

Chapter 5

Cultural Considerations in AI-Based ELT Assessments: A Case Study of Van Lang University

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ABSTRACT

Artificial intelligence (AI) in English Language Teaching (ELT) evaluations presents new potential and problems as educational institutions use technology to improve teaching and learning. This chapter examines how AI-based assessment tools may construct culturally relevant and successful language assessments at Van Lang University, Vietnam. In semi-structured interviews with lecturers from diverse cultural backgrounds, this study examines how AI can improve the quality, quantity, and originality of language assessments and address foreign language learners' cultural and educational needs. AI mixed with conventional assessment techniques may help create examinations that are responsive to pupils' language and cultural diversity, according to studies. AI-driven educational tools should include cultural concerns, as the results show how AI may promote inclusion and improve intercultural learning.

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INTRODUCTION

Assessment plays a pivotal role in educational systems worldwide, serving as a tool to measure learner progress, identify areas of difficulty, and provide critical feedback to both students and educators (Russell & Murphy-Judy, 2021; Voss, 2018). In the context of English Language Teaching (ELT), assessments are especially important for evaluating language proficiency and ensuring that students meet the necessary language skills required for academic and professional success. However, creating effective language assessments is a time-consuming process that demands careful alignment with learning outcomes, institutional goals, and cultural nuances. For many educators, the process of designing assessments that reflect both linguistic competencies and cultural relevance remains a significant challenge (Brown & Abeywickrama, 2010; Hughes & Hughes, 2020).

The advent of Artificial Intelligence (AI) has introduced new opportunities for improving the efficiency and adaptability of language assessments. AI-driven tools can now generate test questions, create adaptive assessments, and provide real-time feedback to learners, thereby reducing the administrative burden on educators (Çakmak, 2019; Selwyn et al., 2021). In the context of ELT, AI can streamline the assessment process by automatically generating questions that align with language proficiency levels and course objectives (Nazaretsky et al., 2022). This has opened up new possibilities for scaling assessments in large educational institutions like Van Lang University, where educators often struggle to meet the growing demand for English language proficiency tests.

However, while AI presents numerous advantages in terms of efficiency and scalability, its application in ELT assessments raises important questions about cultural sensitivity and fairness. Language is deeply intertwined with culture, and assessments that fail to account for cultural nuances risk producing biased results. For example, AI-generated tests may overlook cultural differences in communication styles, idiomatic expressions, and contextual understanding, which could disadvantage non-native English learners from diverse cultural backgrounds (Van Moere & Downey, 2016). Moreover, the lack of human oversight in AI-generated assessments raises concerns about the validity and reliability of the test items produced, par-

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