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EFL Teachers Perception on the Use of Twee for making English Exams and Tasks

H. Khodabakhshzadeh^{1,*}, M. Ghasemi², A. Sahranavard³

¹ Assistant professor, Department of Educational Science, TorbatHeydarieh Branch, Islamic Azad University, Torbat Heydarieh, Iran

² Ph.D. Candidate, Department of Educational Science, Torbat Heydarieh Branch, Islamic Azad University, Torbat Heydarieh, Iran

³ Ph.D. Candidate, Department of Educational Science, Torbat Heydarieh Branch, Islamic Azad University, Torbat Heydarieh, Iran

ARTICLE INFO	ABSTRACT
<p>Article History: Received 22 November 2023 Received in revised form 6 January 2024 Accepted 15 February 2024 Available online 6 March 2024</p>	<p>This paper examines EFL teachers' perceptions of TWEE, an AI-powered tool designed to assist educators in creating tasks and exams for English learners. TWEE provides a platform for developing practical language skill activities and assessments, complete with answer keys, facilitating both student evaluation and learning. The study involved online interviews with 15 EFL teachers, whose responses were transcribed and analyzed to identify key themes. The findings revealed that teachers regarded TWEE as a "magic tool" for generating diverse questions across all English language skills. They highlighted its ability to save time, produce neat outputs, and streamline the assessment process. However, the research also identified challenges associated with using TWEE, primarily dependent on how effectively teachers integrate the tool into their planning. Issues such as internet speed and technical breakdowns were noted as barriers. The study suggests addressing these obstacles and encouraging teachers to adopt TWEE more widely, emphasizing its potential to enhance efficiency and effectiveness in EFL education.</p>
<p>Keywords: EFL teachers' perceptions; TWEE; artificial intelligence (AI); language assessment tools; task creation; English language skills; digital learning; AI in education</p>	

1. INTRODUCTION

Artificial Intelligence (AI) has rapidly emerged as a transformative force across various educational sectors, particularly in teaching, learning, and assessment. Its integration into English Language Teaching (ELT) presents promising opportunities for Iranian EFL (English as a Foreign Language) teachers and learners alike. This study explores the experiences, perceptions, and challenges faced by Iranian ELT teachers who have incorporated AI technologies into classroom-based examinations, aiming to provide empirical evidence regarding their efficacy in supporting pedagogical evaluation.

* Corresponding Author: kh.phdtbt2015@gmail.com

Assistant professor, Department of Educational Science, TorbatHeydarieh Branch, Islamic Azad University, Torbat Heydarieh, Iran



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The significance of this research stems from its focus on Iranian ELT professionals and their interaction with “TWEE,” an AI-powered platform designed to facilitate the development of formative and summative English language assessments. Given Iran’s rich cultural heritage and its growing emphasis on education, this context offers a valuable lens for examining the intersection of AI and ELT practices. By centering on the lived experiences of practicing ELT teachers, the study provides timely insights into how TWEE influences assessment practices within the Iranian educational landscape.

Employing thematic analysis of qualitative interview data, this research evaluates the practical effectiveness of AI-assisted exam content generation, its impact on pedagogical assessment strategies, and its broader implications for ELT curriculum design.

TWEE, a freely accessible AI assistant, has become one of the primary tools used by ELT teachers in Iran. Due to the lack of filtering restrictions, it remains readily available and widely adopted across Iranian classrooms. TWEE was introduced to educators through live and online training sessions via the Shad Application—a national digital platform designed to support public school teachers. The application of AI tools like TWEE holds potential for enhancing both assessment procedures and feedback mechanisms for English language learners.

By enabling more personalized and adaptive instruction, AI-supported tools help educators align their teaching with individual student needs and developmental areas. TWEE, specifically, facilitates the rapid creation of customized formative and summative assessments. Through its online platform (<https://twee.com/>), educators can input relevant teaching content and receive automatically generated exam questions, tailored to varying levels of difficulty. Teachers can choose between simple and complex formats, thereby ensuring that assessments are appropriately scaffolded to match learner proficiency.

Ultimately, this study aims to explore Iranian EFL teachers’ perspectives on TWEE’s utility as an AI-powered assessment tool and to evaluate its broader impact on teaching effectiveness, test design, and the evolving nature of English language pedagogy in an AI-enhanced educational context.

2. LITERATURE REVIEW

Artificial intelligence (AI) has emerged as a transformative tool in education, significantly enhancing teaching, learning, and assessment processes. Its adoption accelerated during the COVID-19 pandemic when schools and educational institutions were forced to close. In recent years, numerous studies have examined the application of AI in educational settings, with particular emphasis on content creation for English Language Teaching (ELT).

The integration of technology in English as a Foreign Language (EFL) teaching has become increasingly relevant, particularly with the advent of digital tools like Tweek. Understanding EFL teachers' perceptions of such tools is essential for effective implementation in language assessment. This literature review synthesizes current research findings related to EFL teachers' perceptions of technology, specifically focusing on Tweek's role in creating English exams and tasks.

EFL teachers' perceptions of technology integration in language assessment have been a focal point in educational research. According to Davis (1989), the Technology Acceptance Model (TAM) posits that perceived usefulness and ease of use are critical determinants of technology acceptance [1]. This model has been supported by further studies indicating that EFL teachers who recognize the benefits of digital tools are more inclined to incorporate them into their teaching practices (Teo, 2011) [2].

Moreover, Hwang and Chang (2011) emphasize the importance of the conversational design of digital tools, including the use of social language, in enhancing their acceptance among educators [3]. This suggests that the design of tools like Tweek should not only focus on functionality but also on how intuitively and engagingly they facilitate communication.

The COVID-19 pandemic has drastically reshaped the educational landscape, necessitating a rapid transition to online learning. Research by Rahayu and Wirza (2020) highlights that many EFL teachers reported positive perceptions of online platforms during this period, recognizing their potential to facilitate language learning [4].

However, challenges remain, as some educators express skepticism regarding the effectiveness of these tools in assessing language proficiency (Higgins, 2020) [5].

The integration of technology in language assessment has been shown to enhance student engagement and provide opportunities for personalized learning experiences (Kukulka-Hulme, 2020) [6]. This aligns with findings by Ertmer (1999), who emphasizes the role of teacher training in fostering positive attitudes toward technology use [7]. Research indicates that professional development programs significantly influence teachers' confidence and competence in utilizing digital tools for assessment (Earle, 2002) [8].

Despite the potential benefits, several studies identify inhibitors to effective technology integration. For instance, Afshar and Farahani (2018) note that EFL teachers' reflective teaching practices are often hindered by a lack of experience and support [9]. Additionally, the findings from Gu (2016) indicate a disparity in EFL teachers' perceptions and practices regarding intercultural communicative competence, suggesting that there may be gaps in teachers' understanding of the broader implications of using tools like Twee in diverse contexts [10].

Tulasi (2023) argued that employing AI-based scaffolding systems can enhance the scientific writing skills of STEM students. AI applications offer a diverse array of packaged programs designed for both self-directed learning and teacher-assisted instruction. Tulasi emphasized that AI has the capacity to generate intelligent content tailored for learning purposes. In her study, she introduced several AI tools used for English learning, including Knowji, Plaito, and Conii, which function as smart educational content. Furthermore, she concluded that the impact of AI in higher education is remarkable and beneficial for both educators and learners [11].

Significantly, the role of artificial intelligence in education has expanded rapidly, reflecting growing interest in leveraging AI technologies to improve teaching and learning experiences.

Sahmaniasl, R. (2024) conducted research on the utilization of artificial intelligence for creating educational content, focusing on a case study of Iranian ELT teachers. Using thematic analysis of interview data, he aimed to uncover insights into the effectiveness of AI-driven content creation tools, their influence on pedagogical practices, and implications for ELT curriculum development in Iran. Sahmaniasl identified key themes, including perceived benefits of AI in educational content creation, challenges in integrating AI into teaching practices, and strategies to effectively harness AI technology in ELT classrooms [12]. Additionally, his study addressed ethical considerations related to AI in education, underscoring the necessity for responsible AI implementation to protect student privacy and promote equity.

Moreover, Fathi and Rahimi (2024) conducted a qualitative study on AI-enhanced writing mediation to improve academic writing skills among EFL learners. Their findings demonstrated that this AI platform significantly contributed to the development of learners' academic writing abilities [13].

Similarly, Fitria, T. N. (2021) highlighted in her research on artificial intelligence in English teaching and learning that technological advancements have made learning English easier and provided more opportunities for improving language skills [14].

Firdaus and Nawaz (2024) suggested that teachers generally hold positive attitudes towards the integration of artificial intelligence in English instruction. However, they emphasized that the benefits of AI in teaching can be fully realized only by addressing the challenges faced by both teachers and learners during its implementation [15].

While existing literature provides valuable insights into EFL teachers' perceptions of technology, several knowledge gaps warrant further exploration. For instance, the role of specific digital tools like Twee in shaping assessment practices remains under-researched. Future studies could investigate how the unique features of Twee influence teachers' perceptions and their subsequent integration into assessment strategies.

Moreover, understanding the long-term effects of digital literacy training on teachers' confidence in using technology for assessment could provide crucial information for developing targeted professional development programs (Vadivel et al., 2021) [16]. Additionally, future research should consider the impact of cultural and contextual factors on teachers' acceptance of technology in diverse EFL settings (Gu, 2016) [10].

In conclusion, EFL teachers' perceptions of the use of Twee for creating English exams and tasks are shaped by multiple factors, including their experiences with technology, training, and the perceived benefits of these tools in

improving language learning outcomes. The literature indicates that while many teachers are open to integrating digital tools, challenges and inhibitors remain. Continued research is essential to inform best practices in EFL assessment and to support educators in effectively utilizing technology in their assessments.

2.1. TWEE Website

TWEE is an AI-powered platform specifically designed to support English as a Foreign Language (EFL) teachers by generating a wide variety of language tasks and assessments. The name "TWEE" stands for "Teach With the Power of AI." According to its official website, TWEE offers a range of functionalities, including the ability to:

- Generate comprehension questions from any YouTube video within seconds,
- Create dialogues, stories, letters, or articles on any topic and proficiency level,
- Design multiple-choice questions, open-ended items, and true/false statements,
- Provide discussion questions, relevant facts, and famous quotes related to a given topic,
- Brainstorm vocabulary and construct gap-fill or verb-conjugation exercises,
- And much more (<https://twee.com/>).

3. METHODOLOGY

3.1. Research Design

This study adopted a qualitative research approach to explore the challenges faced by EFL teachers in using TWEE for designing both formative and summative writing assessments in Iranian public schools. The qualitative method was deemed suitable for capturing the nuanced experiences and perceptions of teachers regarding the application of AI in EFL assessment contexts. Data were collected through individual semi-structured interviews, most of which were conducted online for accessibility and flexibility.

3.2. Participants

The participants consisted of 15 EFL teachers currently teaching in Iranian high schools. All participants had completed an online training course on artificial intelligence through the "Shad" application, which included specific instruction on how to utilize TWEE. These teachers had firsthand experience using TWEE in their classroom assessments and provided reflective insights based on their usage.

3.3. Context

The study was conducted within the context of the Iranian educational system, which has shown increasing interest in integrating technology into language learning. Participants were both male and female public school educators who had successfully completed the TWEE training course provided through the Shad application. All were familiar with the functionalities of the TWEE platform and had applied it in classroom assessment scenarios.

3.4. Data Collection

Data were gathered through online unstructured interviews. This method was chosen due to its logistical convenience and adaptability to participants' schedules. The flexibility of virtual interviews also allowed for broader

geographic reach. All interviews were audio-recorded—with participants’ informed consent—and subsequently transcribed to ensure accurate representation of the data.

3.5. Research Question

What are the challenges encountered by EFL teachers in using TWEE to design classroom tasks and exams in public schools?

4. RESULTS

Insights from the unstructured interviews with the participating EFL teachers revealed a range of perceptions regarding the use of TWEE as an AI tool for exam and task generation. Teachers' responses to the research question were systematically summarized and are presented in Table 1.

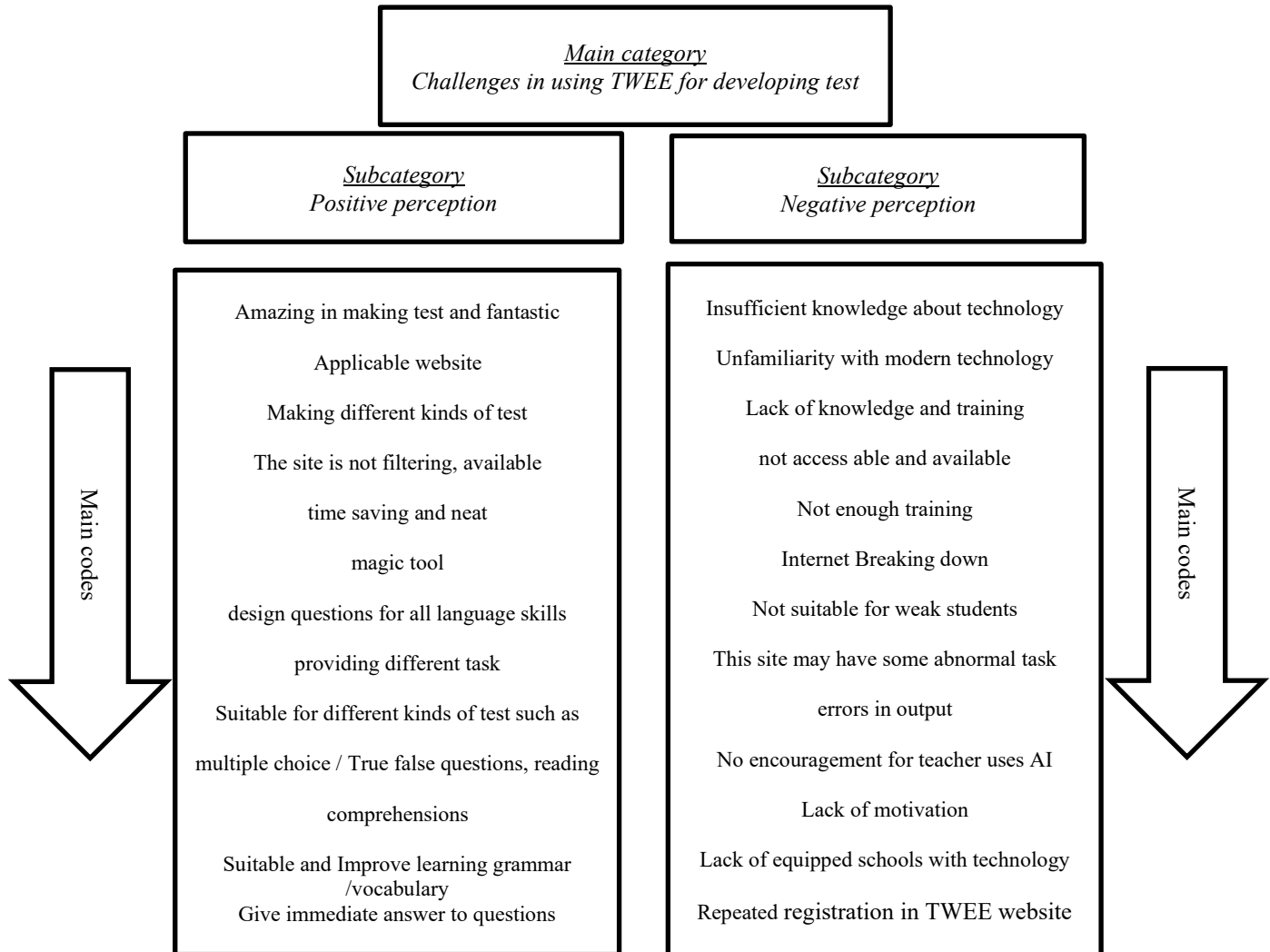
Table 1. EFL teachers’ perception toward TWEE websites for preparing test

Participant	Participants perception toward TWEE website
1	I applied lots of AI tools in my life. As a teacher I use TWEE for making tasks and exams. it helps me to provide lots of quizzes with different types
2	Actually, internet is break down a lot in my region. Therefore, I can't use AI and prefer to use offline quizzes. Although, I know it's a good platform, but I'd rather to use pen and paper.
3	It's wonderful, whenever I have many classes, I want to have different quizzes for them, I use TWEE website. It develops different kinds of test such as writing test, Multiple choice, True/False test, etc.. But, I have to check these quizzes output before administering.
4	So, I crazy about AI. I love using new technology. Therefore, I try all the platforms and AI tools. TWEE is excellent. But sometimes Internet is break down and hard to work. however, for the second time you want to enter the websites again I have to register again
5	I used TWEE website as I registered successfully. registering is easy, and doesn't need lots of ID information. you can use this website easily. just be care of quizzes output, sometimes they seems abnormal I haven't found negative aspect in this websites till now
6	As I worked with TWEE, I found it time consuming. I have to spend a lot of time to start a new page of the sites. that's infuriating. But I like tis AI. I think EFL teachers are going to use this websites as soon as AI spreads
7	Last term, I used TWEE website and made lots of reading comprehension quizzes. that's perfect. students reading comprehension were improved. I think this AI tool is useful for providing various task and developing learning, however it seems that Internet speed is important in using TWEE, too.
8	My students were not good in vocabulary and grammar; thus I applied TWEE website to administer different quizzes in a form of multiple choice for them. I think its constructive. Students improve in learning vocabulary and grammar. I can use this website to make lots of task for students
9	It's a good AI, but as an English teacher in public school, and there isn't any access to available technologies there fore I cant use it properly. I believed that schools should provides these technologies for teacher. As we passed TWEE online course its better we access to use it at schools too. this part could be negative point of TWEE but I think it's a wonderful website and beneficial
10	Actually, students in public schools are weak in English. I prefer to provide a simple quiz without AI tools. However, I believe using TWEE is helpful, but not for all students. Maybe I use TWEE for making some tasks but not for exams
11	I found this website tests wonderful. By applying TWEE students have different task to do and learning will happen. I used TWEE for providing vocabulary task from prospect 3. Every session I can provide a new vocabulary task for students with out any effort. I can find one disadvantage which is related to Internet break down and no more

12	I have visited this website recently and have found it far amazing for English teachers. This site provides many different forms of tests and questions and activities for checking and improving students learning and it's also not time consuming and neat. .. I found it as a magic tool that made us surprise about variety of surprising services. based on my experience and information related to public school in Iran the most probable challenge among English teachers would be insufficient knowledge about technology and computerized utilization among them
13	I familiar with Twee sites, but I don't need to use it. Since my manager doesn't pay attention to this creativity and doesn't admire us, I reject this technology in teaching and my work. ...in my opinion, there should be an encouragement for creative teaching. There is no reinforcement in our organization due to using new technologies in our teaching. As I passed TWEE online course but I don't use it in my class. I believe this websites is fantastic, but thee should be a motivation to use it.
14	In my opinion, schools should be equipped with these technologies. teacher learn and use these sites in schools. Public schools should provide Internet and computerized, therefore teacher can use these AI at schools. I passed TWEE courses, but I didn't need to use it in school. This may be the negative point of TWEE and the positive point would be its amazing and applicable websites for reading comprehension.
15	Twee is one of the best website for designing standard English language questions, using artificial intelligence actually the advantages of this website is more than its disadvantages it is possible to design questions for almost all language skills and for me I got the most out of the reading section this part eliminates the needs of many teachers to design reading text for students level and the ability to copy the question was, one of the uses of TWEE website and also the answer to questions are given immediately after the design of the question... and among the disadvantages of this website I can point out the limitation in the use of items and for use it again we have to log in with the new mail

Upon summarizing EFL teachers interview the main category, subcategory and prominent codes were defined in table -2

Table 2. Main Category, Subcategory, Prominent Codes



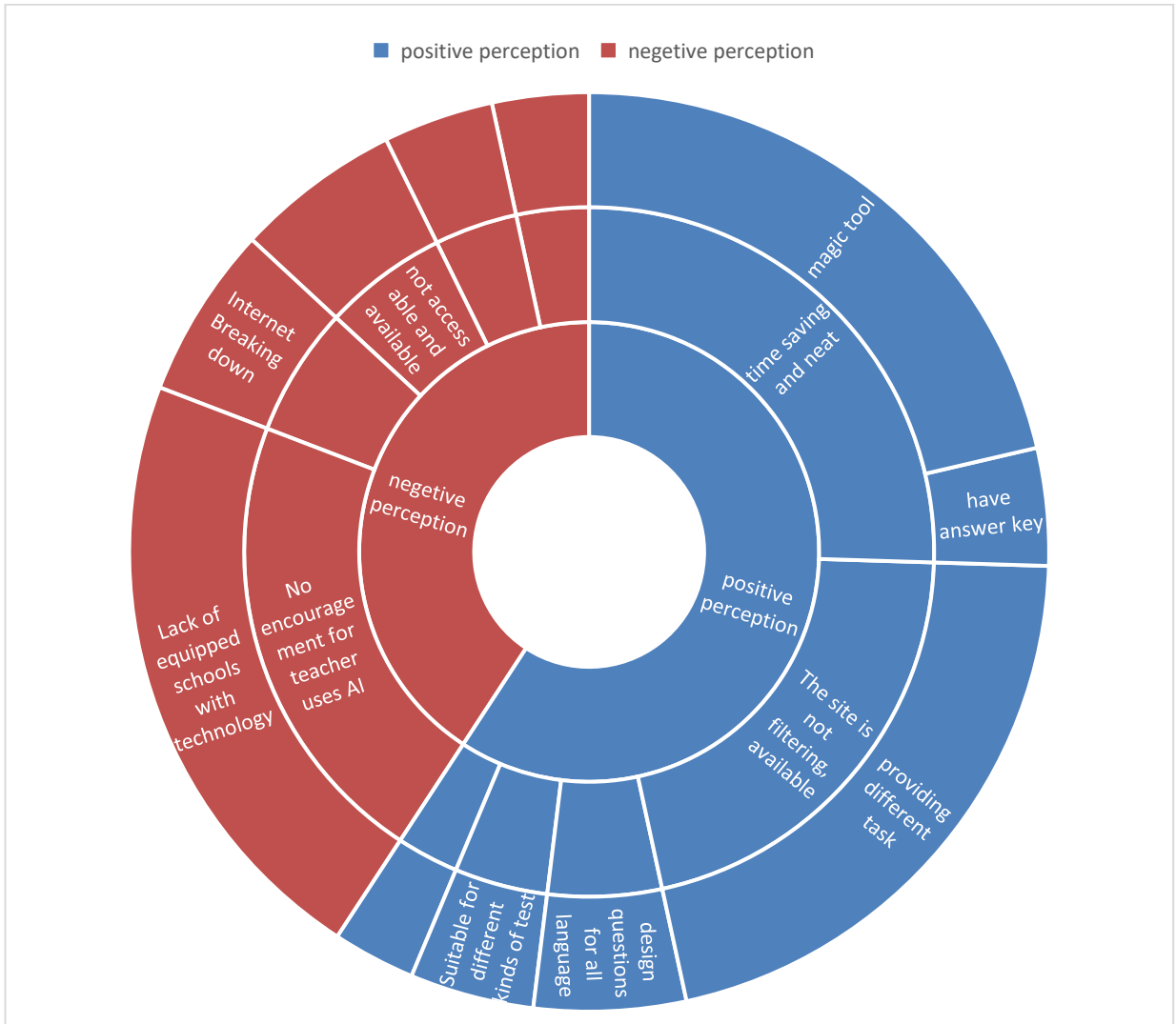


Chart. 1. Negative And Positive Perceptions

4.1. Teachers' Positive Perceptions of the TWEE Website

The interview responses revealed that many EFL teachers expressed strong appreciation for the TWEE platform. They found it efficient, innovative, and particularly helpful in simplifying the process of creating diverse classroom assessments. As technology increasingly integrates into education, AI tools such as TWEE are viewed by educators as practical solutions for generating quizzes and tasks across various English skills. Teachers noted that preparing individualized tasks for different proficiency levels is typically time-consuming; however, TWEE significantly reduces the burden by automating task creation.

Many participants specifically praised TWEE's capacity to generate grammar and vocabulary exercises tailored to learners' needs. Some even referred to it as a "magic tool" due to its versatility in addressing learning gaps identified in the classroom. If a teacher observes a particular weakness in a skill area—such as reading, listening, or writing—TWEE allows for the quick creation of a targeted assessment.

This perspective aligns with Tulasi (2023) [11], who defined technological integration as the application of digital tools to enhance students' educational experiences. The effective use of AI during instruction can lead to improved learning outcomes. Moreover, TWEE's accessibility was also highlighted as a major advantage. Registration only

requires an email address, and the platform is not restricted or subscription-based, making it freely available to a wide audience. Finally, the automatic generation of answer keys was mentioned as an especially valuable feature that contributes to the platform's overall appeal.

4.2. Teachers' Negative Perceptions of the TWEE Website

Despite its advantages, several challenges and concerns were raised by EFL teachers regarding the use of TWEE. The most commonly cited issue was the instability of internet connections, which often interrupted the workflow and hindered access to the platform. Some participants also expressed concern over the high cost of internet usage in their regions.

Another significant barrier was the lack of motivation and support to adopt modern technologies in educational settings. Teachers working in under-resourced public schools reported limited access to up-to-date technological infrastructure, which discouraged them from integrating AI into their teaching practices. Although some schools are equipped with the necessary tools, these resources are not universally available across all institutions.

As noted by Firdaus, A., & Nawaz, S. (2024) [15], teachers generally maintain a positive attitude toward AI integration in education. However, structural obstacles such as poor infrastructure, limited funding, and lack of administrative encouragement must be addressed to foster wider adoption. This study echoes those findings, emphasizing the need for institutional support and professional incentives to motivate EFL teachers in public schools to embrace technology in their instruction.

5. DISCUSSION AND CONCLUSION

This study sought to explore the challenges and perceptions of EFL teachers regarding the use of TWEE, an AI-powered platform, for designing English language exams and tasks. A total of 15 EFL teachers, all of whom had prior exposure to TWEE through online training, were interviewed. Their qualitative responses were transcribed and analyzed to identify common themes.

Overall, the findings indicate that EFL teachers view TWEE as a highly effective and innovative educational tool. Many participants described the platform as "magical" due to its capacity to generate tailored assessments across multiple language domains. They valued the ease of registration, the platform's user-friendly interface, and the inclusion of answer keys. These positive experiences align with previous research by Fitria, T. N. (2021) [14], which concluded that advancements in digital technology enhance the language learning process and promote skill development.

Nonetheless, several obstacles were identified. Internet connectivity issues, system slowdowns, and a general lack of institutional motivation or encouragement were cited as significant impediments. These concerns are consistent with Firdaus, A., & Nawaz, S. (2024) [15], who emphasized the importance of removing technological and organizational barriers to increase the adoption of AI tools in education.

In conclusion, while limitations exist in applying AI technologies such as TWEE in public school settings, the benefits appear to outweigh the drawbacks. The findings suggest that if existing challenges—particularly technical and infrastructural—are addressed, EFL teachers are likely to embrace platforms like TWEE more readily. As digital learning tools continue to evolve, it is essential for educational institutions to provide the necessary support to ensure equitable and effective technology integration in language education.

Declaration

We acknowledge that we used ChatGPT to enhance the academic writing of our manuscript while ensuring the originality and integrity of our work.

Transparency Statement

The data supporting this study are available upon reasonable request to the corresponding author, subject to ethical and confidentiality considerations.

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Declaration of Interest

The authors declare that they have no competing interests.

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