

## BOOK REVIEW

**Shukla, A., Meeprom, B., Khunasathitchai, K., & Yadav, N. (2025). *AI-powered English teaching*. IGI Global.**

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Recently, there has been a growing attention on Artificial Intelligence (AI) tools in foreign language teaching (Ugli et al., 2025). These digital tools have fundamentally changed the methods of teaching and learning languages, especially the English language globally (Synekop et al., 2024). The book entitled *AI-Powered English Teaching* authored by Ankit Shukla, Benjaporn Meeprom, Kongkiat Khunasathitchai, and Nagendra Yadav responds to this area of interest. The book offers practical guidance for both students and teachers about how digital AI-assisted platforms can enhance the overall quality of teaching and learning English as a Foreign Language (EFL) in educational settings. Furthermore, the book examines the influence of AI on the emotional states of EFL students, including motivation, anxiety, and autonomy in their classes. It also includes clear guidelines for preparing EFL teachers for future by designing authentic tasks, reducing teachers' burn out and organizing schedules based on learners' needs. This volume further highlights the importance of AI in improving English language teaching through numerous case studies, possible challenges that learners and teachers may encounter while utilizing AI tools. The book is structured into 10 Chapters, each of which is dedicated to a major aspect of AI in foreign language learning, including the fundamentals of AI literacy in education, the importance of AI as a practical guide for instructors and AI tools' application in formative assessments.

Chapter 1 explains the rise of English language as a global medium for education, business, communication, job opportunities, and it further discusses how AI is now changing the pedagogical approaches in teaching English as a second or foreign language all around the world. The authors

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provide examples of AI tools, including ChatGPT, ELSA Speak, DeepSeek, and the ways these tools can develop students' pronunciation, fluency, accuracy, vocabulary knowledge and speech level. Additionally, the chapter effectively outlines AI's inabilities to replicate interpersonal communication and explains ethical concerns related to the use of AI for both learners and teachers. Chapter 2 aims to explore revolutionary impact of AI tools on English language education by investigating both functional applications and theoretical perspectives about AI's role in language learning. Specifically, the authors analyze Computer-Assisted Language Learning (CALL) and its role in intelligent tutoring. In order to support these perspectives, the chapter examines the related empirical studies about the ways machine learning may change traditional methods of teaching and learning.

Chapter 3 shifts attention to the English language learners. More specifically, it focuses on the role of AI in improving personalized learning. As the technological advancement changed the traditional approaches, AI tools offer crucial aids to the EFL students through intelligent tutoring systems and speech recognition chatbots. Further, AI provides authentic tasks, immediate feedback, and friendly environments for learners. Chapter 4 reviews AI-assisted formative assessment in EFL classrooms. It starts with exploring students' demands to receive personalized feedbacks from their teachers. The chapter also discusses the ways AI tools can improve the quality of formative assessments and the effectiveness of student evaluation while reducing the teachers' mental burdens. Each of these aspects is discussed in detail to give a clear understanding of AI's role in language assessment.

Chapter 5 turns the focus to the role of AI-enhanced tools in creating student success. The authors explain how digital advancements enhance autonomy among EFL students by giving them comprehensible feedback, improving their four skills in English (i.e., reading, writing, speaking, and listening) and providing a user-friendly environment for language learning. Chapter 6 investigates five case studies to examine the effects of AI integration in EFL contexts. The findings of these empirical investigations reveal that teachers have a crucial role in educating students to ethically utilize AI. Teachers can guide their students about the negative effects of AI, including overdependence on AI tools, ethical issues and privacy concerns. Furthermore, the chapter claims that AI is not useful if students and teachers do not comprehend active learning techniques and theoretical perspectives related to AI technology. This chapter is one of the most significant sections of the book in that it provides real-life examples about the implementation of AI in English language education. Chapter 7 calls our attention to the application of AI tools within social media like Facebook, Twitter, Tik Talk, Instagram, Duolingo, and Google Meet to improve English language teaching and learning. Currently, EFL students have access to AI-enhanced social medias that facilitate education and create friendly environment for learners to interact with other EFL learners all around the world.

Chapter 8 turns our focus on teachers again, offering a practical guide for EFL instructors. Additionally, this section investigates the impact of AI tools for pedagogical purposes, including designing tests, lesson plans, various types of feedback, authentic tasks and student engagement activities. In Chapter 9, the authors explore the ways teacher educators can train EFL instructors for future. As AI develops, it provides numerous digital tools aimed at enhancing TEFL methods and learning outcomes. In order to empower AI to affect the future of language learning and teaching, EFL instructors need to comprehend and use these smart tools productively in their classrooms. Further, this chapter examines in detail the various AI tools, namely Deep AI, ChatGPT, and DeepSeek available to instructors, emphasizing the benefits and drawbacks related to each of these tools. The final chapter explains the effects of AI tools on EFL students' anxiety in classrooms. It also contains investigation about the benefits of AI for learners, including reducing mental demands, increasing accuracy and fluency, providing personalized and rich feedback for learners. However, if EFL learners do not have basic knowledge about computer and digital technology, these tools can cause even more stress and anxiety for students.

*AI-Powered English Teaching* offers a comprehensive exploration of the role of AI tools in foreign language education. Moreover, the book highlights the effectiveness of these tools as means of motivating EFL learners, reducing their anxiety and building their resilience. Each chapter presents an in-depth analysis of various AI tools like ChatGPT and DeepSeek and how these tools can aid students through providing intelligent tutoring, effective feedback, practical insights. The most significant impact of the book is its emphasis on empirical case studies and real-life examples. Additionally, the authors address ethical concerns and challenges associated with AI for both teachers and learners. The book also investigates the opportunities and limitations of AI in educational contexts. Overall, *AI-Powered English Teaching* is a well-written and informative book that covers the theoretical perspectives, application and assessment of utilizing AI in English education with numerous related examples.

While *AI-Powered English Teaching* offers a comprehensive investigation of AI's benefits in English language learning, it fails to completely explain the possible limitations and weaknesses of AI in EFL classrooms. Although the chapters explain various practical digital tools, these chapters tend to underestimate the significant problems that AI tools can cause for teachers and learners, which include over-reliance on AI, or disconnection with other learners. While the authors precisely discuss the advantages of personalized learning, they could further investigate EFL learners' socio-economic background and how these factors can limit their ability to benefit from AI tools for pedagogical purposes. To enhance *AI-Powered English Teaching*, the authors could provide more real-life examples and empirical studies about the advantages and disadvantages of AI tools for pedagogical indicators in educational contexts. While the book acknowledges the practical role of AI for personalizing learning, it could investigate how exactly AI tools may help EFL students with diverse learning backgrounds. Furthermore, the book could offer practical insights for educational policy makers to create user-friendly technological environments for

teachers and learners to effectively utilize AI in their EFL classrooms. Additionally, implementing perspectives from the English language instructors and students would provide useful guidance for the readers.

## References

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