
| BOOK REVIEW

Chapelle, Beckett & Ranalli (2024). Exploring AI in Applied Linguistics: Book Review

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Exploring AI in Applied Linguistics: Book Review

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1. Introduction

Exploring AI in Applied Linguistics has edited by Carol A. Chapelle, Gulbahar H. Beckett, and Jim Ranalli. It was published in Iowa State University Digital Press, United States, in 2024. The chapters in this volume were developed from various conference proceedings, covering a broad range of topics on AI technologies, their uses and their implications for language learning, teaching and research.

This book consists of fifteen chapters divided on four main section within introduction and conclusion chapters, these chapters are organized according to their general field of application. The chapters in the first part begins with research on AI and then on language learning, introducing language learners' past and present use of AI tools. The second part includes chapters covering studies that illustrate how skill assessment researchers describe and test ChatGPT's abilities across aspects of language assessment. While, the third part chapters cover the research issues developed by AI in applied linguistics. Finally, the part four chapters, address the issue of language teacher training. Moreover, foreshadows research trends on AI and its impact on applied linguistics, with a high level of new contributors to this volume. The aim of this review is to evaluate the book's scholarly and pedagogical contributions to applied linguistics, highlighting its innovations, limitations, and overall impact.

2. Summary of the Book

The editors present the main implication of this book as the first scholarly focus on the implications of integrating generative AI into language practices and teaching contexts Introduction to "Artificial Intelligence": The opening chapter places AI within a history of technological mediation in language learning that dates back to early computer-assisted language learning (CALL) systems and continues into the era of large language models (LLMs). They believe that generative artificial intelligence will bring about a different change; it not only processes language but also creates it.

In the first part: "AI Use by Students" This section explores how students interact with artificial intelligence. Goodwin-Jones and O'Neill conduct this study to examine changes in digital culture over time and learner autonomy. Furthermore, Ranalli provides a form of AI awareness training for students. Several experimental studies, such as Baumgart et al., have demonstrated how ChatGPT can be used to improve writing skills. Other study by Kusumaningrum et al, (2024) has shown how writing emails highlights the cognitive perspective of artificial intelligence tools, as well as the ethical issues used. This part raised a basic conflict: artificial intelligence provides immediate language assistance to students, but it may prevent them from participating in cognitive activities.

In the second part: "AI in Language Assessment" This part provides a strong evidence based practices. Jia and Ariadoust evaluate the ChatGPT reliability as an instrument for correcting language tests, finding that while its critical abilities rival those of human tester , it still struggles to get all differences accurately. (Gao et al., 2024) & (Kim et al., 2024) searched this topic in more depth regarding the evaluation of spontaneous speech and the discover of unusual responses, while (Chun and Barley, 2024) compared human expert elements with those created by artificial intelligence. (Xu, 2024) demonstrating the importance of preparing the coach to facilitate appropriate AI-based assessment processes.

In the third part: "AI Research Issues", Some researchers in this part view AI as an analytical tool and a subject of linguistic research. (Xu et al, 2024) Discover how different designs affect the grammatical comments that created by ChatGPT, while the study in China by (Su and Goslar, 2024) explore how the GPT-4 practical effectiveness in the context of Chinese conversational styles, focus on limitations and its cultural capabilities.

In the fourth part: "Teacher Education", in this section enable the teachers to think how they can interact with AI in their career. Other study by Chappell et al, on an in-service training unit suggests that schoolteachers should use artificial intelligence in a correct way, not just using it. The results of this study ranged from cautious optimism to ethical concerns about the impact of artificial intelligence on teaching practices. The book "The Teacher's Companion" explore how artificial intelligence -promote interactive voice response (IVR) systems can revolutionise teacher training, moving beyond learning methods and traditional teaching towards multimedia curricula that enhance teaching practices.

3. Critical Evaluation

Distinguishes this book, entitled "Exploring Artificial Intelligence in Applied Linguistics," is its clear and strong internal coherence, which makes it of great importance. The studies in this book have discussed that applied linguistics needs a radical rethinking of its epistemological foundations considering the emergence of artificial intelligence. By organizing the chapters according to themes such as assessment practices, teacher training, research issues, and learner engagement, The researchers present a framework that reflects the nature of applied linguistics and encourages the reader to consider how these fields can be seamlessly interconnected through emerging technologies.

The methodology of this book is notably successful in balancing empirical rigor with exploratory analysis. For example, the chapters on assessment include rigorous quantitative work that provides clear evidence of problems with the validity of automated assessment systems compared to the explanatory efficiency of human assessors, while the chapters on learner interaction adopt a qualitative approach, favoring reflective discussion from the perspective of practitioners.

This combination is highly effective at its best, but it can lead to differences in the depth of analysis across the fields it covers. A distinctive feature of this assessment is its intellectual humility in the face of the binary view of artificial intelligence as either a miracle solution or an existential threat. The emerging intersections with education that are challenging at present, along with resistance to responsible integration processes, are becoming less optional in the future, significantly influenced by the ongoing discussions about the underlying foundations of the emerging technologies that are beginning to enter classrooms everywhere today. Chapelle et al., 2010, this is shifting the topic under discussion to consider it other than as technology.

The book "Technology and Language Learning Handbook" (Warschauer and Liaw 2019) or "Beyond the Language Classroom" (Benson and Reinders 2011) compared to other works addressing the topic of building a distinctive identity. Positioning oneself directly within the emerging paradigms primarily dictated by generative artificial intelligence, which presents novel implications, warrants due scientific attention through further exploration and understanding, tracing the evolutionary paths closely associated with leadership to date, and identifying the contexts in which researchers are increasingly seeking to operate. This involves shedding light on the various aspects entailed in guiding ongoing future discussions, gradually uncovering the underlying complexity of the proposed engagement strategies, and moving forward with the impact felt so far, disrupting and reshaping the historically well-established foundations alongside continuously emerging new developments. This necessitates reclassifying the subsequent landscapes and securing the currently observable trends affecting the fundamental disciplines directly implemented in the mainstream and serving the banking solutions practically practiced daily.

This book provides a good example of how applied linguistics can contribute significantly not only to understanding aspects related to artificial intelligence, but also to driving responsible integration across educational fields that support many ways of nurturing communities, empowering individuals, accelerating change that enables growth and prosperity, enriching lives and capabilities without limits, and unleashing limitless potential waiting to be discovered. The journey of discovery has already begun.

4. Conclusion

Exploratory and methodological processes are still taking their first experimental steps in academic studies that intersect with artificial intelligence, with significant theoretical implications for generative AI, which represents the ever-changing landscape of discourse emerging from rapidly evolving fields. Artificial intelligence helps researchers and educators concerned, revealing a logic intertwined with negotiated pathways that express imagination-based service domains. This book is ambitiously poised to welcome

a surge of growth, development and sustainability that encapsulates responsible, harmonious integration, creating an environment where learning is nurtured beyond boundaries, reaching great heights because open access can generate powerful opportunities.

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