



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

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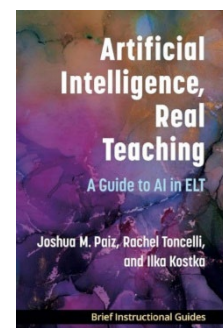
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Artificial Intelligence, Real Teaching: A Guide to AI in ELT presents a foundational exposition for English language teaching professionals seeking to incorporate artificial intelligence into their pedagogical approaches. The text delineates practical methodologies for curriculum design, lesson conceptualization, instructional scaffolding, and assessment protocols that leverage AI technologies. In the prologue, the authors Joshua M. Paiz, Rachel Toncelli, and Ilka Kostka articulate their impetus for this guide, as an indispensable resource born from their mutual interest in the growing field of generative AI. They underscore the pervasive influence of this technology across diverse professional domains, notably within ELT. While acknowledging the various perspectives regarding the integration of AI in educational contexts, the authors emphasize the need to equip educators with the capacity for an informed understanding of AI. They assert that the adoption of AI should be judicious, serving as a complement to, rather than a substitute for, human pedagogical expertise and intuitive judgment, and should align with educators' teaching philosophies.

This guide is structured into three main sections: first, a comprehensive explanation of artificial intelligence and strategies for cultivating critical AI literacy within ELT; second, practical methodologies for instructors in the planning and development of instructional materials; and third, a discussion addressing the future trajectory of this rapidly evolving field and the implications of AI implementation in the classroom.

The initial chapter of the book delineates fundamental concepts in artificial intelligence, encompassing generative, constructive, and assistive modalities, along with specific applications such as chatbots, adaptive learning platforms, and intelligent tutoring systems. Furthermore, the authors provide educators with practical applications for English language instruction, while addressing potential challenges. These challenges include considerations of data protection and security, as well as equitable access to AI resources. These concepts are articulated by the authors with clarity to facilitate comprehension among novice instructors. Moreover, the development of critical AI literacy necessitates the capacity to evaluate AI tools and discern their inherent limitations, particularly concerning the potential for mis- or disinformation. Ethical considerations in the application of AI are also addressed, including how to mitigate bias and promote fairness in content creation, as well as ensure accessibility for individuals with varying linguistic proficiencies and levels of digital literacy. The authors' objective is to create awareness among educators regarding the potential detriments of engaging with AI tools without the capacity for adaptation within this rapidly transforming technology due to the risks of obsolescence or discontinuation of certain tools.

The final section offers a crucial perspective on the future trajectory of AI in education, prompting educators to remain adaptable with a forward-thinking mindset. While the authors acknowledge the dynamic nature of AI technology and the potential for obsolescence, this is presented not as a deterrent but as a factor requiring informed decision-making. The core message is clear: AI should serve as an empowering tool that enhances, rather than replaces, the invaluable expertise and intuitive judgment of human educators.

After experimenting with several AI tools as detailed in the text, I have discovered the direct correlation between the specificity of user prompts and the quality of the generated output. Furthermore, many of these tools exhibit the capacity for adaptive learning, enabling them to recognize recurring patterns in user queries and subsequently deliver contextually appropriate information.

Artificial Intelligence, Real Teaching: A Guide to AI in ELT is a valuable contribution to the field of ELT. It offers a balanced perspective, acknowledging both the potential and the challenges of AI in education. The accessible language and practical strategies make it an indispensable resource for both novice and experienced ELT professionals seeking to effectively integrate AI into their teaching practice. This guide serves not only as an introduction but as a catalyst for ongoing professional development in an increasingly AI-driven educational landscape.

While comprehensive, some technical sections might require additional context for educators completely new to AI concepts. The rapidly evolving nature of AI tools means certain specific recommendations may become outdated, though the underlying principles remain valuable. I highly recommend this guide for ELT practitioners seeking practical approaches to incorporate AI tools without compromising pedagogical principles or for curriculum designers planning to integrate technology into their programs. Moreover, this book may be of particular relevance to scholars and practitioners investigating the applications of artificial intelligence within the domain of English language acquisition.

Sudeepa Gulati is an ESL professor at Long Beach City College with extensive experience teaching ESL and French across North America. Her professional focus includes intercultural communication, vocabulary acquisition, equity in education, online teaching, and AI integration in ELT. She has taught all ESL levels and has published work on culturally responsive pedagogy.

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