ISSN: 2716-9189 Category B E-ISSN: 2676-1750
Journal of Studies in Language, Culture, and Society (JSLCS). (09) 03, 2026. (PP. 172-193)
Received: 05/05/2026 Accepted: 08/07/2026 Published: 30/09/2026

TEACHERS' PERCEPTIONS OF AI-DRIVEN TOOLS IN EFL WRITING CLASSES: EXPLORING THE 21ST CENTURY ALTERNATIVES

Wafa Amine [1] **Nabil Hamadi Aziz** [2]
[1, 2] **Djillali Liabes University, Sidi Bel Abbes, Algeria**
[1] wafa.amine@univ-sba.dz
[2] nabil.hamadi@univ-sba.dz

Abstract: Writing has long been recognized as a particularly demanding skill for EFL learners, and assessing it is an even more complex task for instructors. The increasing development of artificial intelligence (AI) has introduced new possibilities for supporting writing assessment through AI-assisted tools that can provide feedback and potentially reduce teachers' workload. However, despite these potential benefits, the integration of AI into EFL writing assessment raises questions regarding teachers' acceptance and the extent to which such technologies can complement rather than replace human judgment. To this end, this study explores EFL teachers' perspectives on the use of AI-based assessment tools in their writing classes. In addition, it examines the factors that influence their perspectives and willingness to embrace these technologies. To achieve these aims, a mixed-methods approach was adopted, combining a questionnaire and online interviews as data-collection instruments. The participants were twelve EFL teachers from Sidi Bel Abbes University in Algeria. The findings revealed a conditional acceptance and not a blind adoption of AI-based assessment tools. Although the participants generally expressed openness to incorporating AI into their teaching practices, they also maintained reservations concerning its use in writing assessments. The findings further indicated that ethical considerations, pedagogical factors, and institutional support are interrelated elements that shape teachers' willingness to adopt AI tools. In particular, concerns regarding the reliability of AI-generated feedback, ethical issues, and the limitations of AI in capturing the nuances of students' writing contributed to teachers' cautious perspectives. Furthermore, the participants emphasized that these tools can serve as supportive resources for assessment but can never replace teachers' professional judgment, which remains indispensable. These findings suggest that the effective incorporation of AI into EFL writing assessment also depends on teachers' digital literacy and institutional support. This study contributes to the growing body of research on AI in Algerian EFL education by highlighting the central role of teachers' acceptance of integrating AI-assisted tools in assessment.

Keywords: AI tools, assessment, EFL teachers, perspectives, writing

How to cite the article:

Amine, W., & Hamadi Aziz, N. (2026). Teachers' perceptions of AI-driven tools in EFL writing classes: Exploring the 21st century alternatives. *Journal of Studies in Language, Culture, and Society (JSLCS), 9*(3), 172-193

© 2026 The Author(s). This open access article is published by the *Journal of Studies in Language, Culture, and Society* (JSLCS) under the Creative Commons Attribution 4.0 International Licence (CC BY 4.0), https://creativecommons.org/licenses/by/4.0/

Corresponding author: Wafa Amine**, ORCID ID:** https://orcid.org/0009-0003-0063-4708

1. Introduction

Writing is deemed to be the most challenging skill for L2 students to master (Richards & Renandya, 2002). This task is inherently complex in nature; it requires the simultaneous amalgamation of several cognitive processes. These processes include grammatical accuracy, lexical sophistication, vocabulary, cohesion, coherence, and syntax. Furthermore, other important skills are required, such as critical thinking, creativity, and the ability to generate authentic ideas under linguistic constraints, since the learners are non-native. Such high-standard criteria necessitate meticulous and holistic assessment. However, such rigorous assessment is concurrently exhausting and time-consuming for instructors, particularly in the Algerian context. Classrooms are often overcrowded and involve large numbers of students. Thus, providing each student with meaningful and constructive feedback places a considerable demand on instructors' time and mental stamina (Teng, 2024).

In EFL writing pedagogy, assessment is not only used to measure learners' written performance but also to assist their development as writers. Therefore, writing assessment involves multiple dimensions, ranging from grammar and syntax to content and organization. Consequently, instructors are expected to provide feedback that covers these dimensions to guide learners in their subsequent writing. This function makes writing assessments particularly demanding in EFL contexts.

To mitigate assessment-related challenges, two supplementary approaches have gained traction: peer feedback and AI-assisted writing assessment. While peer review promotes cooperative learning, its efficacy is undermined by quality deficits, superficial focus, and failure to address meaning-level concerns (Guo et al., 2022). In contrast, AI-powered assessment tools distinguish themselves through speed and sustained learner involvement; therefore, deploying artificial intelligence (AI) in EFL writing classes emerges as a feasible solution in the contemporary educational landscape, particularly as AI has undergone marked advancement to the mutual benefit of learners and teachers.

The successful implementation of AI assessment tools, however, depends heavily on teachers' willingness to adopt them. Accordingly, the present study is conceptually informed by research on teacher acceptance of AI in education, which is shaped by several factors, including pedagogical value, trust in AI-generated feedback, ethical considerations, familiarity with AI technologies, and institutional support (Wilson et al., 2021; Kim & Kim, 2022). Viewing teachers' acceptance from this lens lays the ground for exploring EFL teachers' perspectives towards AI-assisted writing assessment in the Algerian context.

Despite the growing use of AI in education, teachers' perspectives on AI-assisted writing assessment remain insufficiently explored in the Algerian context. Some educators consider the implementation of these AI tools as potentially conflicting with professional ethics, partly influenced by portrayals in the media and science fiction (Luckin & Holmes, 2016). On the other hand, other tutors view these tools as assistant instruments that share their workload. These conflicting perspectives highlight the need for further investigation into the factors influencing teachers' acceptance of AI and the conditions under which it can be most effectively included in teaching practices, particularly assessment.

To this end, the current study is an endeavour to explore EFL teachers' perspectives towards the use of AI-assessment tools in their writing classes. Besides, the study seeks to discover the main factors that affect the integration of these tools. In line with the research aims, the present investigation is guided by the following questions:

1. What are the EFL teachers' perspectives towards the use of AI assessment tools in their writing classes?

2. What are the factors that influence EFL teachers' receptivity to adopting these AI assessment tools?

2. Literature Review

2.1. Assessment in EFL Writing Classes

Assessment is a fundamental component of teaching and learning that enables EFL instructors to monitor students' progress and determine the extent to which learning objectives have been achieved. Among the four language skills, however, writing is widely regarded as the most challenging to assess because it requires the simultaneous evaluation of multiple linguistic and discourse-level features. Simultaneously, it is worth mentioning that the way writing is assessed has a profound impact on how EFL students experience language learning and the outcomes they achieve (Ataizi & Komur, 2021).

The approach used by instructors for assessment usually varies from one teacher to another. Some instructors prefer traditional assessment, in which the student receives constructive feedback solely from the teacher, which most students appreciate. Yet this approach can be time-consuming and demanding for the instructor, particularly in large classes, where giving individual attention to each student becomes challenging (Taufiqulloh et al., 2024). Alongside traditional assessment, some teachers tend to adopt a peer assessment approach, where students assess each other's work. According to these teachers, this type of assessment enhances students' sense of responsibility and ownership by actively involving them in the learning process (Meletiadou, 2021). That said, the extent to which peer assessments succeed is determined by students' feedback skills: both offering and receiving, which Cheong et al. (2023) suggest are influenced by individual ability levels and educational preparation. Meanwhile, other teachers adopt a self-assessment approach, in which students assess themselves based on established criteria, rubrics, and guidelines. This can help them become more aware of their strengths and areas for improvement (Cheng & Zhang, 2021). Still, the success of self-assessment is strongly dependent on students' capacity to critically and objectively measure their work. This process can be challenging, especially for novice learners who may not possess the metacognitive abilities necessary to recognize mistakes and determine areas for improvement (Manzano, 2022; W. Wei et al., 2024, as cited in Taufiqulloh et al., 2025). These three approaches differ in their integration, but they share the objective of providing meaningful feedback to improve students' writing performance.

Nevertheless, each approach presents practical limitations that have encouraged researchers to explore other alternatives. Traditional methods, for instance, rely primarily on the teacher, who is required to provide detailed feedback to each student. However, when teachers have many students across different classes, this task can become overwhelming, and in some cases, it even discourages them from providing the level of writing instruction that students need (Steiss et al., 2024). Peer assessment, on the other hand, may suffer from specific shortcomings, most notably students' limited proficiency and their lack of training. As for self-assessment, it is likewise constrained by several factors, particularly students' confidence and unfamiliarity with the established criteria (Jin et al., 2022; Wei et al., 2022), which may ultimately compromise the reliability of their adoption. Collectively, these findings suggest that while traditional, peer, and self-assessment each contribute to writing development, none is perfect. Consequently, researchers have increasingly explored technology-supported alternatives, particularly Automated Writing Evaluation (AWE) systems, to address some of these challenges. These systems are primarily designed to analyze and provide automated feedback on learners' writing based on predefined linguistic

and statistical models. *Moreover*, these automated grading tools could save significant time and costs in education, especially since teachers spend roughly 40% of their time on grading and related tasks (Kamalov et al., 2023). Once these burdens are reduced, teachers will be able to devote more time to interacting with students and supporting their learning. Therefore, these tools represent promising twenty-first-century alternatives for supporting writing assessment.

2.2. Artificial Intelligence Tools for Writing Assessment

Artificial Intelligence (AI) is not a nascent field; its origins date back to 1956, when John McCarthy coined the term and formally introduced it during the Dartmouth Summer Research Project (Cordeschi, 2007), which is widely considered the foundational event of the field.

Over the years, AI has gradually entered the field of education, reshaping the roles of learners, educators, and institutions. Moreover, it enables more tailored learning experiences and offers instant feedback on students' performance. In doing so, it is transforming the overall educational environment and supporting more effective and inclusive learning processes (Kamalov et al., 2023). In language education, for instance, advances in machine learning and natural language processing have led to the development of intelligent systems capable of analyzing and generating human language. Therefore, advanced AI tools have increasingly been used to support pedagogical practices such as language learning and assessment, specifically writing assessment. These tools include Automated Writing Evaluation (AWE) systems such as Grammarly and Paperpal. AWE is an internet-based tool designed to assess student writing and provide feedback instantly (Shermis & Burstein, 2013). Unlike generative AI systems, which can generate and revise text through conversational interaction, AWE systems are primarily designed to evaluate learners' writing and provide automated feedback based on predefined linguistic and statistical models. Therefore, incorporating AWE into writing courses enables teachers to deliver timely responses without increasing their workload. Students can submit their work through the system and obtain constructive feedback at any time or place, even when a teacher is not available to assist (Liao, 2016).

In the past, AWE systems had to be trained on hundreds of essays written for the same prompt and repeatedly adjusted based on human feedback. This process makes them costly and restricts teachers' flexibility, since the systems can only evaluate the kinds of prompts they were trained on (Steiss et al., 2024). Subsequently, these tools evolved until they became more effective. Although recent studies consistently report that AWE enhances learners' writing accuracy and fluency (Wei et al., 2023), other researchers state that these systems still struggle to provide sufficiently detailed and context-sensitive feedback (Steiss et al., 2024).

The emergence of generative AI marked another significant stage in the evolution of AI-assisted writing support. Unlike AWE systems, generative AI models are capable not only of evaluating text but also of generating, revising, and explaining written content through natural language interaction. Among these models, ChatGPT, which was released in November 2022, has drawn massive public attention beyond the tech community due to its advanced language abilities. Basically, ChatGPT is a web-based tool that is available to nearly everyone, though some countries are excluded, and can be used for free. Thus, rather than replacing conventional AWE systems, several researchers suggest that generative AI can complement them by providing richer, context-sensitive feedback that extends beyond grammar and mechanics (Essel, 2023).

The impact of ChatGPT has been especially strong in education, where it has sparked debate due to its dual role as both a powerful learning tool and a potential means of academic

misuse (Kamalov et al., 2023). Importantly, it has the potential to offer feedback that is timely, focused, adaptive, and practical, qualities that can effectively support students in improving their writing unlike earlier AWE programs and older AI tools, which need to be trained on large sets of human-written texts (Graham, Hebert, & Harris, 2015; Biber et al., 2011, as cited in Steiss et al. 2024). However, some scholars, with Chomsky at the forefront, warn that its responses may be inaccurate or encourage excessive learner dependence. Overall, the literature suggests that AWE and generative AI should not be viewed as competing technologies but as complementary approaches that differ in their feedback capabilities and pedagogical applications.

2.3. Ethical Issues and Teachers' Attitudes toward AI-Assessment Tools

Artificial intelligence has sparked debate from the very moment it emerged. While some teachers and researchers embraced it positively, others expressed criticism and concern. As a result, the integration of AI in classroom settings has not yet gained full acceptance, largely because many teachers remain cautious about incorporating AI into their teaching practices, holding concerns about its reliability, ethics, and the changing role of the teacher (Kim & Kim, 2022).

In light of these debates, several research papers have been published to explore the various attitudes, issues, and perspectives related to AI assessment tools. First of all, a recurring concern in the literature is the reliability of AI-assisted writing assessment, particularly when evaluating higher-order writing features. For instance, a Turkish study conducted by Uyar and Büyükahıska (2025) examined the effectiveness of ChatGPT as an Automated Essay Scoring (AES) tool. The study revealed that this AI tool shows potential for automated scoring but struggles with the nuances of language and subjective judgment in EFL essays, making it an imperfect substitute for human raters. In a similar vein, their findings align with Huang (2014), who noted that AES systems often fail to capture the subtle aspects of writing valued by human raters, such as creativity, analytical depth, and language fluency. Consequently, human raters tend to assign higher scores, as they prioritize qualitative features that AI systems may overlook in favour of mechanical accuracy. Along the same lines, Bender et al. (2021, as cited in Atallah, 2026) argued that these tools may misinterpret nuanced language features, including idiomatic expressions, sarcasm, and culturally specific references, leading to inaccurate or misleading feedback. Furthermore, the reliability of these tools remains a subject of debate. AI-based writing applications, such as Grammarly and QuillBot, present certain limitations. For example, Grammarly has been reported to produce inaccurate grammatical corrections and inappropriate tone suggestions (Ambarwati, 2020).

Beyond issues of reliability, the use of AI writing tools also raises concerns about integrity and credibility. For instance, many students do not disclose their use of these technologies, which raises questions about whether grades genuinely reflect their own abilities. At the same time, the widespread use of such tools is prompting a re-evaluation of academic integrity in practice (Fyfe, 2022). This concern is reinforced by Sullivan et al. (2023), who argue that AI technologies increase the risk of academic misconduct, particularly when users generate content without proper acknowledgment. As a result, such practices blur the boundaries of authorship and undermine the credibility of academic work. Moreover, concerns extend beyond ethics to the pedagogical dimension. Kamalov et al. (2023) argue that AI assessment tools cannot replace direct human interaction in education due to their lack of emotional intelligence. Consequently, over-reliance on these technologies may reduce opportunities for meaningful interaction, weaken teacher–student relationships, and diminish the sense of community and emotional support in the learning environment. Simultaneously, the swift advancement of artificial intelligence has significantly outpaced the development of

comprehensive legal and regulatory structures. This gap has generated uncertainty and introduced potential risks regarding the responsible use of AI technologies. Consequently, there is an increasing agreement among scholars and policymakers on the pressing need to establish strong ethical standards and regulatory frameworks to effectively oversee AI systems (Belhaddad, 2024).

Despite those concerns, the literature also highlights several advantages associated with AI-assisted assessment. For example, Wilson et al. (2021) highlight that AWE is neither entirely beneficial nor entirely harmful; rather, its impact depends on the interaction between the tool, the teacher, the students, and the broader educational context. They further note that the effectiveness of AWE is shaped by factors such as institutional policies, time constraints, and community support, and that continued use and familiarity can enhance its effectiveness. Similarly, other studies indicate that automated scoring can reduce teachers' workload (Geng & Razali, 2022), and it is even implemented in standardized tests. In addition, AWE feedback enables teachers to focus more on higher-level aspects of writing, such as content and organization, thereby compensating for its limitations (Geng & Razali, 2022).

In conclusion, these studies suggest that the pedagogical value of AI assessment tools depends less on the technology itself than on the ethical and institutional factors. Consequently, AI should be viewed as a complementary resource that supports the learning environment (Wilson et al., 2021) rather than an alternative to teachers' judgment in writing assessment.

3. Methodology

3.1 Research Design

This study adopted an explanatory mixed-methods research design to explore EFL teachers' perceptions of the integration of AI assessment tools in writing instruction at the university level. Mixed-methods research combines quantitative and qualitative approaches within a single study to deepen understanding and capture the complexity of the research problem (Creswell & Plano Clark, 2007). This design was considered particularly appropriate since it involves not only measurable attitudes but also experiences and concerns that cannot be fully captured through numerical data alone.

The study was grounded in the pragmatic research paradigm. Pragmatism allows researchers to integrate quantitative and qualitative approaches to develop a richer understanding of the research problem. Accordingly, quantitative data were first collected through a questionnaire to identify teachers' familiarity with AI assessment tools, their perceptions of AI's instructional value, and their concerns regarding its implementation in EFL writing assessment. Subsequently, qualitative data were gathered through semi-structured interviews with a sub-group of participants to provide deeper insights into the findings of the questionnaire and to explore perceptions that could not be fully covered through the statistical data alone.

The integration of the two methods enabled the researcher to enhance the credibility of the study. While the questionnaire offered a broad overview of teachers' perceptions, the interviews provided details about teachers' experiences, which enriched the interpretation of the quantitative results. By combining these complementary pieces of evidence, the study aimed to develop a more holistic understanding of teachers' perspectives on the potential advantages and challenges of adopting AI assessment tools in EFL writing assessments.

3.2 Research Context

The study was conducted at the Department of English, Faculty of Letters, Languages and Arts, University of Djillali Liabes, Sidi Bel Abbes, Algeria. The research focused on the Written Expression module. Within this module, teachers are responsible not only for developing students' writing skills but also for assessing various aspects of writing, including content, organization, vocabulary, grammar, coherence, cohesion, and mechanics. Consequently, they are expected to provide constructive feedback that supports students' writing development.

This context was particularly suitable for the present study because recent developments in the field of AI have introduced new opportunities and challenges for writing assessment in higher education. As AI assessment tools are now accessible, EFL teachers are responsible for evaluating their pedagogical value while ensuring that assessment remains valid, reliable, and equitable. Therefore, exploring teachers' perceptions within this instructional context provides valuable insights into the opportunities and challenges associated with integrating AI assessment tools into university-level EFL writing instruction.

3.3 Participants

The participants in this study were EFL teachers responsible for teaching the Written Expression module at the Department of English, University of Djillali Liabes, Sidi Bel Abbes. A total of twelve EFL teachers were involved in the questionnaire.

Purposive sampling was employed because the study sought information-rich participants who possessed extensive experience in teaching and assessing EFL writing. One of the advantages of purposive sampling is that it enables researchers to deliberately select participants who are most knowledgeable about the phenomenon under investigation. Since the study explored teachers' perceptions of using AI assessment tools in writing assessment, only instructors who are experienced in teaching the Written Expression module were selected as participants. Their professional experience allowed them to provide informed perspectives on the pedagogical opportunities, challenges, and ethical considerations associated with integrating AI into EFL writing assessment.

Following the questionnaire, participants were invited to take part in a semi-structured interview. Eight teachers voluntarily agreed to participate and therefore constituted the qualitative sample. Voluntary sampling was considered appropriate because interviews required additional time and more detailed reflections on participants' experiences. Allowing teachers to participate voluntarily ensured that interviewees were willing to share their opinions openly. The interview sample represented a sub-group of the questionnaire participants, enabling the qualitative findings to complement the quantitative results.

3.4 Research Instrument

To achieve the objectives of the study, two complementary research instruments were employed: a questionnaire and a semi-structured interview. The questionnaire was used to obtain quantitative data regarding teachers' perceptions of AI assessment tools, whereas the interview provided qualitative insights that enriched the questionnaire findings. The use of these two instruments enabled the researcher to gain a more comprehensive understanding of the research problem.

3.4.1 Questionnaire

The questionnaire was developed by the researcher following an extensive review of the literature on AI in education and EFL writing assessment. It was designed to gather data

on teachers' familiarity with AI assessment tools, their perceptions of the pedagogical value of these tools, and their concerns regarding their integration into EFL writing assessment.

The questionnaire consisted of four sections (see Appendix I). The first section collected demographic information about the participants. The second explored the teachers' use of AI tools in their writing classes. The third contained Likert-scale items that examined participants' current assessment practices. The final section also included Likert-scale items that explored the participants' perceptions towards the use of AI in writing assessment. Additionally, it included an open-ended question that allowed participants to express additional opinions and concerns that could not be captured through the closed-ended items.

3.4.2 Semi-structured Interview

To complement the questionnaire findings, a semi-structured interview was conducted with eight volunteer participants selected from the questionnaire sample. The interview consisted of seven predetermined open-ended questions that explored teachers' experiences with AI assessment tools, their perceived benefits and challenges, ethical considerations, and recommendations for integrating AI into EFL writing assessment (see Appendix II). The participants were contacted via WhatsApp, in accordance with their preference for this mode of communication. This approach provided flexibility by allowing participants to respond at their own convenience. However, it is worth acknowledging that the absence of real-time interaction limited opportunities for immediate follow-up questions. Consequently, some responses may have lacked the depth that could have been achieved through synchronous interviews.

The semi-structured format was selected because it ensured consistency across participants while providing sufficient flexibility for teachers to elaborate on their experiences and viewpoints. Consequently, the interviews generated rich qualitative data that helped explain the quantitative findings obtained through the questionnaire.

3.5 Validity and Reliability of the Instruments

Following an extensive review of the literature on AI in education and EFL writing assessment, the questionnaire items and interview questions were developed to address the objectives of the study. To establish content validity, the questionnaire was reviewed by two university teachers with expertise in EFL teaching and assessment. They evaluated the clarity, relevance, and appropriateness of the items in relation to the study objectives. Their suggestions for refinement were incorporated into the final version of the questionnaire before its administration.

Similarly, the interview was designed to complement the questionnaire by exploring the issues addressed in the quantitative phase. The interview questions were carefully aligned with the research objectives to ensure that they elicited meaningful information regarding teachers' perceptions, experiences, and concerns about the integration of AI assessment tools in EFL writing assessment.

Regarding reliability, it is worth acknowledging that the questionnaire was not piloted before its administration; therefore, a reliability coefficient, such as Cronbach's alpha, was not calculated. Although this represents a methodological limitation, considerable efforts were made to enhance the quality of the instrument through expert review, careful wording of the items, and alignment with the relevant literature. Future research is therefore encouraged to conduct a pilot study to establish the internal consistency of the questionnaire before its administration.

3.6 Data Analysis

The quantitative data obtained from the questionnaire were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. Given the exploratory nature of the study and the relatively small sample size (n = 12), inferential statistical analyses were not conducted, as they would not yield statistically robust or generalizable conclusions. Descriptive statistics were therefore considered the most appropriate analytical approach for summarizing and interpreting the data. To facilitate interpretation, the mean scores of the Likert-scale items were classified into five levels corresponding to the original response categories: strongly disagree (1.00–1.80), disagree (1.81–2.60), neutral (2.61–3.40), agree (3.41–4.20), and strongly agree (4.21–5.00). For the familiarity rating scale, mean scores were interpreted as low (1.00–3.33), moderate (3.34–6.66), and high (6.67–10.00).

The qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis. The analysis began with repeated reading of the interview responses to achieve familiarity with the data. Initial codes were then generated by identifying recurring ideas and meaningful statements related to the research objectives. Similar codes were subsequently grouped into broader categories based on conceptual similarities. These categories were further refined into overarching themes representing teachers' perceptions of AI assessment tools, their perceived benefits, implementation challenges, and ethical concerns. Throughout the analysis, the researcher continuously reviewed and refined the themes to ensure that they accurately reflected the participants' responses and addressed the research questions.

3.7 Ethical Considerations

The study adhered to fundamental ethical principles throughout the research process to ensure the integrity of the data collection procedures. Before participating, all teachers were informed of the purpose of the study, the nature of their involvement, and the intended use of the collected data. Confidentiality and anonymity were maintained throughout the study. Participants were not required to disclose any personal information, and all responses were treated confidentially and used solely for academic research purposes. To further protect participants' privacy, the collected data were securely stored and accessed only by the researcher. Every effort was made to ensure that the research process complied with accepted ethical standards for educational research and respected the privacy and autonomy of all participants.

4. Results

As mentioned before, the endeavour behind conducting this research stems from the desire to explore the perspectives of EFL teachers towards the use of AI-assessment tools in their writing classes. Besides, it seeks to discover the factors that impact their openness to using these assistant tools. To this end, two research tools were used: the questionnaire, which was analyzed statistically, and the interview, which was analyzed qualitatively.

4.1. Teachers' Questionnaire

The following are the findings obtained from probing into the teachers' questionnaire:

4.1.1. Demographic Information

To gather background information on the participants, teachers were asked to indicate their gender, academic qualifications, and years of experience in teaching writing. Table 1 provides a summary of these key characteristics.

Table 1.

Teachers' Background Information

Variables	Characteristics	Frequency	Percentages (%)
Gender	Male	04	33.3%
	Female	08	66.7%
Academic qualification	MAA	01	08.3%
	MAB	01	08.3%
	MCB	02	16.7%
	MCA	04	33.3%
	Professor	04	33.3%
The years of experience	Less than 2 years	03	25%
	2-5 years	04	33.3%
	6-10 years	02	16.7%
	11-20 years	02	16.7%
	More than 20 years	01	08.3%

Table 1 presents statistical information about the teachers' profiles. The results indicate that 66.7% of the participants are female, while 33.3% are male. Among the respondents, the most common ranks are 'MCA' and 'Professor,' each representing 33.3% of the participants. Additionally, 16.7% hold the rank of 'MCB,' while only 8.3% are classified as 'MAA' or 'MAB.' In terms of teaching experience in written expression, four teachers have between 2 and 5 years of experience, three teachers have less than 2 years, and four have between 6 and 10 years. Only one teacher has more than 20 years of experience.

4.1.2. The Implementation of AI in Teaching

The fourth question asked respondents whether they use any AI tools in their teaching practices and, if so, which tools they use. The results are demonstrated in Figure 1.

Figure 1.

The Teachers' Use of AI Tools in Their Teaching Practices

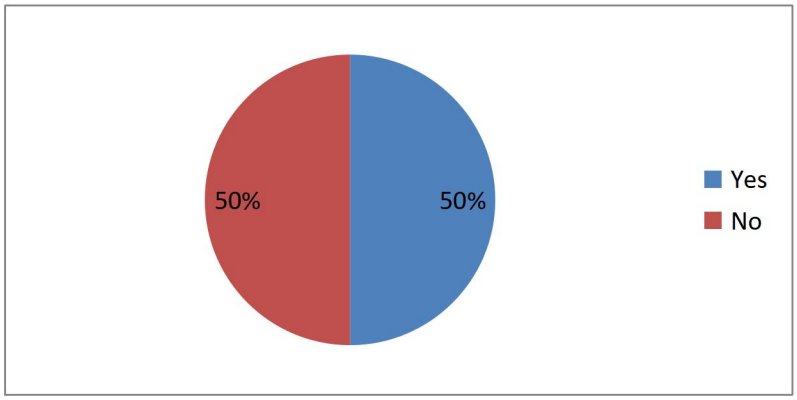


Figure 1 illustrates the use of AI-assistant tools by tutors in their classes. The respondents' answers were divided equally: 50% claimed that they use AI tools for teaching, particularly ChatGPT, Gemini, and Perplexity.ai. Meanwhile, the other half opposed the integration of AI into their classes, stating that they are not familiar with these tools and prefer to rely on traditional teaching methods.

The fifth question aimed to gather participants' perspectives on the ethical implications of using AI in teaching. Specifically, they were asked whether they believed these tools violate professional ethics or not (Table 2).

Table 2.

Teachers' Perspectives Regarding Ethical Implications of AI in Teaching

Teachers' answers	The Statistics
Yes	16.7%
No	83.3%

The majority of participants, accounting for 83.3%, answered "no," while 16.7% responded "yes." Those teachers expressed concerns that irresponsible or excessive use of AI tools could lead to unethical issues that would violate professional ethics in their context.

The sixth question asked the respondents to scale their familiarity with the current AI tools out of 10 (Table 3).

Table 3.

Teachers' Familiarity with the Current AI Tools

Score	Frequency
01	1
02	0
03	0
04	1
05	2
06	4
07	1
08	1
09	1
10	1
Mean Average	**Standard Deviation**
6.08	2.35

The findings of Table 3 unravelled a moderate level of familiarity with AI tools among EFL teachers (M = 6.08, SD = 2.35). The most frequently reported score was 6, indicating that moderate familiarity was the most common response among participants, with some variation ranging from very low (1) to very high (10).

The seventh question asked the participants to identify the aspects for which they use AI in their writing classes (Table 4).

Table 4.

The Aspects of Using AI in Writing Classes

The Aspects	The Percentages
Grammar and Syntax	50%
Spelling and Punctuation	50%
Vocabulary Use	50%
Coherence and Cohesion	33.3%
Content and Ideas	50%
Organization and Structure	58.3%

The findings revealed that the majority of the teachers (58.3%) trust AI for structure and organization, followed by grammar and syntax, vocabulary use, spelling and punctuation, and content and ideas, with 50% for each. However, coherence and cohesion received a lower score of 33.3%, indicating that teachers view these aspects as more subjective.

4.1.3. Current Assessment Practices

The eighth question has a Likert-scale format. It elicits information about the teachers' attitudes towards the use of AI in their assessment practices (Table 5).

Table 5.

Teachers' Attitudes toward the Use of AI-Assessment Tools

Statements	Mean	Interpretation
Providing each student with detailed feedback is laborious for me	03	Neutral
I sometimes use AI assessment tools, such as Grammarly or Paperpal, to support the grading process when it becomes particularly exhaustive	2.5	Neutral
I adopt a hybrid assessment approach: I conduct an initial assessment and then use AI tools to help identify any aspects I may have overlooked	2.42	Negative
I prefer to rely on the classical methods of assessing EFL writing; otherwise, I will deskill my assessment abilities	3.25	Moderate
My unfamiliarity with AI-based assessment tools leads me to rely solely on traditional assessment methods.	2.50	Neutral

Table 5 showed that teachers expressed different views regarding the integration of AI assessment tools into EFL writing assessment. Statement 4 showed the highest mean score (M = 3.25), indicating moderate agreement that relying heavily on AI for assessment may lead to the deterioration of teachers' assessment skills. By contrast, Statement 3 obtained the lowest mean score (M = 2.42), suggesting that participants generally did not adopt a hybrid assessment approach combining teacher assessment with AI-assisted assessment. Statements 1, 2, and 5 yielded mean scores of 3.00, 2.50, and 2.50, respectively, reflecting neutral responses. Overall, the findings suggest that while teachers recognized the challenges associated with writing assessment, they remained cautious about integrating AI into their assessment practices, indicating neither strong acceptance nor rejection of AI-assisted assessment.

4.1.4. Teachers' Attitudes towards the Use of AI Assessment Tools in EFL Writing Classes

This section is the most important one, as it represents the key to resolving most aspects of the research problem. The ninth question seeks to explore the different attitudes of the written expression tutors towards the implementation of AI assessment tools in their classes (Table 6).

Table 6.

Teachers' Attitudes towards the Use of AI Assessment Tools in EFL Writing Classes

Statements	Mean	Interpretation
I am open to incorporating AI assessment tools into my teaching practice	3.50	Neutral
I feel concerned about the increasing role of AI in educational assessment	3.75	Positive
AI assessment tools do not have the human touch that should be included in assessment	4.67	Positive
I prefer traditional assessment methods over AI-assisted assessment	3.58	Neutral
AI assessment should complement, rather than replace, teacher assessment	4.75	Positive
I am willing to advocate for the adoption of AI assessment tools at my institution	03	Neutral

Table 6 revealed that the participants demonstrate mixed perspectives towards the integration of AI assessment tools into EFL writing assessment. The highest mean scores were obtained for Statements 5 (M = 4.75) and 3 (M = 4.67), indicating positive agreement with both statements. Teachers also expressed positive concern regarding Statement 2 (M = 3.75). By contrast, neutral mean scores were recorded for openness to incorporating AI assessment tools into teaching practice (M = 3.50), preference for traditional assessment methods over AI-assisted assessment (M = 3.58), and willingness to advocate for the adoption of AI assessment tools at their institution (M = 3.00). Overall, the findings suggest that teachers acknowledged the potential of AI in writing assessment but viewed its implementation with caution. They generally perceived AI as a complementary tool rather than a replacement for teacher judgment, while expressing reservations about its adoption in educational assessment.

The last question was open-ended. It aims to identify the factors that influence the participants' decisions to use AI assessment tools in their assessment process. The analysis of the teachers' responses revealed many interrelated factors, particularly academic integrity, in which all participants agreed that ethical considerations are central before adopting any AI tool in their assessment processes. In addition, issues related to accuracy and reliability were dominant. Most participants expressed concerns regarding the transparency and trustworthiness of AI-generated tools. Some responses highlighted the irreplaceable role of the teacher, stressing the pivotal role of the human touch in assessment. Additionally, most participants emphasized the importance of aligning these AI tools with pedagogical objectives. Finally, some respondents mentioned aspects such as teachers' familiarity with technologies. In brief, the findings suggested that decisions regarding AI adoption are affected by a combination of technical, ethical, and pedagogical considerations.

4.2. Teachers' Interview

As mentioned before, the interview was carried out as a second research tool to corroborate the questionnaire's responses and gain more insight into the depth of the teachers' knowledge. Eight teachers were interviewed, and their responses to each question are summarised below:

Q.1: This question sought to determine the years of experience that these interviewees have in teaching written expression; as a result, three teachers have 2 years of experience and another one has 4 years. Four teachers have experience ranging from 10 to 20 years, with 10, 15, 18 and 20 years of experience, respectively.

Q.2: This question aimed to explore the participants' familiarity with the use of AI tools in their teaching practices. Three teachers revealed that they are moderately familiar with these tools, which they use in planning their lessons; however, they have never included them in their assessment practices. Four teachers stated that they are not familiar with this new technology; one of them frankly said: "*Honestly, I am far away from using technology in my teaching. I am old-fashioned, and I still prefer the classical methods of teaching and assessing."* Meanwhile, one teacher asserted that s/he has very good skills in using AI tools in their classes and is actually considering using them in the assessment process.

Q.3: This question targeted the extent to which AI-driven tools can share the burden with teachers and reduce their workload. The eight teachers agreed that these tools can help them in correcting preliminary tasks such as grammatical errors, punctuation, spelling, and syntax, which allows them to devote more energy to other aspects of writing, such as creativity and authenticity. However, one teacher affirmed that the use of AI in assessing students' outputs can never replace the human-centered approach, which remains indispensable, while another teacher affirmed: "*I do not trust AI tools to correct my students' papers; these tools can share our burden, but they still lack reliability and maybe accuracy*."

Q.4: AI tools: Between supportive instruments and threats to professional ethics. Teachers' perspectives on this issue were divergent. Three participants viewed AI tools as supportive instruments that can effectively accompany the teaching process if used judiciously. Similarly, four teachers argued that these technologies do not threaten professional ethics when employed appropriately, emphasizing that, like any other tool, they function as a double-edged sword. In contrast, one participant strongly contended that AI poses a threat to teaching ethics; s/he stated: "*I believe that the excessive reliance on AI undermines the instructional quality and violates the ethics of our job. I still prefer to rely on the conventional methods of teaching and assessing*."

Q5: Challenges and concerns associated with the use of AI in assessing EFL writing. Ethical considerations emerged as the central concern. All interviewees agreed that the excessive use of AI constitutes a serious issue that may undermine the quality of education. In addition, four teachers emphasized that these tools lack emotional intelligence, which they considered essential for assessing writing, particularly in detecting the writer's intended meaning; an aspect that AI may fail to capture. Meanwhile, three participants argued that AI tools still lack reliability, contending that they tend to focus on surface-level errors rather than more substantive aspects of writing. In this regard, the seventh teacher clearly said: "*AI-assessment tools such as Grammarly can detect the micro-level features of writing, but what about the macro-level features?" Are these tools able to assess the learners' critical thinking?"*

Q.6: The factors that influence teachers' integration of AI tools in their writing classes. The eight interviewees expressed their willingness to implement AI tools in their classes if they

received adequate training on their proper use, clear institutional guidelines, and technical support. In addition, they affirmed that transparent policies on ethical use and assessment standards are essential to embrace them while maintaining professional integrity.

Q.7: Concerning the teachers' perspectives on the continuous evolution of AI in the field of education, they expressed predictions regarding the use of AI tools in education, anticipating that they will increasingly dominate the field of teaching. Meanwhile, one teacher described the rapid development of AI as 'frightening', warning that it could spiral out of control and undermine the credibility of education.

5. Discussion

The analysis of the EFL teachers' questionnaire, together with the interview findings from the University of Sidi Bel Abbes, revealed that teachers hold generally favorable yet cautious perspectives toward the use of AI assessment tools in their writing classes. Their openness to these technologies appears to be conditional, largely depending on institutional support, adequate training, and ethical considerations. This finding is consistent with Wilson et al. (2021), who argued that the effectiveness of AWE depends on the broader educational context and the way it is implemented. Similarly, Kim and Kim (2022) reported that although teachers recognize the pedagogical potential of AI technologies, many remain cautious because of concerns related to reliability, ethics, and the changing role of the tutor. These findings suggest that teachers' acceptance of AI is shaped not only by the capabilities of the technology itself but also by the conditions under which it is introduced and supported.

The findings from both the questionnaire and the interviews indicate that the participating teachers perceive AI tools as supportive technologies that can alleviate part of their assessment workload but cannot replace the human element that is essential to the assessment process, particularly when evaluating meaning, creativity, and other higher-order aspects of writing. Likewise, the interview responses suggested that AI-assisted writing assessment is perceived as more reliable for lower-order features, such as grammar, spelling, and punctuation, than for higher-order dimensions, including coherence and idea development. These findings align with Uyar and Büyükahıska (2025), who found that automated evaluation systems often struggle to capture the subtle aspects of writing valued by human raters, indicating that automated feedback may be less accurate when addressing complex writing features. Their findings align with Huang (2014), who argued that automated scoring systems often overlook qualitative features such as creativity, analytical depth, and language fluency. Also, Bender et al. (2021, as cited in Atallah, 2026) warned that AI systems may misinterpret nuanced language and culturally specific expressions, thereby limiting the accuracy of their feedback. Consequently, the present findings reinforce the growing view that AI assessment tools are most effective when they complement, rather than replace, teachers' professional judgment.

Furthermore, the questionnaire and interview findings underscored the importance of ethical considerations in the use of AI within teaching and assessment practices. Concerns related to academic integrity, reliability, and transparency emerged as important factors influencing teachers' perspectives towards the integration of AI assessment tools. This finding supports Sullivan et al.'s (2023) argument that AI tools may blur authorship boundaries and increase the risk of misuse. Likewise, Fyfe (2022) emphasized that the widespread use of AI requires a reconsideration of academic integrity, highlighting the need for stronger ethical and regulatory frameworks to guide the responsible use of AI in education. In addition, Kamalov et al. (2023) argued that AI cannot replace the human interaction and emotional support that teachers provide during the learning process. Collectively, these studies reinforce the

participants' concerns that ethical considerations should remain central to the integration of AI assessment tools into EFL writing classes.

Another important finding is that teachers' familiarity with AI technologies appeared to influence their willingness to integrate these tools into their writing classes. Participants who reported greater familiarity generally expressed more favourable perspectives towards AI assessment tools, suggesting that experience with these technologies may increase teachers' confidence in their pedagogical use. This observation supports Geng and Razali (2022), who found that AI tools can support teachers by reducing assessment workload and allowing them to devote greater attention to higher-order aspects of writing. These findings highlight the importance of professional development and institutional support in ensuring the effective and responsible adoption of AI assessment tools.

Overall, the findings suggest that EFL teachers recognize the potential value of AI applications in writing assessment while emphasizing that these technologies should complement, rather than replace, teacher judgment. Their perspectives reflect a preference for maintaining a human-centered approach that preserves the ethical, pedagogical, and evaluative dimensions of writing assessment. Taken together, the findings support the core idea in the literature that the educational value of AI assessment tools depends heavily on how they are implemented within appropriate pedagogical and ethical contexts.

6. Implications

6.1. Policy Implications

The findings have implications for institutional and educational policy concerning the integration of AI into EFL writing assessment. Since teachers expressed concerns about ethical issues, academic integrity, and transparency, institutions should establish clear guidelines governing the appropriate use of AI-assisted assessment tools. Such guidelines should clarify the roles and responsibilities of teachers and AI technologies and emphasize that AI should function as a complementary resource rather than an alternative to teachers' professional judgment.

Additionally, institutions should establish policies that promote the ethical use of AI in teaching practices. These policies should address issues such as academic integrity and transparency in AI-assisted feedback. Establishing clear institutional guidelines would not only support teachers in making informed pedagogical decisions but also encourage the responsible integration of such technologies into EFL writing assessment.

6.2. Practical Implications

The findings highlight the need for both pre-service and in-service training in digital literacy to equip teachers with the knowledge and skills required to integrate AI tools effectively into EFL writing assessment. Such training should not only familiarize teachers with the advantages of AI-assisted assessment tools but also improve their ability to evaluate the quality and the limitations of AI-generated feedback.

Furthermore, the training workshops could focus on identifying the types of writing tasks for which AI tools are most appropriate, distinguishing between higher-order and lower-order features of writing, and determining when teacher judgment remains indispensable. Equipping teachers with these competencies would ensure the effective, ethical, and responsible use of AI in writing assessment while fostering its role as a complement to, rather than a replacement for, professional teacher expertise.

6.3. Research Implications

The findings also point to several directions for future research. Further studies could investigate AI-assisted writing assessment across different Algerian universities and educational contexts using larger and more diverse samples. Future research could also compare teachers' perceptions with students' experiences to develop a more holistic understanding of AI-supported writing assessment from different perspectives.

In addition, future studies could examine the effectiveness of AI-generated feedback across different dimensions of writing, particularly by comparing its impact on lower-order features, such as grammar and mechanics, with higher-order aspects, including content, organization, and critical thinking. Also, research could explore how teachers' perceptions and practices evolve as AI technologies continue to transform the field of teaching and language assessment.

6.4. Theoretical Implications

The outcomes of this investigation contribute to the growing body of research on AI-assisted writing assessment by reinforcing the perspective that AI should be regarded as a complementary resource rather than an alternative to teachers' professional judgment. The participants' emphasis on maintaining human oversight, particularly when assessing higher-order aspects of writing and addressing ethical concerns, suggests that the instructional value of AI depends largely on its integration within sound pedagogical practices. Moreover, the findings indicate that teachers' acceptance of AI is shaped not merely by the availability of these technologies but also by factors such as digital literacy, institutional support, and ethical considerations. These findings therefore contribute to the theoretical understanding of AI integration in the EFL context by highlighting the enduring centrality of teacher expertise in technology-enhanced assessment.

7. Limitations of the Study

The limitations of this study rest on the relatively small number of participants, which limits the generalizability of the findings. In addition, the study was conducted at a single institution, and the teachers' perspectives may reflect contextual characteristics related to the University of Djillali Liabes only. Finally, the nature of the interviews, which were conducted virtually, limited opportunities for immediate follow-up questions and may have restricted the depth of some responses. Therefore, future studies should involve larger and more diverse samples drawn from different Algerian universities and employ multiple data collection tools to enhance the generalizability and robustness of the findings.

8. Conclusion

This study explored EFL teachers' perspectives on the use of AI-based assessment tools in writing classes at the University of Djillali Liabes, Sidi Bel Abbes. The findings revealed that teachers generally hold positive but cautious perspectives towards the integration of AI into writing assessment. While participants recognized the advantages of AI tools to reduce their cognitive workload, they emphasized that such tools should complement rather than replace teacher judgment. The findings further showed that teachers' acceptance of AI-assisted assessment is influenced by several interrelated factors, including ethical considerations, institutional support, training, and familiarity with AI technologies.

These findings have important implications for the integration of AI into EFL writing assessment. Institutions should establish clear ethical guidelines and provide pre-service and in-service training in digital literacy to equip teachers with the knowledge and skills required to use AI tools appropriately. Such training should include evaluating the quality and

limitations of AI-generated feedback and identifying tasks for which AI tools are most appropriate. A balanced, teacher-centred approach is therefore recommended, in which AI serves as a supportive resource while professional human judgment remains central to the assessment process.

However, the findings should be interpreted in light of several limitations. The relatively small number of participants and the focus on a single institution limit the generalizability of the findings. In addition, the nature of the interviews also limited opportunities for immediate follow-up questions and may have affected the depth of some responses.

Future research could address these limitations by involving larger and more diverse samples from different Algerian universities and employing multiple sources of evidence. Further studies could also examine students' perspectives, compare AI-generated and teacher-generated feedback, and investigate how teachers' attitudes and practices evolve as their familiarity with AI technologies and institutional policies develops. Such research would contribute to a more comprehensive understanding of the effective and responsible integration of AI into EFL writing assessment.

Declaration on Generative AI Use. This article was enhanced through the use of AI-based tools, such as Paperpal.ai to improve its language quality. This tool was used to address grammatical and spelling issues and to refine the overall writing style. It is recognized that their use may result in some AI-influenced linguistic patterns. However, the main intellectual contributions, including data analysis, interpretation, and conclusions, are entirely the work of the authors.

Ethical Declaration. Participation in this study was voluntary, and all participants provided informed consent. Data were collected solely for research purposes.

Funding Statement. No funding was received for the research, authorship, or publication of this article.

Conflict of Interest. The authors declare no conflicts of interest that could have influenced the work reported in this research paper.

Data Availability. Data are available upon request.

Author Contribution. The first author was responsible for the conceptualization, methodology, data collection, analysis, and writing of the manuscript, while the second author contributed through supervision, reviewing the manuscript, and providing feedback. Both authors read and approved the final manuscript.

References

Ambarwati, E. K. (2020). Indonesian university students' appropriating Grammarly for formative feedback. *ELT in Focus*, *4*(1). https://doi.org/10.35706/eltinfc.v4i1.5216

Atallah, A. (2026). The impact of AI content generator on EFL students writing skills: Case study of Master 2 students at Saida University. https://adminbupfe.univ-saida.dz/opac_css/doc_num.php?explnum_id=4468

Ataizi, M., & Komur, İ. A. (2021). Teaching writing skills in EFL classes with blending learning. *Journal of Educational Technology and Online Learning*, *4*(4), 822–834. https://doi.org/10.31681/jetol.932682

Belhaddad, N. (2024). Investigating EFL teachers' acceptance of AI academic tools: A technology acceptance model case study at the Department of English-Guelma University. https://dspace.univ-guelma.dz/jspui/bitstream/123456789/17791/1/M821.523.pdf

Cheng, X., & Zhang, L. J. (2021). Teacher written feedback on English as a foreign language learners' writing: Examining native and nonnative English-speaking teachers' practices in feedback provision. *Frontiers in Psychology*, *12*, 629921. https://doi.org/10.3389/fpsyg.2021.629921

Cheong, C. M., Luo, N., Zhu, X., Lu, Q., & Wei, W. (2023). Self-assessment complements peer assessment for undergraduate students in an academic writing task. *Assessment & Evaluation in Higher Education*, *48*(1), 135–148. https://doi.org/10.1080/02602938.2022.2069225

Cordeschi, R. (2007). AI turns fifty: Revisiting its origins. *Applied Artificial Intelligence*, *21*(4–5), 259–279. https://doi.org/10.1080/08839510701252304

Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. SAGE.

Essel, H. B. (2023). 7 things you should know about ChatGPT. *OSF Preprints*. https://doi.org/10.17605/osf.io/agweq

Fyfe, P. (2022). How to cheat on your final paper: Assigning AI for student writing. *AI & Society*, *38*(4), 1395–1405. https://doi.org/10.1007/s00146-022-01397-z

Geng, J., & Razali, A. B. (2022). Effectiveness of the automated writing evaluation program on improving undergraduates' writing performance. *English Language Teaching*, *15*(7), 49. https://doi.org/10.5539/elt.v15n7p49

Guo, K., Chen, X., & Qiao, S. (2022). Exploring a collaborative approach to peer feedback in EFL writing: How do students participate? *RELC Journal*, *55*(3), 658–672. https://doi.org/10.1177/00336882221143192

Jin, X., Jiang, Q., Xiong, W., Feng, Y., & Zhao, W. (2022). Effects of student engagement in peer feedback on writing performance in higher education. *Interactive Learning Environments*, *32*(1), 128–143. https://doi.org/10.1080/10494820.2022.2081209

Kamalov, F., Santandreu Calonge, D., & Gurrib, I. (2023). New era of artificial intelligence in education: Towards a sustainable multifaceted revolution. *Sustainability*, *15*(16), 12451. https://doi.org/10.3390/su151612451

Kim, N. J., & Kim, M. K. (2022). Teacher's perceptions of using an artificial intelligence-based educational tool for scientific writing. *Frontiers in Education*, *7*, 755914. https://doi.org/10.3389/feduc.2022.755914

Liao, H. (2016). Using automated writing evaluation to reduce grammar errors in writing. *ELT Journal*, *70*(3), 308–319. https://doi.org/10.1093/elt/ccv058

Luckin, R., & Holmes, W. (2016). *Intelligence unleashed: An argument for AI in education*. Open Research Online (the Open University). https://oro.open.ac.uk/view/person/wh2594.html

Meletiadou, E. (2021). Exploring the impact of peer assessment on EFL students' writing performance. *IAFOR Journal of Education*, *9*(3), 77–95. https://doi.org/10.22492/ije.9.3.05

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice.* Cambridge University Press. https://doi.org/10.1017/cbo9780511667190

Shermis, M. D., & Burstein, J. (2013). *Handbook of automated essay evaluation*. Routledge. https://doi.org/10.4324/9780203122761

Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M., & Olson, C. B. (2024). Comparing the quality of human and ChatGPT feedback of students' writing. *Learning and Instruction*, *91*, 101894. https://doi.org/10.1016/j.learninstruc.2024.101894

Sullivan, M., Kelly, A., & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and student learning. *Journal of Applied Learning & Teaching*, *6*(1). https://doi.org/10.37074/jalt.2023.6.1.17

Taufiqulloh, T., Fadhly, F., Rosdiana, I., Ferrer, C., Ratsamemonthon, C., Nindya, M., & Irawan, N. (2024). Comprehensive review of writing assessments in EFL contexts: A meta-synthetic study. *International Journal of Language Testing* (Online First). https://doi.org/10.22034/ijlt.2024.475218.1367

Teng, M. F. (2024). "ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing. *Computers and Education: Artificial Intelligence*, *7*, 100270. https://doi.org/10.1016/j.caeai.2024.100270

Uyar, A. C., & Büyükahıska, D. (2025). Artificial intelligence as an automated essay scoring tool: A focus on ChatGPT. *International Journal of Assessment Tools in Education*, *12*(1), 20–32. https://doi.org/10.21449/ijate.1517994

Wei, P., Wang, X., & Dong, H. (2023). The impact of automated writing evaluation on second language writing skills of Chinese EFL learners: A randomized controlled trial. *Frontiers in Psychology*, *14*, 1249991. https://doi.org/10.3389/fpsyg.2023.1249991

Wei, W., Cheong, C. M., Zhu, X., & Lu, Q. (2022). Comparing self-reflection and peer feedback practices in an academic writing task: A student self-efficacy perspective. *Teaching in Higher Education*, *29*(4), 896–912. https://doi.org/10.1080/13562517.2022.2042242

Wilson, J., Ahrendt, C., Fudge, E. A., Raiche, A., Beard, G., & MacArthur, C. (2021). Elementary teachers' perceptions of automated feedback and automated scoring: Transforming the teaching and learning of writing using automated writing evaluation. *Computers & Education*, *168*, 104208. https://doi.org/10.1016/j.compedu.2021.104208

Appendices

Appendix I: Teachers' Questionnaire

Dear EFL Teachers,

This questionnaire aims to explore written expression tutors' attitudes toward the use of AI-based assessment tools in writing classes, particularly in relation to reducing their cognitive workload. It will take no more than ten minutes to complete; therefore, your collaboration is greatly appreciated.

Section One: Demographic Information

1. Gender: Male ☐ Female ☐

2. Academic qualification: MAA ☐ MAB ☐ MCB ☐ MCA ☐ Professor ☐

3. Years of teaching written expression: Less than 2 years ☐ 2-5 years ☐ 6-10 years ☐ 11-20 years ☐ More than 20 years ☐

Section Two: The Implementation of AI in Teaching

1. Have you ever used AI tools for educational purposes? Yes ☐ No ☐
2. If yes, which tool you adopt the most? ……..
3. Do you believe that the use of AI tools in teaching practices violates professional ethics? Yes ☐ No ☐

If yes, justify please…….. …… ……..

4. On a scale of one to ten, how familiar are you with the current AI tools?

1	2	3	4	5	6	7	8	9	10

5. Which aspects of writing would you trust AI to assess (you can tick more than one option)? Grammar and syntax ☐ Spelling and punctuation ☐ Vocabulary usage ☐ Coherence and cohesion ☐ Content and ideas ☐ Organization and structure ☐

Section three: Current Assessment Practices

1. Please indicate your level of agreement with the following statements using a 5-point Likert scale: **1 =** Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Providing each student with detailed feedback is laborious for me					
I sometimes use AI assessment tools, such as Grammarly or Paperpal, to support the grading process when it becomes particularly exhaustive					
I adopt a hybrid assessment approach: I conduct an initial assessment and then use AI tools to help identify any aspects I may have overlooked					
I prefer to rely on the classical methods of assessing EFL writing; otherwise, I will deskill my assessment abilities					
My unfamiliarity with AI-based assessment tools leads me to rely solely on traditional assessment methods.					

Section Four: Teachers' Attitudes towards the Use of AI Assessment Tools in EFL Writing Classes

1. Please indicate your level of agreement with the following statements using a 5-point Likert scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statements	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
I am open to incorporating AI assessment tools into my teaching practice					
I feel concerned about the increasing role of AI in educational assessment					
AI assessment tools do not have the human touch that should be included in assessment					
I prefer traditional assessment methods over AI-assisted assessment					
AI assessment should					

complement, rather than replace, teacher assessment					
I am willing to advocate for the adoption of AI assessment tools at my institution					

2. What are the factors that influence your decision to adopt or reject AI assessment tools in your teaching practices?

.....
.....
.....

Appendix II: Teachers' Interview

1. How many years of experience do you have in teaching written expression?
2. To what extent are you familiar with the use of AI tools in your EFL classes?
3. Assessing EFL writing can be demanding. In your view, to what extent could AI tools help reduce teachers' workload in the assessment process?
4. Some teachers believe that using AI in their teaching practices may conflict with professional ethics, while others view it as a supportive instructional tool. Which perspective aligns more closely with your view, and why?
5. What concerns or challenges do you associate with the use of AI in assessing EFL writing (e.g., issues related to validity, reliability, or ethics)?
6. What conditions (e.g., training, institutional support, or clear guidelines) would encourage you to integrate AI assessment tools into your writing classes?
7. How do you perceive the continuous evolution of AI in the field of education?