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Algerian teachers' perceptions on AI-powered evaluation: Case study of EFL university teachers

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Abstract

This study embarks on the possibility of using artificial intelligence (AI) tools to automate the evaluation and assessment processes. It investigates Algerian EFL university teachers' awareness, trust, readiness, usage, and perceptions of AI-enabled evaluation. A mixed-methods research approach was employed, combining quantitative data collected through a structured questionnaire analyzed using IBM SPSS Statistics Version 31, and qualitative data obtained from an online survey administered to the same sample of 100 university EFL teachers. The collected findings demonstrate a significant gap between awareness and actual implementation, which is largely influenced by issues of trust, readiness, and practical competence. One major conclusion of this research is that AI-powered evaluation tools have promising prospects for teachers, but they need to be chosen and utilized cautiously, in the presence of human supervision. Therefore, technological availability, professional development, targeted training, trust-building measures, and clear guidelines before integrating AI tools in evaluation are recommended.

Keywords: Artificial intelligence (AI); AI-driven evaluation and assessment; AI-powered tools; human evaluation; teacher perceptions.

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1. INTRODUCTION

Artificial intelligence (AI), a digital process that attempts to replicate human thinking and intelligence, has been widely adopted by teachers and students in teaching-learning tasks such as writing, planning, taking student attendance, explaining, correcting, assessing, and evaluating (Fitria, 2021). AI has been revolutionary in education as it has been in several other domains. While many teachers complain of students' over-reliance on it, AI constitutes a double-edged sword with both benefits and disadvantages. Chan and Tsi (2023) highlight the advantages of AI in language learning. For instance, they denote providing personalized feedback and practice to students, which is supposed to alleviate teachers' responsibility, allowing them to channel their time and energy toward instructional decision-making tasks. To further stipulate, this technological tool has been aiding teachers in fixing pedagogical issues, outlining curricula and syllabi, drafting reports and lesson plans, and offering feedback (Hooda et al., 2022).

The use of AI has launched education into a transformative phase of higher efficiency and efficacy (Zaman, 2023). Specifically, language learning through AI is more efficient, accessible, adaptable, and simple (Nurjanah et al., 2024). Özkan et al. (2024) found that English as a Foreign Language (EFL) teachers consider AI appliances to be helpful not just with teaching efficiency but also with learner engagement and learning personalization. They believe that AI decreases their workload as it aids with planning instruction, developing materials, evaluating, and giving feedback.

On a pursuing note, assessment and evaluation signify measuring learners' understanding and learning through multiple means like exams, quizzes, and take-home tasks where students write answers to specific questions that teachers later quantify through grading/scoring (Lee & Song, 2024) and qualify through feedback. Although assessment and evaluation are different, they are used interchangeably in this study due to the complementary and dependent functions they serve. This process is salient because it shows students' understanding of what is taught and improves learning and teaching (Lee & Song, 2024). So far in the world, most colleges and universities have been relying on a human grading procedure where teachers or their assistants read and grade (Lee & Song, 2024). The process is time- and effort-consuming as teachers struggle to maintain consistency, objectivity, and fairness, and often end up receiving complaints from students (Lee & Song, 2024). Thereby, AI-automated assessment and evaluation could serve as an innovative alternative solution and an assisting means.

Automated evaluation and assessment refer to computer-based or machine evaluation and assessment. In other words, AI-driven grading and feedback employ artificial intelligence in assessing students' assignments, submissions, tests, and exams (Zaman, 2023). In this regard, Uttich et al. (2025) opine that Generative AI (GenAI) with its Large Language Models (LLMs) like ChatGPT, Claude, Copilot, and Gemini have the potential to revolutionize the educational operation, including assessment and evaluation strategies that ought to be reinvented to sustain their effectiveness, equity, and resistance to AI-generated content. As featured, AI-based evaluation needs to be further understood, mainly in the context of Algerian universities. While many are researching AI, its processes, tools, effectiveness, benefits, and challenges in higher education, there is a gap in researching its potential in assessment and evaluation. More precisely, there is a need to review Algerian EFL university teachers' perspectives on AI-powered assessment.

1.1 Theoretical background

Academia is witnessing an unprecedented cycle of innovation led by algorithms and artificial intelligence that Uttich et al. (2025) think have the power to metamorphose teaching, learning, and assessing. For example, AI has been helping with brainstorming and writing as it is often used as a writing assistant in writing essays, theses, and academic papers (Nurjanah et al., 2024). It is strongly deployed as a research accessory and in other cases as a teaching assistant (Nurjanah et al., 2024). What is more, students often rely on it to revise, edit, and polish their writing. Meanwhile, teachers can employ specialized AI to fulfill pedagogical tasks related to assessment and evaluation, such as grading papers and providing feedback to students (Nurjanah et al., 2024). If robotic writing is taking education by storm, why not then robotic evaluation?

There is no doubt that AI is being adopted in different ways by educators. Since its emergence with computers, the Internet, and similar technologies up to chatbots and robots, AI has been used in various pedagogical and administrative tasks like assessing and grading papers (Nguyen et al., 2023). AI is powered by machine learning that renders it highly flexible and adaptive; thus, it customizes content to meet individual students' needs, which enhances learning outcomes (Nguyen et al., 2023). Human evaluation and grading cannot reach the same outcomes within the same amount of time. It is often monotonous, cumbersome, and sometimes inconsistent (Lee & Song, 2024).

Lee and Song (2024) expound that AI-based correctors and graders can facilitate the task while producing consistent and precise scores. In their study that employed GPT-3.5, GPT-4.0, and Gemini-pro as grading tools, they verified the precision, accuracy, and correctness of these engines by comparing them to human graders (instructors or teaching assistants). Interestingly, they found that GPT-4.0 has the most consistent and reliable outcomes (Lee & Song, 2024). Furthermore, training AI to provide feedback along with automated scores could be a sustainable means of providing meaningful feedback to students (Lee, 2023).

Zaman (2023) defines an AI-grading tool as a software of automated grading that mobilizes algorithms of machine learning to rate students' work. These intelligent tools are flexible, adaptable, and can handle a variety of submission types like essays, academic papers, and multiple-choice questions. Besides GPT and Gemini, some well-known smart educational and assessment tools are Turnitin, Gradescope, Coursera, and edX. To start with, Turnitin is utilized to detect plagiarism and the originality of writing. This software relies on AI to analyze students' writings and provide automated scoring and feedback; second, Gradescope, powered by AI, functions as an online platform to grade assignments and tasks and give feedback; and third, being online learning platforms driven by machine learning, Coursera and edX offer varied courses with integrated automated assessment, grading, and feedback (Zaman, 2023). Substantially, these tools and, in general, AI have been proven to be able to generate questions, answer, evaluate, and grade them.

However, issues of trust, bias, alignment with objectives, teachers' roles, and other limitations in assessment arise (Sahmaniasl, 2025). Sahmaniasl's study (2025) evinced mixed opinions and feelings about AI. They range between the view that AI can assist teachers in assessment, thus promoting efficiency, and the worry that it may lack context appropriateness, accuracy, and pedagogical value, recommending teacher training, more transparent AI tools, and deeper scrutiny to responsibly integrate AI in EFL instruction (Sahmaniasl, 2025). In the coming part, these two standpoints, regarding the benefits and challenges of AI-driven evaluation, are going to be reviewed.

1.1.1 Benefits of AI-driven assessment/evaluation

The study of Hooda et al. (2022) corroborates that assessment and evaluation are pivotal in higher education, especially after COVID-19 and the expansion of online instruction and later AI. The latter has been of advantage to instructional tools and the quality of teaching practices (Nurjanah et al., 2024). Chen et al. (2025) brought evidence that AI engines are of practical utility in education. Through scrutinizing some moderator variables such as the type of assessment and the level of learners, their study indicated that AI-based assessment can be useful in language instruction if carried out properly (Chen et al., 2025). AI systems are inherently designed to deliver personalized feedback, instruction, and orientation, which is expected to make learning more engaging and efficient (Nurjanah et al., 2024). In addition, the automation of assessment and grading can help teachers gain time and effort to concentrate on teaching, assisting, and guiding students, even though AI can provide individualized and enriched feedback to assist learners, show them their strengths and weaknesses, and supply guidelines for remediation and improvement (Zaman, 2023).

Zaman (2023) further elucidates that intelligent tutoring systems can detect patterns in the learning behavior, suggest tailored materials and teaching techniques, serve as a virtual instructor, answer questions instantly, assist struggling students, and increase their retention. As can be deciphered, the roles that AI plays transcend streamlining assessment and evaluation, automated grading, and feedback. Mirzaeian (2025) agrees that automated rating makes up for the subjectivity, inconsistency, and time-waste caused by traditional rating, considering that robotic scoring systems were introduced mainly to tackle these flaws but

have not been accessible to teachers and learners till the spread of AI that enabled and publicized automated assessment and scoring tools. In a quantitative study, Mirzaeian (2025) compared human evaluators with DeepAI, an AI-powered scoring system. The results demonstrated that AI diagnoses more writing errors than human correctors and indicated that AI is powerful in improving writing assessment practices, essay evaluation, and other pedagogical implications (Mirzaeian, 2025).

Meanwhile, research by Fokides and Peristeraki (2025) revealed that ChatGPT is more accurate and efficient than human educators in the correction of English short essays. As a correction tool, ChatGPT generated corrections and feedback of English texts that outperformed humans in quality and quantity, detecting more errors and offering detailed feedback and guidance (Fokides & Peristeraki, 2025). In a nutshell, AI-based assessment tools are advantageous at many levels. Yet, they can present a host of challenges, some of which could be unknown at the moment.

1.1.2 Challenges of AI-driven evaluation/assessment

Educators could be more concerned about the use of AI in education than students. The findings of Özkan et al. (2024) confirm that teachers are worried about the integration of AI in EFL classes due to its capability to increase cheating, plagiarism, and students' over-reliance on it. Therefore, AI tools can hinder creativity, critical thinking, ethicality, and privacy (Özkan et al., 2024). Uttich et al. (2025) claim that writing is in trouble because of AI, mainly the take-home essay. Creativity and critical thinking are being limited by the redundant use and reliance on AI. The situation is exacerbated with issues of privacy, bias, and ethical concerns that are closely associated with AI, besides the deficiency of proper training on AI use for teachers and students (Özkan et al., 2024).

In general, training is essential, especially with AI-based assessment and evaluation. While AI is helpful with assessment, the challenges it poses should not be forgotten. Higher education institutions are already discussing concerns of academic integrity, reliability, and ethical, legal, and philosophical consequences of using AI in assessment (Awidi, 2024). They proclaim that some parameters ought to be fulfilled to make the integration of AI effective, such as stable Internet connectivity and developed databases (Nurjanah et al., 2024). Conversely, other academics prefer to maintain the conventional assessment methods to avoid the issues provoked by the adoption of AI in assessment and evaluation (Awidi, 2024).

1.2 Purpose of the study

This study wishes to explore teachers' attitudes, perceptions, and readiness for the use of AI in evaluation and assessment. Consequently, the following three questions lead this research:

- Are Algerian EFL university teachers ready for automated evaluation and assessment?
- Do EFL teachers think it is possible to rely on AI-driven tools when evaluating and assessing students' work?
- What are Algerian EFL university teachers' perceptions about the use of AI-enabled evaluation and assessment?

Briefly, the deployment of artificial intelligence (AI) in teaching and learning has captured the attention of researchers in the last years. Several studies investigated AI in education from different perspectives. This study falls within that realm and hopes to contribute to the existing body of related research.

2. METHODS AND MATERIALS

This section explains the research methods and tools, describes the participants and sample, and identifies the data collection and analysis techniques. It also clarifies the ethical considerations in this work.

2.1 Sampling and participants

The population of this study could include all EFL university teachers in Algeria. Nonetheless, a representative sample of 100 teachers was contacted via email; they replied with acceptance to participate in an online quantitative questionnaire. Then, following the same-sample design and purposeful sampling,

the same sample of university teachers was invited to participate in an online qualitative survey. Consequently, the sample involves one hundred (100) EFL university teachers. They are from different Algerian higher education institutions, 50 of them are female teachers, and 50 are male. This choice of gender was purposeful so as to avoid gender bias. Concerning the sampling strategies, and according to Creswell and Clark (2017), it is suitable and recommended to apply a same-sample design in mixed-methods research.

2.2 Methods and tools

Methodology in this study relies on a mixed-methods research design, which is deemed appropriate because it is relevant to the objective of the study: to explore Algerian EFL university teachers' perceptions about AI-assisted assessment and evaluation. This design aims to reach a deep understanding and insight into the topic of this study. As research tools, a quantitative online questionnaire and a qualitative online survey are employed to inquire about participants' attitudes and views. These tools are suitable and effective choices for collecting both quantitative and qualitative data, as the aim is to identify statistical trends and explore the diversity of the topic within the population (Jansen, 2010). The questionnaire and the survey were administered online through Google Forms, and the links were sent to the teachers by emails. The questionnaire contains six (6) questions plus two (2) demographic ones (about gender and institution), whereas the qualitative survey form combines five (5) main research questions.

The process of data collection started with the diffusion of the questionnaire to probe teachers' readiness and attitudes toward the use of AI tools in evaluation. This was followed by the use of an online qualitative survey to cross-check the data gathered by means of the quantitative questionnaire, collect richer teachers' insights, and deepen understanding of teachers' perceptions on the research topic.

2.3 Data collection and data analysis procedures

After sharing the link of the quantitative questionnaire with the teachers, responses started coming one after the other. The response sheets were collected before the process of data analysis was launched. Statistical analysis was used, relying on IBM SPSS Statistics Version 31. After the collection and analysis of the quantitative data, the online qualitative survey was delivered to the same sample. Textual content and thematic analysis methods were used to gain insight into teachers' perceptions and thoughts of AI-based evaluation. After organization, the qualitative data were coded and interpreted to unveil themes and patterns. The themes were cross-checked against the entire dataset to ensure theme coherence and verify the occurrence of information overlap between participants' perspectives.

The data analysis decisions were aligned with the study's aim to explore, not predict nor generalize, the current state of AI adoption in the process of evaluation. These decisions were guided by the mixed-methods design, which combined both quantitative and qualitative approaches to provide a comprehensive understanding of teachers' engagement with AI-enabled evaluation tools.

2.4 Ethics

Before data collection, the sample of teachers was informed about the theme and content of the study. It was clearly stated that their replies are anonymous and would remain confidential. Except for gender and university of affiliation, no other pieces of personal information were collected. The participation was completely voluntary. The study was conducted following relevant research principles and procedures.

3. RESULTS

3.1 Quantitative Findings

The first main question in the questionnaire is: "Are you aware of AI-enabled evaluation tools that teachers can use to evaluate students' works?". The findings, as in Table 1, demonstrate a high level of awareness among EFL university teachers regarding AI-enabled evaluation tools, which suggests that AI technologies are already widely recognized within academia. Nevertheless, a small percentage (9%) remains unaware of it, indicating a potential need for further training in this area.

Table 1.

Teachers' awareness of AI-enabled evaluation tools

Response	Frequency	Percent	Valid Percent	Cumulative percent
Yes	91	91.0	91.0	91.0
No	9	9.0	9.0	100.0
Total	**100**	**100.0**	**100.0**	

The second question is: "Have you used any of them to evaluate students' exams, tests, or productions?". Using frequency distribution analysis (Table 2), the results show that when asked about actual usage, only 7% (n = 7) reported using AI tools in evaluation, in contrast to 93% (n = 93) who indicated that they did not use them. These percentages reveal a significant difference between awareness (previous question) and actual implementation.

Table 2.

Teachers' use of AI-enabled tools in evaluation

Response	Frequency	Percent	Valid Percent	Cumulative percent
Yes	7	7.0	7.0	7.0
No	93	93.0	93.0	100.0
Total	**100**	**100.0**	**100.0**	

Replies to the third question, "Do you think AI evaluation tools can help teachers in the process of assessment and evaluation?", reveal that out of 100 respondents, the majority of teachers (74%) expressed a positive perception, indicating "yes". Meanwhile, 23% (n = 23) reported not being sure, and only 3% (n = 3) chose "no". These findings (Table 3) generally imply favorable attitudes toward the potential usefulness of AI tools in assessment.

Table 3.

Perceived Usefulness of AI-enabled evaluation tools

Response	Frequency	Percent	Valid Percent	Cumulative percent
Yes	74	74.0	74.0	7.0
No	3	3.0	3.0	77.0
Not sure	23	23.0	23.0	100.0
Total	**100**	**100.0**	**100.0**	

Out of 100 replies to the fourth question, "Do you feel ready to use AI tools in evaluating your students' work?", 41% (n = 41) confirmed their readiness to use AI tools in educational assessment, while 37% (n = 37) reported that they do not feel ready. Moreover, 22% (n =22) expressed uncertainty. These outcomes entail a mixed level of readiness among teachers, with less than half of the participants feeling prepared to employ AI tools in evaluation and assessment (Table 4).

Table 4.

Teachers' readiness to use AI evaluation tools

Response	Frequency	Percent	Valid Percent	Cumulative percent
Yes	41	41.0	41.0	41.0
No	37	37.0	37.0	78.0
Not sure	22	22.0	22.0	100.0
Total	**100**	**100.0**	**100.0**	

As to the fifth question, "Do you think Algerian education should adopt these tools?", 47% (n = 47) supported the adoption of AI tools in education, 36% (n = 36) opposed it, and 17% (n = 17) were unsure, as in Table 5. These percentages show a divided opinion among teachers regarding the adoption of AI-based evaluation tools, with slightly less than a half in its favor.

Table 5.

Teachers' thoughts on adopting AI tools in evaluation

Response	Frequency	Percent	Valid Percent	Cumulative percent
Yes	47	47.0	47.0	47.0
No	36	36.0	36.0	83.0
Not sure	17	17.0	17.0	100.0
Total	**100**	**100.0**	**100.0**	

The last question is "If used, can you trust the grading, feedback, and evaluation provided by AI tools?". Out of 100, only 18% (n = 18) said that they trust AI tools in evaluation, 23% (n = 23) reported that they do not trust them, and remarkably, the majority (59%) expressed uncertainty. These findings (Table 6) reveal a low level of trust, with a notable proportion of teachers who are unsure about the reliability of AI-based evaluation.

Table 6.

Teachers' trust in AI evaluation tools

Response	Frequency	Percent	Valid Percent	Cumulative percent
Yes	18	18.0	18.0	18.0
No	23	23.0	23.0	41.0
Not sure	59	59.0	59.0	100.0
Total	**100**	**100.0**	**100.0**	

3.2 Qualitative Findings

The first main question in the survey is: "How do you think AI evaluation tools can help teachers in the process of assessment and evaluation?". After analysis, replies to this question uncovered the following benefits of AI-based evaluation tools:

- Saving time and effort
- Helping practically
- Offering quick feedback
- Detecting AI-generated answers
- Easing and simplifying the task
- Automating grading
- Offering data-driven insights into students' performance
- Enhancing efficiency
- Ensuring consistent evaluation
- Identifying learning gaps
- Allowing for personalized instruction and adaptive learning
- Supporting with correcting for large classes

For the second survey question, "What challenges do you think the use of AI-automated evaluation tools can cause?", the analysis of teachers' replies disclosed the ensuing list of challenges:

- Teachers' over-reliance on AI tools for evaluation
- Increase in laziness
- A threat to the equal right to education due to the digital divide
- Lack of awareness, mastery, and precision of the tools
- Uncertainty of validity and reliability of the AI tools
- Lack of training on the use of AI tools
- Lack of human judgment
- Subjectivity and bias of AI
- The limitation of AI in evaluating creativity, context, performance, artwork, nuances, and essays

When it comes to the third survey question, "Why do you think you can/cannot trust the grading, feedback, and evaluation provided by AI tools?", the main answers varied between not trusting AI for evaluation and not being sure whether to trust it or not. Few teachers opined that they would trust AI for grading, feedback, and evaluation. The reasons they provided for untrust or uncertainty are as follows:

- Lack of reliability and accuracy
- Bias and lack of precision
- Narrow and superficial understanding of students' true abilities
- Lack of fairness

Teachers were concerned about the integration of AI tools in the evaluation process. One of them said, "Unless they are very well programmed and trained, I am not sure I can trust AI for evaluation. I do not trust it for daily routine matters, let alone grading and evaluating students' work. It is such a heavy load". Another one stated: "We can trust AI tools in specific modules, such as grammar or vocabulary, in an essay, but what about creative writing, where words often do not convey their intended meaning? Is AI capable of detecting nuances?". Hence, they advanced some conditions that could make AI more reliable for evaluation:

- Designing AI with pre-determined criteria
- Prompting the AI tool properly
- Good programming of AI to evaluate
- Professional training of teachers to use AI-assisted evaluation and assessment
- Using it only with some modules, based on the nature of the module
- Using it to grade objective closed-ended exams, not subjective open-ended ones
- The human supervision of the process

"What is your opinion about the readiness of Algerian Higher Education for the implementation of AI-assisted evaluation and assessment?" is the fourth survey question. As inferred from their answers, most

respondents estimated that Algerian Higher Education is not ready for the administration of AI-based assessment and evaluation. Here are the motives they proposed:

- Lack of AI literacy skills training for teachers
- Lack of AI training for students
- Lack of trust in AI
- Lack of basic tech foundations in universities
- Lack of investment in digital and AI resources
- Lack of ongoing monitoring and updating of AI and other digital resources

About these last items, one participant wrote: "Developing, deploying, and maintaining advanced AI systems often requires a significant investment of resources, which can raise a serious concern because the implementation of such tools requires ongoing monitoring and updating to ensure their accuracy and relevance". Another teacher observed: "As I am still carrying my data show, I can admit that the reality is still very far off; the basic foundations are still not in place. The positive sign is the digital platform, but it also presents many difficulties in access". These views insinuate that universities are still struggling with basic online teaching-learning matters, which impinge on the incorporation of AI-powered assessment and evaluation.

The last question is "How do you think that these tools can replace teachers' manual evaluation?". While some teachers admitted that they have no idea, one teacher remarked, "Feedback might not be as accurate as that of teachers". Another respondent noted: "First, comprehensive training and professional development should be provided to help teachers understand how AI tools work, their benefits, and limitations. Second, institutions must ensure access to reliable, ethical, and context-sensitive AI tools that align with language learning goals". Teachers did not think that AI could supplant teachers in evaluation; they visualized that AI tools are complementary, helpful tools to assist teachers in their tasks. Almost all of them highlighted training as a sine qua non of the application of AI evaluation. AI tools may assist human teachers in evaluation only when the subsequent requisites are met:

- Training teachers on ICT and AI literacy skills
- Providing equal open access to AI tools, paid versions included, for all teachers
- Raising trust in AI for evaluation among students and teachers
- More comprehensive training and caution about AI (not accepting AI results blindly)

To summarize, "AI tools empower teachers and support students, but they require significant economic and time investments, extensive training, and adaptability". This perception of one of the respondents can be endorsed to comprehend the benefits and challenges of AI tools.

4. DISCUSSION

To anchor these findings to the first research question, "Are Algerian EFL university teachers ready for automated evaluation and assessment?", EFL university teachers appear to be only partially ready for automated evaluation and assessment, demonstrating a cautious and divided stance rather than clear preparedness. The data reflect a moderate level of support for adopting AI-based evaluation tools, with 47% of teachers expressing support, 36% opposing, and 17% remaining uncertain. This distribution suggests that while there is a slight inclination toward acceptance, a strong consensus has not yet been established. Importantly, this mixed position aligns with broader patterns observed in the findings.

Although EFL teachers demonstrate relatively high awareness of AI-facilitated evaluation technologies and acknowledge their potential usefulness, their actual readiness and practical implementation remain limited. This gap between awareness and readiness indicates that familiarity with AI does not necessarily result in confidence or willingness to rely on it for critical tasks such as evaluation and assessment. Overall, the evidence suggests that university EFL teachers are not fully ready for automated evaluation and assessment. Their readiness is influenced by systemic and institutional factors; therefore, for a broader

adoption to occur, targeted efforts are needed to improve technical infrastructure, provide adequate training, and address ethical and trust-related issues.

As to the second research question, "Do EFL teachers think it is possible to rely on AI-driven tools when evaluating and assessing students' work?", the findings proffer that EFL teachers think it is possible to rely on AI-driven tools in correcting and evaluating students' work to a certain extent. The participants' perceptions of the possibility of relying on AI-driven tools for evaluation appear to be cautious and divided rather than fully affirmative, as the findings reveal a moderate level of confidence (47%). This distribution indicates that although there is a slight tendency toward acceptance, reliance on AI for assessment is not yet widely endorsed. This ambivalence between perceived usefulness and practical reliance in the findings re-confirms that teachers are not fully convinced of the capacity of AI in handling the complexities of evaluation, particularly in areas such as writing quality, communicative competence, and contextual understanding. The relatively high level of opposition further underscores persistent concerns, which include doubts about the accuracy and fairness of AI-generated evaluation, a lack of transparency, and the risk of overlooking nuanced aspects of students' performance. Moreover, lack of training and limited institutional support contribute to teachers' reluctance to depend on AI for crucial assessment tasks. To illustrate, one of the participants advised: "Train teachers very well on how to use these tools and to what extent their use is allowed. I suggest we do not rely on them fully, as teacher manual evaluation is also important. Also, prepare students for such a move, as they may resist it". Tapping into this, it can be understood that EFL teachers perceive AI-based evaluation tools as complementary support and that AI can help without depending on it fully. Accordingly, it is paramount to combine human manual evaluation with AI tools to optimize the process of evaluation and assessment. Teachers' perspectives indicate that AI is more likely to be viewed as a supplementary tool rather than a fully dependable alternative to human evaluation and assessment.

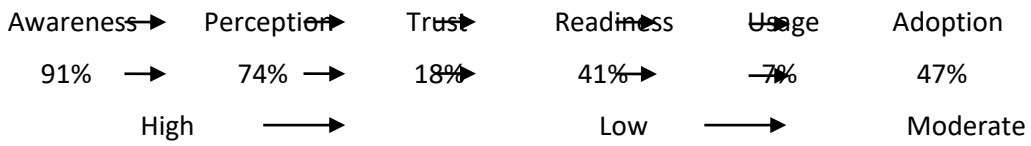
Speaking to the third research question, "What are Algerian EFL university teachers' perceptions about the use of AI-enabled evaluation and assessment?", the findings convey that the participating Algerian university EFL teachers perceive AI-enabled evaluation as helpful and practical despite accepting that Algerian Higher Education is not ready for it due to the lack of training, trust, reliability, and equipment. One of them acknowledged: "I personally cherish the ancient methods for their reliability". Correspondingly, Othmane (2024) found that Algerian teachers' reluctance to embrace AI in teaching could be justified by the deficiency of knowledge, training, and expertise. The findings exhibited several benefits to AI-assisted evaluation, but at the same time, many challenges and difficulties appeared. To illustrate, a participant compared: "AI tools can be trusted to a certain extent, especially for grading objective questions (like multiple-choice or true/false questions), checking grammar, and providing basic feedback on structure or coherence. However, their reliability depends on the task type and the tool's design. For subjective assessments, such as essays, critical thinking tasks, or creative projects, AI may misinterpret nuance, context, or cultural elements, leading to inaccurate or unfair evaluation".

Likewise, another participant weighed: "An AI tool designed to evaluate student essays might primarily focus on grammar and syntax, failing to recognize arguments and creativity". AI-based evaluation tools are both beneficial and challenging. Teachers see that they can ensure consistent evaluation, identify learning gaps, and sustain when correcting for large classes. Nevertheless, they can lack reliability, validity, and accuracy as they are characterized by bias and are limited when it comes to dealing with creative essays, writings, and open-ended questions. This is in line with the findings of Bouziane and Bouziane (2024), whose study unearthed that ChatGPT, for instance, is quite good with basic language mechanics like sentence structure, grammar, and spelling, but human evaluators outperform AI in areas like thematic consistency. Their findings accentuate a balanced approach that incorporates both humans and AI for holistic and efficient correction and essay evaluation.

These tools can assist teachers with continuous tracking of students' progress, but they should not be operationalized without prior professional training. This implies that teachers could receive training on prompt engineering, as the formulation of the prompt itself is the biggest guarantee of validity and reliability (Park & Choo, 2024). Case in point, the sample delimited the use of AI engines and advocated some criteria for their use in evaluation, including: training the AI for fair, reliable, accurate, and valid evaluation, training

teachers and students on AI-enhanced assessment, investing in digital and AI resources and foundations in universities, and securing the human supervision of the process. As clarified in this participant's words, "AI does not have awareness of the learning context and of students' characteristics, so it can be too objective in a sense"; thus, AI-based evaluation can be unfair without human teachers' supervision, guidance, and monitoring. It can engender what Benek (2025) delineates as difficulties of lining up AI tools with language learning rules and measures.

To synthesize, the collected data reveal a clear and consistent pattern across all variables, highlighting multiple gaps in the adoption of AI-enabled evaluation tools. First, the results show a high level of awareness (91%), indicating that most teachers are familiar with the existence of AI evaluation tools. Second, the majority of respondents (74%) perceive these tools as useful, suggesting a generally positive attitude toward their potential in educational assessment. However, this positive awareness and perception do not translate into actual practice. The findings show that only 7% of university teachers have used AI tools in evaluation, indicating a substantial awareness-practice gap. This implies that knowing about AI evaluation tools does not necessarily lead to their actual implementation in real classroom settings. Furthermore, teachers' readiness (41%) is relatively low and divided, revealing a readiness gap. Many teachers do not feel adequately prepared to use AI-powered evaluation tools, which may be due to a lack of training, insufficient technical skills, limited institutional support, or ethical considerations surrounding automated evaluation and decision-making. A key factor underlying these gaps is the issue of trust. The study found that only 18% of teachers trust AI evaluation tools, while the majority (59%) are uncertain about their trustworthiness. This indicates a significant trust deficit, which appears to be a major barrier to both readiness and usage. Teachers may question the accuracy, fairness, and transparency of AI-generated grading and feedback. Finally, Algerian university EFL teachers' attitudes toward the national adoption of AI tools are divided (47% support versus 36% opposition), which reflects broader concerns. This suggests that without addressing existing barriers, large-scale implementation may face resistance. All in all, the findings underscore a progression of interconnected stages and gaps as follows:



While awareness and perceived usefulness are high, trust, readiness, and usage remain low, ultimately affecting support for adoption. The study identifies the following key points:

- Teachers have high awareness of AI evaluation tools
- Teachers show positive perceptions of their usefulness
- The actual usage is extremely low
- Readiness is moderate and insufficient
- Trust in AI tools is low and uncertain
- Adoption at the national level is contested

These findings can collectively entail that the main challenges are not awareness or attitude, but rather trust, preparedness, and practical implementation.

5. CONCLUSION

The study explored Algerian university EFL teachers' perceptions of the integration of AI-enhanced assessment and evaluation. Its findings unfold that teachers view AI as a practical utility in evaluating students' work, with the provision that it is utilized carefully and under human supervision. The study demonstrates that although AI-enabled evaluation tools are widely known and generally perceived as beneficial, their adoption in evaluation and assessment remains limited. The key barriers include lack of trust, insufficient readiness, and minimal practical experience. Addressing these issues is essential for

bridging the gap between theoretical acceptance and real implementation of AI in evaluation and assessment.

Looking ahead, the incorporation of AI-powered evaluation is promising, but it requires the training of teachers, the preparation of students, and the accurate programming and prompting of the AI engines. Undeniably, AI presents technical difficulties and academic concerns, but it supports teachers and simplifies the assessment process for them. The study confirms that AI does not replace teachers; instead, it complements and assists them, given that the findings substantiate that AI is still unable to understand the cultural and learning context of students. Emotional, cultural, equivocal, and creative contents need to be navigated by human evaluation as AI is not yet able to replicate human social-emotional competencies, higher thinking skills, and interpretive frames.

Moreover, a well-rounded integration of AI in evaluation necessitates addressing the issues of limited tech-access and infrastructure and digital inequity. Handling AI ethical concerns, such as algorithmic biases, privacy, reliability, validity, accuracy, and accountability, is also recommended. The study implies a balanced approach towards AI-powered evaluation/assessment tools, one that takes into consideration human presence and supervision, the power of AI, as well as academic rigor and integrity. A hybrid approach can maximize the efficiency, consistency, validity, and scalability of the process.

As a conceptual model, AI adoption in educational evaluation requires not just the stages of awareness and positive perceptions, but also trust and readiness for usage and adoption. This highlights a progressive filtering effect, explained as follows:

- High awareness does not guarantee adoption
- Each stage acts as a barrier or enabler for the next one
- The biggest drop can occur at trust, readiness, and/or usage

This confirms three possible gaps: the awareness-practice gap, the readiness gap, and the trust gap. A key contribution of this study is the identification of these interconnected gaps. The quantitative data clearly show that while teachers recognize the potential of AI, many remain uncertain about its reliability, fairness, and applicability in evaluation and assessment, which is further reinforced by the qualitative findings. Thereby, future efforts should focus on empowering teachers and students with the necessary skills and confidence to use AI tools effectively in evaluation, all in ensuring transparency, fairness, and accountability in their application.

6. RECOMMENDATIONS

The effective adoption of AI in evaluation and assessment requires a structured approach that prioritizes closing the awareness-practice gap, the readiness gap, and the trust gap through teacher training, trust-building, gradual implementation, and continuous institutional support. Consequently, the following recommendations and actionable directions are designed to help teachers move from awareness to trust, readiness, actual usage, and then the adoption of AI-enabled evaluation tools:

- Providing institutionalized access to AI tools in universities, along with continuous technical support and monitoring
- Using a train-the-trainer model where a small group of teachers is trained deeply, then have them train their colleagues
- Designing practical training workshops where teachers use AI tools to grade assignments and compare AI-generated grades and feedback with human evaluation
- Demonstrating step-by-step how AI assesses and evaluates for teachers and students, finding issues in the process, and addressing them
- Explaining the limitations as well as the appropriate use of AI in evaluation and assessment

- Promoting dual evaluation systems that combine both AI and human efforts: AI gives the initial feedback then teachers check, validate, and finalize grades
- Understanding that AI is a support tool, not a replacement, and that the main authority is the teacher
- Developing official and clear institutional policies, frameworks, rules, and ethical standards for the use of AI in assessment and evaluation
- Integrating AI into teacher education programs, such as training pre-service teachers on the inclusion of AI in assessment and evaluation

Additionally, the promises of AI exceed adaptive personalized instruction, customized learning experiences, enhanced motivation, engagement, and achievement, saving time and effort, automating grading and evaluation, meticulous feedback, spotting learning gaps, and providing tailored guidance. For instance, students with disabilities can have more access to education thanks to AI, as it gives alternative options for instruction (Zaman, 2023). Besides, the use of AI tools helps EFL students improve their resilience, autonomy, self-regulation (Zhang, 2025), and language proficiency (Benek, 2025; Bykonia, 2025). While the versatility of AI and its utility in education are crystal clear, its issues are vast. The findings underscore this statement and align with research outcomes of Zaman (2023) and Mishu et al. (2025).

AI-enhanced evaluation systems and other AI-powered educational strategies can transform education. Mishu et al. (2025) point out that despite the disadvantages of AI, it also benefits teachers and learners; thus, some informed decisions are to be made before its application in English language teaching. To supplement, the ethical concerns and considerations of AI, like data privacy, bias, inequity, discrimination, and digital divide, were underscored by the participants of this study and by Zaman (2023), who recommends the prioritization of fairness, accountability, and transparency by ethical AI development. AI needs to be pursued with a critical eye to harness its benefits and minimize its pitfalls in education and evaluation. The same recommendation is forwarded by Tiwari (2024), emphasizing a balanced approach to the implementation of AI.

Treading with caution when integrating AI is essential mainly because AI advancements are almost giant and incessant. That is why teachers are invited to revise their assessment and evaluation methods (Uttich et al., 2025). In fact, traditional writing, assessment, and evaluation methods might be wiped out by AI. This being the case, and to maintain academic integrity and rigor, integrating AI in ways that foster learning, analysis, synthesis, creativity, and critical thinking is crucial (Uttich et al., 2025).

As a corollary, it was interesting to read what Algerian EFL university teachers think of the use of AI in evaluation. Some perspectives were very intriguing as the following: "AI may struggle with creativity, nuance, or context, especially in evaluating essays, oral performance, or artwork". A potential fix to this challenge is employing AI as an assisting, complementary tool in the process of evaluation. It aids teachers but does not substitute them, as Zaman (2023) validates that the human aspect in education, with its features of empathy, mentorship, and guidance, is irreplaceable to nurture learners' comprehensive development. This corresponds with the ensuing participant's idea: "AI-automated evaluation tools have some fundamental limitations, particularly in subjects such as literature, which I teach. AI remains ambiguous in its understanding of creative writing, like poetry and metaphors, which require emotional sensitivity. AI does not replace a teacher's critical thinking and interpretive insight". Human teachers' critical thinking, creativity, empathy, motivation of students, emotional support, and social-emotional skills are inimitable (Chan & Tsi, 2023; Bykonia, 2025).

One more suggestion is to use AI assistants to alleviate and lessen teachers' tasks in assessment by grading simple, direct, and closed-ended parts of students' work, allowing teachers to focus on aspects that require specialized, human, nuanced, complex, and/or creative judgment and intervention (U.S. Department of Education, 2023). Rani et al. (2024) agree that automated grading systems can ease the evaluation process for teachers, enabling them to center their energies on matters like offering customized scaffolding and adapting to the needs of students. For this, stakeholders are invited to maintain ongoing monitoring and

upgrading of instructional AI tools and skills. Generally, AI can be embedded at multiple instructional levels besides grading, assessment, giving feedback, and remedying. Automated evaluation, specifically, allows teachers to make data-driven decisions about teaching-learning methods and language proficiency improvement strategies, which is why its implementation is advantageous.

For future studies, AI-based evaluation and assessment can be further researched attitudinally or in relation to variables like teacher training and instructional designs. Future research can tackle AI-assisted evaluation and assessment in correlation with its ethical and academic issues, technical and digital divide, teacher training, and language proficiency. The multimodalities of its use and integration in EFL classes are another research possibility. The synergy between AI and human evaluation is a vital aspect to investigate, besides developing AI literacy, addressing its pitfalls, and exploring the nonstop advancements of AI tools, their upgraded prospects, human-like features, and utility in education. What is more, Algerian EFL students' perspectives of AI-based evaluation would constitute an important future research direction. Last but not least, since the challenge is not awareness of AI in evaluation but building trust, readiness, and structured implementation, future research can explore pathways to enhance these variables for teachers, students, and other stakeholders.

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