

Preface

This book grew out of a conviction that the current transformation of language education deserves neither celebration nor alarm, but disciplined attention. Artificial intelligence has moved, in a remarkably short time, from the margins of computer-assisted language learning to the center of how languages are taught, practiced, and assessed. The thirteen chapters that follow—and a fourteen looking toward the agentic systems now emerging—attempt a comprehensive, theoretically grounded account of that movement across the three domains named in the title, held together by a single thesis: that the educational value of AI lies in augmentation, not automation, and that this is a design condition to be achieved rather than an attitude to be professed.

The book is addressed to graduate students, teacher educators, researchers, and thoughtful practitioners. Each chapter closes with a pedagogical companion—key concepts, discussion questions, and further reading—intended to support its use in graduate seminars and professional development settings. The book’s synthesis culminates in the PAGE framework (Chapter 13), an integrative model for responsible AI integration, which is then applied prospectively to agentic language learning platforms (Chapter 14).

A note on method. This book is a narrative synthesis of the research literature, with particular attention to the generative and post-generative-AI period of 2023–2026. Literature was identified through structured searches of scholarly databases and citation indices—including targeted searches of the field’s core journals in computer-assisted language learning and language testing—and through citation-chaining from key syntheses. The synthesis privileges peer-reviewed empirical work and systematic reviews; where preprints or grey literature are cited, this is indicated in the reference. Chapter 14 documents its own search procedure in full as a model of the transparency the book advocates.

Declaration on the use of artificial intelligence. Artificial intelligence tools were used in the preparation of this manuscript—in drafting assistance, language editing, and the compilation of literature—under the author’s direction and with the author’s full responsibility for all content. Following the initial draft, the manuscript underwent a comprehensive human-directed revision in which every bibliographic entry was individually

verified against scholarly databases (Scite, publisher records, and citation indices); entries that could not be verified were removed or corrected, and all cited claims were checked against their sources. No AI system is credited with authorship, and all interpretations, arguments, and remaining errors are the author's own. This declaration is made in accordance with current publisher policies on AI-assisted manuscript preparation.