Book Review: Transforming the Language Teaching Experience in the Age of AI

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While studies about Artificial Intelligence is increasing, the necessity of exploring Turkish conditions emerges. Articles we are reading and examining are mostly from similar contexts: native speakers who are TESOL teachers, professional academics that work in Eastside, teachers who have their atmosphere in ESL schools. Since all writings are beneficial for each various context, all environmental factors tend to have their difficulties and circumstances. For every country, teachers' attributes, students' willingness to learn and try new things, accessibility to technological devices and cultural barriers change. This difference led us to a necessity to write about our cultural community accordingly. That is why this book can help to English Language Teachers in every corner of Turkey. As pandemic starts, using technology for educational access is a highly important issue. Teachers started exploring, using, and measuring how and why this tool is used. Artificial Intelligence is a different topic that requires in-depth investigation and information.

Eroglu (2023) examined Turkish teachers' attitude towards online education and realized a literature gap since there was a few articles which their examination and control groups are Turkish. Another article again points out the necessity of new articles on Turkish teacher attributes on digital reading and writing (2022). Mocosoglu and Kaya (2020) also underlines the fact that the number of articles were even fewer before pandemic starts.

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Not only the paucity of these articles, but also a need to find a journal or a book that gathers this article type is critical, even in this age. Kartal's book is mostly on Turkish context, and this makes it a real beneficial handbook to check on.

Kartal's book contributes an overview of what can be done in Artificial Intelligence with an integrative transition. Book contains of 14 chapters gathered; 10 of them focused on Turkish teachers, students, and applicability of AI in these environments while 4 of them are from different countries: USA, South Africa and India. Chapters used variable tools with AI: ChatGPT, Intelligent Virtual Speakers, Machine Translation. Also attitudes, pedagogical appropriateness, potential contributions and perceptions are examined. As Kartal said in preface: the chapters within this volume have illuminated the transformative potential of AI in language teaching, hedding light on innovative methodologies, tools, and practices that redefine the landscape of education. This is a good explanation of what to expect from this book. Major aspects of AI are examined, and AI is considered as both a tool and an aim. Very strong part of this book is every part is not recapping. But the weak point is, the chapters are not gathering in the same field. Artificial Intelligence is not an enough topic to agglomerate these articles. Ten articles are from Turkish context, which makes this book more attractive to Turkish scholars but the other four are not accompanying. Even this unrelation of environments could help us as scholars to examine the differences between Turkish and foreign countries. Editor should've gathered these types of articles next to each other to give reader a chance to compare, or even, write a comparison by his own. In Chapter 3, Yesilcinar argues gamification through its opportunities and challenges from a university in Turkey. Meanwhile, in Chapter 11 Chamboko-Mpotaringa and Manditereza are examining the same subtopic with a comprehensive analysis from South Africa. These chapters may complete themselves in order to give a better comparison of what cultural, environmental and accessibility centered differences can affect gamification appliances. Since Kartal's article about Artificial Intelligence's evolution in Chapter 8 highlights ethical concerns and transformative pedagogy while prior article in Chapter 7 is investigating very similar concepts, this could be applied to whole book. To make a more view opener book, chapters could be arranged as giving reader a chance to make comparisons, such as adding a teacher perception on AI from an overseas country just next to Chapter 1, the chapter

about the same topic written by Ozdemir-Cagatay from METU, Turkey. Furthermore, attaching a participant role analysis with cultural dimensions from Turkish context just as Chapter 14 from Arkansas University.

Despite these criticisms, Kartal's book is not feeling reader as they are reading the same thing again. It has nearly every topic when it comes to AI, and even though these topics are written in dual articles, it gives a different perspective to reader rather than a repetition sense. Preface and summary parts give a clear description of what to see in each part as editor made a very plain work here. This handbook for Artificial Intelligence in Language Teaching, is not only for scholars. Teachers around the world and eager language teacher candidates, Bachelor students from English Language Teaching department or even autonomous language learners can check up on this book to see how this new technology can influence all of us.

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