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Review of Artificial Intelligence, Real Teaching: A Guide to AI in ELT



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At this time, problem-solving and symbolic reasoning have come to be seen as the main topic of attention of Artificial Intelligence (AI) technology which represents a significant evolution in AI capabilities (Tang et al., 2023). However, the potential for generative AI to revolutionize teaching and learning across the educational domain is not without controversy (Chan & Tsi, 2024). AI tools contain complicated methodological and ethical challenges in the English language teaching (ELT) domain which both teachers and students need to be aware of. This is where *Artificial Intelligence, Real Teaching: A Guide to AI in ELT* written by Joshua M. Paiz, Rachel Toncelli, and Ilka Kostka comes in.

This book consists of five chapters. Each chapter begins with an inspirational sentence which gives the reader subtle hints about the concept discussed. Chapters are preceded with a preface and concluded with a summary referred to as “chapter takeaways”. It is noticeable that the authors have accomplished a balance of related competencies which fosters the essence of collaborative work.

The first chapter of this book provides a comprehensive elaboration of three central types of artificial intelligence, namely generative AI, constructive AI (also referred to as corrective AI), and assistive AI, which lays the foundation of a discussion of AI’s subparts with regard to their potential contributions in educational programs. This book substantively focuses on programs that are likely to satisfy students with diverse proficiency levels yet lend practical assistance to teachers for the design

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of inclusive instructions in the scope of ELT. Further, the authors stress that AI adoption presents fresh issues in consideration of data privacy and security, rapid evolution of technology, attainment of stakeholder buy-in, algorithmic fairness, and equity, access, and advocacy as five main challenges faced by educators.

In spite of the ubiquitous emergence of AI in academic domains and in turn the increased call for teachers toward proficient implementation of AI competencies in their classrooms, currently available professional programs fail to address the transferable skill requirements in association with AI integration (Aljemely, 2024). With its significance, an effective utilization of AI in educational practices merits far more attention to enhancing an AI framework. To that end, Chapter 2 digs deeper into chronological elements which underpin the necessity to develop a comprehensive AI literacy both for teachers and students. It is also highlighted that the maintenance of long-term coordination with technology, AI tools' assessment, ethical utilization of AI, and teaching efficiency enhancement can be problematic with AI literacy and a critical approach to AI literacy development must be acknowledged. In order to provide a manageable development of critical AI, the authors map out detailed components that make up critical AI literacy for ELT.

Chapter 3 stands out due to its practical and reader-friendly guidelines as promised in the title of this book. In this chapter, the authors cast light on the potential applicability of AI tools in acquisition of high levels of interleaving and instructional support to save educators a tremendous amount of time based upon cultural concepts, a vast array of individual differences, and the generation of the materials, which is crucially dependent on precise inquiries referred to as "prompt engineering" to maximize AI's power to generate outputs as vividly as desired. Moreover, the authors go on to elaborate on how AI can be adopted by instructional authorities by the presentation of their beneficial features in which durable learning goals, washbacks, knowledge share, minimization of language barriers related to content knowledge, and the evaluation of adaptive assessment (which particularly targets mastery and allows learners to flourish at their own pace) is highly prioritized. Notably, this chapter gives a bird's eye view of the fact that the students can indeed use these tools just as teachers do which opens a window to the consideration of "desperate diseases must have desperate remedies" and the creation of tailored experiences, curriculum development, and the enhancement of assignment standards by the assistance of AI. Nonetheless, the final section, as expected, implies that irrespective of the myriad of opportunities that AI tools offer, human expertise has played and will continue to play an essential role in sound pedagogy, methodological decision-making, and the accuracy verification of AI-generated material in an AI-rich world.

The penultimate chapter of this book serves as an informative resource for anyone who wishes to develop pedagogical guidelines in association with widespread academic integrity and build a transparent interaction with students. To this end, the authors have taken steps in fostering a classroom culture of mutual exploration via ChatGPT utilization in classroom activities and acquisition of a critical habit of mind, which models teachers and students are more than welcome to represent their intellectual curiosity, vulnerability, and willingness to learn together. They are endowed with a jigsaw activity framework where each group of students distributes critiques toward AI-generated solutions for a real-life problem with feasibility, creativity, and relevance as the center of focus in evaluations. More importantly, as suggested by the authors of this book, AI tools' capacities do not offer research-based backgrounds and the employment of AI tools for academic purposes remain largely unregulated. This chapter brings the absolute requisiteness of ethical considerations to the fore through current policies, alignment of data usage with institutional policy, anonymizations of assessment to keep data private and protected, and policies' future directions toward an AI-enhanced environment.

Given the exponential growth of AI tools, researchers, teachers, and students have come to an agreement that these tools are here to stay. With its significance, the last chapter of this book resonated with me since it highlights that as teachers, we are required to embody the notion that we are life-long learners who need to remain updated by the leverage of a recursive cycle of application activity with regard to experimentation, reflection, anticipation, and action. The authors elaborate on future avenues as unanswered questions and potential future directions for anyone interested in the scope of AI. They also have carefully crafted a checklist to perform as a multifaceted consideration measure of 10 key elements in terms of selection, integration, and action which ensures clear guidance for teachers in mindful selection and evaluation of AI.

This book has informative features and straightforward writing style which keeps the reader engaged. First, the title of this book is eye-catching as it brings real teaching and AI together and promises to distribute genuine guidelines in ELT (as the most vital pillar of access to the state of the art disciplines) and the authors have kept their promise in this respect. Second, this book not only has cast light on the practical and pedagogical guidelines of AI integration into classroom disciplines, but also has spared no effort in configuration of an applicable yet flexible framework (*Make it your own*) to help readers follow guidelines in relation to the theme of each chapter as graphically as possible which gives teachers a repeatable experience quality on their own, alongside their students, or with trustworthy peers, with two rough figures complementing the idea in Chapter 2 and a checklist in Chapter 5.

Although this book is indeed a valuable resource for educators interested in the development of critical AI literacy in an AI-rich world where education does not seem to be isolated from technology, with all respect to the welcoming attitude and genuine call of the authors toward collaboration in this book, there are a few issues that I would like to mention as an insider myself for the sake of potential future editions. First, notwithstanding the generative quality of AI represented as a threat for academic integrity and the employment of human teachers which has been wisely addressed in this book, it would have provided a more in-depth overview to the literature and a fundamental/empirical background for more precise guidelines if the authors had drawn on teachers' intentions in terms of tendency or hesitancy in the first place. Second, despite the pragmatic role of primary school education as the most vital stage of learning new skills such as a second language in particular, the establishment of an AI literate framework which specifically targets students of elementary age remains unprobed (Yim, 2024). From a psychological point of view, how employment of AI tools will either illuminate or in marked contrast, overshadow both educators' and students' academic self-efficacy in the future is arguably absent. Nevertheless, taken together, these recommendations and limitations do not make this book less of a comprehensive resource which deserves recommendation for its insightful, practical, and pedagogical content in the context of ELT and is likely to be of interest particularly to educators in the foreign language teaching.

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