Novel Ways of Assessing Tertiary Level Students' English Language Courses in the Era of AI

By

Sadia Islam
24363005

A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for the degree of
M.A in English

Department of English and Humanities
BRAC University
May 2026

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Sadia Islam
24363005

Approval

The thesis/project titled "Novel Ways of Assessing Tertiary Level Students' English Language Courses in the Era of AI" submitted by

1. [Student-Sadia Islam (24363005)]

of [Spring], [2026] has been accepted as satisfactory in partial fulfillment of the requirement for the degree of M.A in English on [09/06/2026].

Examining Committee:

Supervisor:

_____

Shakika Rubaiat
Lecturer, Department of English and Humanities
BRAC University

Departmental Head:
(Chairperson)

_____

Firdous Azim, PhD
Professor and Chairperson, Department of English and Humanities
BRAC University

Ethics Statement

The data used in this study is authentic, none of this is plagiarized in any way. Moreover, before collecting data all the participants were sent consent letters to ensure their willingness to participate in this study. In addition, to keep participants' identity anonymous pseudonyms are used by the researcher.

Abstract

The emergence of Artificial Intelligence (AI) brings some opportunities and challenges for the people of the new technologically advanced world, specifically in the education sector. Particularly in the context of students' assessment the impact of AI is more vivid. This study examines the kinds of assessment challenges tertiary level's English language teachers face in this AI era, how they deal with those challenges, and their preferences regarding new types of assessments in response to AI. Qualitative research methodology has been followed to conduct this study. The relevant data have been collected through semi-structured interviews. Four faculty members participated in this study and the data were analysed thematically.This findings identified some significant challenges regarding assessment such as unable to differentiate AI-Generated work and Student-driven Work, difficulty in assessing students' actual skill or learning progress, unsupervised Take-Home assessments are the most problematic and teachers lack institutional training on effective student assessment in the AI era. This study also highlighted some teachers' preferable assessment in response to AI those are employing creative tasks, process-oriented assessment and project-based assessment etc. The study strongly emphasizes the demand for institutional training on assessment and effective policies on ethical AI integration in the education sector.

Keywords: Artificial Intelligence (AI), Assessment, Academic Integrity, English Language Courses, Higher Education

Dedication

I want to dedicate this paper to my parents, who have unconditionally sacrificed their comfort and happiness only for my success and well-being.

Acknowledgement

Above everything, I am expressing my deepest gratitude to my almighty Allah. Because it is nothing but only Allah’s mercy for which I am here today. From the lowest point of my life, Allah has lifted me this far, Alhamdulillah.

Next I would like to thank my supervisor Shakika Rubaiat Miss, who was very kind and patient towards me throughout my thesis journey. As I was struggling to complete my thesis because of some personal issues, Miss was always there with her patience and kindness to push me forward.

Table of Content

Chapter 1

Introduction

1.1. Background of the Study

Once there was a time when people used to consider any kind of technological advancement as blessing, but recently emerged technology Artificial Intelligence (AI) is not considered as blessing like before to all the people. Because some people are taking advantage of it(AI) and some are struggling to cope with this. People from almost every sector consider AI as a blessing, but in the educational sector there is a dilemma of whether it is a blessing or not. Dilemma because students are using AI blindly without even verifying the AI output, on the other hand teachers are struggling to cope with these challenges as AI is developing so fast (Nikolopoulou, 2025). Assessing students fairly is a scary thing for educators because of the existence of AI. Students can cheat very easily with the help of AI (Sok & Heng, 2024). As AI is getting developed day by day there is a need to redesign fair assessment, because without fair assessment universities will not be able to make competent graduates to perform well in the job sector (Lye & Lim, 2024). Miller (2024) mentioned in study that learning English and utilizing the knowledge of it is a key indicator of success; as well as English language competency is a reflection of how far they(students) can engage with the working world and for all these reasons fair assessment of English language courses is an important matter to think of.

1.2 Importance of Fair Assessment in tertiary education in the age of AI

The purpose of the assessment is to measure the learning progress of students, but with the emergence of AI conducting fair assessment becomes challenging, since every year

universities are making graduates perform well in professional environment, ensuring fair assessment is the core responsibility of tertiary education (Lye & Lim, 2024). It is quite impossible to assess students' skills, knowledge and critical thinking capabilities without fair assessment, so when students over rely on AI tools it actually threatens the very purpose of assessment, students' learning process and severely undermines academic integrity (Jalali & Houssein, 2025).

To maintain the equity among all the students, fair assessment is necessary because not everyone has the equal access to all the AI tools or paid AI tools, that means the students who can afford paid AI tools can do better than the students who cannot afford it(paid AI tools); So to be equally judge every students fair assessment is very important (Finkel-Gates, 2025). Zabala et al. (2026) echoed in the similar way that to mitigate the digital inequality and disparities in tertiary education fair assessment is necessary. Since in some cases AI is impacting negatively in educational context, it is an urgent need for tertiary education to introduce fair assessment through new approaches (Bittle & El-Gayar, 2025)

To ensure the learning quality of students in this AI era, fair assessment is a much needed matter for tertiary education, because if AI can do all works that a student suppose to do then they(student) will loss the motivation to learn, and people will pass the degree without learning anything that is tertiary level education needs to ensure fair assessment in the age of AI (Cabrera Vélez, 2026). Likewise all the other authors, Miller (2024) also claimed that to uphold academic excellence, ensure academic integrity, fairness and preserve the quality of students' learning, there is no way to compromise fair assessment in this AI era.

1.3 State of Assessment at tertiary level English language courses in Bangladesh

In Bangladesh the public universities are still assessing their students in the traditional ways which are high-stakes examination and summative assessment; These types of assessments mainly focus on memorization over authentic language proficiency, also public universities lack separate evaluation approach to assess separate skills such as speaking and listening as separate skills. As public universities still follow summative assessment approach, their main focus is end-product, and that is why maybe for this reason they(students) do not get continuous feedback from their teacher (Haque, 2022). There are many academic misconduct is happening by students due to the availability of AI, on the other hand, teachers are facing difficulties to control all these misconducts mainly for not having enough institutional support or training (Islam et al., 2024).

Though AI is available, it(AI) is mainly popular in students' community not in teachers' community because most of the Bangladeshi EFL teachers cannot trust AI-based e-assessment as an effective way to assess students. They(teachers) prefer traditional pen-and-paper assessment rather than AI-based e-assessment because they(teachers) are unable to prevent plagiarism and online cheating (Uddin et al., 2024). Similarly, Elahee & Rafique (2023) claimed that EFL teachers are not enough prepared to use AI tools in the assessment because AI is not that effective to assess students' authentic skills and knowledge, along with that teachers are also concerned about students' learning progress because most of the students' are blindly rely on AI to complete their tasks.

1.4 Statement of the Problem

In recent years, AI have become widely available across educational setting which is mortally affecting the traditional assessment approach of tertiary level's English language courses because students have the tendency to overreliant on AI to complete their writing assignments and other tasks and such overreliant behaviour of students is challenging the validity and reliability of
traditional assessment practices (Amani & Bisriyah, 2025). Teachers are facing problems in differentiating students's authentic work and AI-generated content, because AI has the ability to complete the traditional essay and assignment task almost similar to the way human do, which raises the concern about academic integrity (Evangelista, 2025; Choi, 2025)

As students can get easy solutions through using AI they are not interested in putting effort in their assigned task from their teachers which reduces their(students) cognitive development as a result of that learning remains incomplete (Franjić & Božinovski, 2025). Students do this because they do not have enough knowledge about the accuracy of AI output and also do not have enough literacy on the proper usage of AI that is where the problem arises regarding students' learning process and fair assessment process (Baylis et al., 2025). In this situation, there is a need of reimagining the assessment types and moving towards such assessment approach where AI misuse is controlled and the reflection of students' learning progress is transparent or evident (Miller, 2025)

To minimize the assessment challenges posed by AI and to maintain academic integrity, Nigerian University took some necessary steps, such as allowing structured AI integration in

writing to balance the technical use of AI with critical thinking (Ya'u & Mohammed, 2025). Similar to the other author Jantakoon et al. (2025) echoed that careful choice of AI tools and purposeful use of those tools can bring out valuable output in language learning programs, so rather than avoiding AI completely it should be part of educational context with well-established teaching practices.

To know more about this issue, some scholarly articles have been read and found most of the studies have been done on other disciplines such as engineering, medical and science related subjects. However, there remains a significant gap in the literature regarding new ways of assessing tertiary level students' English language courses in response to AI. A researcher must discuss with those teachers to know more about this issue and to get the solution. Unless the researcher does not know the assessment challenge overcoming strategies, he or she cannot help the teachers and policy makers in bringing necessary changes to develop the assessment style. If the researcher informs teachers about assessment challenge overcoming strategies it may help the teacher to improve their assessment techniques while assessing their students.

1.5 Central Research Objective

To explore the new ways of assessment in response to AI at tertiary level's English language courses.

1.6 Research Questions

1. What kind of challenges teachers face while assessing students in this era of AI?
2. How do teachers cope with these challenges?
3. What kind of new assessment do teachers prefer which will impel students to think critically and develop their English proficiency? And why?

1.7 Scope of the Study

In this study the researcher has looked at assessment challenges and coping strategies to bring out new ways of assessment in response to AI for Tertiary level students. It was conducted in Dhaka, Bangladesh. The duration for this study was eight months, it started from the middle of October 2025 and ended in the middle of May, 2026. The duration is too short to conduct this study. That is why all the participants could not attend interview sessions only four of them could attend. The rest of them had time limitations. It was an online interview session because participants did not want to attend the interview physically.

1.8 Limitations of the study

This study did have some limitations while collecting the data. Total 5 participants were appointed for the interview but one of them refused at the last moment to face the interview session. So the researcher had to interview only the rest of the four participants.

1.9 Significance of the study

The existing scholarly literatures are mostly conducted on other discipline such medical, engineering and subjects related to science; what are their assessment challenges (Newton & Jones, 2025; Xu et al., 2024; Jaleel et al., 2025)

To date, very few studies have been conducted on Tertiary Level's English Language courses' assessment in the era of AI. So to fill this void of knowledge this current study attempts to explore English language courses' assessment challenges of TertiaryLevel teachers in Bangladesh.

To the best of the researcher's knowledge, she tried to bring out the kind of challenges teachers face while assessing and worked on those challenges to solve this problem. By

sharing the knowledge of coping strategy and new assessment types the researcher tried to solve this issue .

This study is valuable because the findings of this study will provide guidelines for teachers, educators and policy makers so that they can design assessments and bring changes in assessment style according to the needs of teachers to solve this assessment issue. Policy makers might change the curriculum to overcome this problem. So from this study, teachers, educators and policy makers will be benefited.

Chapter 2

Literature Review

2.1 Introduction

The main focus of this study is to find out new kinds of assessment in response to AI for English language courses at tertiary level. For that reason this chapter discusses relevant scholarly articles which are related to assessments in response to AI at tertiary level. Another aim of this chapter is to point out the gap in the literature regarding tertiary level's English language courses' assessment and how this study is significant to fill the void. This chapter is divided into three parts, those are:

Part 1: Artificial Intelligence (AI), Assessment and Types of Assessment discusses the concept of AI, Assessment, and types of assessment in this present world.

Part 2: Assessment challenges in the age of AI discusses different types of assessment challenges faced by the tertiary level's teachers.

Part 3: Coping Strategies of assessment challenges in the age of AI discusses ways of coping strategies and kinds of new assessment in this AI era.

2.2 Part 1: Artificial Intelligence (AI), Assessment and Types of Assessment

The term Artificial Intelligence (AI) is not very new or not very old to the people of today's world, with this short span of time it(AI) gets huge popularity to every sector of this world specially in the education sector. There are various types of AI tools, among all these tools

ChatGPT is the most famous tool to the students or learners which can create new text or generate human-like responses when students ask something to do a task for them (Su & Yang, 2023). On the other hand, fair assessment is related to the course objective because it has a direct impact on how teaching and learning happens and that is where AI interfere in a negative way in the assessment process of higher education, as AI can answer like the way humans do in the traditional assessment approach (Xia et al., 2024). So in this situation with the arrival of AI, assessments are considered of two types one is traditional assessment and the other one is alternative assessment; alternative assessment emerges to make the students apply their own knowledge in any sort of task and not to entirely rely on AI-generated content (Alkouk et al., 2024)

2.2.1 Concepts of Artificial Intelligence (AI)

According to Chatterjee (2020) "Artificial intelligence is an imitation of human cognitive processes with the help of machines." This excerpt means it(AI) can think and solve problems similar to humans with the help of machine learning. In another study AI is defined as computers or machines that are made in such a way that it(AI) can work like humans such as making decisions, understanding language, solving problems and learning new things (Monib et al., 2024). Though AI can work like humans almost independently, still it(AI) needs minimum human intervention to bring out the best output from it(AI), as AI can deal with varieties of tasks or problems it uses many different tools and techniques to solve those, such problems are knowledge representation, reasoning, learning, planning, and communication (Janiesch, et al., 2020)

2.2.2 Concepts of Assessment

Assessment is a procedure where teachers utilize learners' status as evidence to adjust their instructional process or learners change their strategy of study to learn better (Ismail et al., 2022). In the educational sector assessment plays a vital role in measuring the quality of school, students' learning experiences, teacher instructional activities and curriculum (Brown, 2022). Earlier traditional assessment was just about final judgement of a student, but now there is a key paradigm shift in the concept of assessment and that is the idea of assessment is not separate from the idea of learning, rather both of these two happen together which means it's a continuous process of how a student grow, think and develop for any subject area or in a global community as a citizen (Rutherford et al., 2024). As the world changes with the arrival of AI, assessment approaches has to be change or shift from traditional assessment to alternative assessment otherwise fair assessment will not happen (Xia et al., 2024)

2.2.3 Types of Assessment

As the world changes with its technological discovery, assessments of the educational sector also change with the demand of the situation. Because of the emergence of new assessments, nowadays assessments are considered of two kinds, one is traditional assessment and the other one is alternative assessments. Traditional or conventional assessments are paper-and-pencil/pen tests and this type of assessment limits the scope of higher-order thinking skill (Saher et al., 2022). On the other hand, alternative assessments are known as authentic assessment because it can assess higher-order cognitive skills, critical thinking skills and it produces more fair, valid and reliable results (Juma & Patel, 2024). So in the era

of AI, by integrating traditional and alternative assessments together educators can assess their student in a more effective way (Meylani, 2024)

2.3 Part 2: Assessment challenges in the age of AI

In tertiary level there are very few students who are motivated to learn, most of their target is to pass the exams, in a situation like this AI is a matter of big concern for the teachers of tertiary education because students can easily plagiarise from AI and pass in their exams (Bower et al., 2024; Corbin et al., 2025). Agostini et al. (2024) raised a question regarding ethical tension whether the existence of AI is fostering students' critical thinking skill or it is just the creativity of AI-driven output; this tension is about the equity of actual learning outcomes of tertiary level students. As ChatGPT has the capability to generate different responses to the same question, it will be nearly impossible to differentiate students' original work (Klyshbekova & Abbott, 2024).

2.3.1 Cheating or Academic Dishonesty

Since the rise of Artificial Intelligence (AI) is so rapid, assessment becomes a bit challenging for the faculty members of tertiary education. Most of the students have easy access to AI if not everyone, so cheating becomes easier than before for the students. According to Nikolopoulou (2025) some traditional assessments, for example, Multiple Choice Questions (MCQ), essays these traditional assessments AI can answer almost correctly, so in these sorts of assessments students have the chance to cheat. AI can produce huge amount of data and students can use those data in their assignments, examinations and homework, which is cheating not their own knowledge; so this is a big challenge for tertiary level's teachers in terms of assessing their students (Sok & Heng, 2024). Khlaif et al. (2025) echoed the similar

idea in their study that as AI can generate answers easily it(AI) is complicating teachers' assessment process. Issues related to plagiarism were also found in a study that 69.5% respondents witnessed students use AI for the purpose of cheating or plagiarism and such experience makes the assessment process challenging for the tertiary level's teachers more specifically in EFL assignments (Zafar et al., 2024; Islam et al., 2024).

2.3.2 Ethical and Equity issues

Though AI is easily accessible, not every student has equal access to AI or related technologies and it creates inequalities in educational context in terms of assessment since privileged and unprivileged students do not get equal opportunities to perform equally, this unequal opportunities creates ethical question regarding fairness in assessment (Abubakar et al., 2024; Swiecki et al., 2022). Lye and Lim (2024) pointed out a similar concern in a different way: that if the students who are skilled at AI use should get more marks than the students who are not skilled at AI use, because this issue is related to equity of assessment. Saputra et al. (2024) also mentioned a very important aspect about AI that it(AI) has different versions and it(AI) is developing very rapidly so balancing the fairness of AI use in education sector is very difficult for educators and stakeholders, and that is why the consideration of ethical assessment approach in tertiary education context is a very urgent as well as challenging issue as it(tertiary education) certifies the future generation of a nation. To ensure equity and fairness in assessment in this AI era is challenging because it requires continuous monitoring and refinement (Okoye & Maryqueen, 2025; Saputra et al., 2024).

2.3.3 Difficult to differentiate AI generated ans & students work

The purpose of assessment is to measure the knowledge and potential of a person, but now in this AI era assessing student's genuine work becomes very difficult because AI is easily accessible to almost everyone, in this situation separating AI work and student's work gets challenging for the teachers (Swiecki et al., 2022). Zafar et al. (2024) echoed similarly that subject experts and teachers cannot distinguish the tasks or assignments which are done by AI. Islam et al. (2024) claimed that by following only traditional plagiarism detection methodologies, assessing students' work has become problematic for the teachers, the authors also added that the presence of AI has created a trust issue between teachers and students. Though there are different types of plagiarism detection tools available, detecting AI-generated content is still difficult because those tools have limitations (Gamage et al., 2023). Similarly, Rasul et al. (2023) mentioned in their study that ChatGPT can produce content like human language so it is almost impossible to distinguish between text produced by human and text generated by ChatGPT, the authors also pointed out an important factor that there are various types AI-generated text detectors, however the nature of the detectors are unreliable and probability-based which makes the fair assessment process more difficult.

2.3.4 Maintaining Academic Integrity

To create a fair academic environment, maintaining academic integrity is a very important factor, however in this AI era maintaining it (academic integrity) becomes really challenging because students are too much dependent on AI rather than developing their own skill which may lead them to laziness (Ma et al., 2024). Similarly Michel-Villarreal et al. (2023) found the same issue in their study that Higher Education Institutions (HEIs) are failing to maintain academic integrity because of the absence of clear guidelines and policies of AI use where

academic misconduct is enabled by GenAI. Peters and Angelov (2025) also asserted that maintaining academic integrity in this AI era has become challenging because lecturers are under pressure in redesigning and adjusting assessment tasks, modifying instructions and criteria to resist AI-assisted plagiarism and ensure students' own work. Since students can complete their task without giving effort or learning anything new by the help of generative AI traditional assessments tools are not effective any longer to measure students' genuine knowledge (Garcia et al., 2025) though educational institutions introduce structured frameworks to address this particular issue still students can conceal their misuse of AI which indicates maintaining academic integrity remains a serious-ongoing challenge for the educators (Perkins et al., 2024).

2.4 Part 3: Coping Strategies of assessment challenges in the age of AI

As there are problems, solutions or coping strategies also exist. Though the easy access of AI is making assessment process challenging for teachers, structured AI literacy or training on AI can help students to improve their performance in AI-integrated assessments, that is why Elshall & Badir (2025) is suggesting the educators to develop students' AI literacy to deal with the assessment challenges that arise because of the AI availability. Pramerta (2025) found in his study that teachers have limited knowledge and digital literacy about AI, that is why educators' self-initiated efforts for example, creating AI-assisted teaching materials, experimenting with AI-powered tools and joining webinars can help teachers to cope with assessment related challenges in this AI era.

By encouraging ethical use of AI assessment related challenges can be minimized, and through ensuring accountability, fairness and transparency institutions and educators can use AI responsibly while making careful decisions that protect students from the misuse of AI

tools in assessment (Amin, 2023). Mukhallafi (2020) suggests that for English language courses teachers can navigate AI-related assessment challenges effectively with clear institutional guidelines and procedural frameworks because those guidelines and procedural frameworks can help by ensuring students' learning and strategic AI application.

2.4.1 Enough Training on AI OR Develop AI literacy

AI is not very new and not very old to people, but it(AI) is developing very rapidly, that is why coping with this becomes a bit difficult for the teachers or educators. So to cope with these assessment challenges posed by AI, teachers need to have awareness regarding the development of AI and its features and functions in the education sector; it is only possible through rigorous training on artificial intelligence tools (Celik et al., 2022; Uddin et al., 2024). Khatri (2024) is echoing the similar view that the way AI or digital tools are developing teachers need professional training frequently to be aware of those developments. "universities need to provide continuous training and technical support so that lecturers can adapt AI more effectively" (Ahimsa & Khawa, 2025). Here Ahimsa & Khawa (2025) are pointing out the responsibility of universities to arrange enough training sessions for teachers to cope with these assessment challenges. Professional development programs can empower instructors to gain knowledge regarding the functions of the AI education sector which makes them(teachers) aware to get prepared about how to assess students in a fair way (Romadhoan, 2024).

2.4.2 Developing Clear Guidelines & adopting policy

As educators cannot stop students from using AI, setting clear guidelines and adopting new effective educational policies in response to AI can ensure students' learning and minimize

academic dishonesty in an educational context where AI is easily accessible (Uddin et al., 2024). The purpose of education is to make skilled and knowledgeable individuals for nation, so in this AI era to maintain academic integrity there is a crucial need of clear institutional guidelines and policies regarding acceptable AI use which will help the educators to conduct fair assessment of students' work; they can also incorporate technology like Turnitin to assure fair assessment (Mulaudzi & Hamilton, 2025). Likewise other scholars Cong-Lem et al. (2024) also talk about setting guidelines, along with guidelines they also mention about using rubrics for assessing students' work besides all these they(authors) suggest collaboration and discussion among educators regarding the acceptable use of AI to prevent academic dishonesty in students' work. According to Huda and Khanum (2025), "Bangladesh's universities should make clear rules and policies about how to use AI responsibly in teaching and tests to protect academic integrity and stop people from misusing it." (Huda & Khanum, 2025; Williams, 2025)

2.4.3 Encouraging ethical use of AI

After working on AI, authors find various guidelines focused on promoting ethical awareness among learners; University of California, Los Angeles (UCLA) and Duke University (DU) advised their instructors to discuss with their students about impacts of spreading disinformation or biased information creates dangers but students' original writing develop their(students) own creative ideas as well as thinking capabilities, besides all of these acknowledging the of GAI tools is an ethical norm (Moorhouse et al., 2023). Prohibiting AI is not a solution, rather encouraging ethics-centred approach to AI is the right way, which will foster students to use AI ethically as well as judiciously, also by training students to acknowledge the use of AI through citation can prevent unnecessary plagiarism; most

importantly institutions should encourage proper training and guidance to integrate AI into curricula and assessment strategies (Williams, 2025). Sok & Heng (2024) advocates that it is an essential teacher's role to equip students to make a mindset among students to use AI ethically and responsibly. Bower et al. (2024) claimed that teachers feel the necessity to change the curriculum to teach students about AI, the functions of AI and the way of using those functions ethically so that they(students) can work better in an AI-saturated world.

2.4.4 Types of new assessments in the age of AI

As AI can produce answers like humans do, now its time to assess students in different ways which AI cannot answer easily, for example teachers can follow adaptive assessment approach where they(teachers) can adjust task to students according to their capabilities that means assigning them tailored assessment experiences, process-based assessment (Swiecki, et al., 2022). Teachers can assess their students by following a formative assessment approach where they can see the progress of the students through varieties of tasks (Amin, 2023). The other authors suggest various types of assessment which can ensure fair assessment in this AI era, those are creative writing to foster critical thinking skill, presentations, sudden quizzes, viva-voce, project work and problem-solving tasks etc, specifically they mentioned about including more presentation and viva in assessments to reduce cheating caused by AI (Uddin et al., 2024; Huda & Khanum, 2025) . Mulaudzi & Hamilton (2025) also pointed out some new assessment to cope with the challenges posed by AI, those are incorporating both formative and summative assessment tasks, in-class written assessment, project-based assessment, AI-Assisted assignment from where students can take ideas and feedbacks from AI, practical based assessment by contextualizing such as local cases where students need to modify the answer according to the context demand, assignment with mandatory AI

disclosure where students have to mention and explain which AI tool they used, how, where and why they used the tools. There are some other new assessment types where students have to create using AI then evaluate that essay based on the rubrics provided by the teacher and then make their own self-written essay and submit it as part of that same assignment (Cong-Lem et al., 2024). Incorporating process-based and staged assessment where students have to go through a process to complete the task such as case studies, exhibitions, reflective portfolios, problem-based inquiries and also multimodal assessments for instance, making slides, video, drawing images where students have to engage with AI critically to complete the assignment (Moorhouse, et al., 2023)

2.5 Research Gap:

Nowadays the use of AI is getting famous in every sector of life. More specifically in the education sector students are using this technology a lot, because through the use of AI students can get their answers within less than a minute. Students are fully dependent on AI and very little brainstorming is there (Khlaif, Z.N et. al, 2025; Saputra, I. et. al, 2024). In this situation, fair assessment is getting very challenging. So there is a need to change the traditional assessment and bring some new varieties of assessment.

So the aim of this study is to investigate the innovative ways of assessing tertiary level students which will impel students to think critically and bring out the genuine knowledge of each and every student.

2.6 The Conceptual framework of this study

After reviewing several scholarly literature related to assessment challenges posed by AI, the researcher has synthesized the findings of those significant studies and has developed this conceptual framework. The researcher synthesizes the findings under three different themes which will answer three research questions of this study.

The first theme of this conceptual framework is Assessment challenges posed by AI. This theme is made of some assessment challenges which teachers face while assessing their students in this AI era. The challenges are Academic Dishonesty & Cheating (Corbin et al., 2025), Difficulty Differentiating AI-Generated Work (Ogunleye et al., 2024) and Compromised Academic Integrity (Kofinas et al., 2025) etc. This theme will answer the research question 1 of this study which is about the kind of challenges teachers face while assessing students in this era of AI.

The second theme of this conceptual framework is Assessment Challenge Coping Strategies in response to AI. This theme is made of some strategies which teachers follow to cope with challenges they(teachers) face while assessing their students in this age of AI. The strategies are AI Literacy & Professional Development (Nazim & Alzubi, 2025), Institutional Policy and Guidelines (Huda & Khanum, 2025; Williams, 2025), and Determining assessments criteria (Celik et. al., 2025) etc. This theme will address the research question 2 of this study which is about teachers' challenge coping strategies.

The last theme of this conceptual framework is Preferable New Assessments in response to AI. After dealing with various assessment challenges posed by AI the faculty members come

up with some new alternative assessment which they think to be effective in response to AI to foster learners' critical thinking capability. The preferable assessment types are AI-Assisted Assessment and portfolio (Bower et al., 2024), Project-Based assessment (Hao et al., 2024) and Performance-based assessment (Khlaif et al., 2025). This theme will answer the research question 3 of this study which is about the kind of new assessment teachers prefer which will impel students to think critically and develop their English proficiency.

This conceptual framework tries to offer a complete solution to the problem of this study. The conceptual framework of this study is given below.

Conceptual Framework of the study

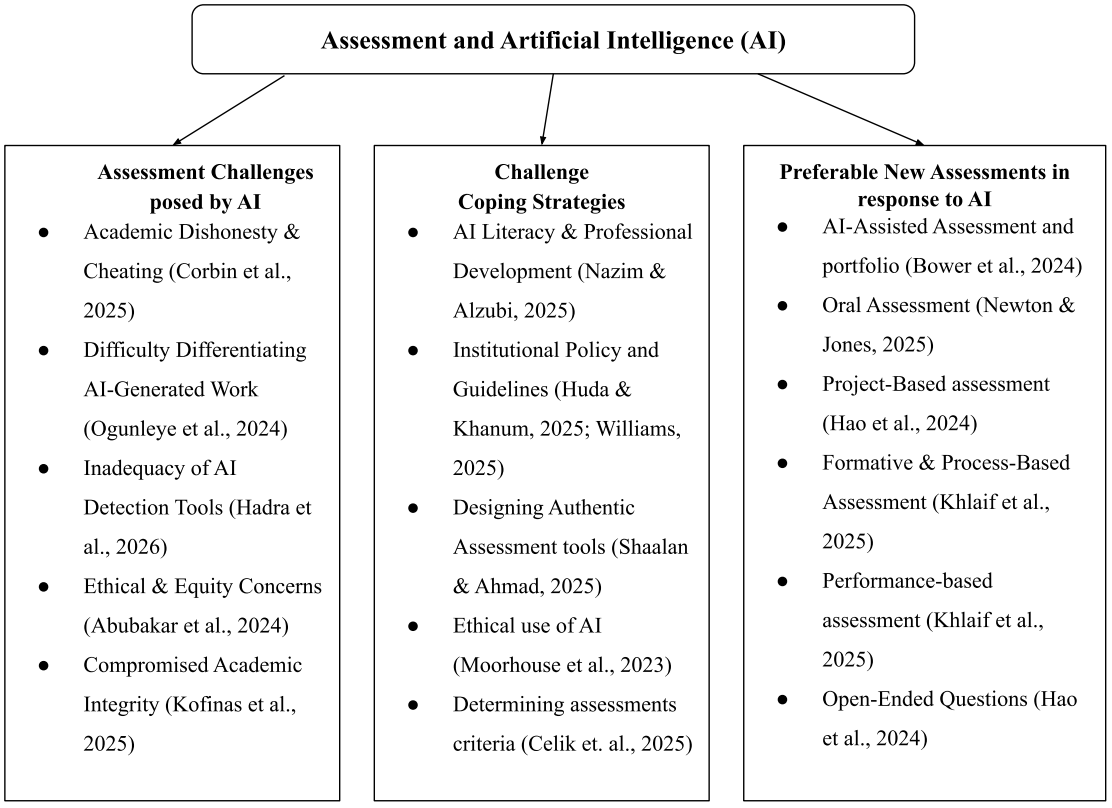

Figure:2.6 The Conceptual framework of this study

Chapter 3

Methodology

3.1 Introduction:

In this chapter the researcher discusses the methodology which has been followed to proceed this study. Qualitative research methodology has been adopted to explore the assessment challenges which are faced by tertiary level's English language teachers in this era of AI, and how they cope with these sort of challenges as well as bring out suggestions regarding preferable new types of assessments which will impel students to think critically and measure students' actual intellect. This is the main objective of this study that has been addressed by three different research questions. In the last part of this chapter, the researcher has described the process of participants selection, data analysis framework's rationale for establishing trustworthiness of this study.

3.2 Research Design

In this study, qualitative research methodology has been followed. The purpose of qualitative research is to look at ideas more closely and link them to real world situations to gain deeper understanding. The aim is to explore what kinds of assessment challenges tertiary level's English language teachers face, how they handle those challenges and their suggestions for new kinds of assessment in response to AI (Ahmed, 2017). Qualitative research fits this study well because it helps the researcher to understand teachers' personal experiences regarding assessment, in other words how they feel while assessing, and what they do in assessment. Data will be collected through semi-structured interviews to explore the

challenges teachers face while assessing students in the AI era and the strategies they employ to mitigate those challenges, in a detailed manner.

3.3 The Role of the Researcher

The researcher studied on this particular topic because most of the researches are based on science disciplines or science related subjects and very few researches have been conducted on English language assessment. And to reduce bias, the researcher has written this paper from third-person point of view. Being neutral, the researcher avoided her own perception or values in this study, and only focused on participants' views or opinions.

3.4 Selecting the Participants

For collecting relevant and rich data, participants should be that kind who have enough information about the issue that is being addressed. The researcher has followed purposive sampling technique (Creswell, 2019) selecting technique to gather information about assessment challenges of tertiary level's English language teachers in the context of Bangladesh. This selecting technique helped the researcher to collect useful information, and the researcher learned about the current assessment challenges from these participants.

The criteria for selecting the participants:

1. The participants have to be Tertiary Level Teachers.
2. They have to have the knowledge of Assessment and Assessment related Challenges.
3. They have to be willing to be part of this study.

3.5 Research Tool Development

These interview questions are made with a combination of two themes. One is self-made questionnaire and the other one is an adapted questionnaire. Most of the questions are self-made and very few are adapted from the existing literature which are related to AI policy (Khatri, 2024; Pramerta, 2025). As most of the literature is based on the Engineering department and very few literature are found related to English language assessment, adapted interview questions are very little in number (See Appendix-B)

3.6 Designing the Interview Protocol

For conducting this study, the researcher adopted the Interview Protocol Refinement (IPR) framework to make interview questions of this study. There are four steps in this framework, those are:

Step 1: Aligning interview question with research question

Step 2: Constructing an inquiry-based conversation

Step 3: Receiving feedback on interview protocol

Step 4: Piloting the interview protocol (Yeong et. al, 2018, p.2702)

3.7 Data Analysis Framework

The seven-column coding template has been used for analysing the data collected from participants' interviews (Ahmad, 2017). For analysis, first interviews have been transcribed by listening to the recordings. While coding the transcriptions, in-vivo coding and constructed coding techniques were followed (Saldana, 2013). The researcher chose the prominent codes from the transcription and then among all the prominent codes she listed prominent categories (see appendix-D). To bring out the emerging themes, the categories

were analysed. All the themes were analysed to make a thematic pattern and answer the research questions (see appendix-E)

Every research work follows some framework to analyze its data appropriately. Similarly this particular study also needs a data analysis framework, that is why the researcher decided to do qualitative thematic analysis as the framework for this study.

In the study of Uddin et. al. (2024) they used thematic analysis process to investigate university EFL teachers' E-Assessment challenges in this AI era. Uddin et. al. (2024) and this particular study both of these have similar purposes in the same context which is Bangladesh that is why the researcher decided to choose this framework.

3.8 Ethical Considerations

To conduct the research the ethical issues have been maintained. Before going to the data collection procedure, consent letters were sent to the participants for their consent (see appendix-A). Also pseudonyms were used for keeping their privacy.

3.9 Trustworthiness of the Study

In qualitative study trustworthiness and credibility are established through four steps: credibility, transferability, dependability and confirmability (Lincoln and Guba, 1985). To establish the trustworthiness of this study the researcher has completed member checking.

3.10 Chapter Summary

In the beginning of this chapter the researcher has described the research objective of this study with the components of three research questions and researcher role. In the next section the researcher described the data collection procedure and the rationale behind doing all these. And in the last section the theoretical framework has been given for establishing credibility and trustworthiness of data.

Chapter 4

Findings and Discussion

4.1 Introduction

The main objective of this study is to find out the assessment challenges tertiary level's English language courses' teachers face, their coping strategies and preference of new kinds assessments in response to AI.

This chapter will discuss the findings of the study according to research questions:

1. What kind of challenges teachers face while assessing students in this era of AI?
2. How do teachers cope with these challenges?
3. What kind of new assessment do teachers prefer which will impel students to think critically and develop their English proficiency?

The first section of this chapter will concentrate on the assessment challenges teachers face. The second section will focus on the assessment challenge coping strategies. And the final section will discuss some preferable new kinds of assessment in response to AI.

4.2 Types of Assessment Challenges faced by the Teachers

In this section the researcher will focus on some prominent assessment challenges faced by the tertiary level's English language courses' teachers. These challenges have come up from participants' interviews.

4.2.1 Inability to differentiate AI-Generated work and Student-driven Work

There was a time when teachers used to be happy by reading students' well-structured, error-free pieces of writing, but nowadays this scenario gets changed because of the

emergence of AI. The assessment approaches are followed still now, most of those are established before the emergence of AI, that is why teachers face problems and be skeptical about students' work. Because AI does not just generate answers, it can also humanize machine generated answers through different tools, making the situation more complicated for the teachers to differentiate students' genuine work and AI generated work.

> "when I find someone has written a very neat and clean piece…Instead of being very happy or very pleased with the students, I have to be skeptical because … we expect little minor mistakes and errors. But in some cases, I find that students have produced something which is impeccable… (DU MUA 10)

> "Well, the problem.. is when I assess their writing part. Because sometimes I can easily detect that, okay, this is completely based on AI. But sometimes I am not sure, I become confused if it's genuinely written by them or they have taken help from AI" (DU NAZ 12)

> "Nowadays, Turnitin isn't being able to properly identify whether something has been AI-generated or not" (DU TAF 12)

> "When detecting AI use, I often find that even human-written assignments are sometimes identified as AI-generated nowadays." (DU RIA 12)

So from the utterance of the participants, it is clearly understood that teachers face difficulties in differentiating students'genuine work because of the negative interference of AI. Teachers become skeptical and confused by reading the submitted work of students. This incapability of the teachers harms the assessment process and does not serve the purpose of assessment.

This inability of teachers questions the authenticity of the assessment and leaves teachers in an uncertain state by various deceptions of students as well as AI (Ncube et al., 2025; Newton & Jones, 2025; Tan & Maravilla, 2024)

4.2.2 Difficulty in assessing students' actual skill or learning progress

From the previous discussion it is found that AI is easily accessible to the students and they(students) become completely dependent on AI for their assignment or whatever task assigned by the teachers. Most of the students do not even judge or check the output generated by AI before their submission, they just copy and submit it. As they(students) are submitting the AI output there is no point in assessing this sort of machine generated work. The purpose of assessment is to judge the students' learning skill or their progress, not the machine's skill.

> "I cannot actually assess the capability of the student which I aim to assess. So, this is a challenge on our part to see our students are not actually producing something on their own. And so, we cannot see actually how much they have progressed. So, this is a challenge." (DU MUA 10)

> "The problems that arise … When students completely copy whatever is being generated by any sort of AI tools, for example, ChatGPT… That's the problem that we have had to face, where students do not really learn or put any effort into the work, rather only plagiarize from AI-generated text. They just plagiarize, that's the issue." (DU TAF 10)

> "if I tell the students to write an essay or maybe write a thesis statement, what they do

is that they completely rely on AI” (DU NAZ 10)

From the responses of three participants the idea gets very vivid that most of the students completely rely on AI to complete their tasks or assignments. They(students) do not put any effort on their own to complete the assigned task. As a result of that teachers cannot really assess students’ actual skill, knowledge and also cannot see how they(students) progress to move further level (Xia et al., 2024; Bower et al., 2024; Corbin et al., 2025; Sok & Heng, 2024)

4.2.3 Unsupervised Take-Home and Writing-Based Assessments are the most problematic

Among all the other types of assessment, take-home tasks or any sort of homework assessment become very difficult or problematic for the teachers to assess their students’ genuine reflection and intellectual engagement. Because from the previous discussion it is found that students have severe tendency to entirely rely on AI and when it is about take-home assignments or homework they(students) are like free birds in the open sky in using AI, as they(students) are not in the classroom or not under teacher's supervision.

> “If it's a homework type assessment, say, for example, if they do not have to do it in the classroom. If it's an in-class assessment, whenever I let them do it at home or outside the classroom setting, be it an assignment, be it a report or a term paper. So whenever they have the opportunity to do it on their own, they go for AI. (DU MUA 14)

> “Any sort of take-home assignments, assessments, anything that they do not do in the classroom under my supervision and do it later on. There are students who tend to

only use AI for those." (DU TAF 14)

"So I think the most difficult thing to assess for me because of AI is the writing tasks or the assignments. If I tell them that for homework… But in this case, students, they repeatedly take help from AI… So I think writing tasks or the writing assignments, as I've mentioned.." (DU NAZ 14)

After analyzing the responses of these three participants it is very clear that similar pattern of challenge these teachers also face that unsupervised take home assignments are very problematic for them to assess as they(teachers) do not have the chance to control their(students) AI dependency at home. In terms of invigilated task or in-class work teachers can control or limit the misuse of AI but in homework they(teachers) do not have the power to control it (Ncube et al., 2025; Birks & Clare, 2023; Scarfe et al., 2024; Evangelista, 2025).

4.2.4 Perceptual Awareness but Evidentiary Difficulty in distinguishing AI-Generated work from Student-driven Work

The rapid development of AI has made the assessment process increasingly difficult for the teachers to distinguish between students' genuine work and AI-generated content. In spite of having this issue, sometimes teachers can clearly understand the presence of AI content in students' writing just by reading their scripts without any detection tool. However they cannot prove that this certain script contains this portion of AI generated content because they(teachers) do not have any solid evidence to prove that this is not students' original work.

"They sometimes humanize the writing with some minor tasks or minor mistakes… So, as human beings, even if sometimes I guess or I assume that the student has used

AI, I still cannot establish that for different reasons. And that is one of the challenges, most difficult problem, I think" (DU MUA 12)

"There are tools to humanize text, there are tools to, in whatever way, avoid being shown as AI-generated text …The problem we teachers face is that we can detect that something has been generated by AI…but.. there is no solid proof that we can actually use to tell our students or tell the authority or tell anyone that it has been proved that it is AI-generated. So that's the issue" (DU TAF 12)

"sometimes I can easily detect that, okay, this is completely based on AI by reading students' answer scripts" (DU NAZ 12)

From the responses of the participants it is seen that they also face the similar problem while assessing their students' work. Since students can humanize AI generated text or answer through different AI humanizing tools, AI detection tools cannot detect plagiarism or misuse of AI. That is why teachers awareness and lack of evidence creates an uncertain state in terms of assessment integrity (Kofinas et al., 2025; Weber-Wulff et al., 2023; Perkins, 2023)

4.3 Assessment Challenge Coping Strategies

As there is problem, there is solution as well. This section will discuss some assessment challenge coping strategies which data have been collected from interviews.

4.3.1 Incorporate oral assessment and focus more on in-class observation

The participants' responses indicate that most of them(teachers) are towards oral assessment and in-class observation for coping with the assessment challenges posed by AI. MUA noted that he goes for informal oral discussion with students when he suspects that the student has not genuinely produced this answer on his or her own. Similarly TAF also highlighted that she relies more on in class observation and engages conversation with students to see how much they truly understand or know. To cope up with the assessment challenges NAZ also supports this oral assessment and in class observation indirectly by saying that she takes viva and presentation to see how well the student has grasped the task. So all these responses indicate that face-to-face, real-time assessment are effective strategies to cope with these assessment challenges.

> “if I doubt that someone has produced something using an AI, I take an oral exam on that assessment. Not established regular oral exams, but just informal class discussions” (DU MUA 18)

> “And we are having to depend more on in-class observation and, you know, talking to the students and trying to find out how much they ignored, not know. ” (DU TAF 18)

> “take viva and presentation (DU NAZ 18)

These findings align with some scholarly studies where they(scholars) suggest that face-to-face, real-time assessments are more effective strategies in response to the growing influence of AI and better capture students’ authentic performance. This shift aligns with

Kofinas et al. (2025), who argue that educators suggest to conduct in-person interactions and viva when there is suspicion of AI misuse. Eachempati et al. (2025) further confirm that oral assessments are the most reliable assessment approach to verify students' authentic understanding. Similarly, Khlaif et al. (2025) reinforce that to resist AI misuse, direct observation and in-class discussions are effective strategies. De Leon Evangelista (2025) identifies how global educational institutions are turning to adopt oral examinations to uphold academic integrity, and this global trend is aligned with participants' coping strategies.

4.3.2 Noticing content, writing structure and word choice

To differentiate between students' authentic submission and AI generated text, participants notice the features and patterns of the content. According to MUA's observation AI generated texts contain more polished words and well-structured writing. Similarly, TAF noted that AI-produced contents have some observable elements in it, those are predictable sentence structures and repeated vocabulary and these particular features or patterns make the detection process easy. On the other hand, RIA highlighted that students' written text or human produced text have individual writing style and this writing style is completely different from machine produced writing style. So considering all these responses, these findings indicate that teachers focus on writing structure and word choice of the students' submitted work to differentiate between students' self-produced work and AI-generated output.

> "if I find that the word choice is very appropriate, if I find that the structure is well, that the writing is well structured it appears to me that the student somehow has gone for AI tools" (DU MUA 22)

> “we differentiate by noticing patterns in the answers because AI-generated texts have very observable elements in it; certain words that they use a lot … there are ways that they always structure sentences … AI-generated texts include all those things. (DU TAF 22)

> “On the other hand, students' self driven answers… have their own style of writing.” (DU RIA 22)

These findings align with the existing scholarly literature which highlights that teachers can often detect AI-generated work through predictable patterns of word choice, writing style and sentence structure. This is in line with Alexander et al. (2023) who noted that English language lectures consider sophisticated word and grammatical accuracy as the markers of AI generated text. Similarly, Fleckenstein et al. (2024) pointed out that students or human language productions have some usual flaws in it, but AI-generated texts appear unusually flawless and well structured. Mizumoto et al. (2024) further reported that there is a measurable linguistic difference between students’ self-driven answers and AI-driven content as well as teachers are familiar with individual learners' writing styles.

4.3.3 Focusing more on in-class work or performance

A further coping strategy adopted by the teachers is focusing more on in-class work or performance. To get reliable evidence about student ability, TAF prioritizes classroom performance and in-person discussions over submitted assignments. Similarly, RIA noted that she deliberately makes use of class hours by assigning different tasks and evaluating them(students) based on those. So both the participants shift their focus more towards

real-time, observable performance for resisting AI misuse. This shift helps the teachers to understand the authentic capabilities or competent level of their students.

> “in-person discussions with students, focusing more on their classroom performance, not just depending on the assignments they submit.” (DU TAF 26)

> “Actually, I try to utilize my class hour and try to give students more tasks during class time and then I evaluate them.” (DU RIA 26)

This shift towards real-time and observable performance are supported by existing scholarly literatures because these are more effective tasks than take-home assignments. Cong-Lem et al. (2024) support that in-class performances are the best to maintain academic integrity. Similarly, Islam et al. (2024) pointed out that Bangladeshi EFL teachers considered classroom pedagogy as a practical solution to resist assessment challenges posed by AI. Moorhouse et al. (2023) further emphasize on this shift by mentioning that global educational institutions are moving towards in-class performance to maintain academic integrity.

4.3.4 Ethical and Limited use of AI as an extra support while keeping students’ own writing intact

This is clear from the participants' responses that it is possible to use AI ethically in a limited manner as an extra support with proper acknowledgment. According to MUA, students should clearly mention about which parts of their writing were assisted by AI or had AI involvement just like they cite any other sources. ATI added that AI should be used by following proper rules and guidelines such as collecting information, clarifying concepts

while still producing their own writing. ATI also suggests using AI as a partner that guides students to think and improve ideas without replacing their(students) own thought process. Similarly NAZ mentioned that students can take ideas from AI, but the writing must be their own. RIA further noted that grammar checking, vocabulary improvement and brainstorming these are considered as acceptable limited AI use along with proper acknowledgment of sources. Overall, these responses suggest that teachers see ethical and limited AI use as an effective way because in this case AI serves only as extra support where students' own writing remains central.

> “Yes, we can use it ethically. For example, we have to acknowledge first of all the basic fundamental rule of avoiding plagiarism. I have used this or that part of my writing. Or I have collected this information from this source or this AI tool I have used. And I have to mention clearly that these are the things I have used from this and this part. So yes, ethically it is possible….So if my purpose is to teach my students something, to make them independent learners, I have to make sure that they are doing things on their own, learning things on their own. And they are using AI tools as tools, as assistants. They are not making AI as their own substitutes.” (DU MUA 40)

> “ethics is actually, it depends on what the rules are. I mean, first the rules need to be set. This is what you can do, this is what you cannot do. And depending on that, the ethics would be decided, what is ethical and what's not ethical. But generally, in case of any sort of writing assessment, ethical use of AI involves using AI tools, as I

already said, as a support, not completely depending on it. Using AI in order to get more information or validate something or simplify something in order for understanding, but not using AI's words in your own assessment, still using your own production in your written text. Okay. So it would be more ethical, yeah." (DU TAF 40)

"you can actually give prompts to AI to help you think what is the problem….So in that case, AI becomes your partner in making you think better. (DU TAF 34)

Yes. The students can,... take prompts from AI. That's okay. So,...if I have,...told my students to maybe write an argumentative essay. Now, in this case, it's better if they…, their arguments, those are…, solid or quite logical… So if they… just get the ideas, like,.. what the arguments should be, if just they get the ideas from AI, that's okay. But when they're writing, I want the writing to be their own. But if they just take some help from AI to get the ideas about…arguments, that's all right. In some cases, it's okay to use AI in writing also. (DU NAZ 40)

There are effective and ethical ways to use AI in English writing assessments: (1) Allowing students to use AI for limited purposes- for checking grammar or vocabulary and for brainstorming ideas. (2) Acknowledging sources by giving citation (DU RIA 40)

The findings indicate that participants have accepted the use of AI in English writing only when it is open, restricted, and used as extra support without replacing students' own writing.

This view is well supported by scholarly literature on ethical AI integration in academic writing. According to Ugwu et al. (2024), the use of AI in writing is acceptable when students paraphrase AI-generated content in their own words for avoiding plagiarism and acknowledge AI assistance appropriately. Floris and Renandya (2025) also reinforce the participants' view that AI can help students in brainstorming and generating ideas while teachers make sure academic integrity is not compromised. Bozkurt (2024) further supports this by stating that generative AI makes it necessary to maintain transparency about AI use in academic writing. Song and Song (2023) have also pointed out that EFL students who treated AI as a supporting tool rather than completely relying on it(AI) become independent and improve their(students) self-writing ability.

4.3.5 No training, cope with personal approach

A notable finding emerged from the responses of the participants that there is the absence of formal training among them(teachers), that is why they deal with the assessment challenges on their own. MUA acknowledged that the way he deals with the assessment challenges is not grounded on any formal training, rather its a complete personal approach. Similarly NAZ shared the same view by saying that she has not received any formal training, rather she relies on her personal experience as a teacher to cope with the assessment challenges. RIA echoed this point by stating that she has not got any training or structured guidance to cope with the assessment challenges, rather all she has learned through personal exploration. Overall, these responses reveal that teachers are handling AI-related assessment challenges mostly on their own by using their personal judgment instead of receiving any training from their institutions.

> “I am confused sometimes because I don't know how to assess my students” (DU MUA 10)
>
> “it's a personal approach, not based on any training or data” (DU MUA 32)

> “I have not had any formal training regarding it. I take necessary measures based on my experience as a teacher.” (DU NAZ 32)

> “No training, learn by exploring” (DU RIA 32)

This finding aligns with existing scholarly literatures where authors highlight that teachers often lack institutional guidance or training to deal with AI-related assessment challenges. Arranz-García et al. (2025) reported that AI helps students to develop their(learners) learning process but teachers cannot incorporate AI ethically in their teaching and assessment process because they(teachers) lack sufficient training or institutional support. Similarly, Nazim and Alzubi (2025) claimed that tertiary level EFL teachers face serious difficulties due to not having enough AI literacy and professional training which force them(teachers) to rely on their(teacher) personal approach. Fahimirad et al. (2025) similarly noted that teachers with insufficient training feel uncertain about what to do and how to assess students and then end up with their personal approach to cope with the assessment challenges.

4.3.6 Answers beyond students’ proficiency level

Students of every level in the education sector have their own knowledge boundary or limit. And the teachers of any particular level know very well about the knowledge boundary of their students of that particular level. However, when someone writes about something which

is beyond their knowledge boundary, that incident creates suspicion in the teacher's mind about students.

> “I have to be skeptical because usually our students are not that capable that they would produce something this neat and this clean and this substantial … But in some cases, I find that students have produced something which is impeccable. And that is a challenge because I clearly understand that students have somehow used the AI tools perhaps. (DU MUA 10)

> “There are cases where…they write something things …the students are not even meant to know… AI-generated texts include all those things. (DU TAF 22)

> “I try to analyze the way that they have written. Does it match with the current proficiency level of the students or not?” (DU NAZ 22)

The responses of these three participants collectively shows that they also try to detect students’ authentic work by considering their(students) proficiency level with their(students) submitted work. If the teachers find any mismatch between their(students) current proficiency level and their(students) submitted work they(teachers) get to understand that this is not an authentic answer script, also it contains ideas or elements generated by AI and then teachers take necessary measures to assess that student fairly. For example taking presentations or informal oral discussion just to bring out how much knowledge students possess on their submitted work and grade them accordingly. Likewise these teachers scholars also found similar results in their study that with the help of AI students start to submit sophisticated essays and answers which are not even expected from them at this level (Črček & Patekar, 2023; Alexander et al., 2023; Perkins, 2023).

4.3.7 By noticing grammatical mistakes and unaddressed question-answer with unclear supporting details

As the advancement of AI is happening very rapidly, teachers are trying to cope with these challenges according to their situation which means the measures they(teachers) take that suit best in their situation. Some teachers try to notice the pattern of the answers and these angles of noticing the answers vary teacher to teacher. Some teachers find students' self-driven answers have some grammatical mistakes in their writing as they are human and this is very normal and expected. On the other hand, AI generated answers are very polished and error free. That is how teachers differentiate AI generated submission and students' authentic work.

> "As I told you, if I find the other way around, say for example, if there are grammatical mistakes, if the points are not very clear, if the supporting details are not okay, if the student did not address the controlling idea of the question, then I understand, yes, this is an authentic work." (DU MUA 24)

> "we differentiate by noticing patterns in the answers because AI-generated texts have very observable elements in it …they write irrelevant things … or that is disconnected to what the question asked. AI-generated texts include all those things. (DU TAF 22)

> "AI driven answers are mostly immensely polished, error free. On the other hand, students' self driven answers have some minor grammatical errors"(DU RIA 22)

Along with grammatical mistakes some teachers focus on the relevance of answers to the questions to differentiate between AI-driven answers and students' self-driven answers. In terms of the relevance of the question-answer, two participants MUA and ATI gave two

different observations. Because MUA said if a student cannot address the question accurately and give irrelevant supporting details then it is the student's authentic work. On the other hand, ATI said AI generates irrelevant answers which are disconnected to the question or AI cannot address the question accurately in its responses. So MUA and ATI these two participants have given two contradictory ideas. However, at one point all the participants have agreed that they differentiate students' self-driven answer and AI generated text by analyzing the grammatical mistakes and the relevance of question-answer, then assess students accordingly (Alexander et al., 2023; Waltzer et al., 2024; Han et al., 2025)

4.3.8 Apply the awareness as a teacher and compare between in class work and home assignment

It is evident from the above discussion that teachers know very well about their students regarding their(students) proficiency level or how much they(students) can produce, the word choice and writing style of the students. So teachers try to apply this awareness to cope with assessment challenges posed by AI. Along with this awareness of teachers, they(teachers) also try to compare their(students) in class performance with their(students) take-home assignment so that they(teachers) can reveal and measure the actual caliber of their students.

> "There are cases where they write irrelevant things that we did not teach in the course…AI-generated texts include all those things. So, we can identify those features and patterns and say that something has been generated by AI. ." (DU TAF 22)

ee“I try to see if the students have written what I discussed in the classroom. If the discussion is completely different from what I discussed, then I know that the student has taken help from AI.” (DU NAZ 22)

“By comparing their submitted assignments with the class work.” (DU RIA 28)

From the responses of the participants it is vivid that they also follow this strategy to reveal their students' authentic work by comparing homework with the classroom performance. Since ATI and NAZ said AI generated output cannot address the question answer according to the classroom discussion which students can only do, whatever output AI provides is very in general not related to classroom discussion or very sophisticated. The third participant echoed in the similar way like the other two participants in that she differentiate students' authentic work by comparing submitted assignments with the class work. Because in classroom work teachers can control the use AI of students and make them(students) bound to complete the task by their own and compare their(students) sophisticated homework with their(students) classroom production, scholars also found this similar result in their study (Fleckenstein et al., 2024; Han et al., 2025; Oflaz, 2025).

4.4 Preferable new kinds of Assessement

This section will discuss some preferable new assessment types which data have been collected from participants’responses.

4.4.1 Employing Reflective, and Creative Process-Oriented work as Assessments for Critical Thinking

All the participants are suggesting to focus on reflective and creative process writing because these kinds of tasks can develop students' critical thinking skills effectively in an AI-integrated environment. MUA mentioned that AI has an interactive nature and by encouraging students to critically engage with AI's interactive nature, then evaluate the AI-generated content through conversation with it(AI). TAF emphasized the importance of design thinking and process-oriented assessments, because when students explain each and every step of their work in their writing rather than solely focusing on the end product then deeper cognitive engagement reflects in their submitted work. Similarly, NAZ identified reflective writing as an effective assessment type because it requires students to show or reflect their personal experiences or ideas independently. RIA proposed a more structured assessment approach where students involved in a sequential process, such as students first respond to a task independently, then use AI to generate alternative perspectives, in the next step critically compare both the outputs, and in the final step write a reflective commentary of their ideas by acknowledging the sources. After analyzing all the responses it is vivid that all the participants are suggesting to shift the focus of assessment from product to process approach that are supported by reflective and creative engagement with AI and promote critical thinking as well as considered as effective assessment in the age of AI.

> "Well, I think since AI is basically interactive in nature, I would say employing or utilizing this interactive nature would benefit the students to develop critical thinking…So, I mean, you can take information from AI, then your task will be to criticize AI…And the other way…, I mean, the students would engage in critical

conversation with AI. So, this is how I think we can engage our students to develop critical thinking." (DU MUA 34)

"Assessments that are more reflective. Assessments, you can think about design thinking... Design thinking is a very interesting concept …Assessments that employ design thinking, where you're not just learning something, or you're not just creating something, but you are trying to come up with a way of making someone understand what it is. Or where you are actually noting down or specifying the process of understanding something…. assessments that are more reflective, where you also reflect on the process of producing something, not just the end product. So, if you focus more on the process, and if the teacher is involved, if you are required to submit every part of the process, and if the teacher actually checks every step of the creation of something, in that case, the challenges might be dealt with a bit more. A formative assessment also…you should think about the process approach towards something. If you're using the process approach, not just the product approach, you can actually ensure that they are more involved in the process of the creation. (DU TAF 34)

"I think the most important thing is reflective writing. So in case of reflective writing.. they're using AI. It's okay…they will have to write on their own and generate ideas…write about something from their own experience …what happened to you at that moment, how you felt or what you learned (DU NAZ 34)

"I would design an assessment…First, they respond to a linguistic task like analyzing any conversation by using their own understanding. Then, they use AI as a tool to

> generate alternative explanations, examples, or counterarguments. After that, they critically compare their own ideas with the AI output. Finally, they can write a reflective commentary explaining what ideas were originally theirs what they accepted, rejected, or modified from AI. I mean, they have to acknowledge the source." (DU RIA 36)

Participants' suggestions are aligned with Khlaif et al. (2025) the authors argue that shifting the focus of assessment from product to process writing promotes deeper cognitive engagement and develops critical thinking skill. Similarly, Evangelista (2025) supports the idea of encouraging students to evaluate AI-generated content critically, and considering it(AI) as a learning tool rather than using it(AI) for shortcuts. The participants' also emphasised on reflective writing where students generate ideas independently which is further reinforced by Melisa et al. (2025), that reflective writing through AI interaction strengthens students' critical thinking skill and develops the learning process. Furthermore, the structured sequential assessment approach proposed by RIA where students respond independently and interact with AI then compare both the outputs and finally write a reflective commentary which is closely related to Widodo's (2025) recommendation about structured reflective tasks that prioritize students' own thinking and promote intellectual autonomy over passive dependency on AI.

4.4.2 Process-Oriented & Project-Based Assessment more Effective than Traditional Product-based Approaches in revealing students' authenticity

Most participants are in favour of process-oriented and project-based assessment approach over traditional assessment approaches as more effective way in revealing students' authentic

or genuine work. Because in traditional product based assessment approaches there is very little scope to observe how students actually develop their ideas. On the other hand, portfolios and multimodal projects which fall under process-based assessment allow teachers to observe students' progress through multiple stages of work. MUA explained when students do drafting, revisions, and making decisions throughout a task it gets clearly visible if the submitted work is genuinely done by the students or not. NAZ highlighted that in reflective writing AI-generated responses are easier to detect since here students write about their personal experiences, the participant also added about portfolios where students include their(students) learning journey, incorporate classroom discussions, make drafts and revise according to teachers feedback all these steps bound students to submit their own work. Similarly multimodal projects require students' active engagement with the work process and make meaningful connections with different modes. Overall, all the participants agreed that process-oriented, project-Based and multimodal assessments are more effective to bring out students' authentic voices and make them difficult to replace with AI content.

> "Usually, we do not actually go for process writing. So our focus almost entirely is on product-based approach...So I think it would be a very good idea if we incorporate some process writing in our assessments …If they do something over a period of time through multiple drafting processes, in that case, we would actually see how they are progressing, to what extent, and what mistakes they are making. So existing assessment types are almost exclusively on product-based approaches. So I think we should go for more process-based approaches" (DU MUA 38)

“reflective writing. So you have to write it on your own. So probably you should personalize the instructions that you could focus on these aspects when you write. And portfolios, as I told you, if you go for process writing, that process portfolio will reflect the journey the students underwent when they produced some submissions. And also, if you want to go for multimodal projects, then definitely the students have to work. They have to understand the process. They have to make connections between different modes and models. So I think these are going to be more authentic assessment techniques,” (DU MUA 42)

“Any sort of project work, any sort of work…, and show all the steps of the process where they are meant to keep record of what's happening, what they're doing. Those kinds of assessments are more effective.” (DU TAF 38)

“process portfolios, multimodal projects, yes, they would be more effective in revealing students' authentic thinking, because they are not only focusing on creating a product, but all the steps, all the, again, the process is also being judged. So that would be more effective, yeah” (DU TAF 42)

“I talked about reflective writing and project-based writing…. in… reflective writing, if they're talking about their own experiences, they don't need to take help from AI. But at the same time, I'm assessing their linguistic proficiency. So this type of writing, I can know how they're,...using their vocabulary or grammar without,.., being confused whether it is from AI or not because it's their own experience. (DU NAZ 38)

> “reflective writing,..., portfolios, there's no way for,.., memorizing and not being genuine because… they are doing that based on the discussions that are made in the classroom. So I think this type of assessments are more effective in,...making sure that the students are actually,... writing their authentic ideas rather than,...the traditional essays.” (DU NAZ 42)

> “assessment formats like reflective writing, portfolios, and multimodal projects shift the focus from product to process, which makes it much harder to rely solely on AI. For example, reflective writing requires students to explain how and why they developed their ideas. When students describe their struggles, decisions, and learning journey, it becomes clear whether the thinking is genuinely theirs. AI can generate reflections but it usually lacks personal tone. Similarly, portfolios allow teachers to see development over time. A collection of drafts, feedback, revisions, and final work creates a continuous process.This makes it easier to identify authentic writing and individual voice which AI cannot consistently replace across multiple stages.” (DU RIA 42)

These findings align with scholarly literatures suggest that assessment designs emphasising process, project, and multimodals are better positioned in capturing students’ genuine learning in an AI-integrated contexts. This opinion is well supported by Khlaif et al. (2025) who mentioned that to ensure students’ genuine skill process oriented assessments are better than traditional assessments. Similarly, other scholars confirm that AI can effortlessly replicate factual and surface-level responses and this feature of AI makes the traditional assessments vulnerable whereas process oriented and project based multimodal assessments

require higher-order thinking which AI cannot solve or mimic easily, and also teachers can monitor students' entire learning journey and progress (Evangelista, 2025; Ferreira, 2026). Furthermore, Alt et al. (2022) support the idea of reflective writing as effective assessment because it requires the engagement of personal life experience which they(students) cannot complete with AI substitution. So participants and scholarly literatures both suggest to design such assessments which are related to process oriented learning and have meaningful practical application which AI cannot do.

4.4.3 Structured and Bounded AI Use Followed by Independent Demonstration of Original Thinking and Linguistic Knowledge

All the participants support using AI in a structured way with a two-phase approach. MUA says that in the first phase, they(students) are allowed to use AI for taking necessary information and in the second phase students work or write independently on their own with that information. Another participant ATI suggests an assessment type where students could be assigned to evaluate AI generated output critically by identifying errors or checking other academic sources. Similar to MUA and ATI, RIA proposed reflective portfolio as a kind of assessment in response to AI, because here in the first step students can critically compare their own content with AI generated content and then in the final step they write a reflective commentary by explaining what they have included, rejected and modified based on their question demand. Naz the other participant recommends oral presentation as a good way of assessing students' linguistic knowledge and skill where students can take help from AI but perform it on their own, in this case students have to be authentic because there is no scope to be replicated by AI. Overall in short it can be said that all the participants agreed that

independent demonstration of original thinking is possible through structured and bounded AI usage.

> “I will allow a window of time. You are allowed to adopt any AI help. And you are allowed to take notes... You can take notes. You can keep notes separately. You can use AI in this time. You can take the necessary information. Then you have to do the rest. You have to do the rest on your own (DU MUA 36)

> “So in terms of assessment, teachers can even maybe ask students to use AI, but then find out the mistakes that AI is making…Or teachers can ask AI to,... provide something, but then also use other sources, you know, other papers, other reliable essays, articles, journals, whatever it is, to further their research in relation to a topic” (DU TAF 34)

> “I would design an assessment called portfolio assessment. Students don’t just submit a final answer rather they submit a process. First, they respond to a linguistic task like analyzing any conversation by using their own understanding. Then, they use AI as a tool to generate alternative explanations, examples, or counterarguments. After that, they critically compare their own ideas with the AI output. Finally, they can write a reflective commentary explaining what ideas were originally theirs what they accepted, rejected, or modified from AI.” (DU RIA 36)

> “I think presentations are best in this case because in case of presentations, they have to use their linguistic knowledge …when they're presenting talking about

> a certain topic.. They can take help from AI to gain knowledge of the topic. But when they're presenting, I can assess them based on their body language, how they're speaking, their accuracy of speaking. So I think it's a really good way of assessment" (DU NAZ 36)

The above findings show that the participants collectively support structured and bounded AI use in assessment and this idea reflects in many scholars' studies where they(scholars) suggest to use AI in a structured and guided way. Perkins et al. (2024) argue that teachers should carefully set or define boundaries on AI use based on desired learning outcomes. Melisa et al. (2025) further support the idea regarding critical evaluation of AI's output by warning that over-reliance on AI reduces students' critical thinking skill therefore teachers need to design such tasks which require students to evaluate AI outputs critically rather than accept blindly. Similarly other scholars confirm that portfolios and presentations work the best to ensure students' original thinking and linguistic knowledge as well as resist AI misuse (Ateeq et al., 2024; Khasawneh et al., 2025)

Chapter 5

Conclusion

5.1 Introduction

This concluding chapter addresses the contributions and the recommendations of the study. This study has attempted to fill the void in knowledge regarding the challenges tertiary level's English language teachers face, the way they cope with those assessment challenges. Additionally, this study has tried to explore teachers' preference on new kinds of assessment in response to AI. The research questions of this study are:

1. What kind of challenges teachers face while assessing students in this era of AI?
2. How do teachers cope with these challenges?
3. What kind of new assessment do teachers prefer which will impel students to think critically and develop their English proficiency?

5.2 Contributions of the Study

5.2.1 Implications for Knowledge

Nowadays, there is a great tendency of using AI among students in completing their academic tasks and very few studies have been conducted on English language courses' assessment, in other words how English language courses' teachers deal with the assessment challenges posed by AI. As this study identified some assessment challenges faced by teachers, the knowledge of these identified problems will help the other English instructors by making them aware in advance. So that they can take necessary measures and get prepared for their own context. If anybody applies the knowledge of this study to improve their assessment system they will be benefitted.

5.2.2 Implications for Pedagogy

Initially some universities tried to ban the use of AI to maintain the academic integrity of assessment. But this is not a solution in a technologically advanced world. So the people of this new world have to adapt with this new technological advancement. Just like that educational institutions and teachers have to do the same. This particular study tried to investigate how tertiary level English language teachers cope with these assessment challenges or adapt with this new era. Therefore, the knowledge of this study regarding assessment challenge coping strategies, and preferable new assessment types will help the tertiary educational institutions and their teachers, if they(tertiary institutions) apply this knowledge in their assessment practices and develop their curriculum accordingly. Because these data are collected by following qualitative research methodology and conducting semi-structured interviews.

5.3 Recommendations

Referring to the findings of the study, the researcher draws a number of recommendations:

- Focusing more on in class performance
- Incorporating tasks where AI is used critically
- Supporting teachers through institutional training
- Offering workshop for professional development on assessment
- Establishing effective policies and rules on ethical AI use

References

Abubakar, U., Falade, A. A., & Ibrahim, H. A. (2024). Redefining student assessment in Nigerian tertiary institutions: The impact of AI technologies on academic performance and developing countermeasures. *Advances in Mobile Learning Educational Research*, *4*(2), 1149–1159. https://doi.org/10.25082/AMLER.2024.02.009

Agostini, D., Lazareva, A., & Picasso, F. (2024). Advancements in technology-enhanced assessment in tertiary education. *Australasian Journal of Educational Technology*, *40*(4), 1–7. https://doi.org/10.14742/ajet.10122

Ahimsa, A. F. H., & Khawa, D. (2025). The impact of artificial intelligence on English language teaching: Opportunities and challenges in technology era. *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature, 13*(1), 191–201. https://doi.org/10.24256/ideas.v13i1.6270

Ahmad, I.S. (2017). Doing Qualitative Research for Beginners: From Theory to Practice. Singapore: Partridge Publishing.

Alexander, K., Savvidou, C., & Alexander, C. (2023). Who wrote this essay? Detecting AI-generated writing in second language education in higher education. *Teaching English with Technology*, *23*(2), 25–43. https://doi.org/10.56297/BUKA4060/XHLD5365

Alghasab, M. B. (2025). English as a foreign language (EFL) secondary school students' use of artificial intelligence (AI) tools for developing writing skills: Unveiling practices and perceptions. *Cogent Education*, *12*(1), 2505304. https://doi.org/10.1080/2331186X.2025.2505304

Al Mukhallafi, T. R. (2020). Using artificial intelligence for developing English language teaching/learning: An analytical study from university students' perspective. *International Journal of English Linguistics*, *10*(6), 40–53. https://doi.org/10.5539/ijel.v10n6p40

Al-Sabbah, S., Al Momani, J. A., Darwish, A., & Fares, N. (2022). Traditional versus authentic assessments in higher education. *Pegem Journal of Education and Instruction*, *12*(1), 283–291. https://doi.org/10.47750/pegegog.12.01.29

Alt, D., Raichel, N., & Naamati-Schneider, L. (2022). Higher education students' reflective journal writing and lifelong learning skills: Insights from an exploratory sequential study. *Frontiers in Psychology*, *12*, Article 707168. https://doi.org/10.3389/fpsyg.2021.707168

Amani, N., & Bisriyah, M. (2025). University students' perceptions of AI-assisted writing tools in supporting self-regulated writing practices. Indonesian Journal of English Language Teaching and Applied Linguistics, 10(1), 91–107. https://doi.org/10.21093/ijeltal.v10i1.1942

Amin, M. Y. M. (2023). AI and Chat GPT in language teaching: Enhancing EFL classroom support and transforming assessment techniques. *International Journal of Higher Education Pedagogies*, *4*(4), 1–15. https://doi.org/10.33422/ijhep.v4i4.554

Arranz-García, O., Romero García, M. del C., & Alonso-Secades, V. (2025). Perceptions, strategies, and challenges of teachers in the integration of artificial intelligence in primary education: A systematic review. *Journal of Information Technology Education: Research*, *24*, Article 6. https://doi.org/10.28945/5458

Ateeq, A., Alzoraiki, M., Milhem, M., & Ateeq, R. A. (2024). Artificial intelligence in education: implications for academic integrity and the shift toward holistic assessment. *Frontiers in Education*, *9*, Article 1470979. https://doi.org/10.3389/feduc.2024.1470979

Awadallah Alkouk, W., & Khlaif, Z. N. (2024). AI-resistant assessments in higher education: Practical insights from faculty training workshops. *Frontiers in Education, 9*, 1499495. https://doi.org/10.3389/feduc.2024.1499495

Baylis, R., Helikum, L., & Jones, S. (2025). Exploring AI-generated output through assessment in a university setting: A case study. *Journal of Learning Development in Higher Education, 38*. https://doi.org/10.47408/jldhe.vi38.1386

Birks, D., & Clare, J. (2023). Linking artificial intelligence facilitated academic misconduct to existing prevention frameworks. *International Journal for Educational Integrity, 19*(1), Article 20. https://doi.org/10.1007/s40979-023-00142-3

Bittle, K., & El-Gayar, O. (2025). Generative AI and academic integrity in higher education: A systematic review and research agenda. *Information, 16*(4), 296. https://doi.org/10.3390/info16040296

Bower, M., Torrington, J., Lai, J. W. M., Petocz, P., & Alfano, M. (2024). How should we change teaching and assessment in response to increasingly powerful generative Artificial Intelligence? Outcomes of the ChatGPT teacher survey. *Education and Information Technologies*, *29*, 15403–15439. https://doi.org/10.1007/s10639-023-12405-0

Bozkurt, A. (2024). GenAI et al.: Cocreation, authorship, ownership, academic ethics and integrity in a time of generative AI. *Open Praxis, 16*(1), 1–10. https://doi.org/10.55982/openpraxis.16.1.654

Brown, G. T. L. (2022). The past, present and future of educational assessment: A transdisciplinary perspective. *Frontiers in Education*, *7*. https://doi.org/10.3389/feduc.2022.1060633

Cabrera Vélez, J. P., Llanos García, R. V., & Bonilla Fierro, L. F. (2026). Generative AI and the assurance of academic integrity in the context of South American higher education. *Frontiers in Education, 11*. https://doi.org/10.3389/feduc.2026.1796556

Celik, I., Dindar, M., Muukkonen, H., & Järvelä, S. (2022). The promises and challenges of artificial intelligence for teachers: A systematic review of research. *TechTrends*, *66*, 616–630. https://doi.org/10.1007/s11528-022-00715-y

Chen, J., Wang, S., & Lin, J. (2025). A survey on AI literacy for academic English writing among Chinese university students. *English Language Teaching*, *18*(11), 21–34. https://doi.org/10.5539/elt.v18n11p21

Choi, S. (2025). Ethical issues of using AI in language education: A critical perspective. English Teaching, 80(5), 229–248. https://doi.org/10.15858/engtea.80.5.202512.229

Cong-Lem, N., Tran, T. N., & Nguyen, T. T. (2024). Academic integrity in the age of generative AI: Perceptions and responses of Vietnamese EFL teachers. *Teaching English with Technology, 24*(1), 28–47. https://doi.org/10.56297/FSYB3031/MXNB7567

Corbin, T., Bearman, M., Boud, D., & Dawson, P. (2025). The wicked problem of AI and assessment. *Assessment & Evaluation in Higher Education*. Advance online publication. https://doi.org/10.1080/02602938.2025.2553340

Črček, N., & Patekar, J. (2023). Writing with AI: University students' use of ChatGPT. *Journal of Language and Education, 9*(4), 128–138. https://doi.org/10.17323/jle.2023.17379

Creswell, J. W. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed.). Pearson.

De Leon Evangelista, E. (2025). Ensuring academic integrity in the age of ChatGPT: Rethinking exam design, assessment strategies, and ethical AI policies in higher education. *Contemporary Educational Technology*, *17*(1), ep559. https://doi.org/10.30935/cedtech/15775

Eachempati, P., Komattil, R., & Arakala, A. (2025). Should oral examination be reimagined in the era of AI? *Advances in Physiology Education*, *49*(1), 208–209. https://doi.org/10.1152/advan.00191.2024

Elshall, A. S., & Badir, A. (2025). Balancing AI-assisted learning and traditional assessment: the FACT assessment in environmental data science education. *Frontiers in Education*, *10*, Article 1596462. https://doi.org/10.3389/feduc.2025.1596462

Evangelista, E. D. L. (2025). Ensuring academic integrity in the age of ChatGPT: Rethinking exam design, assessment strategies, and ethical AI policies in higher education. *Contemporary Educational Technology*, *17*(1), Article ep559. https://doi.org/10.30935/cedtech/15775

Ferreira, P. (2026). Portfolio assessment as reflective practice: Documenting metacognitive growth in language teacher education. *International Journal of Changes in Education*. Advance online publication. https://doi.org/10.47852/bonviewIJCE62028167

Finkel-Gates, A. (2025). ChatGPT in academic assessments: Upholding integrity. *Journal of Learning Development in Higher Education, 36*. https://doi.org/10.47408/jldhe.vi36.1480557

Fleckenstein, J., Meyer, J., Jansen, T., Keller, S. D., Köller, O., & Möller, J. (2024). Do teachers spot AI? Evaluating the detectability of AI-generated texts among student essays. *Computers and Education: Artificial Intelligence, 6*, 100209. https://doi.org/10.1016/j.caeai.2024.100209

Floris, F. D., & Renandya, W. A. (2025). Artificial intelligence tools for research writing: Practical tips for teachers. *The Electronic Journal for English as a Second Language*, *29*(1). https://doi.org/10.55593/ej.29113int2

Franjić, M., & Božinovski, B. (2025). Exploring ChatGPT's impact on ESL writing proficiency: An experimental approach. *Teaching English with Technology, 25*(2), 53–81. https://doi.org/10.56297/vaca6841/ZDDD4208/LUZG7476

Gamage, K. A. A., Dehideniya, S. C. P., Xu, Z., & Tang, X. (2023). ChatGPT and higher education assessments: More opportunities than concerns? *Journal of Applied Learning & Teaching*, *6*(2), 358–369. https://doi.org/10.37074/jalt.2023.6.2.32

Garcia, M. B., Rosak-Szyrocka, J., Yilmaz, R., Metwally, A. H. S., Acut, D. P., Ofosu-Ampong, K., Erdoğdu, F., Fung, C. Y., & Bozkurt, A. (2025). Rethinking educational assessment in the age of generative AI: Actionable strategies to mitigate academic dishonesty. In *Pitfalls of AI integration in education: Skill obsolescence, misuse, and bias* (pp. 1–24). IGI Global. https://doi.org/10.4018/979-8-3373-0122-8.ch001

Han, G., & Liu, G. (2025). Are teachers assessing work written by students or by AI? A rapid literature review of research on detecting content generated by generative AI. *European Journal of Education, 60*(4). https://doi.org/10.1111/ejed.70240

Hao, Z., Fang, F., & Peng, J.-E. (2024). The integration of AI technology and critical thinking in English major education in China: Opportunities, challenges, and future prospects. *Digital Applied Linguistics*, *1*, 2256. https://doi.org/10.29140/dal.v1.2256

Haque, M. N. (2022). English language teaching practices at the tertiary level of Bangladesh: A public university alumni's feedback. *EnJourMe (English Journal of Merdeka), 7*(1), 111–127. https://doi.org/10.26905/enjourme.v7i1.8074

Huda, M. E., & Khanum, F. (2025). Integrating artificial intelligence as a learning tool at the tertiary level: Bangladeshi English teachers' perception. *International Journal of Practical and Pedagogical Issues in English Education*, *3*(4), 118–138. https://doi.org/10.22034/ijpie.2025.537575.1122

Islam, M., Hasan, M. M., & Mahmud, R. (2024). EFL teachers' perceptions of AI's impact on academic integrity and pedagogy in Bangladeshi universities. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, *8*(2), 564–579. https://doi.org/10.30743/ll.v8i2.10082

Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. (2022). Formative vs. summative assessment: Impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. *Language Testing in Asia, 12*(1). https://doi.org/10.1186/s40468-022-00191-4

Jalali, A., Harbi Houssein, K., & Fotsing, S. (2025). Twelve practical tips for integrating AI into medical education: Tutorial to support educators across teaching, research, administration, and ethical domains. *JMIR Medical Education, 11*,. https://doi.org/10.2196/81297

Janiesch, C., Zschech, P., & Heinrich, K. (2021). Machine learning and deep learning. *Electronic Markets*, *31*(3), 685–695. https://doi.org/10.1007/s12525-021-00475-2

Jantakoon, T., Jantakun, T., Jantakun, K., Pongpanich, W., Pasmala, R., Wannapiroon, P., & Nilsook, P. (2025). The effectiveness of artificial intelligence in English instruction for speaking and listening skills: A meta-analysis. *Contemporary Educational Technology, 17*(4). https://doi.org/10.30935/cedtech/17310

Juma, H., & Patel, G. S. (2024). Opportunities of integrating alternative assessment in higher education in the 21st century. *GAP Interdisciplinarities: A Global Journal of Interdisciplinary Studies, 7*(1), 127–132. https://www.gapinterdisciplinarities.org/

Khasawneh, M. A. S., Aladini, A., Assi, S. A., & Ajanil, B. (2025). Portfolio assessment in AI-enhanced learning environments: a pathway to emotion regulation, mindfulness, and language learning attitudes. *Language Testing in Asia, 15*, Article 5. https://doi.org/10.1186/s40468-025-00345-0

Khatri, C. B. (2024). Perspectives and challenges of assessment in ELT in higher education: A review paper. *Journal of Educational Research and Innovation, 4*(1), 33–42. https://doi.org/10.3126/jeri.v4i1.75788

Khlaif, Z. N., Alkouk, W. A., Salama, N., & Abu Eideh, B. (2025). Redesigning assessments for AI-enhanced learning: A framework for educators in the generative AI era. *Education Sciences*, *15*(2). https://doi.org/10.3390/educsci15020174

Klyshbekova, M., & Abbott, P. (2024). ChatGPT and assessment in higher education: A magic wand or a disruptor? *Electronic Journal of e-Learning*, *22*(2), 30–45. https://doi.org/10.34190/ejel.21.5.3114

Kofinas, A. K., Tsay, C. H.-H., & Pike, D. (2025). The impact of generative AI on academic integrity of authentic assessments within a higher education context. *British Journal of Educational Technology, 56*(6), 2522–2549. https://doi.org/10.1111/bjet.13585

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. Newbury Park, CA: Sage Publications Ltd.

Lye, C. Y., & Lim, L. (2024). Generative artificial intelligence in tertiary education: Assessment redesign principles and considerations. *Education Sciences*, *14*(6), 569. https://doi.org/10.3390/educsci14060569

Ma, Q., Crosthwaite, P., Sun, D., & Zou, D. (2024). Exploring ChatGPT literacy in language education: A global perspective and comprehensive approach. *Computers and Education: Artificial Intelligence*, *7*. https://doi.org/10.1016/j.caeai.2024.100278

Martin, F., Kim, S., Bolliger, D. U., & DeLarm, J. (2025). Assessment types, strategies, and feedback in online higher education courses in the age of artificial intelligence: Perspectives of instructional designers. *TechTrends*. Advance online publication. https://doi.org/10.1007/s11528-025-01115-8

Melisa, R., Ashadi, A., Triastuti, A., Hidayati, S., Salido, A., Ero, P. E. L., Marlini, C., Zefrin, Z., & Fuad, Z. A. (2025). Critical thinking in the age of AI: A systematic review of AI's effects on higher education. *Educational Process: International Journal*, *14*. https://doi.org/10.22521/edupij.2025.14.31

Meylani, R. (2024). A comparative analysis of traditional and modern approaches to assessment and evaluation in education. *Western Anatolia Journal of Educational Sciences, 15*(1), 520–555. https://doi.org/10.51460/baebd.1386737

Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences, 13*(9), 856. https://doi.org/10.3390/educsci13090856

Miller, W. (2024). Adapting to AI: Reimagining the role of assessment professionals. *Intersection: A Journal at the Intersection of Assessment and Learning, 5*(4), 99–113. https://doi.org/10.61669/001c.121439

Mizumoto, A., Yasuda, S., & Tamura, Y. (2024). Identifying ChatGPT-generated texts in EFL students' writing: Through comparative analysis of linguistic fingerprints. *Applied Corpus Linguistics, 4*(3), 100106. https://doi.org/10.1016/j.acorp.2024.100106

Monib, W. K., Qazi, A., Apong, R. A., Azizan, M. T., De Silva, L., & Yassin, H. (2024). Generative AI and future education: A review, theoretical validation, and authors' perspective on challenges and solutions. *PeerJ Computer Science, 10*, e2105. https://doi.org/10.7717/peerj-cs.2105

Moorhouse, B. L., Yeo, M. A., & Wan, Y. (2023). Generative AI tools and assessment: Guidelines of the world's top-ranking universities. *Computers and Education Open*, *5*, 100151. https://doi.org/10.1016/j.caeo.2023.100151

Mulaudzi, L. V., & Hamilton, J. (2025). Lecturer's perspective on the role of AI in personalized learning: Benefits, challenges, and ethical considerations in higher education. *Journal of Academic Ethics*, *23*, 1571–1591. https://doi.org/10.1007/s10805-025-09615-1

Munni, B. E., & Rafique, R. (2023). Teachers' experiences of using AI-powered technologies in Bangladeshi English language classrooms. *Spectrum, 18(*1), 89–106. https://doi.org/10.3329/spectrum.v18i1.76362

Nazim, M., & Alzubi, A. A. F. (2025). Empowering EFL teachers' perceptions of generative AI-mediated self-professionalism. *PLOS ONE*, *20*(6), Article e0326735. https://doi.org/10.1371/journal.pone.0326735

Newton, P. M., & Jones, S. (2025). Education and training assessment and artificial intelligence: A pragmatic guide for educators. British Journal of Biomedical Science, 81. https://doi.org/10.3389/bjbs.2024.14049

Nguyen, L., & Barrot, J. S. (2024). Detecting and assessing AI-generated and human-produced texts: The case of second language writing teachers. *Assessing Writing, 62*, 100822. https://doi.org/10.1016/j.asw.2024.100822

Nikolopoulou, K. (2025). Assessment redefined: Educational assessment meets AI - ChatGPT challenges. *Current Perspectives in Educational Research*, *8*(1), 17–30. https://doi.org/10.46303/cuper.2025.2

Oflaz, M. (2025). Educational risk in the age of AI: EFL teachers' concerns and adaptive strategies toward students' AI-generated homework. *Journal of Education for Students Placed at Risk (JESPAR)*, 1–16. https://doi.org/10.1080/10824669.2025.2600542

Perkins, M., & Roe, J. (2025). The impact of ChatGPT on academic integrity in medical education: A developing nation perspective. *Frontiers in Education, 10*, Article 1554444. https://doi.org/10.3389/feduc.2025.1554444

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational

assessment. *Journal of University Teaching and Learning Practice*, *21*(6). https://doi.org/10.53761/q3azde36

Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching & Learning Practice, 20*(2). https://doi.org/10.53761/1.20.02.07

Peters, M., & Angelov, D. (2025). Redefining assessment tasks to promote students' creativity and integrity in the age of generative artificial intelligence. *International Journal for Educational Integrity, 21*, 25. https://doi.org/10.1007/s40979-025-00201-x

Pramerta, I. G. P. A. (2025). English language teaching (ELT) policy in the AI era: Challenges and opportunities. *Jurnal Santiaji Pendidikan, 15*(2), 180–189. https://doi.org/10.36733/jsp.v15i2.12356

Ranga, M. M. (2025). Redefining student assessment in AI-infused learning environments: A systematic review of challenges and strategies for academic integrity. *AI and Ethics, 6*(1), 68. https://doi.org/10.1007/s43681-025-00871-w

Rasul, T., Nair, S., Kalendra, D., Robin, M., Santini, F. O., Ladeira, W. J., Sun, M., Day, I., Rather, R. A., & Heathcote, L. (2023). The role of ChatGPT in higher education: Benefits, challenges, and future research directions. *Journal of Applied Learning & Teaching*, *6*(1). https://doi.org/10.37074/jalt.2023.6.1.29

Romadhoan, M. G. E. (2024). Has AI cracked the code on English proficiency assessments? A look at how AI is revolutionizing writing evaluations. *Journal of Qualitative Research in Language Education, 1*(1), 15–28. https://journal.as-ssr.org/index.php/jqrle

Rutherford, S., Pritchard, C., & Francis, N. (2024). Assessment IS learning: Developing a student-centred approach for assessment in higher education. *FEBS Open Bio, 15*(1), 21–34. https://doi.org/10.1002/2211-5463.13921

Saldana, J. (2013). The Coding Manual for qualitative researchers.Thousand Oaks, CA: Sage Publications Inc.

Saputra, I., Kurniawan, A., Yanita, M., Putri, E. Y., & Mahniza, M. (2024). The evolution of educational assessment: How artificial intelligence is shaping the trends and future of learning evaluation. *The Indonesian Journal of Computer Science*, *13*(6), 9056–9074. https://doi.org/10.33022/ijcs.v13i6.4465

Scarfe, P., Watcham, K., Clarke, A., & Roesch, E. (2024). A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study. *PLOS ONE, 19*(6). https://doi.org/10.1371/journal.pone.0305354

Sok, S., & Heng, K. (2024). Opportunities, challenges, and strategies for using ChatGPT in higher education: A literature review. *Journal of Digital Educational Technology*, *4*(1), ep2401. https://doi.org/10.30935/jdet/14027

Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1260843

Su, J., & Yang, W. (2023). Unlocking the power of ChatGPT: A framework for applying generative AI in education. *ECNU Review of Education*, *6*(3), 355–366. https://doi.org/10.1177/20965311231168423

Swiecki, Z., Khosravi, H., Chen, G., Martinez-Maldonado, R., Lodge, J. M., Milligan, S., Selwyn, N., & Gašević, D. (2022). Assessment in the age of artificial intelligence. *Computers and Education: Artificial Intelligence*, *3*, 100075. https://doi.org/10.1016/j.caeai.2022.100075

Tan, M. J. T., & Maravilla, N. M. A. T. (2024). Shaping integrity: Why generative artificial intelligence does not have to undermine education. *Frontiers in Artificial Intelligence, 7*, 1471224. https://pmc.ncbi.nlm.nih.gov/articles/PMC11540794/

Tripathi, T., Sharma, S. R., Singh, V., Bhargava, P., & Raj, C. (2025). Teaching and learning with AI: A qualitative study on K-12 teachers' use and engagement with artificial intelligence. *Frontiers in Education*. https://doi.org/10.3389/feduc.2025.1651217

Ucheagwu-Okoye, O. M. (2025). The role of artificial intelligence (AI) in student assessment and evaluation in educational leadership in tertiary institutions in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1), 267–277. https://unilaws.org/unilaws

Uddin, M. S., Islam, M. N., Nirjon, M. I. H., Hilaly, M. R., Mazed, M. F. H., & Hasan, M. M. (2024). University EFL teachers' perceptions about the effectiveness of AI-enhanced e-assessments in Bangladesh: A phenomenological study. *Bulletin of Advanced English Studies, 9*(2), 71–82. https://doi.org/10.31559/BAES2024.9.2.4

Ugwu, N. F., Igbinlade, A. S., Ochiaka, R. E., Ezeani, U. D., Okorie, N. C., Opele, J. K., Onayinka, T. S., Iroegbu, O., Onyekwere, O. K., Adams, A. B., Aigbona, P., & Ojobola, F. B. (2024). Clarifying ethical dilemmas of using artificial intelligence in

research writing: A rapid review. *Higher Learning Research Communications, 14*(2), 29–47. https://doi.org/10.18870/hlrc.v14i2.1549

Waltzer, T., Pilegard, C., & Heyman, G. D. (2024). Can you spot the bot? Identifying AI-generated writing in college essays. *International Journal for Educational Integrity, 20*, 11. https://doi.org/10.1007/s40979-024-00158-3

Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S., Foltýnek, T., Guerrero-Dib, J., Popoola, O., Šigut, P., & Waddington, L. (2023). Testing of detection tools for AI-generated text. *International Journal for Educational Integrity, 19*(1). https://doi.org/10.1007/s40979-023-00146-z

Werdiningsih, I., Marzuki, & Rusdin, D. (2024). Balancing AI and authenticity: EFL students' experiences with ChatGPT in academic writing. *Cogent Arts & Humanities*, *11*(1), 2392388. https://doi.org/10.1080/23311983.2024.2392388

Widodo, J. (2025). Evaluating the impact of AI on the critical thinking skills among the higher education students by combining the TAM model and critical thinking theory. *Frontiers in Education*, *10*, 1719625. https://doi.org/10.3389/feduc.2025.1719625

Williams, A. (2025). Integrating artificial intelligence into higher education assessment. *Intersection: A Journal at the Intersection of Assessment and Learning*, *6*(1), 128–154. DOI:10.61669/001c.131915

Xia, Q., Weng, X., Ouyang, F., Lin, T. J., & Chiu, T. K. F. (2024). A scoping review on how generative artificial intelligence transforms assessment in higher education.

International Journal of Educational Technology in Higher Education, 21. https://doi.org/10.1186/s41239-024-00468-z

Xu, T., Weng, H., Liu, F., Yang, L., Luo, Y., Ding, Z., & Wang, Q. (2024). Current status of ChatGPT use in medical education: Potentials, challenges, and strategies. *Journal of Medical Internet Research, 26*, e57896. https://doi.org/10.2196/57896

Ya'u, M. S., & Mohammed, M. S. (2025). AI-assisted writing and academic literacy: Investigating the dual impact of language models on writing proficiency and ethical concerns in Nigerian higher education. *International Journal of Education and Literacy Studies, 13*(2), 593–604. https://doi.org/10.7575/aiac.ijels.v.13n.2p.593

Yeong, M., Ismail, R., Ismail, N., & Hamzah, M. (2018). Interview Protocol Refinement: Fine-Tuning Qualitative Research Interview Questions for Multi-Racial Populations in Malaysia. *The Qualitative Report, 23*(11), 2700-2713. https://nsuworks.nova.edu/tqr/vol23/iss11/7

Zabala, S., Galán Hernández, J. J., Cáceres-Tello, J., López-Meneses, E., & Morales Cevallos, M. B. (2026). Artificial intelligence, algorithmic ethics, and digital inequality: A bibliometric mapping in the digital media era. *Applied Sciences, 16*(6). https://doi.org/10.3390/app16063056

Zafar, S., Shaheen, F., & Rehan, J. (2024). Use of ChatGPT and generative AI in higher education: Opportunities, obstacles and impact on student performance. *iRASD Journal of Educational Research*, *5*(1), 1–12. https://doi.org/10.52131/jer.2024.v5i1.2463

Appendix-A

Letter of Consent for Participants

Dear Participants,

I am Sadia Islam. Currently I am doing my MA in English, at Brac University My research topic is “Novel Ways of Assessing Tertiary level students’ English Language Courses in the Era of AI”. The main aim of this study is to explore the assessment challenges tertiary level’s English language teachers face, their coping strategies and their preferable new kinds of assessment in the era of AI in Bangladesh. To be a part of this study you have to sit for an interview session.

Your interview will be recorded and it will be used only for this study. Your pseudonyms will be used to keep your privacy.

If you are interested in participating in this study, please give your signature below. I will be thankful to you if you cooperate with me for this interview.

Thank you

Sadia Islam
MA student in English
Department of English and Humanities, Brac University, Dhaka
Phone No. 01815566551
Email: sadia.islam17@g.bracu.ac.bd

Research Participation Consent Form

Please read the following statements and tick in the box.

1. I have gone through the study description and understood what this research is about, as well as the data collection procedures. ☐

2. My participation is voluntary and I may withdraw at any time without obligation. ☐

3. I am giving my consent to participate in the interview session of this study. ☐

4. I agree to be recorded through audio during the interview session. ☐

5. I permit the researcher to contact me through the following phone number or email address for any clarification after the data collection has completed. ☐

……..... …….....

Name Signature

Date

Phone No.

Email address:

Appendix-B

Interview Questions

Interview Questions	Background Information	RQ1 What kind of challenges teachers face while assessing students in this era of AI?	RQ2 How do teachers cope with these challenges?	RQ3 What kind of new assessment do teachers prefer which will impel students to think critically and develop their English proficiency? And why?
1. How long have you been teaching at tertiary level?	X			
2. What level of students do you usually teach, undergraduate or postgraduate or both?	X			
3. What genres of	X			

courses do you teach at your universit y?				
4. After teaching somethin g, how do you assess your English language course, in this AI era?		X		
5. Do you face any problems or difficulti es while assessing your students in the age of AI ? If yes, what are those?		X		
6. What type of problems /difficult ies do you face the most in detecting students' authentic		X		

work?				
7. What type of tasks/assignments have become the most problematic for you to detect/assess students' authentic work?		X		
8. What type of challenges do you face with the existing assessment approach?		X		
9. How do you overcome the challenges you face with the existing assessment approaches?			X	
10. Do you face any difficulti		X		

es in differentiating AI-driven answers and students' self-driven answers? If yes, what are those?				
11. How do you differentiate between AI-driven answers and students' self-driven answers?			X	
12. How do you detect students' authentic work?			X	
13. How have you modified your assessment or evaluation approaches in response			X	

to AI availability?				
14. What strategies have you implemented to ensure assessing student's genuine writing rather than AI output?			X	
15. How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?			X	
16. What training or policies have helped you to cope with these assessment challeng			X	

es, and how?				
17. What types of assessment formats do you believe would be the best to encourage critical thinking in an open AI environment? And why?				X
18. How would you design an assessment that requires students to demonstrate their original thinking or linguistic knowledge while still allowing appropriate AI use? Why?				X

Name of this assessment?				
19. What are some assessment types which are more effective in assessing authentic students' writing than the other existing assessment types? Why?				X
20. Is there any way to use AI ethically in English writing assessments?				X
21. How do you think certain assessment formats—such as reflective writing, process				X

portfolios, or multimodal projects—might be more effective at revealing authentic student thinking than traditional essays?				

Appendix-C

Sample Interview of Participant

DU	Participant	Questions and Answers
1.	I	How long have you been teaching at tertiary level?
2.	Muaz	I started in 2017, which means it has been almost 8 years.
3.	I	What level of students do you usually teach, undergraduate or postgraduate or both?
4.	Muaz	I have taught only the undergraduate students so far, no postgraduate students yet.
5.	I	What genres of courses do you teach at your university?
6.	Muaz	Usually I teach a variety of courses focusing on a lot of academic areas. For example, I teach advanced English grammar, I teach writing courses, I also teach professional and business communication courses. Generally, these are the courses I teach. Sometimes I also teach some linguistic courses or some ELT related courses. For example, introduction to linguistics, sociolinguistics, English phonetics and phonology. I have also taught teaching English language skills. So, these are the different courses I have taught at different points.
7.	I	After teaching something, how do you assess your English language course, in this AI era?
8.	Muaz	To be honest, actually we have not incorporated any AI thing in our assessment techniques. We still assess our students based on the traditional assessment techniques that we have been applying so far. Sometimes I see reflections of students using AI in their tasks and assignments. But for assessment particularly, we have not yet introduced anything related to AI.
9.	I	Do you face any problems or difficulties while assessing your students in the age of AI ? If yes, what are those?
10.	Muaz	Yes, I would actually be a little, I don't know. I am confused sometimes because I don't know how to assess my students. It happens because, let's say, when I find someone has written a very neat and clean piece, which I

		assigned earlier perhaps. Instead of being very happy or very pleased with the students, I have to be skeptical because usually our students are not that capable that they would produce something this neat and this clean and this substantial. So, we expect little minor mistakes and errors. But in some cases, I find that students have produced something which is impeccable. And that is a challenge because I clearly understand that students have somehow used the AI tools perhaps. But I cannot actually say that you have used AI. And even if I say that sometimes I did not use it directly, I just took some ideas from that. So, this is a challenge because I cannot actually assess the capability of the student which I aim to assess. So, this is a challenge on our part to see our students are not actually producing something on their own. And so, we cannot see actually how much they have progressed. So, this is a challenge.
11.	I	What type of problems/difficulties do you face the most in detecting students' authentic work?
12.	Muaz	Problem is sometimes I have doubts that this student has not produced this piece of writing. But then I cannot actually, you know, nowadays there are so many AI options available. They sometimes humanize the writing with some minor tasks or minor mistakes. And, you know, AI also produces AI tools. Different AI tools produce different results like there is no AI. I mean, the machines or the algorithm cannot detect the use of AI. So, as human beings, even if sometimes I guess or I assume that the student has used AI, I still cannot establish that for different reasons. And that is one of the challenges, most difficult problem, I think.
13.	I	What type of tasks/assignments have become the most problematic for you to detect/assess students' authentic work?
14.	Muaz	If it's a homework type assessment, say, for example, if they do not have to do it in the classroom. If it's an in-class assessment, whenever I let them do it at home or outside the classroom setting, be it an assignment, be it a report or a term paper. So whenever they have the opportunity to do it on their own, they go for AI.
15.	I	What type of challenges do you face with the existing assessment approach?
16.	Muaz	All right. The challenge is basically, in traditional ways, when I mean the

		techniques that we use for assessment in the traditional way, we supposed that or it was established that our students would produce the work on their own. So it was kind of established and it was the norm. But as AI now is in the field or AI now is in use, so it is difficult to assess our students using the traditional techniques. Because traditionally, if students write something correct, we are supposed to give them good grades. But now we understand as teachers that the student has taken some advantage of AI and his or her answer is correct. But I still have doubt. Mitigating these two things becomes difficult. So we cannot actually use traditional assessments to assess students who are using AI right now.
17.	I	How do you overcome the challenges you face with the existing assessment approaches?
18.	Muaz	I actually take a personalized approach, which is if I find, if I doubt that someone has produced something using an AI, I take an oral exam on that assessment. Not established regular oral exams, but just informal class discussions. So, say for example, I choose some words they have used in their text, and then I ask them what you mean by these words in the assessment. And in many cases, I found that they have no idea what the word means. And then I say, so if you don't know the meaning of the word, then how do you use that in your writing? Also, I ask them some questions from the assignment or paper they have produced, so that I can see how they connect with the submitted piece, or whether they have any idea of what they wrote. So, you know, at personal level, these are the things I'm doing to mitigate or minimize the challenge.
19.	I	Do you face any difficulties in differentiating AI-driven answers and students' self-driven answers? If yes, what are those?
20.	Muaz	Yes, I would say. In some cases, I find it difficult because, as I told you earlier, now there are different versions of AI tools which humanize any writing produced by AI. They make some mistakes. And in some cases, some very clever students, what they do is they make mistakes deliberately, willingly, so that the teacher understands that the student produced the writing on their own. So, these are the minor mistakes they use, they bring, or they keep in their writing, so that we understand their writing is original. But this is a challenge.

		And differentiating or identifying these two types sometimes is difficult.
21.	I	How do you differentiate between AI-driven answers and students' self-driven answers?
22.	Muaz	I think if I find that the word choice is very appropriate, if I find that the structure is well, that the writing is well structured, if I find that the students actually address the controlling idea of the question very appropriately, and if they use multiple sources to substantiate their answers, it appears to me that the student somehow has gone for AI tools.
23.	I	How do you detect students' authentic work?
24.	Muaz	As I told you, if I find the other way around, say for example, if there are grammatical mistakes, if the points are not very clear, if the supporting details are not okay, if the student did not address the controlling idea of the question, then I understand, yes, this is an authentic work.
25.	I	How have you modified your assessment or evaluation approaches in response to AI availability?
26.	Muaz	I think I mentioned earlier that I try to make a connection between the assessment I used already and also I try to go for informal conversations to check how much grasp the students have on the submissions. So this is my personal modification in the evaluation because we have AI availability and I am actually considering to propose to go for oral examinations for any type of assessment we assign our students. So there should be this provision that we will actually, whatever the subject, we will ask our students individually what they have done and how they did it and all these related questions so that we can understand the relation between their understanding and the submission they provide us.
27.	I	What strategies have you implemented to ensure assessing student's genuine writing rather than AI output?
28.	Muaz	I think the strategies I mentioned earlier would be the proper response to this question.
29.	I	How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?
30.	Muaz	Well, it's a very critical question because I believe that students should be able to write on their own. Now, as AI is so prevalent that we cannot stop it, the problem arises when the students rely entirely on AI. So, for example, if we say that you can use AI for brainstorming and then you have to produce your own writing, that could be a good approach, but the problem is the students actually do not go for that.

		Rather, what they do is they try to produce the entire write-up from AI. So, I try to keep most of the assessments where they have no access to AI and even if they have, I try to limit it in the sense that you can only generate ideas. So, say for example, I am allowing you to use AI for 10 minutes to work on this assessment and you can take notes, no problem, and after you are done taking notes and other things, then I remove access to AI and then I ask them to write on their own.
31.	I	What training or policies have helped you to cope with these assessment challenges, and how?
32.	Muaz	Unfortunately, we have not received any training yet. So, as I told you that I actually address all these challenges by what I think is best for my students. So, it's a personal approach, not based on any training or data.
33.	I	What types of assessment formats do you believe would be the best to encourage critical thinking in an open AI environment? And why?
34.	Muaz	Well, I think since AI is basically interactive in nature, I would say employing or utilizing this interactive nature would benefit the students to develop critical thinking. For example, I can ask my students, if I talk about what type of assessment format. So, in assessment formats, there can be different ways. For example, they have to, let's say, develop ideas from AI and then they have to criticize the ideas developed by AI. So, they have to be critical of AI or why AI lacks something. So, I mean, you can take information from AI, then your task will be to criticize AI. So, this can be one way. And the other way, as I told you that there should be more interactive formats where students will actually interact with AI. And whatever answer AI comes up with, the students should be able to criticize those. So, I mean, the students would engage in critical conversation with AI. So, this is how I think we can engage our students to develop critical thinking. Otherwise, it's very difficult. For example, I will teach them critical writing. Let's say, I will teach them writing in a descriptive way. Or I will teach them how to write a response. So, they will give a prompt. They will show a sample. Then students can ask questions from this sample. For example, you wrote the introduction. So, why should I consider this a good introduction?

		Then they will get engaged with AI. Or if they find any loopholes, they can ask AI questions. For example, why did you not answer it in this way? So, there should be this kind of interaction so that they don't become passive recipients. If they become passive recipients, they will not learn anything themselves. They will all become AI.
35.	I	How would you design an assessment that requires students to demonstrate their original thinking or linguistic knowledge while still allowing appropriate AI use? Why? Name of this assessment?
36.	Muaz	I think this is a very good strategy. For example, limited AI use. I will allow a window of time. You are allowed to adopt any AI help. And you are allowed to take notes. No problem. You can take notes. You can keep notes separately. You can use AI in this time. You can take the necessary information. Then you have to do the rest. You have to do the rest on your own.
37.	I	What are some assessment types which are more effective in assessing authentic students' writing than the other existing assessment types? Why?
38.	Muaz	Usually, we do not actually go for process writing. So our focus almost entirely is on product-based approach. So I think it would be a very good idea if we incorporate some process writing in our assessments. For example, if they do something over a period of time through multiple drafting processes. In that case, we would actually see how they are progressing. To what extent. And what mistakes they are making. We will be able to give feedback on that. So existing assessment types are almost exclusively on product-based approaches. So I think we should go for more process-based approaches. Formative assessments.
39.	I	Is there any way to use AI ethically in English writing assessments?
40.	Muaz	Yes, we can use it ethically. For example, we have to acknowledge first of all the basic fundamental rule of avoiding plagiarism. I have used this or

		that part of my writing. Or I have collected this information from this source or this AI tool I have used. And I have to mention clearly that these are the things I have used from this and this part. So yes, ethically it is possible. But I think the most important thing is whether I am learning something or not. So if my purpose is to teach my students something, to make them independent learners, I have to make sure that they are doing things on their own, learning things on their own. And they are using AI tools as tools, as assistants. They are not making AI as their own substitutes.
41.	I	How do you think certain assessment formats—such as reflective writing, process portfolios, or multimodal projects—might be more effective at revealing authentic student thinking than traditional essays?
42.	Muaz	I think I mentioned that yes, all the assessment formats you mentioned, for example, reflective writing. So you have to write it on your own. So probably you should personalize the instructions that you could focus on these aspects when you write. And portfolios, as I told you, if you go for process writing, that process portfolio will reflect the journey the students underwent when they produced some submissions. And also, if you want to go for multimodal projects, then definitely the students have to work. They have to understand the process. They have to make connections between different modes and models. So I think these are going to be more authentic assessment techniques, I guess.

Appendix-D

Coding Template of RQ2

Interview Questions **(1)**	**Subordinate key word of question** **(2)**	**Subordinate main point from the conversation** **(3)**	**Elaborated examples from verbal evidence to support the subordinate main point** **(4)**	**Occurrence of main idea transferred into the form as key word(s)** **(5)**	**Frequency of occurrence** **(6)**	**Ordering of discourse unit** **(7)**
RQ: How do teachers cope with these challenges?						
(1) How do you overcome the challenges you face with the existing assessment approaches?	*take oral exam *informal class discussions *ask questions from the submitted work	*personalized approach *take an oral exam *informal class discussions *ask questions from the assignment or paper *whether they have any idea of what they wrote	I actually take a personalized approach, which is if I find, if I doubt that someone has produced something using an AI, I take an oral exam on that assessment. Not established regular oral exams, but just informal	*ask questions from the submitted work, take oral exam and include informal class discussions	1	DU MUA 18

			class discussions. So, say for example, I choose some words they have used in their text, and then I ask them what you mean by these words in the assessment. And in many cases, I found that they have no idea what the word means. And then I say, so if you don't know the meaning of the word, then how do you use that in your writing? Also, I ask them some questions from the assignment or paper			

			they have produced, so that I can see how they connect with the submitted piece, or whether they have any idea of what they wrote. So, you know, at personal level, these are the things I'm doing to mitigate or minimize the challenge.			
(2) How do you differentiate between AI-driven answers and students' self-driven answers?	*by looking at appropriate word choice and well structured writing *controlling idea of the question is addressed appropriately and substantiate the answers	*if the word choice is very appropriate *if the writing is well structured *if students actually address the controlling idea of the question very	I think if I find that the word choice is very appropriate, if I find that the structure is well, that the writing is well structured, if I find that the students actually address the controlling idea of the	*appropriate word choice, well structured writing and address the question-answer appropriately *substantiate answer with multiple source	1	DU MUA 22

	with multiple sources	appropriately *if they use multiple sources to substantiate their answers	question very appropriately, and if they use multiple sources to substantiate their answers, it appears to me that the student somehow has gone for AI tools.			
(3) How do you detect students' authentic work?	*by noticing grammatical mistakes, unclear supporting details and unaddressed controlling idea of the question	* if there are grammatical mistakes *if the points are not very clear *if the supporting details are not okay *if the student did not address the controlling idea of the question	As I told you, if I find the other way around, say for example, if there are grammatical mistakes, if the points are not very clear, if the supporting details are not okay, if the student did not address the controlling idea of the question, then I understand, yes, this is an	*by noticing grammatical mistakes *unclear supporting details *unaddressed question-answer	1	DU MUA 24

			authentic work.			
(4) How have you modified your assessment or evaluation approaches in response to AI availability ?	*go for informal conversations and check their understanding that how much grasp the students have on the submitted work, make connection between those	*I try to make a connection between the assessment I used already *I try to go for informal conversations to check how much grasp the students have on the submissions *I am actually considering to propose to go for oral examinations for any type of assessment we assign our students *ask our students individually what	I think I mentioned earlier that I try to make a connection between the assessment I use already and also I try to go for informal conversations to check how much grasp the students have on the submissions. So this is my personal modification in the evaluation because we have AI availability and I am actually considering to propose to go for oral examinations for any type of assessment	*Making connection between informal conversations and student's submitted work	1	DU MUA 26

		they have done and how they did it *understand the relation between their understanding and the submission they provide us	we assign our students. So there should be this provision that we will actually, whatever the subject, we will ask our students individually what they have done and how they did it and all these related questions so that we can understand the relation between their understanding and the submission they provide us.			
(5) What strategies have you implemented to ensure assessing student's genuine		*the strategies I mentioned earlier	I think the strategies I mentioned earlier would be the proper response to this question.		1	DU MUA 28

writing rather than AI output?						
(6) How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?	*allow limited use of AI for taking ideas from it(AI), then remove AI access and ask to write on their own	* I try to keep most of the assessments where they have no access to AI *I try to limit it * you can only generate ideas *you can take notes *then I remove access to AI *then I ask them to write on their own.	Well, it's a very critical question because I believe that students should be able to write on their own. Now, as AI is so prevalent that we cannot stop it, the problem arises when the students rely entirely on AI. So, for example, if we say that you can use AI for brainstorming and then you have to produce your own writing, that could be a good approach, but the problem is the students	*allowing limited AI access and writing by themselves	1	DU MUA 30

			actually do not go for that. Rather, what they do is they try to produce the entire write-up from AI. So, I try to keep most of the assessments where they have no access to AI and even if they have, I try to limit it in the sense that you can only generate ideas. So, say for example, I am allowing you to use AI for 10 minutes to work on this assessment and you can take notes, no problem, and after you are done taking			

			notes and other things, then I remove access to AI and then I ask them to write on their own.			
(7) What training or policies have helped you to cope with these assessment challenges, and how?	*no training yet *it's a personal approach	* not received any training yet *I actually address all these challenges by what I think is best for my students *it's a personal approach	Unfortunately, we have not received any training yet. So, as I told you that I actually address all these challenges by what I think is best for my students. So, it's a personal approach, not based on any training or data.	**No training, it’s a personal approach	1	DU MUA 32

Interview Questions **(1)**	**Subordinate key word of question** **(2)**	**Subordinate main point from the conversation** **(3)**	**Elaborated examples from verbal evidence to support the subordinate main point** **(4)**	**Occurrence of main idea transferred into the form as key word(s)** **(5)**	**Frequency of occurrence** **(6)**	**Ordering of discourse unit** **(7)**
RQ: How do teachers cope with these challenges?						
(1) How do you overcome the challenges you face with the existing assessment approaches?	*double checking the submitted work *by deducting marks for submitting AI-generated text *employe work which are not only written but also creative *depending more on in-class observation and to understand how much students	*double checking of whether something has actually been produced by our students or not *deductions of marks because of submitting AI-generated text *employ assessments which are not just written work, but also…produce something creative.	So, currently we are trying to do double checking of whether something has actually been produced by our students or not. They face deductions of marks because of submitting AI-generated text. Other than that, I have tried to employ assessments which are not just written work, but	*double checking the submitted work *deducting marks for AI-generated submission *employing creative work for writing *focusing more on in-class observation	1	DU TAF 18

	know by talking to them	*depend more on in-class observation *talking to the students and trying to find out what actually their progress is like *how much they ignored, not know	also where they have to produce something creative. For example, I had courses where I asked them to make certain video essays or dramas or something to show the content that has been taught to them, other than by just writing it down. So, that has been effective. And we are having to depend more on in-class observation and, you know, talking to the students and trying to find out what actually			

			their progress is like, how much they ignored, not know. We are having to depend on those as well.			
(2) How do you differentiate between AI-driven answers and students' self-driven answers?	*noticing patterns and features of answers *AI-generated texts have observable elements, certain words and sentence structure *write irrelevant answers which does not match with the content that taught in class and not even match with students proficiency level *answer is disconnect	* by noticing patterns in the answers *AI-generated texts have very observable elements in it * certain words that they use a lot *ways that they always structure sentences. * write irrelevant things that we did not teach in the course	We differentiate by noticing patterns in the answers because AI-generated texts have very observable elements in it. There are certain words that they use a lot. There are ways that they always structure sentences. There are cases where they write irrelevant things that we did not teach in the course or the	*noticing patterns and words of answers in relation to classroom discussion *answers beyond students' proficiency level	1	DU TAF 22

	ed to the question	*students are not even meant to know *that is disconnected to what the question asked *we can identify those features and patterns	students are not even meant to know. Or that is disconnected to what the question asked. AI-generated texts include all those things. So, we can identify those features and patterns and say that something has been generated by AI.			
(3) How do you detect students' authentic work?		*it's already answered	I think it's already answered.		1	DU TAF 24
(4) How have you modified your assessment or evaluation approaches in response	*give alternative assessments *in-person discussion	*modifications include trying to give some sort of alternative assessments	As I already said before, the modifications include trying to give some sort of	*focusing more on classroom performance or in-class work such as quizzes and written	1	DU TAF 26

to AI availability ?	s with students *focusing more on their classroom performance *in-class work *in-class quizzes and written exams	*following up with students' work with further questions with students *in-person discussions with students *focusing more on their classroom performance *not just depending on the assignments they submit *in-class work *in-class quizzes and written exams	alternative assessments, following up with students' work with further questions with students, for example, in-person discussions with students, focusing more on their classroom performance, not just depending on the assignments they submit. Plus, we do have in-class work that we give to the students. There have been provisions for taking course consideration or not just depend on take-home assessments because	exams		

			that would mean that someone can pass a course completely depending on AI-generated texts. But we do have in-class quizzes and written exams in order to actually judge and assess the students properly.			
(5) What strategies have you implemented to ensure assessing student's genuine writing rather than AI output?	*understand the style of writing of my students *their own level of knowledge *Students' competency level of writing and vocabulary choice	*I can understand the style of writing of my students *what individual students write like * their own level of knowledge *their limitations of producing perfect	Ensure the assessment of students' genuine writing. If they do write something on their own, we can identify that because I can understand the style of writing of my students. I mean,	*understand student's writing **their own level of knowledg *Students' competency level of writing and vocabulary choice	1	DU TAF 28

		written work *the kind of vocabulary that my students would use	what individual students write like. They have their own level of knowledge or their limitations of producing perfect written work or the kind of vocabulary that my students would use. We do have some ideas regarding what that would look like. So those things help us to identify genuine writing.			
(6) How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?	*suggest my students to balance it *first learn the concepts by themselves, then use AI as an	*suggest my students to balance it *get the most benefit out of AI by first	There is no way of me balancing it. What I can do is suggest my students to balance it. So I tell my students to	*suggest my students to balance it *first learn the concepts by themselves	1	DU TAF 30

	extra support not as the main source of help	knowing and understanding the concepts themselves *then taking further support from AI *Rather than only depending on AI for the entire work with no effort at all. *use it as an extra support. Not as the main source of help	definitely take help from AI because it's a very useful tool. It can be a useful tool, but it needs to be used as a support. And it can only be used as a good support if you know the content yourself first. So you need to be aware of what the topic is. You need to understand the concept very well. And then you can actually take some help from AI for further clarification or further understanding.	, then use AI as an extra support		

			Because AI doesn't always give the perfect answers. It doesn't always give the right answers even. And in order to differentiate between what's relevant and what's not, what's correct and what's not, you need to know the content yourself first. So I do suggest my students to try and get the most benefit out of AI by first knowing and understanding the concepts themselves. And then taking further support			

			from AI. Rather than only depending on AI for the entire work with no effort at all. At any stage they can take help, but they need to be aware of the entire thing first. They can take help with the correct word to use in a place. Or they can take help with finding more explanations, more definitions. At any stage they can take help from AI. But they actually need to put in some effort of			

			their own. And then use it as an extra support. Not as the main source of help.			
(7) What training or policies have helped you to cope with these assessment challenges, and how?	*have had training sessions or discussion *trying to figure out what suits best in our situation	* there are conversations …. regarding this among our colleagues in the online sphere. *formal or informal exchanges that take place related to how to cope with this thing *trying to figure out what best to do according to our own situation. *have had training sessions or discussion …. has	So training and policies, there are conversations that go on all the time regarding this among our colleagues in the online sphere. There are formal or informal exchanges that take place related to how to cope with this thing. But I mean, yeah, so the issue is understood by everyone. And we are facing the	*trying to figure out what suits best in our situation	1	DU TAF 32

		been an effort of finding out a solution centrally *will come up with a central policy regarding AI use	challenges trying to figure out what best to do according to our own situation. So that's what's going on. There have been training sessions. We have had training sessions or discussion sessions on this. More than that, there has been an effort of finding out a solution centrally. So at the department what we can do to combat the challenges. Or what the university can do to solve this issue. There has been discussion s regarding			

			that. So hopefully we will come up with a central policy regarding AI use very soon.			

Interview Questions **(1)**	**Subordinate key word of question** **(2)**	**Subordinate main point from the conversation** **(3)**	**Elaborated examples from verbal evidence to support the subordinate main point** **(4)**	**Occurrence of main idea transferred into the form as key word(s)** **(5)**	**Frequency of occurrence** **(6)**	**Ordering of discourse unit** **(7)**
RQ: How do teachers cope with these challenges?						
(1) How do you overcome the challenges you face with the existing assessment approaches?	*take viva and presentation	*take VIVAs *presentations * AI can give you some prompts or ideas based on	I try my best to overcome the challenges. So what I do is I try to take VIVAs, because in that case, they do not	*take viva and presentation	1	DU NAZ 18

		which you can write	have the opportunity to use AI because they are in front of me. And another thing is presentations. So AI is not always bad, right? So in case of presentation, if they take help from AI, that's okay. But when they are presenting, they are not taking help from AI and they are speaking, they are expressing the content that they have made. So I think it's a good option. For brainstorming, AI is good.			

			AI can give you some prompts or ideas based on which you can write. But if the whole thing is generated by AI, that's the problem.			
(2) How do you differentiate between AI-driven answers and students' self-driven answers?	*analyze the written work *analyze the answers by matching with the content taught in class and students proficiency level *use AI detectors	* try to analyze the way that they have written *Does it match with the current proficiency level of the students or not? *different tools that can detect the use of AI *There's a difference between the content that I am teaching or the ideas that I am giving in	I try my best when I'm checking their scripts. The first thing I do, I try to analyze the way that they have written. Does it match with the current proficiency level of the students or not? And of course, there are different tools that can detect the use of AI, right?	*matching the answers with the content taught in class *analyze considering students' proficiency level *use AI detectors	1	DU NAZ 22

		the classroom and the ideas that are given by AI * if the students have written what I discussed in the classroom *If the discussion is completely different from what I discussed	So I also use those if I'm checking online scripts. Another thing is that when I'm teaching in class, I know what I'm teaching, right? There's a difference between the content that I am teaching or the ideas that I am giving in the classroom and the ideas that are given by AI. So when I'm checking their scripts, I try to see if the students have written what I discussed in the classroom.			

			If the discussion is completely different from what I discussed, then I know that the student has taken help from AI.			
(3) How do you detect students' authentic work?	*based on t discussion s that made in class	* the work that they have given me is based on the discussion s that were made in the classroom	I try to see if the work that they have given me is based on the discussion s that were made in the classroom. So based on that mostly.	*based on t discussion s that made in class	1	DU NAZ 24
(4) How have you modified your assessment or evaluation approaches in response to AI availability ?	*take more presentatio ns and vivas *avoid giving home assignmen ts	*take more presentatio ns and vivas *avoid giving too many home assignmen ts	I try to take more presentatio ns and vivas and I try my best to avoid giving too many home assignmen ts because when I do that, I know that	*take more presentatio ns and vivas *avoid giving home assignmen ts	1	DU NAZ 26

			the students will mostly use AI to do the job.			
(5) What strategies have you implemented to ensure assessing student's genuine writing rather than AI output?	*make sure none of them have their phones with them in the exam hall	*I make them aware …. In the exam hall, I try to make sure that none of them have their phones with them	I try to make the students understand that it's important for them to write their own ideas because if they take too much help from AI, then they will not know how to use their own ideas. And even if they are using AI, there should be limitations. So I make them aware. The first thing is that I make them aware. And when they are in the exam hall, I try to make sure that	*make sure none of them have phones in exam hall	1	DU NAZ 28

			none of them have their phones with them so they cannot take help from AI. And yes, that's about it.			
(6) How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?	*take ideas from AI *make sure to keep your own essence in writing	*tell my students that, okay, it's okay for you to take ideas from AI * make sure that you have your own essence in your writing *try to help them see the limitation. *students need to have the realization themselves … this is the misuse of AI, and if I do that, this will	Sometimes in the classroom, if I'm teaching something, like especially for writing courses, sometimes I do tell my students that, okay, it's okay for you to take ideas from AI, but make sure that you have your own essence in your writing. So in order to prevent this misuse, what is the most important thing is	*take ideas from AI *make sure to keep your own essence in writing	1	DU NAZ 30

		harm myself.	that the students need to understand themselves. As a teacher, what I can do is, you know, try to make them understand, try to help them see the limitation. But what is the most important thing is that the students need to have the realization themselves that, okay, this is the misuse of AI, and if I do that, this will harm myself.			
(7) What training or policies have helped you to cope with these assessment challenges, and how?	*no training *Based on that personal experience as teacher	*not had any formal training regarding it. *Based on that experience	I have not, you know, had any formal training regarding it. But when I was a student, I	*Based on personal experience as teacher	1	DU NAZ 32

		, I take,... the necessary measures. *from my classroom experience	saw how, you know, students incorporated AI in their learning and, you know, when preparing for exams, whatever. So based on that experience, I take, you know, the necessary measures. So based on my experience as a teacher.			

Interview Questions **(1)**	**Subordinate key word of question** **(2)**	**Subordinate main point from the conversation** **(3)**	**Elaborated examples from verbal evidence to support the subordinate main point** **(4)**	**Occurrence of main idea transferred into the form as key word(s)** **(5)**	**Frequency of occurrence** **(6)**	**Ordering of discourse unit** **(7)**
RQ: How do teachers cope with these challenges?						

(1) How do you overcome the challenges you face with the existing assessment approaches ?	*by rechecking the scripts	*by rechecking the scripts, reevaluating the rubrics	I overcome the challenge by rechecking the scripts, reevaluating the rubrics.	*by rechecking the scripts	1	DU RIA 18
(2) How do you differentiate between AI-driven answers and students' self-driven answers?	*AI driven answers are mostly polished, error free *self driven answers have minor grammatical errors and own writing style	*AI driven answers are mostly immensely polished, error free *self driven answers have some minor grammatical errors and have their own style of writing	I try to differentiate by seeing the pattern or style of the answers. AI driven answers are mostly immensely polished, error free. On the other hand, students' self driven answers have some minor grammatical errors and have their own style of writing.	*AI driven answers are mostly polished, error free *self driven answers have minor grammatical errors *student's own writing style	1	DU RIA 22
(3) How do you detect students' authentic work?	*by giving in-class written task	*By Giving short written task during the Classroom	By giving short written task during the Classroom .	*by giving in-class written task	1	DU RIA 24

(4) How have you modified your assessment or evaluation approaches in response to AI availability ?	*give more in-class task	*try to utilize my class hour * try to give students more tasks during class time	Actually, I try to utilize my class hour and try to give students more tasks during class time and then I evaluate them.	*give more in-class task	1	DU RIA 26
(5) What strategies have you implemented to ensure assessing student's genuine writing rather than AI output?	*comparison between class work and home assignment	*comparing their submitted assignments with the class work	By comparing their submitted assignments with the class work.	*comparison between class work and home assignment	1	DU RIA 28
(6) How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?	*through acknowledging the source	*through acknowledging the source	I try to maintain academic integrity through acknowledging the source	*through acknowledging the source	1	DU RIA 30
(7) What training or policies have helped you	*No training. *learn by exploring	*No training. Learnt it by exploring	No training. Learnt it by exploring.	*learn by exploring	1	DU RIA 32

to cope with these assessment challenges, and how?						

Appendix-E

Theme Generation

Research question 2:	How do teachers cope with these challenges?				
Interview question (IQ)	How do you overcome the challenges you face with the existing assessment approaches?				
C1	C2	C3	C4	Subthemes	Themes
*ask questions from the submitted work, take oral exam and include informal class discussions (DU MUA 18)	*double checking the submitted work *deducting marks for AI-generated submission *employing creative work for writing *focusing more on in-class observation (DU TAF 18)	*take viva and presentation (DU NAZ 18)	*by rechecking the scripts (DU RIA 18)		Incorporate oral assessment and focus more on in-class observation employing creative work for writing deducting marks for AI-generated submission by double checking the scripts

IQ	H ow do you differentiate between AI-driven answers and students' self-driven answers?				
C1	C2	C3	C4	Subthemes	Themes
*appropriate word choice, well structured writing and address the question-answer appropriately *substantiate answer with multiple source (DU MUA 22)	*noticing patterns and words of answers in relation to classroom discussion *answers beyond students' proficiency level (DU TAF 22)	*matching the answers with the content taught in class *analyze considering students' proficiency level *use AI detectors (DU NAZ 22)	*AI driven answers are mostly polished, error free and self driven answers have minor grammatical errors (DU RIA 22)		Noticing content, writing structure and word choice answers beyond students' proficiency level substantiate answer with multiple source use AI detectors

IQ	How do you detect students' authentic work?				
C1	C2	C3	C4	Subtheme	Themes
*by noticing grammatical mistakes and unaddressed question-answer with unclear supporting details (DU MUA 24)	*it's already answered (DU TAF 24)	*based on the discussions that made in class (DU NAZ 24)	*by giving in-class written task (DU RIA 24)		by noticing grammatical mistakes and unaddressed question-answer with unclear supporting details based on the discussions that made in class
IQ	How have you modified your assessment or evaluation approaches in response to AI availability?				
C1	C2	C3	C4	Subtheme	Themes
*Making connection between informal conversations with student's submitted work (DU MUA 26)	*focusing more on classroom performance or in-class work such as quizzes and written exams (DU TAF 26)	*take more presentations, viva and avoid giving home assignments (DU NAZ 26)	*give more in-class task (DU RIA 26)		focusing more on in class work or performance Making connection between informal conversations with student's submitted work

IQ	What strategies have you implemented to ensure assessing student's genuine writing rather than AI output?				
C1	C2	C3	C4	Subtheme	Themes
*the strategies I mentioned earlier (DU MUA 28)	*aware of individual student's competency level of knowledge, writing and vocabulary choice (DU TAF 28)	*make sure none of them have phones in exam hall (DU NAZ 28)	*comparison between class work and home assignment (DU RIA 28)		make sure none of them have phones in exam hall apply the awareness as a teacher and compare between in class work and home assignment
IQ	How do you balance between preventing AI misuse and allowing legitimate AI-assisted learning?				
C1	C2	C3	C4	Subtheme	Themes
*allowing limited AI access and writing by themselves (DU MUA 30)	*suggest my students to balance it *first learn the concepts by themselves, then use AI as an extra support (DU TAF 30)	*take ideas from AI and make sure to keep your own essence in writing (DU NAZ 30)	*through acknowledging the source (DU RIA 30)		Allowing AI in a limited manner as an extra support and write by themselves through acknowledging the source suggest students to balance it

IQ	What training or policies have helped you to cope with these assessment challenges, and how?				
C1	C2	C3	C4	Subtheme	Themes
*No training, it's a personal approach (DU MUA 32)	*had training session and trying to figure out what suits best in our situation (DU TAF 32)	*No training, based on personal experience as teacher (DU NAZ 32)	*No training, learn by exploring (DU RIA 32)		No training, cope with personal approach Had training and trying to figure out what suits best in situation

Appendix-F

Sample of Email for Member Checking