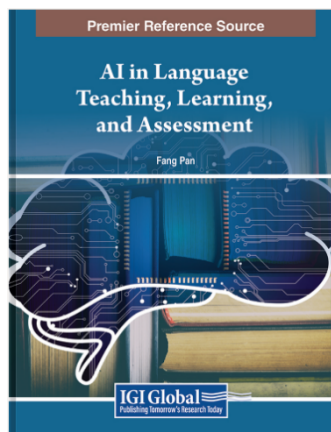


Book Review



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Book Review: AI in Language Teaching, Learning, and Assessment

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BOOK DETAILS

AI in Language Teaching, Learning, and Assessment

Fang Pan (Ed.) (2024)

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The growing importance of tools such as ChatGPT has prompted discussions among teachers in different contexts. The application of artificial intelligence in language classrooms provides advanced teaching opportunities but also raises major concerns about academic integrity, cheating, and student motivation. Teachers are now compelled to determine responsible strategies for including these electronic tools into daily practice. Fang Pan's edited volume, *AI in Language Teaching, Learning, and Assessment* serves as a comprehensive resource for addressing these challenges. For classroom educators, Pan's collection offers an effective framework, analysing how teachers and institutions can

utilise AI to improve instructional methods, streamline lesson planning, and design effective classroom assessments. Importantly, it provides guidance regarding fostering the ethical use of AI among students. The book is divided into 15 chapters within three main sections: an overview of AI in education, perspectives on AI, and practical classroom applications.

The first section offers instructors a comprehensive overview of contemporary AI applications in language education. Chapter 1 evaluates the advantages and disadvantages of using ChatGPT, referencing recent research. It identifies specific benefits, including personalised student feedback and enhanced engagement, while also cautioning educators concerning data privacy matters and the risk of inaccurate information. Chapter 2 explores how instructors can collaborate with AI developers to design customised, gamified materials tailored to diverse learning tempos. The authors show how platforms such as Duolingo and Memrise can change conventional teaching into a more cooperative and individualised approach that retains student involvement. Chapter 3 provides practical examples for revising grading rubrics and designing assignments that sustain academic integrity. The authors propose including an "AI Appendix," where students record their use of AI tools for assignments. This approach regards AI as a study aid rather than a reason for academic dishonesty, supporting effective classroom management. By establishing this concept, Pan prepares readers to interact with more advanced applications which are presented in later chapters.

The second section presents viewpoints from educators and students concerning their experiences with digital transformation. Chapter 4 examines how teachers employ AI tools to facilitate time management, memorisation, and creative thinking. It further confirms AI's potential to create inclusive classrooms that address personal student needs, even if many educators continue to prefer face-to-face classes. Chapter 5 investigates language instructors' concerns, including AI's flexibility, its influence on classroom relationships, and the pressure on teachers to develop technical skills according to their students' technological competence. Chapter 6 evaluates ChatGPT's ability to generate lesson plans for fifth-grade students studying superheroes. Pre-service teachers noted that while AI can produce effective lesson introductions and objectives, human instructors have to adapt activities for different learners and set specific grading criteria. This suggests that AI functions as an assistive tool rather than a substitute for teachers. Chapters 7 and 8 analyse public conversation and student practices, observing that advanced students often use AI for summarisation and paraphrasing. Identifying these behaviours allows teachers to monitor student work more effectively and promote critical thinking rather than reliance on shortcuts.

The third and final section presents practical applicable strategies for classroom instruction. Chapter 9 details experiments integrating ChatGPT into a culture-focused curriculum, demonstrating that while ChatGPT shows strong linguistic accuracy, it requires detailed prompts to produce scripts that reflect specific cultural settings. This stresses the need to provide clear cultural counsel rather than relying exclusively on AI. Chapter 10 features a prototype application, "TalkToMe," which supports students in practising speaking within an encouraging environment that offers constructive feedback. Chapter 11 describes a project where advanced students utilised ChatGPT and AI image generators such as DALL-E to write and illustrate children's stories, which enhances vocabulary and grammar in a creative, meaning-centred context. Chapter 12 outlines the redesign of a language course to conform to the United Nations Sustainable Development Goals, showing how teachers can enhance experiential

learning by employing AI map generators such as MapFight and comic strip creators like AI Comic Factory to address global issues. Chapter 13 offers a step-by-step guide, grounded in the ADE model, for conducting workshops that instruct multilingual students on the proper useful use of AI for drafting and revising essays. The study shows that hands-on workshops significantly improve students' confidence and critical understanding of AI. Chapter 14 shows how instructors can use AI to compare grammar across related languages, enabling them to help students identify nuances not present in English. Chapter 15 concludes by emphasising the need to apply robust learning experience design principles to ensure that AI tools improve students' learning outcomes rather than simply serving as a new shiny gadget.

As ELT educators in Malaysia, we find that the book provides many benefits, establishing it as a key resource for contemporary classrooms. One main strength is in its emphasis on personalised and customised learning, which is particularly relevant to Malaysian vernacular and national school systems. This approach enables students to get tailored feedback that addresses gaps in their English proficiency, encouraging an open learning environment and strengthening student confidence (Jaafar et al., 2022). Another notable benefit is the book's concentration on practical technical applications, supplying teachers with clear, structured methods for embedding artificial intelligence into accessible tools such as ChatGPT, digital comic creators, and smartphone apps. Furthermore, the book includes numerous practical case studies from diverse international contexts, such as Hong Kong, Turkey, and Malaysia. This worldwide viewpoint is highly valuable, as it demonstrates that AI integration is a flexible instructional approach that works with needs. We also value the book's clear and logical structure, which moves from basic principles to applied innovation, making it easier for non-academic educators to comprehend the discussion made by each author. Additionally, the book provides a well-defined structure for ethical AI use, supporting teachers in assisting students to avoid plagiarism while employing digital tools. Collectively, the abundance of practical examples, interdisciplinary perspectives, and policy guidelines guarantees that educators acquire a toolkit of immediately applicable strategies.

During our review, we identified several minor restrictions in the compiled research. Some classroom studies are based on relatively small student groups, which may limit the data results to other instructional settings. Furthermore, the quick advancement of AI platforms, just like in other technology, means that specific software versions or prompt instructions cited in the chapters may become outdated over time (Mihat, 2025). As educators focused on classroom settings, we note that the book predominantly emphasises the positive dimensions of AI, at times ignoring its possible impact on students' motivation. Recent research by Al-Hoorie and colleagues suggests that the negative effects of generative AI on intrinsic motivation are still underexplored. Overdependence on AI may shift students' motivation from curiosity-driven learning to extrinsic incentives, causing them to seek immediate answers rather than participate in valuable learning processes. Ho's (2024) research further indicates that students may use AI as a shortcut, which may hinder creativity and language development. Teachers should monitor student motivation and ensure that AI is used to promote critical thinking rather than supplant it. Despite that, we wish to emphasise that these minor limitations do not detract from the substantial pragmatic advantages of this volume. The core instructional techniques, ethical structures, and innovative lesson ideas stay highly relevant and valuable. The

strengths of this book significantly outweigh its limitations, establishing it as a dependable resource for teachers trying to improve their digital toolkit.

In conclusion, *AI in Language Teaching, Learning, and Assessment* effectively connects emerging technologies with practical classroom instruction. Pan has assembled a highly accessible resource that moves past theoretical discourse to offer usable strategies for daily teaching. As classroom educators, we find the benefits of this volume substantial and consider it essential reading. We strongly recommend this book to teachers and school leaders trying to employ digital tools for more interesting, adaptive, and inclusive lessons while maintaining academic standards.

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