

Preface

Few questions matter to as many people at once as the one this book addresses. Artificial intelligence now writes, reads, translates, tutors and grades, and it does so in every language classroom, every literature seminar and every examination hall that has a connection to the internet. Teachers in İstanbul and Frankfurt, in Rabat and Toronto, are making the same decisions this year about what to admit into their practice and what to keep out, and they are making them with very little help from the disciplines that ought to be guiding them. We believe that the volume in your hands speaks to that situation directly, and that it will be useful wherever language and literature are taught.

It is not, however, simply a collection of papers that happen to share a keyword. The thirteen chapters were written out of a common concern and were shaped, through invitation, review and revision, toward a common question. Their authors work on task-based teaching and agentic tutoring, on gifted learners and synthetic voices, on the computational reading of Calvino and the sexist habits of generative models, on automated assessment and on the law that will eventually govern all of this. What unites them is a refusal to treat the machine as either a miracle or a threat. Each chapter asks instead what changes for readers, learners and teachers when the instruments of interpretation are themselves made of the texts they interpret. That question, and the answers gathered here, give one of the most discussed subjects of our time a frame that we have not found elsewhere, one in which pedagogy, literary criticism, assessment and regulation are read as parts of a single problem.

The strength of the book lies in the people who wrote it. The contributors are specialists in their fields, several of them with long records of work on educational technology, Romance literatures, language testing and public law, and they brought to the project both the rigor of their disciplines and a willingness to write across them. Their chapters were subjected to editorial reading and peer review before acceptance and were revised in the light of that review. The volume is published by Maurer Press in Frankfurt am Main, in association with AYG Press İstanbul and İUC Press İstanbul, a partnership that ensures international distribution and lasting bibliographic access.

We offer the book to teachers, scholars, examiners, policymakers and graduate students alike, and we hope that it will be read, taught, contested and built upon.

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