

Book Review: Integrating Artificial Intelligence Technology into Language Teacher Education, Edited by Rod E. Case, Leping Liu, Joseph Mintz (Routledge, 2025)

Reviewed by:

Seyyed Hossein Kashef*

Assistant Professor, Department of English Language, Islamic Azad University, Ur. C., Urmia, Iran

Farhad Khabazian

Ph.D. Candidate in TEFL, Department of English Language, Islamic Azad University, Ta. C., Tabriz, Iran

Correspondence

Email: sh.kashef@iau.ac.ir

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The application of artificial intelligence (AI) in language education has become one of the most significant topics in the field of teaching English as a foreign language (Kashef & Khabazian, 2026; Ke et al., 2026). In language teaching, AI is a helpful tool that can aid instructors in personalizing their lessons, but its real assistance only happens when EFL instructors have digital literacy and know how to use it wisely (Yang & Lou, 2026). As digital tools like ChatGPT and DeepSeek have become increasingly accessible, language instructors and teacher educators are facing some questions about how these technologies might change their practice (Gribiea, 2026). Rod E. Case, Leping Liu, and Joseph Mintz have gathered together a valuable collection of studies in their book titled *Integrating Artificial Intelligence Technology into Language Teacher Education*, which originally appeared as a special issue of *Computers*

in the Schools. The book offers a detailed examination of how AI, and specifically ChatGPT, is utilized by pre-service teachers who prepare to work with multilingual learners. For those of us involved in language teacher training, this insightful book provides a valuable start to understanding both the advantages and the challenges of AI integration in educational contexts.

The first chapter, "Integrating AI Technology into Language Teacher Education: Challenges, Potentials, and Assumptions," sets the scene for the entire book. The authors introduce ChatGPT and explain what makes it different from earlier chatbots and technological tools. Unlike previous tools that relied on simple keyword matching, ChatGPT focuses on the language models that allow it to imitate human language and make decisions. This makes it a powerful assistant for teachers who need help to create classroom materials, worksheets, syllabuses and final assessments. Furthermore, the chapter outlines the major challenges and advantages of AI integration into classroom. It also acknowledges that while these tools offer beneficial possibilities, they also raise important questions about how they should be used and applied in educational settings. This introductory chapter effectively frames the discussion in all other sections. It further leaves some of the deeper challenges for later investigation. The authors' perspectives seem to be supported with that of Gorjian et al. (2025) and Fathi et al. (2023), studies that attempted to integrate digital tools in foreign language classes through utilizing the Technology Acceptance Model (TAM) and teachers' Technological Self-efficacy.

Chapter 2, "Unveiling the Drivers of AI Integration Among Language Teachers: Integrating UTAUT and AI-TPACK," takes a research-oriented approach to precisely investigate what motivates EFL language teachers to utilize AI tools. This section investigates Intelligent Tutoring Systems and their effect on language teacher training. Moreover, it uses structural equation modeling to analyze data collected from questionnaires, student test scores, and classroom observations. Both inexperienced and experienced teachers were included in the study which provided a broad perspective on how teaching experience might influence acceptance of AI among EFL teachers. The findings suggest that Intelligent Tutoring Systems offer significant benefits for evaluating both student performance and teaching techniques. This chapter is particularly practical for teachers who are interested in quantitative research on AI, as it provides empirical evidence for the effectiveness of these tools in language teacher preparation. The findings of the studies in this chapter are in line with Bai et al. (2024) which investigated the impacts of instructors' TPACK on their behavioral attitudes toward applying technology and AI tools in the classes.

Chapter 3, "The Integration of ChatGPT in English for Foreign Language Course: Elevating AI Writing Assistant Acceptance," presents one of the most important and relevant studies in the book. It can be helpful for those working in EFL contexts. The research investigated university students in West Kalimantan, Indonesia, who participated in an ICT for ELT course. This research utilized a mixed-method design. Additionally, the study applied the Technology Acceptance Model to explore how students experienced using ChatGPT during a four-week writing assignment. The findings revealed that students confirmed usefulness of ChatGPT largely because of its user-friendly interface and its ability to respond to their questions in their native language. Furthermore, this investigation found that students primarily used ChatGPT as a writing aid rather than as a tool for generating complete essays. This suggests that with appropriate instructor education, ChatGPT can be beneficial and it can support writing development while minimizing risks of academic dishonesty and ethical issues. The chapter offers a hopeful perspective about how students can engage with AI in meaningful ways to improve their overall language skills.

Chapter 4 turns the focus to assessment of AI tools and human writing skills. It meticulously investigates pre-service teachers' perceptions. In addition, this chapter addresses a particularly challenging question: can pre-service EFL teachers distinguish between AI-generated and human-written texts? The study involved 154 pre-service teachers who evaluated four texts—two written by ChatGPT and two written by EFL students. The results revealed that the participants rated the AI-generated texts significantly higher overall, particularly in terms of linguistic parameters like text structure, grammatical features, and lexical terms. They also felt that AI texts would receive better grades in exams, while student-written texts were seen as transferring more emotional feelings. The most significant finding of the study also highlighted that many participants struggled to correctly identify which texts were written by AI and which were written by students. This chapter illustrates why it is essential to prepare future EFL teachers to understand AI's capabilities. If teachers cannot distinguish between human and machine writing, they may be less able to guide students in critically evaluating AI-generated texts.

Chapter 5 investigated ChatGPT content as a resource in the language education classroom. This chapter examines pre-service EFL teachers' judgment about the texts which were written by ChatGPT through a quasi-experimental design with 30 participants. The study found that judgments of ChatGPT content were higher when the material was prepared by the instructor and when it was placed at the beginning of an assignment rather than in the middle. This finding has pedagogical implications for teacher trainers about how teacher educators might design activities that incorporate AI-generated content in educational settings. The results suggest that

careful integration through meticulous planning can improve how pre-service EFL teachers perceive and use these tools. The chapter also highlights that students who demonstrated a deeper understanding of pedagogical content were more likely to acknowledge the value of ChatGPT-produced texts. Furthermore, they underscored the importance of pedagogical knowledge in effective AI integration. These findings are backed by Blannin et al. (2026) study which investigated EFL educators' self-efficacy to teach with digital technologies like ChatGPT in Australian schools.

The book's greatest strength lies in its empirical findings and its focus on pre-service EFL teachers. Rather than only offering abstract perceptions about AI's capacity, the book presents tangible research findings from real classroom contexts. The various methodologies employed in the studies from quantitative structural equation modeling to mixed-methods designs and quasi-experimental types provide a comprehensive and rich picture of how AI is experienced by both teachers and students in different countries with various cultural backgrounds. The focus on pre-service teachers is particularly crucial, as these instructors represent the future of the profession. Understanding their perspectives, anxieties, and strategies is crucial for designing teacher training programs that are ready for the challenges and opportunities of AI-enhanced educational settings. Additionally, another major strength of the book is that its chapters include studies which are all published in well-regarded academic journals which increases its overall validity.

However, the book has some limitations that deserve attention. While the introductory chapter outlines challenges and problems about utilizing AI tools, it does not delve deeply into the complexities related to these technological tools when teachers attempt to implement them in diverse classroom environments. Problems such as unequal access to technology, different levels of digital literacy among both teachers and students, AI usage expenses and subscription fees, and the ethical issues of relying on AI tools in education are mentioned but not fully investigated among the participants. A more in-depth examination of these real-world obstacles and issues should be explored to provide a more dynamic and actionable guide for EFL educators. Additionally, the book's focus on specific case studies from limited geographical contexts means that the conclusions may not be generalizable, potentially separating teachers in different cultural and institutional contexts who might seek support about integrating AI into their own teaching practices.

The book's lack of a cohesive concluding chapter is another area for improvement. While each chapter highlights its own empirical findings and recommendations with specific details, a cohesive conclusion would tie these findings and insights and address the broader picture and implications for teacher training programs in EFL

classes. Without a clear view of how teachers can improve their knowledge in response to the rapid developments in AI technology, teachers may be left with an incomplete understanding of how to effectively implement these tools into their curricula. This absence of a clear and comprehensive perspective diminishes the book's potential impact on forming the future of language teacher education.

Despite these limitations, *Integrating Artificial Intelligence Technology into Language Teacher Education* is a valuable and practical book in teaching English as a foreign language field. It offers an accessible and evidence-based entry point into a conversation that is only going to become more critical in the years ahead. The book is not an ultimate guide for teachers, nor does it claim to be, but it successfully explains AI tools in teaching English and raises crucial questions about the role of AI in preparing the next generation of language teachers. For EFL students, instructors, teacher trainers, policy makers, and anyone interested in the future of language education, this book provides a valuable understanding about both the advantages and the challenges of our AI-assisted future classes. Especially, it can be practical to colleagues and pre-service teachers who are beginning to explore how AI tools might fit into their own teaching and research to develop the quality and effectiveness of their instruction.

ORCID

 <https://orcid.org/0000-0002-0843-8563>

 <https://orcid.org/0009-0005-7180-5353>

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