Interdisciplinary Insights: Language Assessment and AI Technology in GEPT iPrep

ABSTRACT

Interdisciplinary collaboration between language assessors and AI researchers within projects such as the General English Proficiency Test (GEPT) iPrep fosters a rich exchange of perspectives, but also presents challenges that demand thoughtful resolution. This paper presentation delves into two critical reflections arising from such collaborations: the distinctive perspectives between language assessors and AI researchers, and the imperative of upholding principles of fairness, justice, and validation in AI-driven language assessment.

The presentation begins by briefly describing the GEPT iPrep project, a three-year interdisciplinary endeavor aimed at revolutionizing language assessment in Taiwan. Through the integration of AI technology, GEPT iPrep offers personalized feedback and automated scoring, thereby enhancing the learning-oriented assessment paradigm. This project signifies a pivotal leap forward in Taiwan's language education landscape, embodying the synergy between pedagogical and technological innovation.

Firstly, within the GEPT iPrep project, the distinctive perspectives held by language assessors and AI researchers become evident through their divergent focal points and methodologies. Language assessors prioritize criteria such as relevance and response adequacy within the established scoring criteria of the GEPT. Another key concern of language assessors is to identify errors that are common to Taiwanese learners so that more beneficial feedback can be provided in learning guides to learners. Conversely, AI researchers prioritize technical accuracy and consistency in algorithmic parsing. They focus on developing models that can emulate human evaluative benchmarks, particularly in grammatical precision and syntactic analysis. These differing perspectives necessitate an iterative process of dialogue and refinement to harmonize assessment criteria and ensure the congruence between human and AI evaluations, thereby enriching the collaborative endeavor.

Secondly, amidst the embrace of AI-driven changes, the imperative of upholding principles of fairness, justice, and validation in language assessment (O'Sullivan, 2023) is underscored. A research agenda is proposed to justify the usefulness of GEPT iPrep, thereby bolstering confidence in the use of such technologies by engaging multiple

stakeholders. This agenda aims to elucidate the extent to which GEPT iPrep aligns with established standards of fairness and validity, thereby enhancing trust and credibility in AI-driven language assessment tools.

In conclusion, the reflections offered within this presentation underscore the transformative potential of interdisciplinary collaboration between language assessors and AI researchers. By navigating the nuances of disciplinary disparities and upholding principles of fairness and validity, projects such as GEPT iPrep yield insightful implications for the future of technology-enhanced language assessment, underpinned by ethical imperatives and empirical rigor. (395 words)

SUMMARY

The paper discusses the collaboration between language assessors and AI researchers within the GEPT iPrep project. It highlights the challenge of reconciling the differing perspectives of language assessors, who focus on relevance and error identification for Taiwanese learners, and AI researchers, who emphasize technical accuracy and consistency. The project aims to enhance personalized feedback and automated scoring, aligning with pedagogical and technological innovation. Furthermore, it stresses the importance of upholding fairness and validation principles in AI-driven assessments. By addressing these critical reflections, the collaboration presents a transformative potential for technology-enhanced language assessment, emphasizing ethical and empirical rigor. (97 words)