

Teacher Assessment Identity (TAI) and ChatGPT: Towards a Recalibrated Approach

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Abstract

This paper explores the role and potential of ChatGPT (Generative Pretrained Transformer) in language education. It examines ChatGPT's contributions to language teaching and learning and its role in language assessment. Teacher assessment identity (TAI) is crucial to teacher identity (TI). The study anticipates changes in TAI, considering the growing influence of AI tools like ChatGPT. As the current literature lacks in-depth insights on this topic, there is a need for extensive research. The paper argues that recalibrating and expanding TAI must align with AI advancements. It highlights the evolving language education landscape due to ChatGPT and its implications for TAI transformation. This research has the potential to reshape language education by harmoniously integrating AI tools like ChatGPT while preserving educators' pivotal role in nurturing comprehensive language skills and assessments.

Keywords: ChatGPT, teacher assessment identity (TAI), recalibrated approach, teacher identity (TI)

Introduction

Technology integration in language education is well-established and encompasses various aspects, including technology tools and insights from psychology and humanities (Rahmati et al., 2021). The Covid-19 pandemic has accelerated the adoption of digital technology in language teaching (Moorhouse, 2023). However, concerns have arisen, such as technology being predominantly teacher-centric and a lack of adequate training for teachers (Bui, 2022; Liang, 2021). Li et al. (2019) also identified gaps in the pedagogical integration of technology.

Assessment using technology is not a recent development. Gruba and Hinkelman (2011) demonstrated how technology can be integrated into assessment practices, including drills and closed-question formats, to evaluate learner output, including errors. This conscious integration of technology and assessment improves learning outcomes (Carbone, 2021). What makes ChatGPT stand out is its remarkable potential in evaluation due to its unique capabilities as a “large language model” (Baskara & Mukarto, 2023, p. 344).

Review of Literature

1. ChatGPT in Language Education

ChatGPT has emerged as a revolutionary technology in language education in recent years. It has captured widespread attention due to its potential to transform various language learning and teaching aspects.

Technological Advancements and Implications

Houser (2018), citing a 2015 UNESCO report, highlighted the growing demand for teachers worldwide and the emergence of AI-driven teaching. ChatGPT, often described as “Google on steroids” (Dwivedi, 2023, para. 1), represents a cutting-edge chatbot technology capable of imitating human conversation (Kohnke et al., 2023).

Hype and Concerns

While ChatGPT offers numerous benefits, it has also generated considerable debate and concern, especially regarding its role in assessing learners at the college level (Rudolph et al., 2023). Instances of public schools blocking access to ChatGPT to prevent cheating have been reported (Roose, 2023).

Empathetic Interaction and Assessment Support

Kuhail et al. (2023) emphasize that ChatGPT can provide an “empathetic reaction” and assist teachers in various assessment tasks, including plagiarism detection and corrective feedback (Rudolph et al., 2023). Furthermore, AI’s capacity for one-to-one interaction and personalised feedback is a potential future development (Lee & Soylyu, 2023).

2. Teacher Identity

Teacher Identity (TI) is a multifaceted concept encompassing how educators perceive themselves and their roles. Rochsantiningasih (2020)

shows its all-encompassing nature by claiming that TI includes not only the responsibility, role, and attitude but also the outward appearance of a teacher. Different theoretical perspectives shed light on the nature of TI and its evolution.

Ecological TI Perspective

Zhang and Hwang (2023) describe TI as how teachers view themselves, including their responsibilities and roles. The ecological TI perspective focuses on how teachers adapt and recalibrate their identities while navigating external demands (Yazan & Lindahl, 2020).

Diverse Theoretical Views

Various theoretical views of TI exist. The essentialist perspective sees TI as measurable and fixed, while the structuralist theory considers it constructed and context-dependent (Pishghadam et al., 2022). Post-structuralist views emphasize the role of emotion and agency in managing tensions within the educational context (Kayi-Aydar, 2015). Social constructivist perspectives highlight the dynamic and fluid nature of TI, which evolves with changing contexts (Nguyen & Ngo, 2023).

3. Teacher Assessment Identity

Teacher Assessment Identity (TAI) is an integral component of TI and reflects how teachers perceive themselves in an assessment context (Dao, 2021; Rochsantiningasih, 2020).

Assessment Literacy and Identity

TAI is an extension of assessment literacy, which includes knowledge and skills and teachers' emotions, behaviours, conceptions, and beliefs related to assessment (Looney et al., 2018). Assessment literacy is the knowledge teachers need to measure learner performance, analyse results, and use them for improvement (Webb, 2002). Xu and Brown (2016) explain this concept through a six-component cyclical framework called "Teacher Assessment Literacy in Practice (TALiP)" (p. 15), and it includes the knowledge of the teacher related to various assessment practices, thoughts and methods, cognitive and affective factors required in assessment, the socio-cultural and institutional factors, and the creation of teacher's identity as an assessor.

Dimensions of TAI

Looney et al. (2018) identify five codes of TAI: "I know, I feel, I believe, I

am confident,” and “my role.” Carbone (2021) extends this by introducing the code “I learn.” Valid and reliable scales have been developed for measuring EFL teachers’ assessment identity (Qotboddin et al., 2021).

Interplay of TI and TAI

Dao (2021) elucidates the interplay between TI and TAI, noting that teachers may exhibit various relationships between these identities. The synchrony between TI and TAI varies, and teachers may transition between different identities at different career stages.

Methodology

This article employs a conceptual analysis and review of existing literature to explore the intersection of ChatGPT, teacher identity, and assessment in language education. This section provides insight into the methodology employed, including search strategies and inclusion/exclusion criteria.

Search Strategies

The researcher conducted the literature review systematically, utilizing various academic databases and search engines, including but not limited to Google Scholar, JSTOR, and academic library databases. The researcher used the following keywords and their combinations to retrieve relevant literature: ChatGPT, language education, teacher identity, assessment, technology in education, and teacher assessment identity. Boolean operators (and, or) were employed to refine search results and ensure the relevance of the articles retrieved. Additionally, snowballing techniques were used to find more suitable studies by examining the reference lists of some of the articles studied.

Inclusion and Exclusion Criteria

The following inclusion and exclusion criteria guided the selection of literature for this review:

Inclusion Criteria:

- 1. Relevance:** Articles that directly addressed the topics of ChatGPT, teacher identity, assessment, and technology in language education were included.
- 2. Publication Date:** Studies published within the last decade (2013 to 2023) were prioritized to ensure the inclusion of recent developments in the field.

3. **Peer-Reviewed:** Only peer-reviewed articles, academic books, and reputable conference proceedings were considered for inclusion.

Exclusion Criteria:

1. **Irrelevance:** Articles that did not contribute substantially to the understanding of ChatGPT, teacher identity, assessment, or language education were excluded.
2. **Publication Type:** Non-academic sources such as news articles, opinion pieces, and promotional materials were not included as far as possible in the review.
3. **Language:** Articles not available in English due to language limitations were excluded.

Applying these criteria ensured that the literature selected was highly pertinent to the topics under investigation and representative of current research and scholarly discourse.

Data Synthesis and Analysis

Selected literature was meticulously reviewed and analysed and the researcher identified key themes, trends, and insights related to ChatGPT in language education and its impact on teacher identity and assessment.

Results

The literature review has yielded valuable insights into the impact of ChatGPT on teacher assessment identity (TAI) and has identified key challenges and opportunities in language education. This section delves deeper into these findings, highlighting the multifaceted relationship between ChatGPT and TAI.

Impact of ChatGPT on Teacher Assessment Identity

The literature review highlights several dimensions of how ChatGPT influences TAI. Gentile et al. (2023) note that the “irruption of AI in assessment processes” raises its potential to determine the *what, when, and where* of assessment (p. 9). Firstly, experts acknowledge automated assessment and feedback by ChatGPT as a transformative tool. Studies by Rudolph et al. (2023) and Kohnke et al. (2023) suggest that ChatGPT helps teachers assess learner outputs, detect plagiarism, and offer corrective mechanisms. This automation aspect of assessment aligns with the concept of “assessment identity as a fosterer” (Leonardsen et al., 2022), where teachers leverage technology to nurture student progress.

In this connection, the predictive ability of ChatGPT, for example, in predicting student drop-out can be extremely useful in the assessment process (Baskara & Mukarto, 2023; Gentile et al., 2023).

Secondly, the emergence of ChatGPT's "empathetic reaction" (Kuhail et al., 2023) in interaction with students underscores its potential in shaping TAI. While this has the potential to enhance teacher-student relationships, it also poses the challenge of teachers relying too heavily on ChatGPT, possibly neglecting their core teaching duties (Dao, 2021).

Challenges and Opportunities

The literature review has unveiled several challenges and opportunities in the integration of ChatGPT into language education:

Challenges:

- 1. Cheating Concerns:** Roose (2023) highlights concerns about cheating, with some schools blocking access to ChatGPT to prevent academic dishonesty. Addressing these issues while maintaining the benefits of ChatGPT is an ongoing challenge.
- 2. Issue of a New Method:** Motivation in assessment is under-researched in mainstream and L2 education (Lamb, 2017). No doubt, ChatGPT provides more autonomy to students in learning as well as assessment and, we can assume that the demotivating factor of teachers' excessive control and students' non-involvement (Littlejohn, 2008) will be a thing of the past. However, once ChatGPT takes over a vast part of assessment, there is bound to be a shift in teaching methodology. Time will tell how it will impact the teaching method. Making this pedagogical transition sounds crucial because the language teaching method of the teacher is the most potent demotivating factor (Trang & Baldauf, 2007).
- 3. Objectivity in Assessment:** Heimans et al. (2023) warn us that ChatGPT will render the system of assessment obsolete because it relies on "instrumentality" and "objectification" (p. 108).
- 4. The Issue of Control:** How will the teacher assessment identity be affected in the light of joint assessment by the teacher and ChatGPT? Will the teacher control ChatGPT or will it be the other way round? So far, the global focus has been on the content generation part. Some attention has also been paid to

the assessment role of ChatGPT but, hardly any has been paid to TAI. Though ChatGPT presents a strong overtone for a shift in paradigm in the education sector, its potential concerns have not yet been sufficiently researched (Chan & Tsi, 2023; Tlili et al., 2023).

5. **Teacher Training:** Nazari et al. (2023) remind us that novice teachers exhibit “resistance to innovations” (p. 22). TAI may need to evolve to accommodate this new landscape (Figure 1). Liang (2021) and other studies emphasize the need for comprehensive teacher training in effectively utilizing ChatGPT as an assessment tool. Ensuring that educators are adept at harnessing the technology is vital. Zhang (2022) rightly says that there is a need for lifelong learning for teachers to keep pace with “technology novelties”(p. 4).
6. **Issue of Teacher Freedom:** The sort of freedom that Biesta (2020) wants under “Subjectification” (one of the three purposes of education according to him; the other two being “Qualification” and “Socialization”) that is, “being a subject of your own life”, may remain a pipe-dream in the likely reconstructed TAI. The freedom to say yes or no (in Biesta’s words) to this new assessment, which threatens to undermine and challenge their existing assessment identity in the light of the change in socio-cultural dynamics and technological advancement, may be out of bounds for the teachers (p. 94). Even if the assessment identity changes, how it will improve language teaching is a million-dollar question.

Opportunities:

1. **Individualized Feedback:** Lee and Soyly’s (2023) interview with Dr. Stephen Harmon points out that AI, including ChatGPT, can adapt to individual student preferences and needs, offering personalized feedback. This adaptability presents an opportunity to tailor assessments to the specific requirements of each learner.
2. **Plagiarism Detection:** GPTZero, a programme developed by a Princeton student, offers a solution for plagiarism detection (Roose, 2023). Integrating such tools can maintain academic integrity. TAI may need to evolve to accommodate this new landscape (Figure 1).
3. **Change of Focus:** The teacher can focus on higher-order teaching

skills like collaboration, problem-solving, and teamwork by entrusting some part of the assessment to ChatGPT and saving time from the current assessment methods.

4. **Recalibration of TAI:** If we go through what ChatGPT has to say about TAI in Figure 1, we can find that there is indeed a necessity for recalibration of TAI to align it with the present TAI, which will be inadequate.

Figure 1: *The Impact of ChatGPT on TAI*

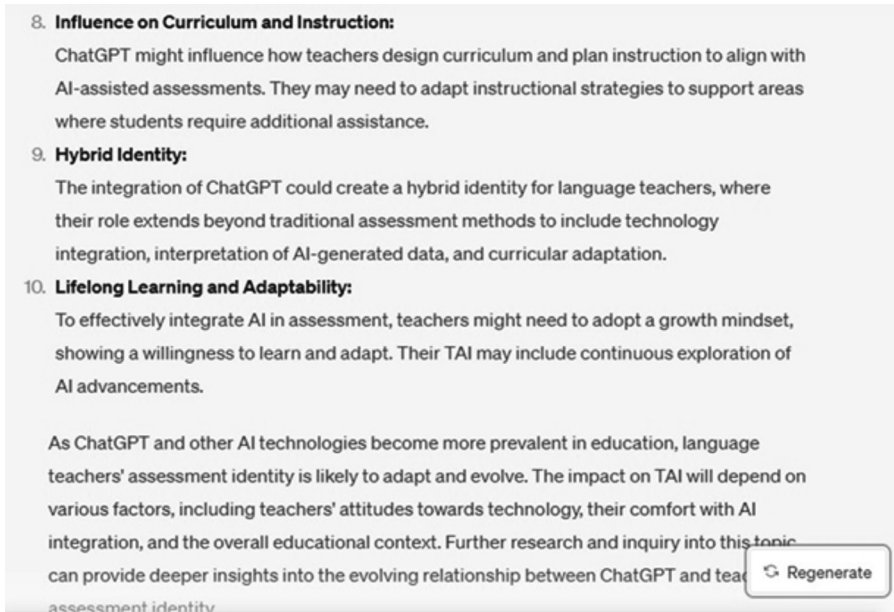
The screenshot shows a chat interface with a user prompt and a detailed AI response. The user prompt asks how ChatGPT impacts the teacher assessment identity of language teachers. The AI response explains that AI integration influences various aspects of TAI, such as assessment perception, design, and student interaction. It lists six key areas of impact: changing views on assessment methods, balancing automation and human judgment, ethical considerations, shifts in feedback practices, emphasis on the learning process, and professional development.

PR How does ChatGPT impact the teacher assessment identity of language teachers?

The integration of AI technologies like ChatGPT into education, including language teaching, has the potential to influence various aspects of Teacher Assessment Identity (TAI). ChatGPT can impact how teachers perceive assessment, how they design and implement assessments, and how they interact with students in the assessment process. Here are some ways in which ChatGPT might impact TAI:

1. **Changing Views on Assessment Methods:** Language teachers might need to reevaluate their traditional assessment methods when incorporating ChatGPT. This could lead to shifts in their beliefs about the role of technology in assessment and their willingness to explore new ways of evaluating language skills.
2. **Balancing Automation and Human Judgment:** The use of ChatGPT for automated assessment might raise questions about the balance between technology-driven evaluation and teachers' professional judgment. Teachers might need to define their role in interpreting AI-generated results and providing additional context.
3. **Ethical Considerations:** Integrating AI in assessment can prompt discussions about ethical considerations, including potential biases in AI models. Teachers' assessment identity might evolve to include considerations about fairness, transparency, and the ethical use of technology.
4. **Shifts in Feedback Practices:** With AI assistance, teachers might provide more timely and personalized feedback to students. This could reshape their assessment practices and how they engage with learners, emphasizing individualized support and growth.
5. **Emphasis on Learning Process:** The use of AI in assessment could shift the focus from end-of-unit assessments to ongoing formative assessment. Teachers might view assessment as a continuous learning process, aligning more closely with student progress.
6. **Professional Development:** The incorporation of AI like ChatGPT might prompt teachers to seek professional development opportunities to enhance their skills in utilizing and interpreting AI-generated assessments effectively.

Regenerate



We can see from Figure 1 that for each point mentioned, there will be a corresponding change in TAI, which will depend on multiple factors.

Discussion

Implications and Strategies for Language Education and Teacher Identity

The preceding literature review has revealed information on two critical domains: the emergence of ChatGPT in language education and the multifaceted construct of teacher identity (TI), in the area of TAI. Now, discussing and suggesting strategies for harmonious integrating ChatGPT into language education while safeguarding teacher identity is pertinent.

Impact of ChatGPT on Language Education

The advent of ChatGPT has introduced both excitement and concerns within language education. On one hand, it offers a promising avenue for enhanced language learning experiences. Kohnke et al. (2023) highlight how ChatGPT can improve English language skills, including authentic conversation, grammar, vocabulary, and pronunciation. The potential for empathetic reactions (Kuhail et al., 2023) and assistance in assessment

work and plagiarism detection (Rudolph et al., 2023) presents a valuable tool for educators. Moreover, ChatGPT can cater to individual student requirements, and this, as per Lee and Soylu (2023), opens possibilities for personalized learning.

However, concerns about academic integrity and cheating have arisen (Roose, 2023). Educators must address these challenges proactively and employ strategies such as incorporating technology literacy into the curriculum and setting clear guidelines for using ChatGPT responsibly.

Preserving TI in the Era of ChatGPT

TI is a multifarious construct, further complicated by introducing technology like ChatGPT. The literature has shown that TI is multi-dimensional (Zhang & Hwang, 2023) and dynamic (Nguyen & Ngo, 2023), influenced by personal, contextual, and emotional factors. The emergence of TAI as an integral part of TI (Dao, 2021) necessitates a nuanced approach to teacher development.

Educational institutions must invest in comprehensive teacher training programmes encompassing technology integration and assessment literacy development (Looney et al., 2018). These programmes should enhance educators' technical skills and nurture their capacity for empathetic interaction with AI-driven tools. The integration of ChatGPT promises to augment, rather than replace, teachers' roles. Hattie (2023) is optimistic that teachers will remain indispensable despite technology and prolonged online teaching in the Covid period.

Strategies for Harmonious Integration

Teachers and educators can achieve harmonious integration of ChatGPT and preserve teacher identity through some of these strategies:

- 1. Comprehensive Training:** Institutions should provide educators with extensive training covering technology integration, assessment literacy, and responsible AI use. This training should emphasize the importance of maintaining a teacher's unique role in the classroom, though there will be changes in the traditional role. Moqbel and Al-Kadi (2023) propose a change in teacher assessment role and identity, particularly in terms of the assessment of writing skills, and suggest that teachers take up performance-based assessments like projects, role-plays, simulations, conversational interaction and self-assessment.

2. **Ethical Guidelines:** Educational institutions must establish ethical guidelines for using ChatGPT, focusing on academic integrity, plagiarism prevention, and responsible AI utilization.
3. **Collaborative Learning:** Institutions should encourage collaborative learning environments where teachers and AI-driven tools work together to enhance the learning experience. This approach emphasizes the complementary roles of educators and technology, of man and machines. (Armstrong & Shah, 2023; Banerjee, 2020).
4. **Continuous Professional Development:** Teachers should involve themselves in professional development to adapt to evolving educational technologies. This adaptation would include staying updated on the latest advancements in AI and integrating them effectively into the curriculum.
5. **Supportive Ecosystem:** Institutes should create a supportive ecosystem that acknowledges the emotional challenges faced by educators in this digital era and promote a culture of emotional resilience and self-awareness among teachers.

In closing, the fusion of ChatGPT with language education opens doors to captivating possibilities and unveils substantial hurdles to surmount. For the teacher to traverse this terrain successfully, it is imperative to reflect on the multifaceted nature of teacher identity and adopt strategies that empower educators while harnessing the potential of AI-driven tools. By doing so, we can ensure that ChatGPT becomes an asset in the arsenal of language educators, contributing to improved learning outcomes without compromising the essence of the teacher.

Conclusion and Implications

In this paper, the intersection between ChatGPT, language education, and teacher identity (TI), was explored, specifically focusing on teacher assessment identity (TAI). It was found that ChatGPT, a cutting-edge AI language model, has the potential to revolutionise language education, offer opportunities for enhanced language learning experiences and support for educators. Simultaneously, it recognizes the intricate nature of TI, which encompasses personal, contextual, and emotional dimensions.

To navigate the evolving landscape of language education and teacher identity in the era of ChatGPT, a further exploration of the evolving role

of ChatGPT in language education and its impact on teacher identity is proposed. Investigating the long-term effects of AI assimilation and developing innovative teaching methods that embrace technology while preserving teacher identity are promising areas for future inquiry. In conclusion, ChatGPT holds immense potential to enrich language education and support educators. Mindfully embracing this technology and nurturing teacher identity can ensure a harmonious integration that benefits teachers and learners in the ever-evolving language education landscape.

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