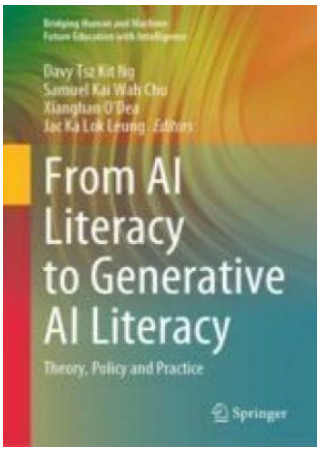
Book Review



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Book Review: From AI Literacy to Generative AI Literacy: Theory, Policy and Practice

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BOOK DETAILS

From AI Literacy to Generative AI Literacy: Theory, Policy and Practice.
Davy Tsz Kit Ng, Samuel Kai Wah Chu, Xianghan O'Dea, and Jac Ka Lok Leung (Eds.) (2025).
Singapore: Springer Nature.
231 pp.
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Artificial intelligence (AI), particularly generative AI (GenAI), has created new opportunities and challenges in education. In English Language Teaching (ELT), its growing use has raised important questions about instructional design, language learning, feedback and assessment. With tools such as ChatGPT becoming increasingly accessible, teachers are expected not only to know how to use these technologies but also to evaluate their outputs and make informed decisions about their use in the classroom. These concerns are addressed in *From AI Literacy to Generative AI Literacy: Theory, Policy, and Practice*, edited by Ng et al. (2025). The book brings together theoretical discussions,

research reviews, educational practices and measurement tools to help readers understand what GenAI literacy involves and why it matters in education.

The book is organised into three parts: 1. *Theories: Conceptualising Generative AI Literacy*, 2. *Practices: Reviews and Discussions of Generative AI Literacy from School to Higher Education* and, 3. *Measurement, Recommendations and Conclusion*. This organisation allows readers to move from an understanding of GenAI literacy to its applications in educational settings and, finally, to questions of assessment and future development. Throughout the book, GenAI literacy is presented as more than the ability to operate AI tools. It also involves understanding their capabilities and limitations, evaluating their outputs and using them responsibly.

The first part establishes the conceptual foundations of GenAI literacy. Chapter 3 introduces four dimensions: knowing and understanding, using and applying, evaluating and creating, and ethical issues. Together, these dimensions suggest that being GenAI literate requires more than technical knowledge. Users must also be able to question AI-generated information, make appropriate decisions and consider the consequences of their actions. Chapter 4 extends this discussion by positioning GenAI literacy as a higher-order literacy skill, while Chapter 5 considers how institutions can translate these ideas into policies and practical guidelines. Chapter 6 introduces another important consideration: learner agency. The chapter argues that students should remain "in the driver's seat" rather than allowing GenAI to take over their learning. This is particularly relevant to language education, where learning depends on students' willingness to practise, make mistakes and reflect on their progress. Taken together, these chapters provide a useful foundation for understanding GenAI literacy as a combination of knowledge, skills, critical judgement and ethical responsibility.

The second part examines how GenAI literacy is understood and practised across educational settings. Chapter 7 reviews research in primary and secondary education, with particular attention to pedagogical practices, learning outcomes and ethical concerns. Chapter 8 shifts the discussion to higher education, while Chapter 9 focuses on teachers' competencies, professional responsibilities and development needs. Chapter 10 reviews 870 articles indexed in Scopus using the keyword "GenAI ethics", offering a broader picture of ethical issues associated with the technology. Chapter 11 considers inclusive and human-centred design, particularly accessibility, while Chapter 12 discusses the situation in Ghana, where infrastructure limitations, insufficient teacher training, limited local-language resources and policy implementation remain important challenges. One strength of this section is its recognition that successful GenAI integration depends on more than the availability of technology. Teachers need appropriate preparation, institutions must provide support, and educational practices must be sensitive to local conditions. This is an important reminder that approaches developed in one educational setting may not necessarily work in another. For ELT practitioners, differences in students' language proficiency, access to technology and learning experiences need to be considered before GenAI is introduced into classroom activities.

The final part addresses the measurement of GenAI literacy and directions for future development. Chapter 13 discusses the challenges of digital transformation in higher education, particularly institutional planning and support. Chapter 14 introduces measurement resources, including a 37-item questionnaire covering affective, behavioural, cognitive and ethical dimensions of GenAI literacy. The chapter also discusses ways of assessing students' ability to evaluate AI-generated responses critically.

These resources may be useful to researchers and educators interested in examining how students engage with GenAI. However, some caution is needed when adopting the questionnaire. Although the original instrument was validated by Ng et al. (2024), this does not necessarily mean that an adapted version will demonstrate the same validity and reliability. Further validation is needed, particularly when the instrument is used with different groups of learners or in different educational contexts. Chapter 15 concludes the book by considering future directions for GenAI literacy in research, educational practice and policy.

From an ELT perspective, the book offers several useful insights. GenAI can help teachers prepare reading activities, develop grammar exercises, provide feedback on writing and create opportunities for speaking practice. However, the quality of AI-generated materials cannot be taken for granted. A reading passage, for example, may be grammatically correct but too difficult for the intended learners. Similarly, feedback on students' writing may be linguistically accurate without necessarily helping them understand why a particular revision is needed. Teachers therefore need to examine AI-generated content in relation to learners' proficiency levels, learning objectives and pedagogical needs. These concerns are also reflected in recent ELT research. Othman et al. (2024) reported that language lecturers recognised the potential of ChatGPT but expressed concerns about student dependency and its possible effects on critical thinking. Similarly, Muniandy and Selvanathan (2025) discussed how ChatGPT could support speaking activities in ESL learning while also identifying challenges associated with its use. These findings reinforce the importance of learner agency discussed in Chapter 6. Language learning requires active engagement, practice and reflection. If students rely too heavily on GenAI to complete tasks, they may produce better-looking work without necessarily developing the language skills needed to perform independently. Chapter 9 is equally relevant because it draws attention to teachers' professional responsibilities. Although GenAI can reduce the time spent preparing materials and providing feedback, teachers remain responsible for deciding whether its outputs are appropriate for their students. In this respect, GenAI should be viewed as a resource that supports teachers' professional judgement rather than a replacement for it. The discussions of ethics, accessibility and inclusion in Chapters 10–12 are also valuable. ELT classrooms often bring together learners with different language abilities, educational backgrounds and levels of access to digital resources. These differences may influence how students benefit from GenAI. Academic integrity is another concern. Sozon et al. (2026), for example, reviewed academic dishonesty in the GenAI era and discussed possible approaches to promoting responsible academic practices. Such discussions remind educators that clear guidelines, equitable access and responsible use should be considered alongside the pedagogical benefits of GenAI.

Despite its strengths, the book has several limitations. First, the book could have given greater attention to discipline-specific applications. Although its discussions are relevant to education generally, more examples from ELT would have helped readers see how GenAI literacy operates in language classrooms. For instance, how should teachers evaluate AI-generated feedback on pronunciation? How can students be encouraged to question AI-generated interpretations of reading texts? What distinguishes the responsible use of GenAI in writing instruction from simply allowing students to generate complete essays? Such examples would make the discussion more meaningful for language teachers and demonstrate how GenAI literacy can be developed through actual classroom practices. A further limitation concerns the representation of different linguistic and educational contexts. The exclusion of non-English publications from the review in Chapter 8 may have overlooked relevant

research conducted in other languages. This is particularly important because GenAI literacy is shaped by the linguistic, cultural and educational environments in which technology is used. Including a wider range of research perspectives could have provided a more comprehensive understanding of how GenAI literacy develops across different contexts.

Overall, *From AI Literacy to Generative AI Literacy: Theory, Policy, and Practice* is a timely and useful contribution to discussions about AI in education. Its main strength lies in showing that GenAI literacy involves more than knowing how to use technology. It also requires critical judgement, learner agency, ethical awareness and institutional support. Although more discipline-specific examples and clearer connections between the conceptual and measurement frameworks would strengthen the volume, the book provides a valuable starting point for understanding responsible GenAI integration. It is recommended for researchers, educators, postgraduate students and policymakers who wish to explore how GenAI can be used meaningfully and responsibly in education.

Declaration of GenAI Use in the Writing Process

The authors used ChatGPT to improve language, clarity, and readability. The authors reviewed and edited all AI-generated content as necessary and take full responsibility for the content of the published article.

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