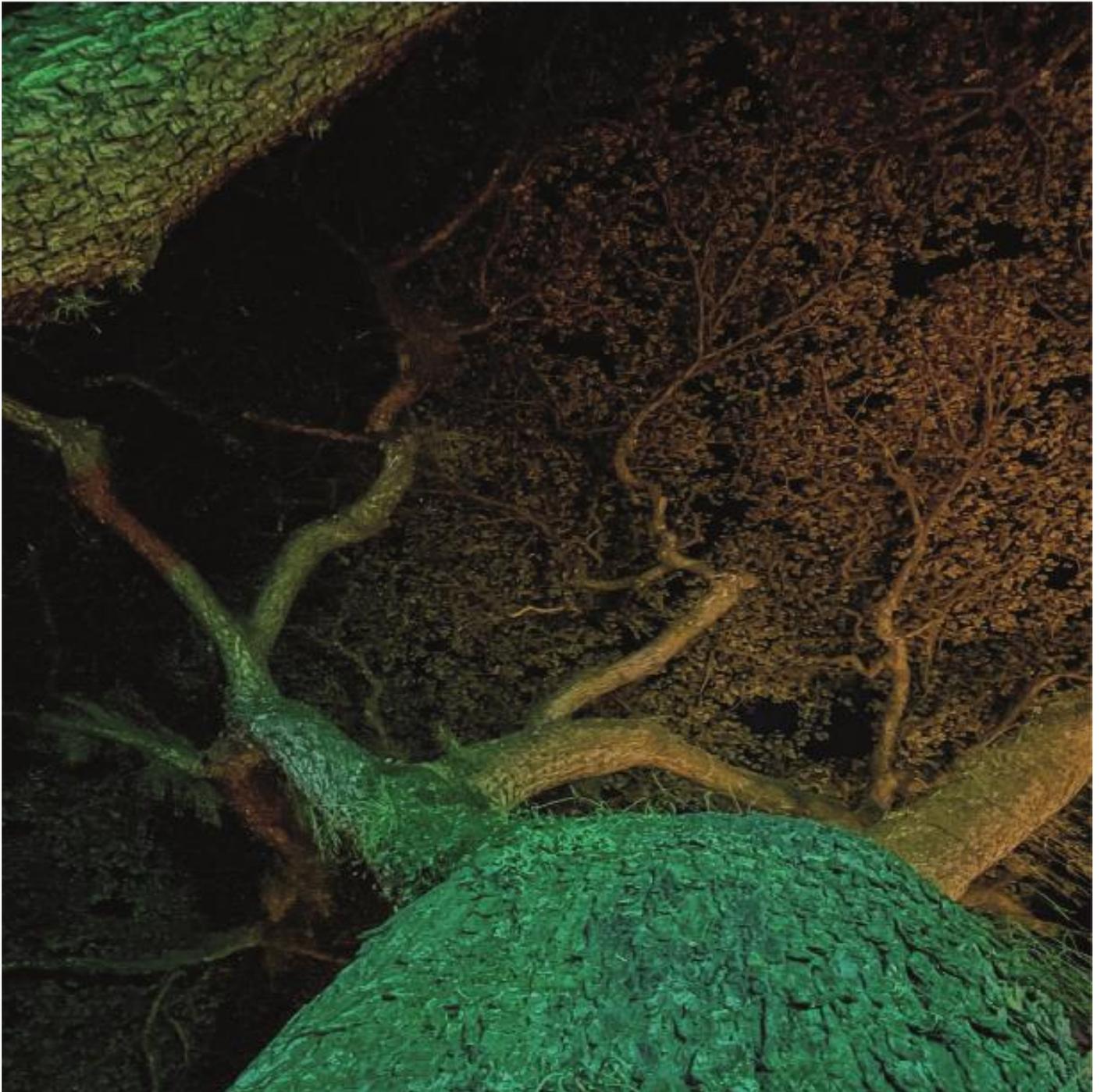


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Adolfo León Rodríguez

 **FEATURED ARTIST**

Cover: Samán

Photography

Adolfo León Rodríguez is an artist whose abstract work stimulates sensitivity and imagination. His creations weave a game of sensations and associations, where color, rhythm, and texture transcend logic and reason to evoke deep emotions. His paintings invite viewers to decipher a visual language in which harmony and mystery intertwine, forming a universe of metaphors and personal evocations.

Beyond painting, Adolfo is also a dedicated musician, having devoted much of his life to mastering the flute, a passion that enriches his artistic vision. His expression extends into photography, where his keen eye captures the small wonders hidden in landscapes and objects—revealing beauty in the seemingly insignificant. The cover image of this edition features a majestic *Samán* tree from Cali, a reflection of his deep connection to the place. His work is infused with the essence of his surroundings, shaped by a life of permanence between France and Colombia.



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Special Issue on Language Assessment in the Age of Artificial Intelligence

Omaira Vergara L. 
Universidad del Valle
Cali, Colombia

We are pleased to present Issue 53-1, supplement of *Lenguaje*, titled Language Assessment in the Age of Artificial Intelligence. This volume brings together research and reflections that address the impact and evolution of artificial intelligence in the teaching and assessment of foreign languages, highlighting its importance and current relevance in the academic field.

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We extend our recognition to Professors María Eugenia Guapacha Chamorro and Orlando Chaves Varón for initiating this call for papers and overseeing, alongside the editorial committee, the reception, evaluation, and publication of the contributions that enrich this edition.

We hope this supplement offers enriching perspectives and fosters dialogue on the challenges and opportunities that artificial intelligence represents in language teaching, learning, and assessment.

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Artificial intelligence (AI) encompasses machine learning, natural language processing, and intelligent tutoring systems (Jiang et al., 2022; Lin et al., 2023; Wenger, 2014). More specifically, Generative AI (GenAI), a transformative branch of

AI, leverages large language models (LLMs) like ChatGPT to produce humanlike text, simulate conversations, and even design language assessments (Dobrin, 2025; García-Peñalvo & Vásquez-Ingelmo, 2023; Law, 2024). The widespread advancement of AI and large language models like ChatGPT is increasingly impacting language teaching, learning, and assessment. Traditional human-based language evaluation is shifting towards technology-aided assessment (Abbasi & Kaukab, 2025; Mukul & Büyüközkan, 2023). As automated scoring (Hussein et al., 2019; Ramesh & Sanampudi, 2022; Shermis & Wilson, 2024), AI-powered feedback systems (Dong, 2023; Rizvi, 2023), adaptive testing (Rezaie & Golshan, 2015) and the use of AI tools as tutors (De la Vall & Araya, 2023) become mainstream, there is an increasing need for AI literacy (Long & Magerko, 2020; Ng et al., 2021; Yi, 2021) to harness their affordances and challenges regarding algorithm bias, ethical dilemmas, and the future of human educators.

Despite their increasing use, AI tools also raise concerns about academic integrity, bias, and the authenticity of AI-mediated communication. Stakeholders' perceptions of AI and GenAI in language education remain deeply polarized, reflecting tensions between innovation and ethical accountability. While some educators embrace these tools for their ability to provide instant feedback and reduce workload, others warn of over-reliance on AI, the erosion of critical thinking skills, authoring issues, and the potential for embedded biases that may disadvantage certain learner groups. Understanding these divergent perspectives is crucial for shaping responsible AI integration.

In this special issue, *Language Assessment in the Age of Artificial Intelligence*, we welcomed contributions with a particular interest in post-pandemic adaptations and issues of fairness, equity, perceptions and access in technology-driven assessments. This issue brings together voices from Colombia, New Zealand, and the United States exploring the impact of AI, particularly Generative AI, on language education, with articles in both English and Spanish, reflecting the transnational and multilingual nature of the conversation. Jointly, the articles bring together theoretical views, empirical research, and practical insights with a particular focus on language assessment.

Five research articles and one book review presented here examine the perceptions of students, teachers, and other stakeholders toward AI-driven tools and practices in language education. Together, they offer critical insights into the promises, limitations, and ethical considerations of integrating AI into language education across L1 and L2 contexts. We hope this collection stimulates further research and informed dialogue on how to harness AI responsibly to enhance language teaching, learning, and assessment in a rapidly changing educational landscape.

In the first article, *EFL Students' Perceptions of Language Learning and Assessment: Pre and in Generative AI (GenAI) Era*, Huan Zhao (Massey University, New Zealand) explores how Chinese EFL university students perceive language learning and assessment before and during the emergence of GenAI. Students perceive that GenAI should be embraced in language learning and teaching with some caution. Before the emergence of GenAI, students' concerns about assessment were primarily centered around the subjective nature of grading and the lack of transparency in assessment criteria. These concerns persisted post-GenAI, including some doubts about fairness and the inconsistency of AI-based assessment procedures and guidelines. Zhao discusses implications related to AI literacy training, the introduction of a hybrid assessment model, and the development of ethical guidelines for the use of GenAI.

With a focus on teachers, Alexis A. López (ETS, USA) and Gabriel Cote Parra (Universidad de Pamplona, Colombia) investigated *Foreign Language Teachers' Perceptions of the Use of a Generative AI Application in Designing Reading Classroom Assessments*. The study examined the use of ChatGPT in developing simplified texts and multiple-choice questions for basic English learners. This study highlights the adaptability of generative AI tools to produce customized assessments. EFL teachers responded positively to ChatGPT's ability to simplify texts and generate questions for students with basic language proficiency. Teachers also valued the time saved and the tool's accuracy in following simplification guidelines. However, they emphasized the need for human oversight and adjustments to optimize its effectiveness, thus reinforcing the crucial role of teachers in Gen AI classroom assessments development.

In a similar vein, Daniel Murcia Quintero (The Pennsylvania State University, USA), María Fernanda Jaime-Osorio (Universidad Surcolombiana, Colombia), Luis Felipe Jaramillo-Calderón (Universidad Tecnológica de Pereira, Colombia) and Yimmy Alexander Hoyos Pipicano (Secretaría de Educación del Huila, Colombia) investigated *GenAI in Language Teaching, Learning, and Assessment: Stakeholders' Insights from Two Undergraduate Language Programs*. The study involved students, professors, and administrators from two Colombian EFL undergraduate programs. The results suggest stakeholders' growing acceptance of GenAI as a consultant and learning and teaching aide, as well as a writing assistant. However, stakeholders raise ethical concerns related to AI dependence and uncritical and inappropriate use, and advocate for GenAI literacy, ethical practices, professional development, and democratic policies for AI integration.

In his contribution, Sergio Álvarez Uribe (Universidad del Norte, Colombia), studied *La evaluación de la escritura en español en la educación superior: una conversación con ChatGPT*. The author examined the reliability of using ChatGPT to assess academic writing in higher education. An interview with ChatGPT about its writing

abilities and a panel of experts validating an academic Spanish test, using a Validity Argument Framework, suggested the need for verifying the accuracy and reliability of AI tools. Academic writing assessment needs to increase individual student feedback, real-time assignments, speaking tasks, and authorship monitoring strategies. It is also important to maintain rigorous human-centered assessment practices. This is the first of two contributions in Spanish-language for the issue.

The second Spanish-language contribution and the last research article of this special issue investigated *Percepciones de los maestros frente a las Pruebas Saber de inglés y lenguaje: entre la naturalización de la estandarización y las estrategias de resistencia pedagógica*. Here, Carmen Helena Guerrero-Nieto, Sandra Ximena Bonilla-Medina, Yolanda Samacá-Bohórquez (Universidad Distrital Francisco José de Caldas, Colombia) and Yiny Marcela Martínez-Bohórquez (Secretaría de Educación de Bogotá, Colombia) critically analyzed Colombian teachers' perceptions of the Colombian national standardized tests (*Saber* tests) in English and Spanish. School teachers navigate the tensions between acknowledging the role of such tests in higher education access and critiquing their disconnection from authentic classroom practices. The study calls for rethinking standardized assessments through the lens of social justice. Although not directly related to AI, this paper deals with standardized testing, which is an area where AI and generative AI (GenAI) will be implemented soon.

Finally, the review of the book *AI in Foreign Language Learning and Teaching: Theory and Practice* (Marcel Danesi, 2024) by Hassan Mohebbi (European Knowledge Development Institute) and Rizgar Qasim Mahmood (University of Wollongong, Australia) acknowledges the book's comprehensive and nuanced exploration of the intersection between AI technology and language education. The book examines the implications of a momentous technological revolution for foreign language teaching and invites educators, researchers, and policymakers "to embrace AI thoughtfully – not as a threat, but as a tool that, combined with sound pedagogy, can enrich language learning" (p. 6).

In conclusion, the articles and book review in this special issue support the integration of AI and GenAI into language education and the need to rethink the purpose and context of language assessments, thus aligning with previous research claims on the value of AI as an educational tool and the challenges and ethical concerns regarding the dehumanization of pedagogy and the adverse effects on teaching, learning and assessment (Abdelaal & Al Sawy, 2024; Sanusi et al., 2024). They offer a timely snapshot of the current debates surrounding AI in language assessment across several educational contexts. The diverse perceptions captured across these articles—from students and teachers to policymakers and AI developers—highlight a key consensus: AI should be a tool to support human-centered pedagogy.

We hope that this special issue will foster continued dialogue and inspire future research that critically examines the evolving relationship between AI, language education, and assessment in diverse global contexts. We invite researchers, practitioners, and policymakers to build on the insights presented here, ensuring that AI tools serve not as a disruptor but as a catalyst for more inclusive, effective, and humanistic language education.

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