TEACHER BELIEFS AND READINESS IN AI-MEDIATED EFL ASSESSMENT: CHALLENGES AND FUTURE DIRECTIONS

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ABSTRACT

The rapid advancement of artificial intelligence (AI) has opened new opportunities for English as a Foreign Language (EFL) assessment, yet its successful implementation depends heavily on teacher beliefs and readiness. This literature-based study critically examines how teachers' beliefs and readiness influence the adoption of AI-mediated EFL assessment, the challenges involved, and the future directions for its development. By reviewing relevant empirical and theoretical studies, the research reveals that most teachers hold positive perceptions of AI's potential to enhance assessment objectivity, efficiency, and personalization. However, concerns regarding technological reliability, limited digital literacy, ethical issues, and insufficient professional training remain major barriers. Findings indicate that teacher readiness is shaped by pedagogical understanding, technological experience, institutional support, and policy clarity. The study concludes that integrating AI-mediated EFL assessment requires a comprehensive approach that includes strengthening teachers' technological competence, developing ethical frameworks, and redesigning assessment curricula. These insights provide valuable guidance for researchers and policymakers to optimize AI's role in the EFL assessment ecosystem sustainably.

Keywords : *Artificial Intelligence, EFL Assessment, Teacher Beliefs, Teacher Readiness, Educational Technology.*

ABSTRAK

Perkembangan pesat kecerdasan buatan (AI) menghadirkan peluang baru dalam penilaian pembelajaran bahasa Inggris sebagai bahasa asing (EFL), namun implementasinya sangat dipengaruhi oleh keyakinan dan kesiapan guru. Penelitian berbasis kepustakaan ini bertujuan untuk menganalisis secara kritis bagaimana keyakinan guru (teacher beliefs) dan tingkat kesiapan mereka (readiness) memengaruhi adopsi penilaian berbasis AI, termasuk tantangan yang muncul serta arah pengembangan ke depan. Dengan menelaah berbagai studi empiris dan teoretis, penelitian ini menemukan bahwa sebagian besar guru memiliki persepsi positif terhadap potensi AI dalam meningkatkan objektivitas, efisiensi, dan personalisasi penilaian. Namun, keraguan terkait keandalan teknologi, kurangnya literasi digital, masalah etika, serta minimnya pelatihan khusus menjadi hambatan utama. Hasil kajian menegaskan bahwa kesiapan guru sangat dipengaruhi oleh pemahaman pedagogis, pengalaman penggunaan teknologi, dukungan institusional, dan kejelasan kebijakan. Penelitian ini menyimpulkan bahwa integrasi penilaian EFL berbasis AI membutuhkan pendekatan komprehensif yang mencakup penguatan kompetensi teknologi guru, pengembangan kebijakan etis, serta desain ulang kurikulum penilaian. Temuan ini memberikan arah bagi peneliti dan pemangku kebijakan untuk mengoptimalkan potensi AI dalam ekosistem penilaian EFL secara berkelanjutan.

Kata Kunci : *Kecerdasan Buatan, Penilaian EFL, Keyakinan Guru, Kesiapan Guru, Teknologi Pembelajaran.*

INTRODUCTION

The rapid development of artificial intelligence (AI) and its increasing integration into English as a Foreign Language (EFL) education has significantly transformed both instructional and assessment practices (Sari, Ningsih, Novita, 2023; Hartono et al, 2023; Franchisca et al, 2024). AI-mediated assessment—enabled through large language models (LLMs), automated scoring systems, chatbots, and learning analytics—offers opportunities for more efficient, scalable, and personalized evaluation of learners' skills. Previous studies highlight that AI tools can enhance learner engagement, promote autonomous learning, and provide immediate feedback in various EFL contexts (Liu, 2024). However, the pedagogical value of AI-driven assessment strongly depends on teachers' beliefs, interpretations, and acceptance of these technologies. Teachers' conceptions of assessment, including their beliefs about its purposes, fairness, and pedagogical alignment, shape how assessment tools are selected, designed, and implemented in classrooms (Latif et al., 2023; Kamaruddin, et al, 2024; Wulantari et al, 2023; Sari, 2021).

At the same time, existing research on language assessment literacy (LAL) emphasizes that teachers' knowledge and beliefs about assessment significantly influence the validity and reliability of classroom-based evaluation practices. Teachers with high LAL tend to use assessment formatively and interpret results pedagogically, whereas limited LAL often leads to narrow or inappropriate assessment practices (Xu & Brown, 2016; Ningsih & Sari, 2021). In the context of AI-mediated assessment, teachers must not only understand assessment principles but also the underlying mechanisms, limitations, and assumptions of AI technologies—an added layer of complexity rarely addressed in conventional teacher training programs. Thus, teacher beliefs and LAL become central in shaping readiness for AI adoption.

Despite widespread recognition of AI's potential, recent empirical findings show that teachers vary greatly in their readiness to adopt AI for assessment purposes. Factors such as perceived usefulness, perceived ease of use, digital competence, institutional support, and ethical concerns influence teacher readiness levels (Ayanwale, 2022; Zulfikhar et al, 2024; Fauziningrum et al, 2023). In many settings, teacher readiness remains limited to technical competence while overlooking critical pedagogical and ethical dimensions—such as data privacy, algorithmic transparency, and fairness—central to responsible AI integration (Ofem et al., 2025; Norliani et al, 2024). These concerns are amplified by studies on automated assessment systems, which warn that without careful validation, AI tools may produce biased, opaque, or pedagogically inappropriate evaluation outputs (Lai et al., 2025; Ilmi et al, 2024; Sari & Ningsih, 2023a). Consequently, a comprehensive understanding of teacher beliefs and readiness is needed to ensure that AI-mediated EFL assessment is implemented effectively, ethically, and sustainably.

Given these conditions, a literature-based investigation is essential to synthesize emerging challenges and future directions for research, policy, and teacher professional development. Such synthesis will help to identify gaps between teacher beliefs, readiness, and the practical demands of AI-driven assessment, ultimately promoting more responsible and pedagogically informed use of AI in EFL assessment.

Research Problem

Although AI-mediated assessment tools are becoming more prevalent, teachers' beliefs and readiness remain inconsistent and underexplored in the literature. Many teachers lack conceptual clarity about the role of AI in supporting valid and ethical assessment, while others express concerns regarding fairness, transparency, and data privacy (Ayanwale, 2022; Liu, 2024;

Dzulkurnain et al, 2024; Wulantari et al, 2023;). Moreover, current teacher training programs often fail to incorporate AI-related assessment literacy, resulting in a gap between technological innovation and classroom practice (Ofem et al., 2025). These issues highlight the need to critically examine how teacher beliefs influence AI adoption and the extent to which teachers are prepared—technically, pedagogically, and ethically—to implement AI-mediated assessment in EFL environments.

Research Objectives

This literature-based study aims to:

(1) analyze existing research on teacher beliefs concerning EFL assessment and how these beliefs are shaped by the emergence of AI-based tools;
(2) examine empirical evidence regarding teacher readiness for AI-mediated assessment, including technical, pedagogical, and ethical dimensions;
(3) identify major challenges related to validity, fairness, transparency, and practical implementation of AI in language assessment; and
(4) propose future directions for research and policy, including professional development strategies that enhance teachers' assessment literacy and AI competence.

Literature Review

Teacher beliefs have long been recognized as a key determinant of assessment practice. Teachers' personal theories guide their decision-making processes, influencing how they interpret assessment results and how they integrate assessment within instruction (Latif et al., 2023). In EFL contexts, research has shown that teachers' conceptions often vary between traditional exam-oriented perspectives and more formative, learning-oriented approaches. Language assessment literacy (LAL) adds another layer, describing teachers' knowledge, skills, and principles related to assessment design, interpretation, and ethics. Recent reviews emphasize the need for LAL frameworks to expand and incorporate competencies relevant to AI, including understanding algorithmic functioning, limitations, and data ethics (Xu & Brown, 2016).

AI in EFL education has been shown to provide innovative solutions for feedback, automated writing evaluation, speech recognition, and personalized practice, which can support both learning and assessment. Liu (2024) found that AI-mediated informal learning increased learner motivation and engagement, suggesting strong potential for formative assessment use. Nonetheless, automated scoring technologies face limitations in evaluating complex linguistic features such as creativity, pragmatics, and socio-cultural nuance. Lai et al. (2025) stress the importance of validating AI scoring systems to ensure reliability, fairness, and alignment with human judgment.

Teacher readiness for AI is shaped by multiple dimensions, including digital literacy, pedagogical understanding, ethical awareness, and institutional support. Ayanwale (2022) reported that teachers' intentions to use AI rely heavily on perceived usefulness and confidence in managing AI tools. Meanwhile, Ofem et al. (2025) argue that readiness cannot be defined solely in technical terms; rather, it must address concerns about bias, transparency, and the teacher's role in mediating AI output. Studies frequently note that teachers fear losing control over assessment processes or worry about delegating too much authority to opaque algorithms. These concerns highlight the necessity of strengthening AI-related assessment literacy within teacher professional development.

Finally, ethical and pedagogical challenges dominate discussions about AI-mediated assessment. Issues related to data privacy, bias, algorithmic opacity, and over-reliance on automated feedback remain unresolved. Researchers consistently call for frameworks that support

responsible AI implementation and promote human-in-the-loop assessment paradigms, where teachers retain central interpretive authority while AI functions as a supportive tool (Lai et al., 2025; Liu, 2024). Such perspectives guide future directions toward more transparent, equitable, and pedagogically grounded AI applications in EFL assessment.

METHOD

This study employs a qualitative library research design using an integrative literature review approach to synthesize current scholarship on teacher beliefs and readiness in AI-mediated EFL assessment. A library-based method is appropriate because the research aims to develop a conceptual understanding by critically analyzing existing theories, empirical findings, and scholarly debates rather than collecting primary field data (Sari, Susmita, & Ikhlas, 2025). The integrative review method enables the inclusion of diverse sources—empirical studies, theoretical papers, policy reports, and systematic reviews—to construct a comprehensive and multidimensional understanding of the topic.

The literature search was conducted systematically across major academic databases including Scopus, Web of Science, ERIC, Google Scholar, and publishers such as Elsevier, Taylor & Francis, Springer, and Frontiers. Search strings combined keywords such as *"teacher beliefs," "teacher readiness," "artificial intelligence," "AI-mediated assessment," "EFL/ESL assessment," "language assessment literacy," "automated scoring,"* and *"educational technology acceptance."* Boolean operators (AND/OR) were used to refine the search. The initial search yielded a broad set of publications, but inclusion criteria were applied to ensure relevance and academic rigor. Studies were included if they: (1) were published between 2015 and 2025 to capture the most recent advancements in AI and language assessment; (2) focused on EFL/ESL contexts; (3) addressed teacher beliefs, readiness, or acceptance of educational technology; (4) discussed AI-related assessment practices; and (5) were peer-reviewed articles, reputable reports, or high-quality conference papers. Studies not written in English, lacking peer review, or focusing solely on student perspectives were excluded.

After screening titles, abstracts, and full texts, the selected studies were analyzed using thematic content analysis. First, relevant data were extracted and organized into analytical categories aligned with the study objectives: (1) teacher beliefs about assessment and AI; (2) teacher readiness and competencies; (3) challenges of AI-mediated EFL assessment; and (4) recommendations for future research and practice. Next, findings from each study were compared, contrasted, and synthesized to identify patterns, convergences, and divergences across the literature. This process allowed for the development of an integrated interpretation that highlights the relationships between teacher beliefs, readiness, and the complexities surrounding AI-mediated assessment.

To enhance the credibility and trustworthiness of the review, the study followed transparent selection procedures, clearly documented search strategies, and applied well-established criteria for study inclusion and exclusion. Analytical rigor was strengthened by triangulating different types of literature—conceptual papers, quantitative and qualitative studies, and systematic reviews. The synthesis prioritizes evidence from high-impact journals to ensure reliability. This methodological approach ensures that the conclusions drawn reflect a balanced, comprehensive, and up-to-date understanding of the challenges and future directions in teacher beliefs and readiness for AI-mediated EFL assessment.

RESULTS AND DISCUSSIONS

Results

The literature review reveals four major thematic findings related to teacher beliefs and readiness in AI-mediated EFL assessment: (1) the evolving nature of teacher beliefs toward AI in assessment, (2) varying levels of readiness shaped by technological, pedagogical, and ethical factors, (3) persistent challenges and risks associated with AI implementation, and (4) emerging future directions that emphasize responsible and pedagogically informed integration of AI.

First, teacher beliefs about AI-mediated assessment are found to be complex, evolving, and strongly influenced by prior experiences with assessment and technology. Many teachers view AI as a promising tool that can support efficiency, provide rapid feedback, and reduce workload, especially in writing and speaking assessments. Studies such as Liu (2024), Rusmiyanto et al (2023), and Latif et al. (2023) indicate that teachers who hold more formative and learning-oriented beliefs tend to perceive AI more positively because it aligns with their goals of supporting continuous learning rather than merely scoring performance. However, skepticism persists among teachers who question the fairness, transparency, and contextual appropriateness of automated assessments. Research shows that teachers with exam-oriented or traditional assessment beliefs are more reluctant to rely on AI tools, particularly due to concerns that AI might overlook socio-cultural nuances, creativity, and communicative competence. This finding suggests that teacher beliefs are not only shaped by technological attributes but also rooted in long-standing assessment philosophies.

Second, the literature consistently shows that teacher readiness for AI-mediated assessment varies widely, influenced by digital competence, pedagogical knowledge, experience, and institutional support. Ayanwale (2022) highlights that perceived usefulness and ease of use significantly impact teachers' willingness to adopt AI tools, aligning with technology acceptance theories. However, readiness is not limited to technical proficiency. Ofem et al. (2025) argue that teachers often lack adequate training in AI-related assessment literacy, including understanding algorithmic biases, data privacy considerations, and how to interpret AI-generated feedback. Teachers frequently express uncertainty about how AI outputs should be integrated into classroom practice, such as how automated scores should be used formatively or how teacher judgment should be balanced with machine-generated assessments. This indicates a readiness gap between technological competence and deeper pedagogical-ethical competencies required for responsible implementation.

Third, the findings reveal significant challenges that hinder the effective and ethical application of AI-mediated EFL assessment. One major challenge concerns the validity and fairness of automated scoring systems. Lai et al. (2025) emphasize that AI tools may misinterpret linguistic creativity or unconventional language use, potentially disadvantaging certain learners. Algorithmic opacity ("black-box" models) also raises concerns about whether teachers can trust or justify AI-generated results, especially in high-stakes assessment contexts. Ethical issues such as privacy, data ownership, and the potential reinforcement of biases embedded in training datasets persist as critical concerns. Additionally, pedagogical challenges arise when AI feedback lacks contextual understanding, cultural appropriateness, or the nuanced judgment that human teachers provide. These issues collectively highlight that while AI can enhance efficiency, it cannot fully replace human interpretation, especially in complex language assessments.

Finally, the literature points to emerging future directions emphasizing the critical need for responsible, transparent, and pedagogically grounded AI integration in language assessment. Scholars across the reviewed studies argue for strengthening teachers' AI-related assessment literacy by integrating training on data ethics, algorithmic functioning, and critical evaluation of AI outputs into professional development programs. This aligns with calls from Xu and Brown (2016) to expand assessment literacy frameworks to incorporate technological and ethical dimensions. Future research is encouraged to adopt human-in-the-loop assessment models, where AI supports but does not replace teacher judgment. Policies and guidelines are also needed to address issues of transparency, data governance, and accountability. Additionally, researchers highlight the importance of validating AI assessment tools across diverse linguistic and cultural settings to ensure fairness and inclusivity.

Overall, the findings emphasize that AI-mediated EFL assessment offers significant potential but also presents profound challenges that require careful pedagogical, ethical, and technical consideration. Teacher beliefs and readiness emerge as central factors in shaping how AI is adopted and implemented. The discussion suggests that successful integration depends not only on technological advances but also on rethinking teacher training, assessment frameworks, and institutional policies to ensure that AI enhances rather than undermines the quality, fairness, and human-centered nature of EFL assessment.

Discussions

The current literature reveals that teacher beliefs about AI in assessment are *not uniformly positive or negative*; rather, they reflect a nuanced interplay between perceived benefits and persistent concerns. For example, systematic reviews of EFL teachers' perspectives on AI technologies consistently show that teachers generally regard AI as *helpful in supporting language teaching*, increasing student engagement, and promoting personalized learning—factors that align with positive assessment practices. Nonetheless, teachers also express worries about inadequate training, the risk of over-reliance on technology, and ethical issues such as data privacy and fairness. These mixed findings demonstrate that teachers' beliefs are shaped both by the potential pedagogical value of AI and by contextual constraints in implementing these tools effectively (Sari & Ningsih, 2022).

This complexity mirrors findings from research focused on teacher assessment literacy in AI contexts. Studies of EFL teachers using AI tools like ERNIE Bot for writing assessment show that *practical, conceptual, and technical domains of knowledge interact dynamically* when teachers engage with AI-mediated assessment practices. In these contexts, technical proficiency emerged as a critical but distinct component of assessment literacy, highlighting that teachers who possess only practical or conceptual understanding may still struggle to integrate AI assessment tools with confidence and pedagogical insight. This suggests that readiness is *multidimensional*—going beyond simple familiarity with AI tools to encompass deeper assessment literacy competencies (Sari & Ningsih, 2023b).

Indeed, *readiness for AI-mediated assessment* is influenced by multiple factors including teacher training, institutional support, and broader policy environments. Large-scale systematic literature analyses indicate that AI integration in EFL education enhances opportunities for tailored feedback and individualized practice, but also underscores *teacher training gaps and infrastructure issues* that limit the effective adoption of these technologies. In many contexts, teachers report comfort with using AI for tasks like lesson planning, but lower confidence in

applying AI for high-stakes assessment or interpreting AI feedback for pedagogical decision-making.

The evidence also suggests that teacher beliefs are not static; rather, they evolve as teachers interact with AI and as professional development becomes more available. For instance, research on English teachers' behavioral intention to use AI technologies found *strong positive perceptions of AI usefulness and ease of use* when teachers had structured support and were engaged in professional learning opportunities related to TPACK and technology adoption frameworks. In these studies, supportive conditions (such as facilitating conditions and peer support) increased teachers' professional confidence and *their behavioral intention to adopt AI in instruction and assessment*. This highlights that *beliefs and readiness can co-develop* when teachers are supported with integrated technical and pedagogical education.

However, persistent challenges remain. The *ethical and pedagogical challenges* associated with AI assessment continue to cause concern for teachers, especially regarding fairness, transparency of AI decision-making, and the risk of amplifying existing inequalities if only well-resourced schools have access to advanced technologies. These issues echo broader discussions in the educational measurement literature about the implications of automated scoring systems and ethical use of AI, where scholars emphasize the *need for transparent algorithms and human-in-the-loop assessment frameworks* to ensure equity and validity in evaluation practices. Thus teacher readiness must include ethical literacy alongside technical and pedagogical proficiency.

Taken together, the literature indicates that teacher beliefs and readiness operate in a complex ecosystem of pedagogical values, technological affordances, ethical considerations, and institutional contexts. Teacher beliefs tend to reflect both enthusiasm for AI's potential and caution rooted in professional assessment standards. Meanwhile, readiness is not solely a sum of competencies but must also be understood as a function of support systems and policy environments that enable meaningful integration of AI into EFL assessment. This comprehensive perspective underscores that future research and professional development should emphasize holistic AI literacy—combining technical, pedagogical, and ethical knowledge—to better prepare teachers for AI-mediated assessment practices (Hanifah et al, 2023; Sitopu et al, 2023; Pambudi et al, 2024).

CONCLUSIONS

This literature-based study concludes that teacher beliefs and readiness play a pivotal role in shaping the effective implementation of AI-mediated assessment in EFL contexts. The findings demonstrate that teachers' beliefs about AI are multifaceted, combining optimism regarding its potential to enhance feedback quality, efficiency, and individualized learning with significant concerns about fairness, transparency, and pedagogical appropriateness. These beliefs are deeply connected to teachers' existing assessment philosophies, indicating that AI integration cannot be separated from broader educational values and conceptions of learning.

The review also highlights substantial variations in teacher readiness, revealing that readiness extends beyond technical skills to include pedagogical understanding, ethical awareness, and confidence in interpreting AI-generated outputs. Although many teachers express willingness to adopt AI tools, a persistent gap remains in the areas of AI-related assessment literacy, algorithmic understanding, and critical evaluation of automated scoring systems. This lack of comprehensive readiness underscores the need for targeted professional development and

institutional support that address not only digital competence but also the assessment principles and ethical frameworks necessary for responsible AI use.

Furthermore, the study identifies ongoing challenges that inhibit the full and equitable adoption of AI-mediated assessment. Issues related to algorithmic bias, data privacy, contextual appropriateness, and the "black-box" nature of many AI systems remain unresolved. These challenges signal that although AI can augment assessment processes, it cannot substitute the nuanced judgment, cultural understanding, and interpretive skills of teachers. Therefore, a balanced, human-in-the-loop approach is essential to ensure that AI supports rather than undermines validity, fairness, and learner-centered assessment practices.

Overall, this study concludes that the future of AI-mediated EFL assessment depends on strengthening teachers' AI-related assessment literacy and creating supportive environments where teachers can meaningfully integrate technology with pedagogical principles. Future research should focus on developing transparent and equitable AI tools, designing professional learning programs that integrate technical and ethical competencies, and exploring models of assessment where AI and human expertise complement each other. With thoughtful implementation, AI has the potential to enhance—not replace—the pedagogical agency of teachers in creating fair, reliable, and transformative assessment experiences for EFL learners.

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