Generative Artificial Intelligence and Language Teaching, Benjamin Luke Moorhouse and Kevin M. Wong, Cambridge University Press 2025 viii + 88 pp., ISBN 978 1 009 61882 3

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Language teacher professionalism must integrate integrity and pedagogical sovereignty to uphold ethical and self-directed teaching practices. Honesty, rigor, transparency, and accountability will ensure research integrity (Hosseini et al., 2025). Likewise, in addition to upholding the features above, updating language teachers with cutting-edge and pedagogically effective technology (e.g., digital literacy) will ensure ethical, responsible, and effective profession. Fortunately, resources like *Generative Artificial Intelligence and Language Teaching* from Cambridge University Press's Element Series provide language teachers with an essential foundation for mastering GenAI, ensuring they stay at the forefront of ethical, responsible, and innovative pedagogy.

The book includes an introduction, eight sections, and three useful appendices. The Introduction advocates that, despite teacher digital competence and confidence in technology use due to Covid-19 pandemic, complexity and diversity in GenAI use require unique competency, hence professional digital competence. Thus, to conceptualize the need, the authors adopt five aspects of 'professional-GenAI-competence (P-GenAI-C): a) GenAI technological proficiency, b) GenAI pedagogical compatibility, c) professional work, d) risk, well-being, and ethical use, and d) student preparation.

To address the above aspects, Section 1, 'Generative AI', defines and characterizes AI as computer systems with algorithms mimicking human cognition and conducting activities that need human intelligence. It classifies GenAI tools for language teachers into: 1) conversational AI chatbots, which can create texts, perform evaluation, summarization, and analysis on multi-modal text, and translate to the specified prompts, 2) prompt-specified visual, audio, or video generators, and 3) tools for specific uses with AI assistants and functions.

Despite the diverse teaching and learning contexts and modalities thereof, Section 2, 'Using GenAI as a knowledge resource and development tool', advocates that the teachers can apply evidence-based teaching principles. Conversational AI chatbots' capabilities allow them to serve as a

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knowledge resource and developer on various topics and themes, diverse cultures and languages, language teaching methodologies and approaches, and societies.

Section 3, 'Using GenAI to assist with lesson planning and materials preparation', discusses how GenAI can contribute to language teachers' knowledge so as to enhance students' learning gains with tips on lesson planning and material development. Teachers can prompt GenAI tools to plan details, finetune the response through follow-up prompts, prepare reading and listening materials that align with universal principles for material development (e.g., Tomlinson, 2015) while including local and contextual considerations, create materials to engage learners affectively and cognitively, design various materials to aid learners to reinforce form-meaning relationship with clear exercises, task learners to create stories or texts embedded with image or video, and develop comparison tasks across L1 and L2 to raise learners' awareness.

A demanding task for teachers is to assess language learners' competence and offer feedback. To attain a positive washback effect, teachers should develop quality assessments that include "transparency, validity, and reliability" (p. 35). Yet, this process can be accommodated effectively via GenAI tools. Section 4, 'Using GenAI to assist with assessments and feedback', outlines how teachers can use different tools (e.g., Quizbot) or conversational AI bots to design assessment tasks and test items for different purposes, contexts, levels, and so on. Teachers can also utilize GenAI to give task-specific grading, analysis, and feedback on content, language, and structure to save time. They can customize the tools, based on specifications, or can teach learners how to get formative feedback on their tasks as GenAI feedback is perceived to be non-judgmental though teachers should verify the feedback appropriately.

Learners are crucial to all this. Therefore, Section 5 develops teachers' P-GenAI-C via preparing students on how, when, and why to utilize AI as a transformative resource effectively to support their personalized language learning within the framework of self-directed learning (SDL): GenAI-enhanced self-regulation to improve language skills. Thus, GenAI's affordances might be to create customized exercises, receive instant feedback, and simulate tailored conversations. To build AI literacy in students, Section 5, 'Students' use of GenAI in language learning', then provides a five-competency structured pedagogical framework (Warschauer et al., 2023) with illustrative case studies: a) developing a foundational knowledge of GenAI tools (understanding), b) navigating the related technology (accessing), c) asking precise and purposeful questions (prompting), d) ensuring the accuracy and reliability of generated output (corroborating), and e) using AI with accountability (incorporating).

Section 6, 'Ethical and social considerations with GenAI in language teaching', deals with its risk, well-being, and ethical use of the P-GenAI-C framework. Irrespective of standardized language access or personalized learning, GenAI tools favor standardized English, beneficial to specific setting or tests (e.g., IELTS), marginalizing varieties of English, dialects, or expressions, and leading to language homogeneity or individual voice/style erosion. They might also reduce opportunities for language creativity or originality, and demotivate learners intrinsically, due to immediate results. Yet, educators should pinpoint their complementary or partner role, rather than replacement of skills. Pedagogy, "fairness, inclusion, and intellectual integrity" (p. 55) are also affected by ethical issues, where bias from datasets in training obscure diversity and use of GenAI-integrated materials might unknowingly include copyrighted content. Social implications are also involved, such as equitable access to GenAI and shift of expectations and roles of pressured teachers. GenAI has environmental costs as well, such as energy consumption. These can be mitigated via "responsible and sustainable AI use" (p. 59).

To interact with GenAI tools effectively, teachers and learners require literacy to develop their P-GenAI-C. Thus, Section 7, 'Essential GenAI skills and knowledge', introduces essential skills and

knowledge. GenAI interactional competence or prompt literacy concerns "the ability to craft quality prompts" (p. 62) to achieve the desired output (c.f., Cain, 2023). Along with suggestions on a good prompt, Moorhouse and Wong present Cain's three literacy aspects: a) information needed, b) critical thinking, and c) iterative design process. To better interact with GenAI tools, they state that teachers should note different respective features, models, and settings to adjust for better professional practices. Furthermore, they should apply common sense, input the same prompt in different tools for the same response, check citations, and consult other authoritative sources to validate and ensure the impartiality and accuracy of content. Even some GenAI tools can be tailored to teachers' needs.

Section 8, 'Enhancing professional GenAI competence through professional development', is future-oriented, suggesting tips to improve P-GenAI-C through professional development. As expected, future classes are GenAI-dominated. For teachers to develop P-Gen-C, Moorhouse and Wong "advocate for self-directed, community-oriented, evidence-informed, reflexive professional development" (p. 73). For self-directed development, teachers may engage in micro-learning activities in focused areas. They can establish community learning to receive and share experiences with education stakeholders. GenAI allows more reflection as teachers might consider its use in specific contexts and cases as evidence of its effectiveness.

This concise yet insightful volume is a resourceful introduction for pre-service and in-service language teachers at all levels, and punches above its weight with a rare balance between enthusiasm and caution, and between theoretical grounding and practical strategies for integrating AI tools into classrooms. It is timely and targeted, practically focused, and critical though some sections, like assessment adaptations, might have been more detailed.

All Sections present useful tips and questions to help teachers engage critically with GenAI. The Sections promote evidence-based approaches and end with three questions. A fun feature of the volume is a GenAI-generated summary of each section into a different genre (e.g., an academic summary, poem, dialogue, recipe, mind map, warning sign, tweet, or restaurant menu) to show its potential in the Element, and elsewhere.

The outpouring and dual-edged potential of generative AI tools inspire both enthusiasm and unease, even for the current reviewer with over two decades of teaching and research experience. Therefore, to harness excitement while easing worries, a further section is needed to urge companies to pair AI tool launches with transparent impact assessments. Furthermore, this section should recommend psychologically and pedagogically practical strategies to empower language teachers to ease AI worries by integrating critical digital literacy and ethical discussions into lessons; a psychologically-oriented section with practical and useful strategies or suggestions can alleviate these emotions. A further section is needed on how to develop researcher-teachers to advance academically and engage in action or practitioner research while at the same time being critical of technology and GenAI effectiveness.

To stay effective, teachers must continually update their knowledge and skills. Otherwise, their integrity and sovereignty will be compromised. Yet, history reassures us: just as computers or computer technology never replaced effective teachers, neither will GenAI. The essence of accountable teaching will endure, not through tools, but through the 'so-called' irreplaceable human touch.

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