

Exploring the Perceptions of Pre-service EFL Teachers on the Use of AI Tools in English Language Testing and Assessment

This research investigates the perceptions of pre-service English as a Foreign Language (EFL) teachers at the Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) on the use of artificial intelligence (AI) tools in English language testing and assessment. A total of 80 pre-serviced EFL teachers participated in a Testing and Assessment in Language Teaching course in the third semester of the 2024-2025 academic year. The study aimed at discovering how AI tools assist pre-served EFL teachers in designing language tests and exploring their perceptions on the integration of AI tools in language testing. The quantitative data was collected through an online survey that explored participants' attitudes toward AI tools, their perceived benefits and challenges, and their overall readiness to harness the power of AI tools into language testing practices. After one week of collected data, the survey responses about the usability and effectiveness of AI tools were analyzed by SPSS 26. The findings demonstrated that the majority of participants viewed AI technologies as helpful resources for improving the efficiency and accuracy of test design. They also expressed enthusiasm for AI's ability to deliver individualized assessments and automate monotonous activities. However, concerns have been expressed regarding the ethical implications, the accessibility of AI technologies, and the excessive use of AI would hinder learners' critical thinking, creativity, and metacognitive progress. The findings indicate that pre-service EFL teachers have increased their interest in AI tools, implying that tailored training could improve their performance and deployment in language assessment settings.

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