



Book Review

AI in Foreign Language Learning and Teaching: Theory and Practice **By Marcel Danesi**

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Marcel Danesi

Artificial intelligence (AI) has transformed foreign language teaching (FLT) by introducing sophisticated technological tools, such as intelligent tutoring systems, which significantly enhance personalized instruction and learner engagement (Godwin-Jones, 2022). However, despite the increasing integration of these technologies into this field, critical pedagogical questions about how AI can most effectively support foreign language learning remain only partially explored. In response, Marcel Danesi's recent book, *AI in Foreign Language Learning and Teaching: Theory and Practice*, seeks to address this gap. The book systematically examines key pedagogical concerns, including AI's potential for independent foreign language instruction, its implications for teaching methodologies, and its ability to innovate effective FLT strategies. This review critically evaluates Danesi's contribution to the ongoing discourse on AI integration within FLT and assesses its implications for research and practice.

Danesi structures his discussion into six chapters that systematically investigate the intersection between AI and FLT. The book opens with a historical overview of the technological revolution in FLT, from language labs and computer-assisted language learning (CALL) to Generative AI, which redefines the teacher's role within the classroom. Chapter Two establishes a theoretical foundation for foreign language acquisition by examining prominent frameworks such as Interlanguage Theory, Input Hypothesis, and Universal Grammar. Danesi then explores how AI complements these frameworks through data-driven insights and adaptive learning strategies.

Chapters Three and Four delve into ways AI enhances linguistic and communicative competence, including pronunciation practice, grammar correction, and conversational fluency. AI-driven interactional tools that simulate real-world communication are also discussed in the fourth chapter to facilitate natural and spontaneous language use. By integrating these technologies into both linguistic and communicative skill development, Danesi illustrates how digital innovations elevate language proficiency across multiple dimensions. Chapter Five extends the discussion to conceptual competence, emphasizing how AI enhances learners' understanding of cultural and metaphorical nuances in language. Through contrastive analysis and individualized instruction, AI helps learners interpret idiomatic expressions and cross-linguistic differences more effectively. Finally, the final chapter introduces the "*Blended Foreign Language Teaching*" model, which advocates for collaborative synergy between AI tools and human instructors to optimize language learning experiences.

The main goal of this book is to make FLT relevant for today's technologically adept learners, offering concrete ideas for classroom implementation without diminishing the essential role of human teachers. In this respect, Danesi echoes the prevailing scholarly consensus that views AI as a tool for enhancing instructional efficiency rather than replacing teachers' role in fostering authentic language learning experiences (Mohamed, 2024). For instance, through a hybrid model proposed in Chapter 6, Danesi illustrates how AI can enhance personalized instruction while teachers facilitate critical thinking and interactive engagement. This argument reflects broader discussions in AI-based FLT research, emphasizing the necessity of balancing technological automation with teacher intervention (Amirjalili, 2024). One of the book's most compelling arguments is that AI in FLT does not merely assist in language instruction but actively reshapes pedagogical strategies. In doing so, this book enriches not just the literature on the use of technology in language education but also presents a significant contribution to FLT development in the digital age.

In addressing the learner's need to improve language skills, Danesi's work does more than present AI in its abstract concept, but also contextualizes it within foundational theories of language acquisition. As such, this approach highlights the significance of AI in promoting integrated language skill development. Additionally, Danesi extensively demonstrates how AI can support FLT in providing more adaptive and personalized materials. In line with this, Ironsi (2023) emphasizes that integrating technology with responsive lesson planning frameworks, such as the context-analysis-practice-exploration (CAPE) framework, effectively improves language skills. Furthermore, Li and Wang (2023) reinforce this argument by pointing out that AI and edge computing technologies, supported by 5G, can improve the evaluation of teaching quality through higher responsiveness and more accurate data—elements that are vital for FLT improvement. These discussions conform to the 21st-century learning paradigm that calls for enhanced adaptive and collaborative capacities (Chen, 2023). Hence, this book significantly contributes to the modern FLT discourse, serving as a theoretical reference to assess both the potentials and limitations of AI as well as a practical guide for technology developers, teachers, and policymakers to integrate advanced technologies into learning processes.

Another of the book's strength lies in its comprehensive perspective on exploring the potential of leveraging AI to facilitate FLT. Rather than focusing solely on linguistic aspects, it examines motivational factors and sociocultural dimensions that often determine successful foreign language learning. This approach reflects Danesi's attempt to make AI a core component in FL-pedagogy, unlike many other works that only emphasize theory or technology in isolation. Moreover, the clarity of the arguments and

the well-organized structure that integrates theoretical insights with practical applications make this book an essential reference for academics and practitioners interested in FLT innovations.

However, although Danesi effectively illustrates the considerable benefits of AI integration, certain limitations are evident. The book does not sufficiently address the practical challenges faced in implementing AI, such as how teachers might incorporate this technology into existing curricula and how to navigate the digital readiness of both teachers and learners. Furthermore, since the book focuses on evolving learning models and paradigms, its discussion of infrastructural constraints and practical challenges in resource-constrained schools remains limited. Another critical issue that receives insufficient attention is the potential for algorithmic bias, which can adversely affect equity in education. While the author presents AI as a powerful solution to pedagogical problems, its limited exploration of ethical and policy concerns, particularly in student data privacy, reliance on specific platforms, and practical impacts of using this technology represent a significant drawback in its widespread application.

In conclusion, *AI in Foreign Language Learning and Teaching: Theory and Practice* represents a timely and valuable contribution to foreign language education, particularly in AI-based FLT instruction. Danesi successfully promotes a deeper reevaluation of how educators and institutions conceive of the teacher's role, curriculum design, and student interactions in the digital era. As effective AI integration requires more than just technological competence—it demands ethical foresight, adequate infrastructure, and sustained institutional support—this book offers both inspiration and caution. With clear arguments and an organized structure, it enriches the understanding of how AI can personalize learning and provides applicable classroom implementation guidelines. For scholars, this book encourages more in-depth investigations into AI's equitable and context-sensitive use in diverse learning environments. Meanwhile, practitioners and learners are encouraged to utilize AI creatively and critically while continuously assessing its influence on foreign language development and 21st-century skill acquisition. Ultimately, Danesi's work offers not only a theoretical foundation but also serves as a catalyst for further dialogue and innovation in foreign language education.

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