

Book Review: Pan, F. (Ed.). (2024). *AI in Language Teaching, Learning, And Assessment*. Pennsylvania: IGI Global

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As a scholar and educator working at the intersection of applied linguistics and educational technology, I was immediately drawn to *AI in Language Teaching, Learning, and Assessment*, edited by Fang Pan. My current research focuses on the implications of artificial intelligence (AI) in language learning environments, and I have firsthand experience integrating AI tools into my language instruction practices. This context positions me well to critically evaluate the text, which offers an ambitious exploration of AI's transformative role in language education. The book, published in 2024 by IGI Global, provides a timely and comprehensive assessment of AI's integration into teaching, learning, and assessment—a subject of growing importance in the field of applied linguistics.

One of the key strengths of this volume is its breadth. The book covers a wide range of topics, from the potential uses of generative AI tools like ChatGPT to the ethical implications of AI-driven assessments in second language learning. Pan's editorial work ensures that the chapters speak to both educators and researchers, combining rigorous theoretical frameworks with practical insights that educators can apply in their own classrooms. As noted in Chapter 1, “Generative AI tools can significantly enhance student engagement, creating more interactive and immersive learning environments” (p. 12), showcasing how these technologies facilitate natural language interactions.

What resonated with me most was the book's critical approach to AI, which avoids utopian or dystopian narratives. Instead, it carefully unpacks both the benefits and the challenges associated with AI in language education. For example, the first chapter on ChatGPT highlights how generative AI can enhance student engagement through natural language interaction, but it also underscores the risks of over-reliance on such tools, which may diminish opportunities for authentic language use in the classroom. The author cautions “While the use of ChatGPT can inspire students and foster language practice, excessive dependence may lead to a reduction in authentic language production” (p. 15). This chapter, like others in the volume, is highly accessible, avoiding excessive technical jargon and ensuring that even readers without a strong background in AI can grasp the key concepts. As someone who has integrated AI into my own teaching practices, I found these discussions relevant and balanced, providing insights that I will likely incorporate into future classroom applications.

One of the most engaging discussions in the book concerns the use of AI in assessment. In an era where standardized testing often falls short of capturing students' linguistic progress in dynamic ways, the potential for AI to provide more nuanced and adaptive assessments is promising. The book critically examines the use of AI in language assessment design, showing how AI systems can help create more responsive testing environments. As Chapter 5 points out, “AI-powered assessments can adapt in real-time to a learner's performance, offering a more individualized approach that traditional testing lacks” (p. 102). This is particularly important in second language acquisition (SLA), where learners progress at different rates. As an educator who has faced challenges in implementing differentiated assessment strategies, I found the insights on adaptive testing both thought-

provoking and applicable. At the same time, the book doesn't shy away from the risks associated with AI assessment, such as reinforcing systemic biases in language testing—an issue discussed in other literature on AI in education as well (Wang et al. 2024).

The section on AI-enhanced teaching materials is equally compelling. Several chapters explore how AI can be leveraged to create more adaptive, personalized learning experiences, particularly in second language acquisition (SLA). For example, one chapter discusses the use of AI to generate language-learning materials that are responsive to individual learners' needs, providing real-time feedback and scaffolding. For example, one chapter states, "AI can generate targeted learning materials that meet learners' unique needs, offering immediate feedback and scaffolding to support their development" (p. 78). As an educator who often grapples with how to differentiate instruction for students at varying proficiency levels, I found these insights particularly useful. However, the book also emphasizes the challenges of integrating AI into traditional pedagogical models, particularly in contexts where access to technology is uneven. The author warns, "In classrooms with limited resources, the disparity in technology access may exacerbate existing educational inequalities" (p. 115).

Socioeconomic disparities play a significant role in determining who can access and benefit from AI tools. For instance, in low-income communities, limited access to high-speed internet and modern devices can hinder students from utilizing AI resources effectively. Additionally, digital literacy varies widely across socioeconomic groups, affecting the ability of students and teachers to engage with these tools. In regions where technological infrastructure is lacking, AI-based language learning initiatives may be unsustainable or impractical. The book could improve by delving deeper into these socioeconomic factors, illustrating through specific examples how limited access to technology impacts the adoption and use of AI in under-resourced contexts. For example, rural areas in developing countries may face challenges with power outages or unreliable internet, limiting the potential of AI to serve as an equitable educational tool.

Another strong point of the book is its engagement with diverse global perspectives. The volume features several chapters that highlight AI's use in various cultural and linguistic settings, ranging from EFL classrooms in Hong Kong to the use of AI in Chinese as a foreign language instruction. These case studies provide valuable insights into the socio-cultural contexts that shape how AI is deployed and perceived. As noted in Chapter 8, "Cultural and linguistic factors play a crucial role in determining the effectiveness and acceptance of AI tools in language education" (p. 174). This global approach makes the book highly relevant for educators in different parts of the world and broadens its appeal. As someone teaching in a multicultural, multilingual context, I found these discussions to be especially relevant. They illustrate that while AI offers significant potential for enhancing language education, its implementation must be tailored to local needs and contexts, a point also highlighted in related literature (Sato and Loewen, 2019).

Reflecting on my own teaching, I see how this book will be an asset to language educators and researchers looking to integrate AI tools effectively and ethically. The discussions on AI-powered writing tutors, lesson planning, and assessment provide actionable strategies that can be adapted for use in a variety of classroom contexts. As Chapter 12 emphasises, "Teachers must maintain an active role in guiding students to use AI responsibly, ensuring that these tools complement rather than replace their critical thinking and creativity" (p. 233). However, the book also emphasises the importance of critical reflection, urging educators to remain cautious about the unintended consequences of adopting AI without sufficient oversight. This resonates with my own research, where I have often found that while AI tools can augment language learning, they must be implemented carefully to avoid reinforcing existing inequities in education.

One area where the book could improve is in its treatment of AI's limitations, particularly in terms of technological access. While there is some discussion of the digital divide, the book might benefit from a more thorough exploration of how socioeconomic factors impact the adoption and use of AI in language education, particularly in under-resourced contexts. Socioeconomic disparities such as limited access to high-speed internet, lack of modern devices, and uneven digital literacy play significant roles in determining who can fully utilize and benefit from AI tools. For example, students in low-income communities may struggle with inconsistent or inadequate internet access, which can hinder their ability to engage with AI-powered educational resources effectively. Digital literacy gaps between different socioeconomic groups further impact how students and teachers interact with these technologies. In regions with poor technological infrastructure, the sustainability and practicality of AI-based language learning initiatives may be compromised, limiting their potential as equitable educational tools. The book would be strengthened by incorporating specific examples of how these limitations manifest, such as rural areas in developing countries facing power outages or unreliable internet, which may hinder the effectiveness of AI in education.

In general, *AI in Language Teaching, Learning, and Assessment* is a timely and necessary contribution to the field of applied linguistics. It not only presents cutting-edge research but also provides practical insights for educators grappling with the complexities of integrating AI into their pedagogical practices. The book's balanced approach—acknowledging both the promises and the pitfalls of AI—makes it an essential resource for educators, researchers, and technologists alike. Pan's editorial leadership ensures that the chapters are cohesive, well-researched, and accessible, making this book a valuable addition to the growing body of literature on AI in education.

This book has significantly influenced my thinking about the future of language education, particularly in how we can harness AI to create more engaging, equitable, and effective learning environments. While AI presents numerous opportunities, it is clear that the role of the teacher remains central, particularly in guiding students to use AI responsibly and critically. Moving forward, I plan to incorporate several of the insights from this text into my own teaching and research, particularly concerning AI-driven assessment and personalized learning.

Consequently, *AI in Language Teaching, Learning, and Assessment* is an indispensable resource for anyone invested in the future of language education. It strikes an admirable balance between optimism and caution, offering both a vision of AI's potential and a thoughtful critique of its challenges. The book thoughtfully elaborates on the positive potential of AI, illustrating how it can enhance student engagement, support differentiated learning, and create adaptive assessment tools. At the same time, it provides a nuanced discussion of challenges such as technological inequalities, biases in AI, and the need for teacher oversight to ensure responsible use. I highly recommend it to educators and researchers alike who are looking to stay at the forefront of the intersection between technology and language learning.

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