

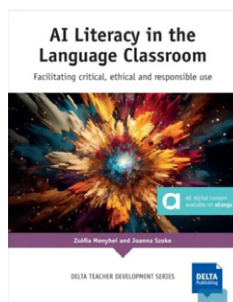
AI Literacy in the Language Classroom: Facilitating Critical, Ethical and Responsible Use

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117 pages

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Artificial intelligence (AI) has entered the classroom, transforming the way teachers and learners think about communication, creativity and information. *AI Literacy in the Language Classroom* is a timely resource that offers teachers a clear framework for using AI critically and ethically. The authors note that 'AI literacy is not about mastering tools but about developing informed, reflective, and socially responsible users of technology' (p. 8), a principle that perfectly captures the spirit of the book and its emphasis on awareness and ethical reflection over technical know-how.

The book is organised into three main parts and is supported by multimedia resources. Part A lays the conceptual and pedagogical groundwork through five chapters that move from broad awareness to practical application. The opening section, Introduction, acknowledges diverse reactions to AI and claims about it, capturing the spectrum of curiosity and concern among teachers. Subsequent chapters demystify AI terminology, ethical implications and pedagogical frameworks. As the authors remind readers, 'teachers need to understand how AI works before deciding how it can best serve learning goals' (p. 9), a point that foregrounds teacher agency as essential for responsible use.

Part B forms the heart of the book, moving from theory to practice with five chapters of classroom-ready lessons. The activities progress from AI Basics and Using AI Tools to AI Ethics and Risks, Personalised and Autonomous Learning with AI, and Projects and Review Activities. Each activity includes level guidance, materials, timing and an explicit 'AI literacy' focus, encouraging reflection on how and when AI can best support learning. In the final part of Part B, the book moves beyond short, stand-alone tasks to larger, integrated classroom projects. Through these extended tasks, learners engage with authentic questions about creativity and responsibility while developing both language proficiency and digital awareness.

Part C features creative, project-based activities, which consolidate earlier lessons and invite learners to apply AI literacy in real-world contexts. Alongside these tasks, the section includes a teacher self-assessment checklist, reflection prompts, and goal-setting pages that help educators evaluate their experiences and plan future growth. As the authors conclude, 'AI literacy should become an essential component of language education, preparing learners not only to use technology but to question and shape it' (p. 94).

What makes this book particularly engaging is its voice. The authors write as experienced colleagues. Whether readers are new to AI or experienced, this resource offers both inspiration and reassurance. *AI Literacy in the Language Classroom* encourages teachers to embrace AI with confidence and curiosity. It reminds us that technology, when used responsibly, can expand the possibilities of language teaching and learning; fostering creativity, collaboration and critical awareness in equal measure.

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Spoken Grammar: All you need to know to teach spoken grammar in the language classroom effectively

Jon Hird

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416 pages

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For many English language practitioners, the sharp contrast between the heavily curated or sanitised written-like grammar covered in conventional published ELT materials and the 'messy' unpredictable reality of spontaneous speech poses significant pedagogical challenges. What is striking is that spoken grammar is still largely neglected in the classrooms and marginalised by the canonical ELT syllabus.

John Hird's *Spoken Grammar: All you need to know to teach spoken grammar in the language classroom effectively* comes as a timely and much-needed resource for teachers who are ready to bridge the gap between 'textbook English grammar' and the grammatical reality of spoken interaction.

The book is coherently structured into 15 chapters, with a useful introductory section to orient readers on how to use the book and its key organisational features, complemented by useful chapter summaries and a comprehensive answer key. Each chapter provides a meticulous analysis of a key area of spoken grammar, ranging from some of the 'big beasts of the conventional grammar syllabus' (p. 7), such as reported speech, phrasal verbs or auxiliary alternatives, to salient interactional and discursive features.

What makes this resource compelling is the way the author manages to maintain an accessible style without compromising terminological rigour, which sets this far from those densely sophisticated and jargon-saturated conventional grammar books. Another clear highlight of the book is the balance between clear and nuanced explanations, sharp research insights (sometimes grounded in statistical evidence such as N-gram and Google Trends, corpus data such as Sketch Engine) and pedagogical depth revealed in practical suggestions for classroom activities. Teachers will particularly appreciate his easily adaptable and highly versatile ideas for classroom practice, such as gamifying a classical matching-the-stem-with-the-tag activity through Pelmanism (p. 28) or using interactive bingo cards with questions and short answers (p. 16).

This book is an indispensable resource for practitioners who are eager to discover practical tools to navigate the gap between textbook grammar and the messiness of spoken grammar. When learners enrich their repertoire of spoken grammar with forms such as vague binomials (*this and that, bits and pieces/bits and bobs, more or less, give or take*), suffixes of approximation (*-ish, -y*) or even adverb-adjective collocations (*blatantly obvious, deadily serious, remotely funny, fully aware*), they not only add the natural-sounding flavour to their speech pattern, but infuse their language with affective nuances, emotional colour, sounding less rigid or abrupt which might benefit them when navigating social interactions.

Ultimately, we could argue that this book manages to bring spoken grammar to the daily 'pedagogical ball', thus redressing its Cinderella status within the ELT syllabus and effectively demonstrating that it is not a broken version of its glamorous sibling, written grammar.

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