Contribution ID: **49** Contribution code: **OP01-07**   Type: **Oral Presentation**

EFL Lecturers'Challenges And Suggested Solutions for Assessment in the AI Age

Saturday, 27 July 2024 13:00 (30 minutes)

As the era of Artificial Intelligence (AI) continues to spread, educators worldwide are confronted with the necessity to adapt their teaching methodologies and assessment practices to accommodate technological advancements. This qualitative study explores the challenges encountered by English as a Foreign Language (EFL) lecturers in the Mekong Delta region of Vietnam regarding assessment in the AI age. Through in-depth interviews with six experienced lecturers from three universities, this research figures out the various obstacles faced by educators in assessing their students in the boom of AI-driven tools. Typical concerns related to maintaining authenticity in assessments, ensuring fairness and equity, and navigating the integration of AI technologies into traditional assessment frameworks. Additionally, lecturers highlight the importance of preserving human judgment and subjective evaluation in language assessment, despite the allure of AI-driven solutions. Drawing from their rich pedagogical experiences, the participants offer insightful suggestions and strategies to address these challenges effectively.

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Session Classification: Parallel Oral Presentations

Track Classification: Professional Development