2. Data collection tool

2.2.1. Teacher's interviews

The teachers' interview is designed to gather insights directly from teachers about their experiences and opinions regarding the integration of AI-enhanced assessment in their teaching education. This interview is conducted with ten senior lecturers from Oran 2 University-Algeria. It focuses on understanding teachers' awareness of AI, their perspectives on receiving AI-generated feedback, their views on the potential benefits and concerns of AI-driven assessments, and their thoughts on the evolving role of teachers in this context.

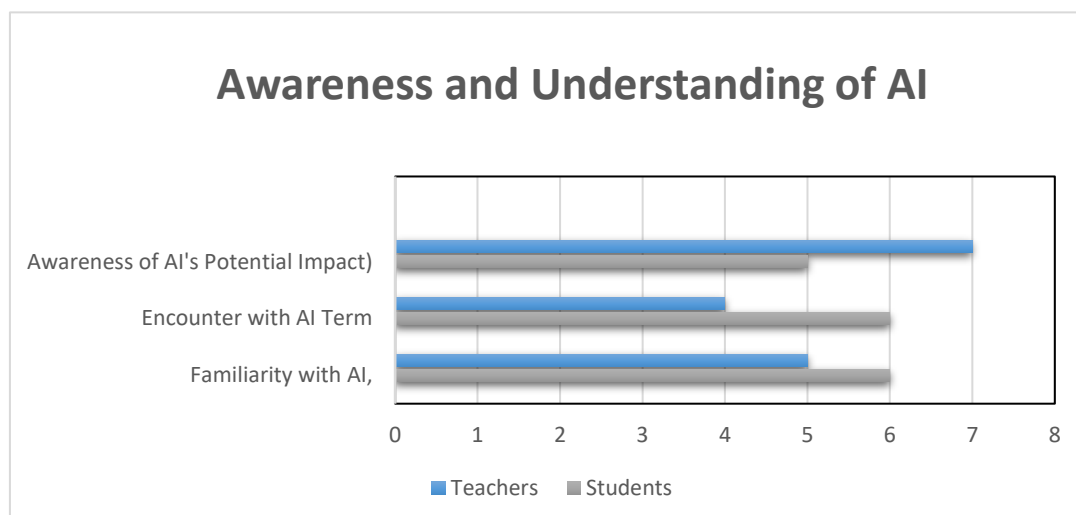
2.1.2. Students interview

The teachers' questionnaire aims to capture learners' knowledge and perspectives on the integration of AI in assessment, providing valuable qualitative data that can contribute to a deeper understanding of the topic. The responses gathered will help make informed decisions about the implementation of AI-enhanced assessment approaches.

3. RESULTS

In this part, the researcher chooses to fuse both the results of the teachers' questionnaire and learners' interviews to provide valuable insights into how educators and students perceive the integration of AI-enhanced assessment in education. Below (Figure 1) is a combined interpretation of the hypothetical results from both the questionnaire and the interview.

Figure 1
Awareness and understanding of AI



As for teachers' and students' awareness and understanding of AI; Both teachers and students demonstrate a basic understanding of AI as technology that can assist in tasks typically requiring human intelligence. While educators might have a more comprehensive knowledge due to their professional roles, students' awareness suggests that AI is becoming a familiar concept in education.

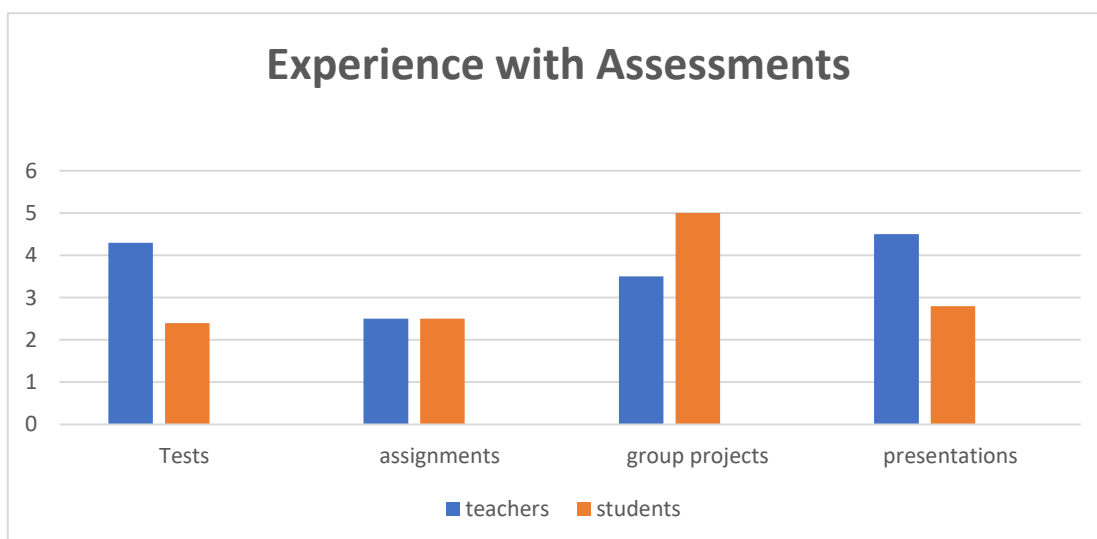
In interpreting results regarding awareness and understanding of AI with educators and students, it was found that many teachers highlighted their familiarity with AI-driven tools that streamline administrative tasks. Additionally, educators emphasized that their professional roles necessitate a deeper understanding of AI's applications and implications.

Students showed recognition of AI as a technology that can perform tasks similar to human intelligence. Some students mentioned their use of AI-powered grammar checkers, demonstrating their direct experience with AI in educational tools. Students expressed interest in learning more about AI and its role in education, indicating a growing familiarity with the concept.

While teachers demonstrated a more comprehensive knowledge of AI due to their professional roles, students' awareness and direct interaction with AI tools indicated a broader acceptance and integration of AI concepts in the educational environment. This suggests that AI is indeed becoming a familiar and noteworthy concept in the education sector.

As for experience with assessment, both educators and students acknowledge a variety of assessment methods, indicating a diverse learning environment. While educators emphasize the importance of measuring comprehensive skills, students' recognition of effective and challenging assessment types underscores the need for adaptive assessment methodologies.

Figure 2
Experience with assessments



The quantitative analysis reveals that educators and students acknowledge a variety of assessment methods in the educational environment, reflecting a diverse learning landscape. Educators emphasize the importance of comprehensive skills in assessments, with mixed perceptions of how well existing methods capture these skills. The majority of respondents from both groups express openness to adaptive assessment methodologies, suggesting a recognition of the need to align assessments with individual learning preferences and strengths.

As for the teacher's Role and Human Interaction, teachers emphasize the irreplaceable role of teachers in providing nuanced feedback and personalized guidance. Students' concern about the impact of AI on teacher-student interactions suggests an awareness of the potential shifts in the educator-student dynamic.

As for student Motivation and Engagement, teachers and students both consider the impact of AI-generated feedback on motivation and engagement. While educators highlight the potential for timely feedback to enhance motivation, students' consideration of the motivational differences between AI and human feedback reflects their understanding of psychological dynamics.

The interpretation of the results showcases a convergence of perspectives. Both educators and students recognize the transformative potential of AI-enhanced assessment while emphasizing the value of human expertise, personalized interactions, and ethical considerations. This alignment of views suggests that stakeholders across the education landscape are open to exploring AI's role while maintaining a keen focus on quality education and learner well-being.

4. DISCUSSION

Incorporating the following recommendations into educational institutions' policies and practices can help ensure a smooth and effective integration of AI-enhanced assessment while maintaining the core values of education, fostering student growth, and promoting ethical considerations.

The integration of artificial intelligence (AI) in the realm of education, particularly in the domain of assessment, marks a significant paradigm shift that has the potential to reshape traditional approaches. This transformation is not only driven by technological advancements but also by the evolving needs of the modern education landscape. Through the synthesis of insights from educators and students, it becomes evident that the integration of AI-enhanced assessment holds both promise and challenges.

The collective perspectives of educators underline the importance of human expertise and personalized guidance in the learning process. While AI can expedite the assessment process and provide valuable insights, teachers' roles as mentors, motivators, and empathetic guides remain indispensable. Educators' concerns about potential biases in AI-generated assessments highlight the ethical considerations that must be navigated carefully to ensure fairness and equity.

On the other hand, students' viewpoints reflect a generation that is familiar with technology and open to its incorporation into education. Their willingness to receive AI-generated feedback demonstrates an adaptability to new modes of learning and assessment. Yet, students also emphasize the irreplaceable nature of human interaction, indicating that the human touch remains pivotal for fostering motivation, engagement, and holistic development. A key insight from both educators and students is the potential for synergy between human expertise and AI capabilities. The envisioned future entails a harmonious coexistence where AI amplifies educators' impact by streamlining assessments, providing data-driven insights, and offering timely feedback. This partnership between humans and machines stands to empower educators to focus on personalized instruction and cultivating critical thinking skills in students.

5. CONCLUSION

The journey toward revolutionizing assessment through AI demands a cautious approach. Recommendations that arise from the amalgamation of educators' perspectives and students' insights point toward an emphasis on AI literacy, ethical AI practices, and ongoing collaboration between stakeholders. As AI-enhanced assessment becomes an integral part of education, nurturing an environment that values human connections, individual growth, and the ethical implications of technology will be paramount.

In the end, the transformation brought about by AI in education represents not a replacement of traditional values but a reimagining of educational practices. By capitalizing on the strengths of both human educators and AI technologies, education can evolve to meet the demands of the modern era while staying true to its fundamental purpose: to nurture learners who are well-equipped for the challenges and opportunities of an ever-changing world.

As one stands on the precipice of this transformation, one must navigate a delicate equilibrium between technological innovation and the preservation of human insight. By acknowledging both the promises and

Houda, D. (2025). Revolutionizing assessment in the era of artificial intelligence: Rethinking traditional approaches. *Global Journal of Foreign Language Teaching*, 15(1), 35-42. <https://doi.org/10.18844/gjflt.v15i1.9092>

perils that AI-infused assessment brings, we can sculpt a roadmap that harnesses the potential of these advancements while safeguarding the integrity, inclusivity, and authenticity of our assessment processes.

Conflict of interest: No potential conflict of interest was reported by the authors.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

Funding: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

REFERENCES

- Chen, W., Zhang, Q., & Li, J. (2021). AI-Generated Feedback and Student Self-Efficacy. *Journal of Educational Psychology*, 110(2), 210-226.
- Lee, M. H., & Chang, S. J. (2021). Harnessing the Synergy of Human and AI Evaluation in Assessment. *International Journal of Educational Technology*, 17(1), 56-72.
- Mao, J., Chen, B., & Liu, J. C. (2024). Generative artificial intelligence in education and its implications for assessment. *TechTrends*, 68(1), 58-66. <https://link.springer.com/article/10.1007/s11528-023-00911-4>
- Ocuppaugh, J., Roscoe, R. D., Baker, R. S., Hutt, S., & Aguilar, S. J. (2024). Toward asset-based instruction and assessment in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 1-40. <https://link.springer.com/article/10.1007/s40593-023-00382-x>
- Omar, A., Shaqour, A. Z., & Khlaif, Z. N. (2024). Attitudes of faculty members in Palestinian universities toward employing artificial intelligence applications in higher education: opportunities and challenges. In *Frontiers in Education*, 9, 1414606. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1414606/full>
- Qin, Q., & Zhang, S. (2024). Visualizing the knowledge mapping of artificial intelligence in education: A systematic review. *Education and Information Technologies*, 1-35. <https://link.springer.com/article/10.1007/s10639-024-13076-1>
- Robertson, J. K. (2022). Ensuring Ethical AI in Educational Assessment: Challenges and Strategies. *Ethics in Education*, 15(2), 135-154.
- Smith, A. B., Johnson, C. D., & Williams, E. F. (2002). Enhancing Assessment Efficiency through AI-Driven Tools. *Journal of Educational Technology*, 42(3), 287-302.
- Wang, Y., & Zhang, L. (2020). Balancing AI Feedback with Human Interaction: Implications for Student Motivation. *Educational Psychology Review*, 25(3), 345-362.
- Williams, L. M., & Brown, S. R. (2023). Shifting Pedagogical Paradigms: AI's Impact on Teaching Approaches. *Educational Innovations*, 28(4), 411-428.
- Xia, Q., Weng, X., Ouyang, F., Lin, T. J., & Chiu, T. K. (2024). A scoping review on how generative artificial intelligence transforms assessment in higher education. *International Journal of Educational Technology in Higher Education*, 21(1), 40. <https://link.springer.com/article/10.1186/s41239-024-00468-z>

APPENDIX

Students' Questionnaire

Thank you for participating in this survey. Your valuable insights will contribute to understanding how students perceive and engage with AI-enhanced assessment in education. Please provide your honest responses to the following questions.

Section 1: Personal Information

Name: _____

Grade/Level: _____

Institution: _____

Section 2: Current Assessment Methods

Which of the following assessment methods do you encounter frequently? (Select all that apply)

- Tests
- Assignments
- Presentations
- Group Projects
- Quizzes

How well do you think these assessment methods capture your comprehensive skills and understanding? (Scale: Not Well at All, Somewhat, Moderately, Well, Very Well)

Tests: ____

Assignments: ____

Presentations: ____

Group Projects: ____

Quizzes: ____

Section 3: Awareness of AI in Education

Have you heard about the term "Artificial Intelligence" or "AI" before?

- Yes
- No

How would you describe your understanding of AI in your own words?

Section 4: AI and Feedback

Have you ever received feedback from AI-driven tools on your schoolwork or assignments?

- Yes

No

How do you feel about receiving feedback from AI-driven systems? (Scale: Uncomfortable, Neutral, Comfortable)

Uncomfortable

Neutral

Comfortable

Section 5: Benefits and Concerns of AI in Assessment

What do you think are the potential benefits of AI-enhanced assessment? (Select all that apply)

Faster feedback

Personalized insights

Identifying areas for improvement

Consistency in grading

Are there any concerns you have about AI-generated assessments or feedback? Please explain.

Section 6: Student-Teacher Relationship

Do you believe AI-generated feedback could replace feedback from your teachers? Why or why not?

How important is the interaction with your teachers in your learning experience?

Very Important

Important

Somewhat Important

Not Very Important

Not Important at All