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المجلة الأمريكية الدولية للعلوم الإنسانية والاجتماعية

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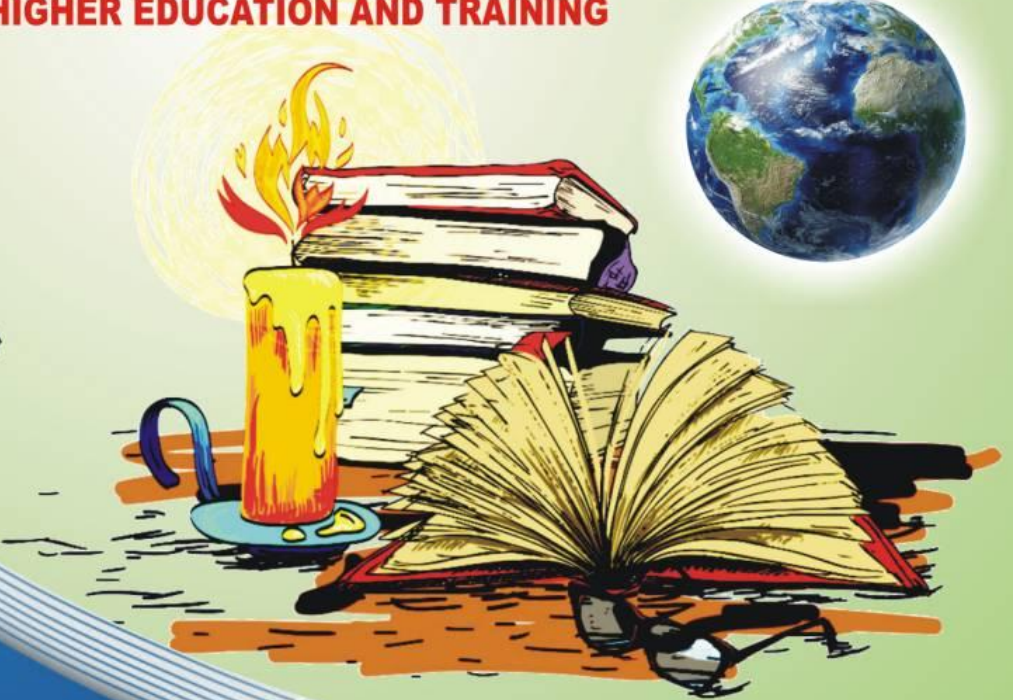
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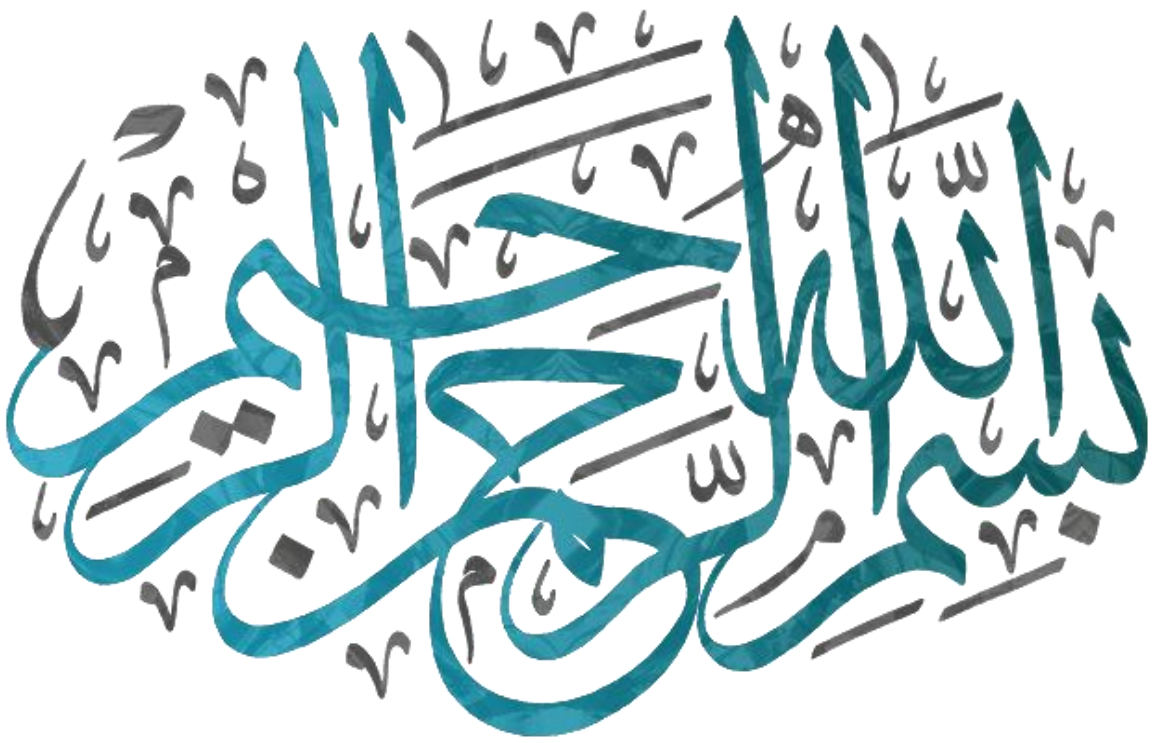
رقم الايداع القانوني في المكتبة الوطنية المغربية (2025 Pe00006)

رقم الايداع القانوني في دار الكتب والوثائق العراقية (2735)

تصدر عن الأكاديمية الأمريكية الدولية
للتعليم العالي والتدريب

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تتألف هيئة تحرير المجلة الأمريكية الدولية للعلوم الإنسانية والاجتماعية من نخبة من العلماء والخبراء المتميزين من مختلف المؤسسات الأكاديمية الدولية. وتتولى الهيئة مسؤولية الحفاظ على جودة البحوث المنشورة وتقديم التوجيه الاستراتيجي لتطوير المجلة.

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كلمة العرو



بسم الله الرحمن الرحيم

يُشرفنا في هيئة تحرير "المجلة الأمريكية الدولية للتعليم العالي والتدريب" أن نضع بين أيديكم العدد السابع والعشرين (الجزء الثاني)، الصادر في سياق متجدد من مساعيها الرامية إلى تعزيز جسور المعرفة الأكاديمية ونشر الرؤى العلمية المبتكرة.

إن هذا الإصدار يأتي ليؤكد على التزام المجلة الراسخ بأن تكون منصة عالمية تجمع النخب الأكاديمية والباحثين من مختلف أقطار العالم، حيث يضم هذا الجزء مجموعة من البحوث الرصينة التي خضعت لمعايير تحكيم دقيقة، تعكس عمق التفكير وتعدد المقاربات في مجالات التعليم العالي والتدريب المهني.

لقد سعينا من خلال هذه البحوث إلى تسليط الضوء على قضايا معاصرة، تدمج بين النظرية والتطبيق، وتستجيب للتحديات الراهنة التي تواجه المؤسسات التعليمية في ظل التحولات العالمية المتسارعة. إن مشاركة باحثين من جنسيات وخلفيات علمية متنوعة في هذا العدد هي شهادة حية على المكانة الدولية التي بلغتها المجلة، وعلى قدرتها على احتضان التنوع الفكري الذي يثري الحقل المعرفي.

ختاماً، نتوجه بخالص الشكر والتقدير لجميع الباحثين الذين ساهموا بنتائجهم الفكري في هذا العدد، ولأعضاء الهيئة العلمية والاستشارية الذين واصلوا جهودهم في مراجعة وتقييم الأعمال بكل تفان. نتمنى أن تجدوا في صفحات هذا الجزء ما يغني معارفكم ويحفز نقاشاتكم الأكاديمية.

مع خالص التحيات،

هيئة تحرير المجلة

2026/07/17 ديلاوير- الولايات المتحدة الأمريكية

الملاحظة القانونية

البحوث المنشورة في المجلة لا تعبر عن وجهة نظر المجلة ، بل عن رأي كاتبها.

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The Role of Using Artificial Intelligence in Building Computerized-Adaptive Tests to Measure the English Language Skills of Secondary School Students in Palestinian Schools from the Teachers' Perspective

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Abstract

This study aimed to determine the Role of Using Artificial Intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of Secondary School Students in Palestinian Schools from the Teachers' perspective. A descriptive analytical method was used, and the questionnaire was used as a tool to collect data from the study sample members, who are 130 Teachers. The results showed that the perception level of the study sample members regarding the Perspective towards the role of applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students is at a high level, with a mean of 3.845. Also, the study concluded that there is a role for applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students. This highlights the necessity of directing teachers in all Palestinian schools to use artificial intelligence applications in this field.

Keywords: Artificial Intelligence, Computerized-Adaptive Tests, English Language Skills, Teacher.

دور استخدام الذكاء الاصطناعي في بناء الاختبارات التكيفية المحوسبة لقياس مهارات اللغة الإنجليزية لدى

طلبة المرحلة الثانوية في المدارس الفلسطينية من وجهة نظر المعلمين

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الملخص

هدفت هذه الدراسة إلى تحديد دور استخدام الذكاء الاصطناعي في بناء الاختبارات التكيفية المحوسبة لقياس مهارات اللغة الإنجليزية لدى طلبة المرحلة الثانوية في المدارس الفلسطينية من وجهة نظر المعلمين. واعتمدت الدراسة على المنهج الوصفي التحليلي، كما أُستُخدمت الاستبانة كأداة لجمع البيانات من أفراد عينة الدراسة البالغ عددهم (130) معلماً ومعلمة. أظهرت النتائج أن مستوى تصورات أفراد عينة الدراسة تجاه دور تطبيق الذكاء الاصطناعي في بناء الاختبارات التكيفية المحوسبة لقياس مهارات اللغة الإنجليزية لدى طلبة المرحلة الثانوية في فلسطين جاء بدرجة (مرتفعة)، وبمتوسط حسابي بلغ (3.845). كما خلصت الدراسة إلى وجود دور إيجابي لتطبيق الذكاء الاصطناعي في بناء هذه الاختبارات التكيفية؛ الأمر الذي يستلزم توجيه المعلمين في المدارس الفلسطينية كافة نحو توظيف تطبيقات الذكاء الاصطناعي في هذا المجال.

الكلمات المفتاحية: الذكاء الاصطناعي، الاختبارات التكيفية المحوسبة، مهارات اللغة الإنجليزية، المعلم.

Introduction

In the field of education, the teaching of English as a second or foreign language in educational institutions in Arab countries, in particular, is witnessing remarkable development in our time. This field has never before seen such attention to teaching methods and equipping students with language skills. The teaching of English in schools has witnessed remarkable development, as it has moved from traditional methods that focused on memorization and translation to modern curricula based on communication and interaction, which enhance students' ability to use the language in real-life situations. The integration of technology, such as educational platforms and interactive applications, has also contributed to improving the learning environment and making it more attractive and flexible.

This development highlights the importance of studying and analyzing modern and innovative methods in teaching English and preparing tests to assess language skills. This reflects the urgent need to improve the educational process in general and enhance students' English language skills in particular. Over the past few years, researchers in the field of education have increasingly focused on studying the possibility of developing new teaching and assessment methodologies aimed at achieving the highest levels of success in teaching and acquiring English language skills, in light of the ongoing challenges faced by teachers and learners in this area (Bakeer, 2025).

The rapid development of information technology and the use of smart applications have led to a significant transformation in educational assessment and test design through the adoption of advanced adaptive measurement systems. The computerized adaptive test (CAT) is designed to dynamically adjust the difficulty level of each test question based on student responses, allowing each student to receive a set of questions tailored to their individual abilities (Imawan et al., 2025).

In this context, artificial intelligence applications have emerged as modern and innovative methods in many fields, including the educational field. In light of the rapid developments in providing the use of technology, artificial intelligence has become a vital tool to promote innovation through its ability to simulate human behavior, understand its way of thinking and problem-solving, and thus contribute to innovation and development, which improves performance in all fields (Gama and Magistretti, 2025).

AI is increasingly being used to provide personalized and effective e-learning. Institutions are now using computerized adaptive testing, which is a computer-administered

assessment that poses questions based on the test-taker's abilities, these tests aim to provide personalized assessments of test-takers to accurately estimate their competence with respect to an underlying trait (such as general intelligence and personality traits) that is not directly observable (Mujtaba and Mahapatra, 2020).

Therefore, this research aims to explore the role of using AI in Building Computerized-Adaptive Tests to measure the English Language Skills of Secondary School Students in Palestinian Schools from the Teachers' Perspective.

Problem statement

Understanding and realizing its basic theoretical capabilities and the nature of its use in educational aspects, specifically in setting tests to measure the level of skills among students, is still largely unclear, It needs to be highlighted through more research.

Tests that measure students' skills in a specific subject face several challenges, including assessing students' latent attributes, generating questions, and selecting questions that align with students' abilities. These challenges become more complex as the number of latent attribute dimensions measured increases, or if the questions are categorical rather than binary; this necessitates finding innovative and advanced methods for designing these tests, including artificial intelligence techniques, to address these challenges and achieve better performance (Mujtaba and Mahapatra, 2020).

Artificial intelligence is considered a promising innovation among advanced digital technologies with great potential, and practical reality indicates that this technology is capable of accelerating the development process and improving performance in various fields (Gama & Magistretti, 2025).

So, this is where the research problem arises: determining if artificial intelligence techniques play a role in Building Computerized-Adaptive Tests to Measure the English Language Skills of Secondary School Students in Palestinian Schools from the Teachers' Perspective.

Research Questions

This research seeks to answer the following three questions:

1. What is the Perspective of the study sample members towards the role of applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students?

2. Is there a role for applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students?
3. Are there significant differences at $(0.05 \geq \alpha)$ between the answers of the study sample members regarding the role of applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students according to their personal variables (sex, Age, qualification, Job experience)?

Research Importance

The importance of this research is represented as follows:

- Scientific importance: The scientific importance of this research lies in its focus on a highly important topic: the role of artificial intelligence techniques in developing adaptive computer-based tests for measuring English language skills among secondary school students in Palestine. This is evident from the scarcity of previous studies addressing this topic within the Palestinian context, making this research a valuable contribution to the field and a foundation upon which future studies can be built.
- Practical importance: The practical importance of this study lies in highlighting the role of artificial intelligence in building adaptive tests to measure English language skills. Accordingly, the study presents its results and recommendations to those concerned in the Palestinian Ministry of Education, which seeks to further improve educational performance.

Research Objectives

This research aims to achieve the following objectives:

1. Determine the Perspective of the study sample members towards the role of applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students.
2. Determine whether there is a role for applying artificial intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students.
3. Determine whether there are significant differences at $(0.05 \geq \alpha)$ the answers of the study sample members regarding the role of applying artificial intelligence in Building Computerized-Adaptive Tests to Measure the English Language Skills of the

Palestinian Secondary School Students, according to their personal variables (sex, Age, qualification, Job experience)?

Study Limitations

The study limitations are as follows:

- **Subject Matter Limitations:** This study was limited to investigating the Role of Using Artificial Intelligence in Building Computerized-Adaptive Tests to measure the English Language Skills of Secondary School Students in Palestinian Schools from the Teachers' Perspective.
- **Place Limits:** This study was conducted in several secondary schools in Palestine. A random sample of 130 teachers was selected.
- **Time Limits:** The expected completion date for this study is the second semester of the 2025/2026 academic year.

Study terms

- **Artificial Intelligence:** advanced technologies that enable machines, computers, and systems to simulate human intelligence to perform tasks, represent knowledge, and make decisions" (Bennett & Abusalem, 2024).
- **English language:** a global language widely used by people all over the world; mastering its skills makes it easier for people to communicate and adapt to many different cultures (Hikmat et al., 2023).
- **Computerized Adaptive Testing (CAT):** One of the school assessment methods that emerged as an evolution of Computerized Behavioral Testing (CBT), CAT is characterized by its ability to adapt test items to the abilities of the students taking the test (Rizwan et al., 2021).

Literature Review

In this part of the research, previous literature will be discussed, through what was stated in specialized books and previous studies, as follows:

The Concept of Artificial Intelligence and Its Importance

The tremendous developments in computing capabilities and potential, along with the development of various programs, have contributed to the emergence types of information systems and computing technologies, including AI, which has formed a form of expert systems in various knowledge fields, such as medicine, management, and engineering, by employing

knowledge management to diagnose problems and support decisions, through simulating human intelligence and integrating human-like behaviors into machines.

AI is a topic that has garnered significant attention in both academia and business practice due to its role in bringing about radical changes in processes and restructuring industries in a comprehensive manner. This is accomplished by relying on automated programs to perform processes as a replacement for human intervention (Li & Zheng, 2018).

AI is defined as "advanced technologies that enable machines, computers, and systems to simulate human intelligence in order to perform tasks, represent knowledge, and make decisions" (Bennett & Abusalem, 2024). Another definition describes AI as "a technology and application that attempts, in an easy and simple way, to simulate and represent the human mental ability to solve problems in the work environment that are difficult to solve using traditional methods and means" (Ferreira et al., 2020).

Abdulmuhsin et al. (2024) indicate that the importance of AI for organizations is evident in its provision of reliable data for decision-making processes and its ability to analyze large amounts of data and use it in planning and forecasting potential market opportunities. This enables organizations to confront changes and uncertainties in the external environment.

In the field of education, the importance of AI is no less significant than in other fields. Integrating AI into education has led to a radical change in academic learning, providing opportunities and challenges for student development, improving their language skills, and increasing their motivation to learn (Vieriu and Petrea, 2025).

From the above, the researcher believes that AI technologies are important in various aspects of life, including the educational field, where the importance of AI is evident in learning, especially in students learning English, through its ability to provide an interactive and personalized learning environment that suits the needs of each student individually, as intelligent systems can accurately analyze the student's level and provide teaching content that progresses in difficulty according to his performance, which helps to improve reading, writing, listening and speaking skills in a balanced way.

The English language and its importance for students

It can be said that the world has become more globalized today and has undergone changes as a result of successive and rapid developments in the field of communication. It is the era of the globalization of the English language, given that it is the official language for

communication between different cultures and peoples. Therefore, it is important to acquire English language skills to ensure effective communication (Wee & Park, 2012).

English is a global language. Therefore, mastering its skills makes it easier for people to communicate and adapt to many different cultures. By mastering English, people can quickly find jobs internationally and conduct business transactions more easily (Hikmat et al., 2023).

In EL, as in learning other languages, four skills must be learned and mastered: “listening, speaking, reading, and writing”. The key factors that greatly influence these skills are mastering vocabulary and grammar (Abera, 2020).

Artificial intelligence and computerized adaptive testing

Computer-based testing often has several advantages over paper-based testing in terms of time and effort, but the information gained from computer-based testing is still not ideal because the test design remains the same for all students (you cannot modify the test questions to suit the student's abilities (Suhardi, 2020).

To overcome this challenge, computerized adaptive testing (CAT) emerged as an evolution of computerized behavioral testing (CBT), which is distinguished by its ability to adapt the test items to the abilities of the students taking the exam. (Ridwan et al., 2021). In addition, the advantages of the CAT test are that the test stops if the estimating ability of the examinees can be determined, which makes time more efficient, compared to the CBT test, where the time required to complete the test and the number of questions are predetermined (Egbe et al., 2023).

The integration of AI has fundamentally transformed assessment systems, shifting from static methods to dynamic and personalized models through computerized adaptive testing. According to Prasetya and Widiyatmoko (2025), AI is transforming computerized adaptive assessment (CAT) tests into an intelligent, efficient, and personalized assessment system, with transparency (interpretability) and algorithmic bias being key priorities for the development of future assessment systems.

This was confirmed by (Prasetya et al. 2025), who stated that integrating AI into adaptive testing continuously enhances the accuracy and efficiency of assessment. AI algorithms effectively reduce the length of the test without compromising reliability, in addition to improving early prediction of students' abilities before setting test questions; this provides strong effectiveness in selecting adaptive test items that are appropriate to students' ability

levels. Therefore, developing AI-based adaptive assessment systems results in effective adaptive assessment mechanisms that support the learning of some sciences and languages.

Based on the foregoing, the researcher concludes that (AI) plays an increasingly important role in developing computerized adaptive tests for measuring English language skills among school students. These tests rely on intelligent algorithms that analyze student responses in real time and then adjust the difficulty level of the questions to suit their performance, thus enabling a more accurate measurement of their reading, writing, and listening skills. This type of testing also contributes to reducing bias and improving the fairness of assessment, aligning with each student's abilities. Furthermore, AI provides advanced analytical tools that help teachers track student progress and identify their strengths and weaknesses in detail. Consequently, this approach can contribute to improving the assessment of the quality of English language learning in Palestinian schools, in line with the demands of the digital age.

Previous Studies

The study of Alonzo et al. (2025) aimed to highlight the role of AI as a tool for assessing English language skills. To achieve this goal, a comprehensive review of peer-reviewed studies published between 2011 and 2025 was conducted. The results showed that AI helps make assessments more efficient by generating questions and enabling adaptive testing, thus keeping students engaged, which supports personalized learning. This study was similar to our current study in identifying the role of AI in preparing adaptive tests for the English language, but it differed in the methodology used, as it did not rely on an applied study; therefore, our study was distinguished by its methodology, the study sample, and its time limits.

This study of Luc Ha and Nguyen (2025) aimed to evaluate the role of AI in preparing English language tests for lecturers at Van Lang University in Vietnam, through semi-structured interviews with a diverse group of lecturers. The results showed that AI is capable of creating and improving English language assessments for learners with the aim of improving and developing test questions, due to its clear advantages in automatically creating test questions and adaptive testing. This study is similar to our current study in determining the role of AI in preparing adaptive English language tests, but it differed in the methodology used, as it relied on interviews while the current study relied on a questionnaire to collect data. Also, the previous study was for a sample of university lecturers, while our study used a sample of school students; therefore, our study was distinguished by its methodology, study sample and time limits.

The study of Qizi (2025) aimed to determine the role of AI in English proficiency tests. To achieve this goal, the study followed a methodology based on studying and analyzing a

number of relevant references to reach results that can be generalized. The study revealed an important role for AI in creating tests, analyzing answers, and evaluating them, thus reducing human errors and increasing fairness. This study is similar to our current study in determining the role of AI in preparing adaptive English language tests, but it differed in the methodology used, as it did not rely on an applied study. Therefore, our study was distinguished by its methodology, study sample, and time limits.

The study of Prasetya et al. (2025) aimed to identify the role of AI in building an adaptive testing system in the context of science learning. The research used a methodology based on a review of previous literature using the PRISMA framework. Results that AI intelligence in adaptive testing continuously enhances the accuracy and efficiency of assessment, which provides strong effectiveness in selecting adaptive test items that are appropriate to students' ability levels. This study was similar to our current study in identifying the role of AI in preparing adaptive tests for the English language, but it differed in the methodology used, as it did not rely on an applied study; therefore, our study was distinguished by its methodology, the study sample, and its time limits.

The study of al Shaykhi (2024) aimed to determine the role of AI in the educational assessment of language skills. The results showed that AI has changed the way language skills are assessed, understood, and improved. Specifically, AI not only enhances the accuracy of skill assessments but also designs assessments to meet individual needs. Furthermore, AI has improved upon previous manual assessment processes by creating more accurate and objective evaluation methods. This study was similar to our current study in identifying the role of AI in assessing language skills, but it differed in the methodology used. It did not use an applied study, nor did it examine in detail the preparation of assessment tests. Thus, our study was distinguished by its subject matter, study population, and methodology.

Study Methodology

descriptive-analytical method used. The theoretical section address from some scientific materials which collected from various sources, then classified and organized. The applied section was conducted through a field study targeting a number of Palestinian secondary school teachers. Data were collected from them using a questionnaire as the data collection tool. Subsequently, the data were statistically processed using a computer and SPSS) software to achieve the desired research objectives.

Study Tool

For data collection and analysis, the study used a questionnaire consisting of several questions to determine the opinions of the study sample (teachers) regarding their perceptions of the role of AI in Building Computerized-Adaptive Tests to measure the English Language Skills of Secondary School Students in Palestinian Schools. The questionnaire was designed according to a cognitive approach based on a five-point Likert scale to determine the degree of agreement, based on the weight of the responses.

Study Sample

The researcher conducted a field study (applied study) involving a number of secondary school teachers in several Palestinian schools. A random sample of 130 teachers was selected. After data collection, complete data were obtained for (116) individuals from the study sample, and statistical analysis was performed on them.

Description Of the Study Sample Characteristics

Table (1): Characteristics of the study sample members

Variable	Category	Frequency	Percentage
Sex	Male	77	66.4%
	Female	39	33.6%
	Total	116	%100
Experience	Less than 5 years	15	12.9%
	5- Less than 10 years	31	26.7%
	10- Less than 15 years	42	36.2%
	15- Less than 20 years	18	15.5%
	more than 20 years	10	8.6%
	Total	116	%100
Qualification	Diploma	15	12.9%
	Bachelor's	70	60.3%

	Postgraduate	31	26.7%
	Total	116	%100

Table (1) show that the most of the sample are male, with percentage (66.4%) of the study sample, while (33.4%) are female. The results showed that the experience of the most of study sample (36.2%) are (10- Less than 15 years). Also, most of the study sample hold a bachelor's degree, with a percentage of (60.3%).

Research results:

First question: What are the Perspectives of the sample about the role of applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students?

Table (2): means and standard deviations of the perception levels of the study sample members

No.	Items	Mean	Standard deviation	Relative importance	Rank
1	I understand that artificial intelligence (AI) is used in designing computerized adaptive tests to measure English language skills.		4.0517	High	16
2	I believe that using AI contributes to improving the accuracy of measuring students' English language skills.		3.1466	Moderate	30
3	I understand that intelligent systems help in accurately storing test data.		3.3448	Moderate	28
4	I understand that technical problems negatively affect the performance of adaptive tests.		3.8362	High	22
5	AI-powered computerized adaptive tests help to better determine a student's true level.		3.5304	Moderate	26
6	AI can tailor questions to suit each student's level.		4.1034	High	9

7	Teachers need adequate training to use AI systems in designing adaptive tests.		4.0086	High	19
8	I believe there are concerns regarding the privacy of student data in intelligent adaptive tests.		4.0948	High	10
9	AI helps reduce bias in test design.		4.0690	High	13
10	I believe that AI-powered computerized adaptive tests save teachers time in preparing and grading tests.		2.9741	Moderate	31
11	Adaptive tests contribute to improving the quality of online assessment.		4.1983	High	4
12	AI contributes to measuring students' vocabulary through adaptive tests.		4.0345	High	18
13	The appropriate technological infrastructure is available in the school to implement adaptive tests.		3.9655	High	21
14	Using AI helps provide students with immediate and accurate feedback.		4.2500	High	2
15	AI-powered adaptive computer-based tests can improve students' motivation to learn English.		3.7414	High	24
16	I believe AI supports the measurement of different English language skills (reading, writing, listening, and speaking).		4.1724	High	6
17	I believe AI-powered adaptive tests increase the objectivity of assessment.		3.2069	Moderate	29
18	I believe AI provides accurate and rapid test results.		3.4139	Moderate	27
19	Intelligent systems help analyze student performance comprehensively and accurately through adaptive tests.		4.0776	High	11
20	I trust the results of tests designed using AI.		4.0516	High	17

21	I believe AI-powered adaptive computer-based tests provide a fairer assessment experience for students.		3.0603	Moderate	14
22	I believe AI helps reduce human error in test grading.		4.2328	High	3
23	AI-powered adaptive computer-based tests can accurately identify students' strengths and weaknesses.		3.6522	Moderate	25
24	I believe schools need significant budgets to implement intelligent adaptive tests.		4.1897	High	5
25	I believe students respond positively to AI-powered adaptive computer-based tests.		4.0602	High	15
26	I believe AI-powered adaptive computer-based tests contribute to developing teachers' assessment skills		4.1379	High	7
27	I believe that AI-powered, computer-based adaptive testing is more effective than traditional testing.		4.1207	High	8
28	The school provides the necessary equipment and technology for conducting computer-based tests.		4.0691	High	12
29	The intelligent adaptive testing system offers a high degree of security and privacy.		3.9741	High	20
30	Adaptive testing provides a structured and efficient testing environment.		4.2931	High	1
31	Students find the online testing interface easy to use.		3.8681	High	23
	Total		3.8682	High	

“The results in Table (2) show that the perception level of the study sample (Palestinian teachers) regarding the Perspective towards the role of applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students is at a high level, with a mean of (3.845) and a standard deviation of (0.516). The

results also shown in Table (2) indicate that paragraph (30), which states that “Adaptive testing provides a structured and efficient testing environment” came in the first rank with a mean of (4.293), followed by paragraph number (14) which states that “Using AI helps provide students with immediate and accurate feedback” came in the second rank with a mean of (4.25), followed in the third rank by paragraph (22) which states that “I believe AI helps reduce human error in test grading” with a mean of (4.232). On the other hand, the paragraph number (10), which states that “I believe that AI-powered computerized adaptive tests save teachers time in preparing and grading tests,” came in the last rank of importance with a mean of (2.974) “.

Second question: “Is there a role for applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students“?

Table (3): Results of applying the One-Sample t.test

	Mean	Standard deviation	Df	T	Sig.
Total	3.8682	0.516	114	80.275	* 0.000

*Statistically significant at a level of ($\alpha \leq 0.05$)

“It is clear that the value of (T) reached to (80.275) and it is statistically significant at the level of significance ($0.05 \geq \alpha$), and this indicates the presence of a role for applying AI in Building Computerized-Adaptive Tests to Measure the English Language Skills of the Palestinian Secondary School Students “.

Third question: “Is there significant differences at ($0.05 \geq \alpha$) between the answers of the study sample members regarding the role of applying AI in Building Computerized-Adaptive Tests to Measure the English Language Skills of the Palestinian Secondary School Students according to their personal variables (sex, Age, qualification, Job experience) “?

Table (4): One Way ANOVA test for the differences in answers due to the personal variables of the study sample (sex, Experience, Qualification)

Variable	Source of variance	Sum of square	df	Mean of square	F	Sig.
sex	Within groups	13.274	50	0.265	1.359	0.123
	between groups	12.500	64	0.195		
	Total	25.774	114			

Experience	Within groups	53.575	50	1.071	0.767	0.835
	between groups	89.417	64	1.397		
	Total	142.991	114			
Qualification	Within groups	14.524	50	0.290	0.636	0.951
	between groups	29.250	64	0.457		
	Total	43.774	114			

“It is clear from the results presented in Table (4) that there is no statistically significant differences between the answers of the study sample members about the role of applying AI in Building Computerized-Adaptive Tests to Measure the English Language Skills of the Palestinian Secondary School Students due to the personal variables of the study sample members (sex, Experience, Qualification), based on the calculated (F) values of (1.359, 0.767, 0.636), respectively, which are not statistically significant, and at the significance level (Sig=0.123, 0.835, 0.951) respectively, which are greater than (0.05). Accordingly, the answer of the third question is that there are no statistically significant differences between the responses of the study sample members regarding the role of applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students according to their personal variables (sex, Age, qualification, Job experience) “.

DISCUSSIONS

The perception level of the study sample members (Palestinian teachers) regarding the Perspective towards the role of applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students is at a high level, with a mean of 3.845 and a standard deviation of 0.505. This result can be explained by the strong positive conviction among the Palestinian teachers in the study sample regarding the importance of AI in developing computerized adaptive tests for measuring English language skills among secondary school students. This indicates a high level of awareness among teachers about modern technological developments and their impact on improving the accuracy and fairness of assessments, as adaptive tests allow for consideration of individual differences among students and the provision of questions appropriate to their varying levels. This high level of perception may also reflect the teachers' need for more efficient assessment tools, making AI a practical option that supports the educational process and provides immediate

feedback that contributes to improving student learning and developing their language performance.

The study concluded that there is a role for applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of the Palestinian Secondary School Students. This result can be explained by the growing interest in using technology to improve educational assessment methods. Adaptive tests based on AI allow for questions tailored to each student's level, thus contributing to a more accurate measurement of their skills compared to traditional tests. This also reflects a growing awareness among teachers and policymakers of the importance of using modern tools that support individualized learning and provide immediate feedback, which helps in identifying students' strengths and weaknesses, thereby improving the quality of English language teaching in Palestinian schools.

This result is consistent with the findings of Prasetya and Widiyatmoko's (2025) study, which showed that AI is transforming computerized adaptive assessment (CAT) tests into an intelligent, efficient, and personalized assessment system, with transparency (interpretability) and algorithmic bias being key priorities for the development of future assessment systems. Also, the previous result agrees with the findings of Prasetya et al. (2025) study, which showed that integrating AI into adaptive testing continuously enhances the accuracy and efficiency of assessment. AI algorithms effectively reduce the length of the test without compromising reliability, in addition to improving early prediction of students' abilities before setting test questions; this provides strong effectiveness in selecting adaptive test items that are appropriate to students' ability levels.

CONCLUSION

Given the limitations of traditional tests, which fail to consider individual student differences and provide immediate feedback to improve learning, there is a pressing need to develop modern assessment methods capable of accurately and objectively measuring the English language skills of Palestinian secondary school students. Despite the rapid advancements in AI applications and their potential for developing adaptive computerized tests, the integration of these technologies into the Palestinian educational environment still faces challenges related to infrastructure, training, and teacher acceptance. This study, therefore, explores the role of AI in developing adaptive computerized tests to measure the English language skills of Palestinian secondary school students from the teachers' perspective. To understand this reality within the Palestinian environment, questions were directed to a number

of Palestinian teachers through a questionnaire prepared for this purpose, to understand their perceptions on this issue and to determine whether the AI has a role in developing adaptive computerized tests to measure the English language skills of Palestinian secondary school students. The study showed that there is a role for applying AI in Building Computerized-Adaptive Tests to measure the English Language Skills of Palestinian Secondary School Students. This necessitates directing teachers in all Palestinian schools to use AI applications in this field.

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