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The Role of Mobile Computing in Adaptive Testing for English Language Learners: Personalizing Assessment to Improve Outcomes

Vusal Maharram Karimli [1*] , *Tehrana Sayyad Khudaverdiyeva* [2] , *Farida Huseynova* [3] , *Fatima Zahid İsmayilli* [2] , *Khadija Mohsum Aliyeva* [4] , *Nigar Namig Aliyarova* [5] , *Khazangul Süleyman Babayeva* [6] , *Nazli Ahmed Bayramova* [6] , *Vid S. Honfi* [7] , *Venkata Siva Kumari Narayana* [8]

[1] *Department of Business Management, Azerbaijan State University of Economics (UNEC), Istiqlaliyyat 6, Baku AZ 1096, Azerbaijan*

[2] *English and Translation Department, Nakhchivan State University, University Campus, Khatai, Nakhchivan AZ 7012, Azerbaijan*

[3] *General Pedagogy Department, Azerbaijan State Pedagogical University, Uzeyir Hajibeyli St 68, Baku AZ 1000, Azerbaijan*

[4] *Foreign Languages Department, Mingachevir State University, D. Aliyeva St 21, Mingachevir AZ 4500, Azerbaijan*

[5] *Department of Foreign Languages and Literature, Baku Eurasian University, Ak. Hasan Aliyev St 135A, Baku AZ 1110, Azerbaijan*

[6] *Department of Economics and Management, Azerbaijan State University of Economics (UNEC), Azizbeyov Street, Zagatala 4 AZ 6225, Azerbaijan*

[7] *Department of Informatics, Milton Friedman University, Kelta u. 2, Budapest 1139, Hungary*

[8] *Department of Engineering English, K L Deemed to be University, Green Fields, Vaddeswaram, Andhra Pradesh 533296, India*

*CORRESPONDING AUTHOR:

Vusal Maharram Karimli, Department of Business Management, Azerbaijan State University of Economics (UNEC), Istiqlaliyyat 6, Baku AZ 1096,

ABSTRACT

Mobile computing has revolutionized educational assessment, particularly for English Language Learners (ELLs), by enabling personalized, adaptive testing. Traditional standardized assessments often fail to accommodate the diverse linguistic competencies of ELLs, leading to inaccurate evaluations of their knowledge and skills. The integration of artificial intelligence and mobile computing has given rise to adaptive testing, which dynamically adjusts the difficulty level of test items in real-time, based on a student's responses. This approach enhances assessment accuracy, fosters engagement, and provides educators with actionable insights through real-time data analytics. Moreover, mobile computing facilitates accessibility, ensuring that students can participate in assessments from any location, using devices such as smartphones and tablets. However, challenges such as the digital divide, data privacy concerns, and the need for teacher training pose obstacles to the widespread implementation of mobile-based adaptive testing. This research paper provides an in-depth exploration of the role of mobile computing in adaptive testing for ELLs, analysing its benefits, limitations, and future directions. Extensive research, case studies, and data-driven insights illustrate how mobile computing can transform assessments, making them more inclusive, equitable, and effective. Infographics and tables are included to provide a comprehensive visual representation of key findings and trends in adaptive testing. Inculcation of qualitative methodology enhances the authenticity of this research, and the results prove that the research withstands the needs of the evolving era.

Keywords: Mobile Computing; Adaptive Testing; English Language Learners; Personalized Assessment; AI in Education

1. Introduction

In contemporary society, the prevalence of mobile computing devices and mobile learning applications is increasing significantly, accompanied by a reduction in mobile communication tariffs. Concurrently, there has been an increase in awareness regarding lifelong learning among individuals, leading to the integration of mobile learning into various aspects of work, study, and daily life, both in formal and informal contexts. Furthermore, investigations into mobile learning have garnered significant interest from experts and scholars in the field. College students represent a significant force in the realm of mobile learning, which concurrently offers innovative methods and avenues for enhancing their English language acquisition. This facilitates the execution of the college English curriculum as promoted by the Ministry of Education. Utilizing the computer and classroom teaching model, educators facilitate individualized instruction and self-directed learning among students, thereby expanding their intellectual horizons. The implementation of adaptive learning within mobile English learning systems is critical for aligning educational content with the individual aptitudes of students. Adaptive learning refers to the process through which students, with the support and guidance of educators, engage in the acquisition and analysis of feedback information. This interaction occurs within various

subsystems, including adaptive assessments, instructional strategies, pedagogical methods, and evaluation frameworks, all of which are integral components of an adaptive learning system. The selection of the most appropriate learning content and methodology enables individuals to effectively manage and adapt their learning processes promptly, thereby facilitating the achievement of optimal personal learning objectives. This approach fundamentally challenges the established connotations of conventional learning, representing a novel concept and mode of education. The predominant trend in mobile English teaching methodologies is anticipated to emerge in the future [1–4].

With the increasing diversity of classrooms, English Language Learners (ELLs) face unique challenges in standardized assessments. Many traditional assessments are designed for native speakers, making them less effective in accurately measuring ELLs' true academic abilities. Language barriers, cultural differences, and variations in educational backgrounds can affect ELLs' performance, leading to skewed results that do not reflect their actual knowledge and cognitive skills. The need for personalized assessment strategies has driven the adoption of mobile computing and adaptive testing as viable solutions to bridge this gap. Adaptive testing leverages machine learning algorithms and artificial intelligence to tailor assessments according to an individual student's ability. By dynamically adjusting the

difficulty level of test items in real-time, adaptive testing ensures that students are neither overwhelmed by excessively challenging questions nor disengaged by overly simple ones. Mobile computing enhances this process by making assessments more accessible, allowing students to take tests on smartphones, tablets, and other portable devices. This not only provides flexibility but also creates a more comfortable testing environment that minimizes anxiety and enhances engagement. This research paper explores the role of mobile computing in adaptive testing for ELLs, analyzing its benefits, challenges, and real-world applications. It also presents case studies that highlight successful implementations of mobile-based adaptive assessments and discusses future directions for improving and expanding this innovative approach. The paper includes tables, figures, and infographics to visually represent data and provide a clearer understanding of key concepts and trends in the field[4, 5].

1.1. Problem Statement

International entities are experiencing a significant increase in research activities focused on the exploration of adaptive learning and the development of systems. The primary objective of the project is to expedite the implementation of a learning system that utilizes network infrastructure, the World Wide Web, and various mobile devices. Consequently, it is imperative to expedite the development of national learning infrastructure. Increasing popularity of video streaming among mobile users.[5]. The most recent advancements in mobile devices, including smartphones and tablets, have resulted in the integration of multiple wireless network interfaces. In addressing the Markov Decision Process (MDP) in real-time scenarios, we have proposed an adaptive algorithm for best-action search aimed at achieving a sub-optimal solution. The results of the experiment indicate the viability and efficacy of the proposed adaptation algorithm for mobile video streaming applications, surpassing the performance of current state-of-the-art adaptation algorithms. Mobile devices have progressively assumed a significant role in the daily lives of students, indicating that the utilization of mobile phones for learning English has transitioned from being a novelty for English as a foreign language (EFL) learners[7]. Although numerous studies have addressed the application of information and communication technologies (ICTs) in English as a Foreign Language (EFL)

education, there remains a notable deficiency in research specifically focused on mobile-assisted language learning (MALL). Consequently, education and training can be extensively disseminated and tailored to accommodate the specific needs of individual learners. Currently, in China, there is an increasing focus on research about mobile teaching systems that are based on the web. Nonetheless, the investigation into adaptive teaching systems tailored to meet the specific needs of individual learners remains insufficiently advanced. Currently, a significant portion of theoretical inquiry within the domain of mobile learning research in China exists; however, there is a notable scarcity of comprehensive and innovative studies focusing on localization. In the domain of technological research, scholars have endeavoured to present a diverse array of advanced and innovative technologies. Nevertheless, the advancements addressing the critical issues associated with the implementation of this technology in mobile learning remain limited. Within the domain of application and practice, several significant cases have emerged. Nevertheless, it has not yet comprehensively synthesized the legal framework nor enhanced the experiential understanding. The growing focus and contributions from experts and scholars in the field of mobile learning indicate a significant expansion in its scope. Nonetheless, the expansion has prompted an investigation into the fundamental nature of mobile learning.

1.2. Adaptive Iearning

Adaptive learning constitutes a significant area of inquiry within the domain of web-based systems, given the absence of universally applicable learning trajectories suitable for all learners[8]. Nevertheless, most of the research conducted in this domain has primarily concentrated on the learning styles and habits exhibited by learners. Insufficient attention has been directed towards comprehending their capabilities. Consequently, the significance of adaptation within the domain of e-learning systems is becoming increasingly difficult to overlook. With the increasing power and inclusivity of mobile computing technologies in daily life, the phenomenon of mobile-assisted language learning (MALL) has garnered significant attention within the realm of computer-assisted language learning (CALL) research[4]. Numerous studies on mobile-assisted language learning (MALL) have indicated that the advent of mobile technologies possesses significant potential for enhancing

language acquisition. Recent studies and reviews concerning mobile-assisted language learning have predominantly concentrated on the specific applications of emerging mobile technologies, rather than providing a comprehensive overview that emphasizes the various types of mobile devices themselves. Despite the increasing interest in mobile learning, there exists a paucity of research specifically addressing student knowledge acquisition[4]. As the acceptance of mobile technology applications and usages has increased, it is crucial for researchers and practitioners in the field of mobile learning to thoroughly examine the potential factors that may influence learning outcomes. Mobile learning offers a ubiquitous learning context, enabling learners to choose suitable learning paths and learning objects[7]. Adaptive learning methodologies and the strategic planning of learning pathways can facilitate the attainment of educational objectives in a flexible and accessible manner. Furthermore, the display capabilities of mobile learning devices have emerged as a critical factor influencing learners' engagement and the duration of their information acquisition. The attainment of the desired functionality represents a significant area of focus within the domain of mobile learning. Application of mobile devices in the context of language acquisition[9]. This study examines the utilization of various multimedia and interface modalities to enhance the efficacy of mobile language learning. Canales, A. et al. highlighted the significance of our contribution to developing adaptive and intelligent web-based education systems that consider the individual learning requirements of students. An effective adaptive mobile learning system should be developed with a comprehensive understanding of the requirements of the subjects involved. It is essential to investigate specific system functions, media types, and learning and practice methods tailored to demand groups. Consequently, the execution of systematic research necessitates the integration of both theoretical and empirical methodologies. This study addresses the deficiency of empirical research concerning adaptive learning and mobile learning within the context of China. By integrating self-adaptive learning with mobile learning, we seek to elucidate the functional requirements of participants in a college English mobile learning system. The design of a mobile English learning system utilizing an adaptive algorithm holds significant practical implications for the field of English education. This study addresses the limitations identified in the existing literature regarding adaptive mobile learning. Drawing upon the research experiences documented in prior studies, the primary objective of this paper is to investigate mobile English instruction utilizing adaptive algorithms. Research is conducted in specific groups to address the needs of individual learners. The mobile English learning system demonstrates a notable degree of self-adaptiveness within the instructional framework, thereby holding substantial implications for the field of English education[1–5, 7].

2. Mobile Computing and Its Role in Education

Mobile computing refers to the use of portable electronic devices such as smartphones, tablets, and laptops equipped with wireless connectivity to support learning and assessment. The rapid advancement of mobile technologies has transformed education, making digital learning resources and assessments more accessible to students across the globe. The integration of mobile computing into educational assessment has been particularly beneficial for ELLs, who require personalized support and flexibility in their learning environments. One of the key advantages of mobile computing is its ability to provide real-time data collection and analytics. Educators can monitor students' performance, track progress, and identify areas that require intervention. Mobile platforms also offer features such as speech recognition, text-to-speech conversion, and real-time translations, which are particularly useful for ELLs who may struggle with reading and writing in English. Additionally, mobile computing enables adaptive testing, allowing assessments to adjust dynamically based on a student's response pattern[3, 5].

Mobile computing enhances parental engagement in the educational and evaluative processes, particularly for families of English Language Learners (ELL). Numerous mobile applications and educational platforms provide parental dashboards or notifications that keep guardians apprised of their child's progress, assignments, and examination results. Some platforms offer multilingual support for parents, facilitating communication between schools and non-English-speaking families. This ongoing communication fosters a robust home-school relationship, which can markedly enhance educational outcomes for ELL students[4, 5].

A burgeoning domain is the application of mobile aug-

mented reality (AR) and virtual reality (VR) in educational evaluation. Although still in development, AR/VR tools on mobile devices can replicate real-world scenarios that evaluate critical thinking, communication, and problem-solving skills. For instance, a language acquisition application could employ augmented reality to immerse learners in a simulated marketplace where they are required to perform tasks in English. These immersive environments provide contextually rich assessments that conventional methods cannot offer, facilitating ELLs' learning and evaluation in more practical and significant manners.

Offline functionality is a significant, albeit frequently disregarded, advantage. Numerous mobile educational applications currently facilitate offline access, enabling students to download content and complete assignments or assessments without requiring constant internet connectivity. This feature is essential in rural regions or low-income households where reliable internet access is not consistently available. It guarantees that all students, irrespective of geographic location or socioeconomic status, can access assessment instruments and educational materials.

Furthermore, digital portfolios are increasingly incorporated into numerous mobile learning platforms. These portfolios enable students to compile evidence of their learning progression, encompassing audio recordings, project photographs, videos, and written reflections. For English Language Learners, who may experience gradual yet consistent language development, portfolios provide a comprehensive and longitudinal perspective on progress that a singular assessment cannot encapsulate. Educators can evaluate academic and linguistic development over time and modify instruction accordingly.

Finally, push notifications and micro-assessments enable educators to perform real-time evaluations. Instead of awaiting the conclusion of a unit or term, educators can administer brief quizzes or polls directly to students' devices. These micro-assessments offer prompt feedback and enable educators to swiftly identify students who are experiencing difficulties, particularly among English Language Learners who may be reluctant to participate in class discussions.

Technological Integration in Educational Assessment

Mobile computing allows seamless integration of various assessment tools, including interactive quizzes, AI-powered feedback mechanisms, and cloud-based testing platforms. The incorporation of virtual learning environments (VLEs) facilitates collaboration among students and teachers, allowing immediate feedback and progress tracking. As artificial intelligence continues to evolve, machine learning models can analyze students' performance trends, identifying patterns that help customize future assessments [3, 5, 6].

The incorporation of mobile computing within the educational sector is progressing, marked by the emergence of increasingly intelligent and adaptive assessment systems. In addition to basic testing methods, mobile platforms currently offer a diverse array of interactive assessment tools, including drag-and-drop exercises, real-time polls, and scenario-based simulations. The formats facilitate an assessment of both knowledge retention and the ability to apply that knowledge in problem-solving contexts. The delivery of these tools via mobile devices enables students to engage with assessments in a flexible manner, whether they are situated in the classroom, at home, or within blended learning contexts. The development of feedback mechanisms powered by artificial intelligence represents a notable advancement in the field. These systems possess the capability to rapidly analyze student responses, identify inaccuracies, and offer tailored recommendations for enhancement. In the context of writing assessments, AI tools are capable of identifying issues related to grammar, coherence, and vocabulary, while also providing detailed explanations for these observations. The attainment of immediate and detailed feedback presents significant challenges when relying solely on human grading at scale. This process facilitates student reflection and enhancement of their work before final submission, thereby fostering a more profound learning experience.

Mobile computing facilitates ongoing evaluation, a method in which learning is consistently gauged through low-stakes quizzes or educational activities, as opposed to relying solely on high-stakes examinations. This methodology promotes ongoing participation and yields more precise understanding of a student's educational progression. The integration of continuous assessment tools within mobile platforms serves to alleviate the pressure and anxiety commonly linked to traditional testing methods, thereby rendering the learning process more accessible and consistent. The utilization of cloud-based testing platforms significantly enhances the capabilities of mobile computing. The platforms serve to centralize data while offering secure and scalable

environments for the administration of assessments. The implementation of cloud infrastructure enables students to initiate assessments on one device and seamlessly transition to another. Concurrently, educators are afforded the capability to access real-time data dashboards from virtually any location. Cloud systems facilitate the deployment of updates, the management of large cohorts, and the integration of third-party learning applications, thereby fostering a more cohesive learning and assessment environment.

The utilization of mobile devices to access Virtual Learning Environments (VLEs) significantly improves collaboration between teachers and students, while also enabling the monitoring of progress in real-time. The platforms in question frequently facilitate collaborative tasks, discussion forums, and tools for tracking assignments, thereby fostering a more interconnected and adaptive classroom environment, even in remote learning scenarios. Educators have the capability to assign tasks that cater to diverse learning needs, track the rates of task completion, and offer immediate feedback, all facilitated through a centralized dashboard. Timely feedback and clarity regarding academic standing provide significant advantages for students.

With the increasing sophistication of machine learning models, their significance in the analysis of extensive student data sets is becoming more pronounced. The models can identify nuanced patterns in student performance that might not be readily apparent to human educators. An ML model may reveal patterns indicating that a student excels in visual-based questions or consistently encounters difficulties with specific question formats. This observation has the potential to guide the development of tailored educational trajectories, in which evaluations and materials are systematically matched to the individual learner's distinct abilities and requirements.

Furthermore, these systems can identify preliminary indicators of disengagement or learning deficiencies, thereby facilitating prompt intervention. Educational institutions can utilize collective data derived from these evaluations to refine curricula, modify instructional approaches, or distribute resources with greater efficacy. In summary, the integration of mobile computing with artificial intelligence, cloud infrastructure, and data analytics fosters a responsive, efficient, and student-centred assessment ecosystem [3, 5, 6, 10, 11].

Table 1 presents a comparison between traditional and mobile-based adaptive testing across key features such as personalization, feedback, accessibility, data analysis, and student engagement.

Table 1. Comparison of Traditional vs. Mobile-Based Adaptive Testing.

Features	Traditional Testing	Mobile-Based Adaptive Testing
Personalization	LOW	High
Real-time Feedback	NO	Yes
Accessibility	Limited	Broad
Data Analysis	Manual	AI-driven
Student Engagement	Moderate	High

By leveraging these features, mobile-based adaptive testing can provide a more accurate and engaging assessment experience for ELLs, ultimately improving their learning outcomes and academic performance.

3. Adaptive Testing: A Personalized Approach

Adaptive testing is an advanced form of assessment that tailors the difficulty level of test items based on a student's responses. Unlike traditional static assessments, where all students receive the same set of questions, adaptive testing continuously modifies the difficulty and selection of questions in real-time. This ensures that each test-taker receives an assessment aligned with their proficiency level.

Adaptive testing, recognized for its capacity to adjust the difficulty in real-time, also offers numerous practical advantages that enhance its efficacy in varied educational settings. A primary benefit is efficiency. Adaptive tests rapidly calibrate to a learner's proficiency level, thereby frequently assessing competence with fewer questions than conventional tests. This leads to reduced testing durations without compromising precision. Students allocate less time to questions that are either excessively simple or significantly beyond their proficiency, thereby diminishing frustration and enhancing engagement.

A significant advantage of adaptive testing is its contribution to precise measurement. By adjusting according to a student's responses, the system accurately identifies the student's true skill level more effectively than a standardized test. This is particularly beneficial for discerning not only general proficiency but also specific strengths and weaknesses within a subject. This enables educators to provide more

focused instruction and remediation. Rather than depending on generalized scores, educators can obtain comprehensive insights into which concepts require reinforcement.

Adaptive testing is significantly advantageous for longitudinal progress assessment. Periodic administration of adaptive tests enables educators to monitor performance fluctuations with enhanced precision. These assessments adapt to demonstrate current proficiency, rather than juxtaposing students against a fixed array of questions. This provides a more accurate representation of growth and facilitates the early identification of plateaus or regressions. Adaptive testing furnishes prompt data to guide instructional modifications for schools executing intervention strategies.

From a student's viewpoint, adaptive testing can enhance the overall assessment experience. The adaptive nature of the test minimizes the likelihood of students facing prolonged periods of excessively challenging or simplistic questions. This enhances their engagement and may also diminish test anxiety. This format prevents discouraging scenarios for struggling learners, including English Language Learners (ELLs), by avoiding questions that exceed their comprehension level.

Another burgeoning application of adaptive testing is in career preparedness and competency certification programs. Numerous workforce development platforms currently employ adaptive assessments to evaluate job-specific competencies. These assessments deliver personalized evaluations to each test-taker, thereby ensuring that employers and training programs obtain more precise data regarding candidates' competencies. This holds significant implications for adult learners or students entering the workforce, as it fosters a more equitable assessment of skills. [12, 13]

Adaptive testing systems additionally adhere to universal design principles. Contemporary platforms frequently incorporate assistive technologies—such as screen readers, auditory cues, and prolonged response intervals—while preserving flexibility. This enhances the accessibility of adaptive testing for students with disabilities and those requiring linguistic or cognitive assistance. Thus, adaptive testing enhances the inclusivity of assessment methodologies [14–16].

Ultimately, the data produced by adaptive testing can contribute to comprehensive learning analytics systems. This facilitates institutional decision-making, encompassing curriculum development and resource distribution. Identifying trends across classes, grades, or schools enables educators and administrators to address systemic deficiencies and enhance learning outcomes on a large scale [17].

The Role of AI in Adaptive Testing

Artificial Intelligence (AI) plays a crucial role in making adaptive testing more effective. AI-driven algorithms analyze students' response patterns, adapting assessments in real time to their capabilities. Natural Language Processing (NLP) further enhances this by evaluating written and spoken responses, providing deeper insights into a student's language proficiency.

The advent of Artificial Intelligence (AI) has significantly influenced various dimensions of contemporary education, with one of its most profound effects observed around adaptive testing. Historically, adaptive assessments modified the level of question difficulty in response to the correctness of a student's prior answer. The implementation of this method has enhanced testing accuracy; however, the incorporation of AI has elevated the concept to a markedly more advanced level.

AI-driven adaptive testing operates beyond a mere response to correct or incorrect answers. This examination delves into the various patterns associated with a student's interaction with the test, including the duration spent on each question, the confidence levels indicated (when applicable), the nature of errors committed, and the order in which different subjects are comprehended. This comprehensive insight enables the system to modify not only the complexity of the questions but also their category, structure, and subject matter emphasis. For example, in cases where a student demonstrates ongoing difficulties with word problems while excelling in numerical questions, it would be beneficial for the assessment to incorporate additional word-based items. This approach aims to further evaluate and enhance that specific skill area.

Artificial intelligence facilitates the development of predictive models. Through the analysis of a student's present performance concerning extensive datasets from other examinees, the system is capable of forecasting future results, including potential achievement levels or the likelihood of failing a course. The capacity for prediction facilitates timely interventions. Educators can obtain immediate notifications regarding students who might require extra assistance, even in cases where those students have not yet encountered any

failures in assessments [12, 18].

The implementation of AI in adaptive testing presents a significant advantage in promoting fairness and accessibility. Artificial intelligence possesses the capability to scrutinize demographic and performance data spanning thousands or even millions of users, facilitating the identification of potential biases in questions that may favor or disadvantage specific groups. This is essential for guaranteeing that evaluations are fair for English Language Learners (ELLs), students with disabilities, and others who may be at a disadvantage due to conventional testing methods. In instances where an item repeatedly yields diminished performance among a particular demographic, AI systems possess the capability to identify it for further examination or potential substitution [19].

In recent years, the field of Natural Language Processing (NLP), which is a subset of artificial intelligence, has increasingly contributed to the development of adaptive assessments, particularly in the evaluation of both written and spoken responses. In contrast to conventional assessments that predominantly utilize multiple-choice formats, natural language processing enables systems to evaluate open-ended responses, essay submissions, and spoken language inputs. This facilitates the exploration of more genuine methods for assessing student comprehension, particularly within the realms of language acquisition and humanities disciplines [20].

An ELL student may be prompted to articulate a personal experience through the utilization of past tense verbs. NLP tools can evaluate various linguistic aspects, including grammar, sentence structure, vocabulary richness, as well as the coherence and relevance of the narrative. These tools extend beyond basic grammar checks; they offer a comprehensive assessment that aligns more closely with the evaluation methods of a human examiner, all while maintaining scalability and consistency.

In the realm of spoken language tasks, natural language processing can evaluate aspects such as pronunciation, fluency, intonation, and the accuracy of content. This serves as a significant tool for assessing oral proficiency in language courses or evaluating public speaking abilities in communication-focused evaluations. The integration of adaptive testing logic enables the system to customize subsequent speaking tasks to address a student's specific weak-

nesses. For instance, if persistent errors are identified in complex sentence structures, the system will provide additional practice in that area.

The fundamental strength of artificial intelligence is rooted in its capacity for learning and enhancement as time progresses. The increasing utilization of AI-driven adaptive platforms by students enhances the precision of algorithms in forecasting performance, recognizing misconceptions, and customizing assessments with greater efficacy. These systems enhance their capabilities not only in assessing individual students but also in refining the test design itself. Recommendations can be made for improved item sequencing, identification of ambiguous questions, and modifications to scoring rubrics informed by patterns in student performance.

Furthermore, the implementation of AI-driven adaptive testing has the potential to facilitate multilingual settings. Artificial intelligence applications possess the capability to autonomously convert inquiries and responses into the language of choice for students or provide simultaneous language assistance. This feature holds significant importance for international educational institutions, programs aimed at refugee education, or districts characterized by a high degree of linguistic diversity. This approach enables students to showcase their understanding of a subject while mitigating the impact of their limited proficiency in the language used for testing.

A significant advantage lies in the incorporation of emotion and behaviour analysis within certain sophisticated AI models. The utilization of these tools may involve webcam data, contingent upon user consent, to assess facial expressions or posture, thereby detecting indicators of confusion, distraction, or fatigue. Despite ongoing debates and ethical limitations, these findings may assist educators in comprehending the circumstances and reasons behind a student's disengagement during assessments. The responsible utilization of this data has the potential to enhance not only the design of assessments but also the methodologies employed in classroom instruction and the strategies implemented for student support.

Artificial intelligence has the potential to support educators through the automation of tasks related to assessment, thereby conserving significant amounts of time. For instance, artificial intelligence can automatically generate follow-up questions in response to a student's incorrect answer, thereby

offering immediate corrective feedback. The system possesses the capability to automatically evaluate open-ended responses through the application of customizable rubrics. Additionally, it can produce summary reports for educators, which emphasize trends across the class as well as individual learning trajectories.

AI-driven adaptive testing plays a crucial role in facilitating individualized learning paths. According to the analysis of test results, the system is capable of suggesting subsequent actions, which may include a collection of review materials, supplementary practice quizzes, or the adoption of an alternative learning modality. For example, in cases where a student exhibits difficulties in reading comprehension yet shows improved performance with visual aids, the system may recommend a video-based explanation or an infographic as an alternative to a worksheet that is predominantly text-based. This continuous feedback mechanism redefines assessments, integrating them as a fundamental component of the learning journey rather than treating them as standalone occurrences.

The considerations surrounding privacy and the ethical application of AI in adaptive testing are of paramount importance. It is imperative for developers to guarantee that data is stored securely, anonymized whenever feasible, and not utilized in a manner that unfairly tracks or categorizes students. Understanding the mechanisms behind AI models and the processes involved in decision-making is crucial for fostering trust among educators, students, and parents [15, 21, 22].

In conclusion, the incorporation of artificial intelligence into adaptive testing signifies a notable advancement in the field of educational assessment. The approach not only improves the accuracy and equity of evaluations but also elevates their significance, rendering assessments more substantial and enlightening for both learners and instructors. The integration of predictive analytics, natural language processing, multilingual support, and personalized feedback is transforming assessments into a more student-centred, data-informed, and equity-focused approach. The ongoing evolution of these technologies suggests an increasing potential to enhance educational outcomes, contingent upon the adherence to ethical practices and the implementation of inclusive design principles [10, 11, 23].

4. Benefits for English Language Learners

Adaptive testing via mobile platforms offers numerous advantages for ELLs (**Figure 1**), including:

Increased Engagement: Gamified assessments with interactive elements keep students motivated.

Enhanced Accuracy: Adjustments ensure that students' proficiency levels are assessed correctly.

Real-Time Feedback: Students and educators receive instant performance insights.

Greater Accessibility: Features such as speech-to-text and translations accommodate diverse learning needs.
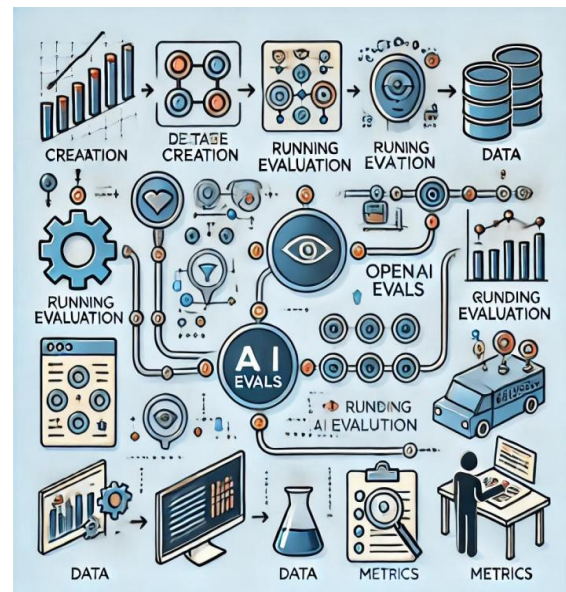

Figure 1. Adaptive Testing Workflow.

5. Challenges and Future Directions

Despite its potential, mobile-based adaptive testing faces challenges such as:

Digital Divide: Limited access to mobile devices for some students [24].

Data Privacy Issues: Security concerns with storing and analyzing student data [25]. Teacher Training: Need for professional development to interpret test results [3].

6. Conclusions

Mobile computing has significantly enhanced adaptive testing for English Language Learners, providing more accurate, accessible, and engaging assessments. The ability to dynamically adjust test difficulty ensures a fair and per-

sonalized evaluation of students' abilities. Mobile-based adaptive testing fosters an inclusive learning environment where ELLs can showcase their true potential without being hindered by language barriers [4, 5]. Despite challenges such as the digital divide and data privacy concerns, ongoing technological advancements offer promising solutions. Improved AI algorithms expanded access to mobile devices, and better teacher training programs will contribute to the effectiveness of adaptive testing. As more educational institutions integrate mobile computing into their assessment strategies, the future of personalized learning appears increasingly promising. By leveraging the potential of mobile-based adaptive testing, educators can bridge gaps in assessment, promote equity in learning, and enhance educational outcomes for English Language Learners worldwide [3–5, 23–26].

Beyond enhancing accuracy and personalization, mobile computing also broadens the contextual relevance of assessments for English Language Learners. The utilization of mobile devices facilitates the completion of assessments in environments that are familiar to students, such as their homes, classrooms, or community centers. This approach contributes to a reduction in stress and performance anxiety among learners. Testing in comfortable environments can significantly enhance the focus and accurate knowledge demonstration of English Language Learners.

Furthermore, assessments that are adaptive and conducted via mobile platforms have the potential to incorporate a variety of multimodal content, including audio, video, interactive visuals, and speech recognition technologies. The formats provide advantages for ELLs by offering questions and tasks that correspond with various learning styles and degrees of language proficiency. For example, instead of depending exclusively on textual guidelines, an assessment could incorporate auditory cues or brief visual scenarios that more effectively communicate information and minimize confusion. This method proves to be especially beneficial for evaluating understanding, analytical reasoning, and solution-finding capabilities, free from the limitations imposed by high-level English literacy.

The increasing integration of language scaffolding features within mobile assessment tools represents a significant advancement in this domain. The features may encompass glossaries, visual dictionaries, or real-time translation assistance, all designed to maintain the integrity of the test without disruption. The provided supports enable English Language Learners to interact with grade-level material and showcase their understanding without facing penalties for deficiencies in vocabulary or syntax. In this process, evaluations start to gauge genuine comprehension of the content—not merely linguistic proficiency.

One significant advantage of mobile computing in adaptive testing is its capacity to facilitate formative assessment cycles. Educators can utilize mobile platforms for the administration of rapid, low-stakes adaptive quizzes, which facilitate the provision of immediate feedback. The findings presented here have the potential to guide instructional practices promptly, enabling educators to modify their lesson plans and offer focused assistance to English Language Learners who may be facing challenges. This feedback loop serves to enhance the learning process for students and contributes to the gradual development of their confidence.

From an administrative viewpoint, mobile platforms produce extensive data analytics that are crucial for school leaders, curriculum designers, and policymakers. Through the examination of performance trends among various groups of ELLs, educational institutions can pinpoint systemic barriers and allocate resources more strategically. For instance, when students from a particular demographic consistently exhibit lower performance on specific question types, this may indicate a necessity for the implementation of culturally responsive teaching methodologies or the modification of instructional resources.

Moreover, with the increasing integration of mobile computing in educational settings, there exists a significant potential to merge assessment with instructional practices. Adaptive learning platforms can utilize test data for the automatic assignment of personalized practice tasks, the recommendation of review materials, or the suggestion of peer learning activities. This fosters a cohesive educational atmosphere in which evaluation is not viewed as a distinct, anxiety-inducing occurrence, but rather as a continuous, interconnected component of the learner's academic experience.

To fully harness the capabilities of mobile-based adaptive testing, it is crucial to maintain continuous investment in the professional development of educators. Educators need to receive training that encompasses not only the utilization of technology but also the analysis of adaptive test

data, the provision of support for English Language Learners informed by the insights derived, and the facilitation of equitable access for all students. Through careful execution, mobile computing has the potential to enhance inclusivity, personalization, and effectiveness in assessment strategies, thereby enabling English Language Learners to excel in their academic pursuits [1–3, 5, 27].

Author Contributions

Conceptualization, V.M.K. and T.S.K.; methodology, F.H.; software, V.S.H.; validation, V.S.K.N.; resources, K.S.B.; data curation, N.A.B.; writing—original draft preparation, N.N.A.; writing—review and editing, F.Z.I.; visualization, V.S.H. and K.M.A.; supervision, V.M.K..; project administration, V.M.K..; funding acquisition, V.M.K.. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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