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## EMERGING TECHNOLOGIES IN SECOND LANGUAGE TEACHING AND LEARNING

Artificial Intelligence, Adaptive  
Learning, Virtual Reality, and Beyond

Edited by  
Shelly Wyatt, Baiyun Chen, Maria Redmon

# Edited by Shelly Wyatt, Baiyun Chen, Maria Redmon Emerging Technologies in Second Language Teaching and Learning

*Artificial Intelligence, Adaptive Learning, Virtual Reality, and Beyond*

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### About the editors

**Shelly Wyatt** is a Senior Instructional Designer at the University of Central Florida's Center for Distributed Learning. In 2013, she received her PhD in Instructional Technology and Design (IDT) at UCF, with a research focus on technology and second language acquisition. Dr. Wyatt has been an active contributor to the scholarship of IDT, presenting at conferences in the US and Europe on topics related to technology and second language learning. She has also received several awards for her work in IDT, including a Research Incentive Award (UCF, 2023), a Quality Impact Award (UCF, Center for Distributed Learning, 2022), and Excellence in Distance Learning Research – Bronze level (United States Distance Learning Association, 2024).

**Baiyun Chen** is the Program Director for the Personalized Adaptive Learning team at the Center for Distributed Learning at the University of Central Florida (UCF). She earned her PhD in Instructional Technology and Design from UCF, and she has published widely on topics related to online and adaptive instruction, including 23 peer-reviewed journal articles, book chapters, and editorial-reviewed articles. She has also delivered more than 50 presentations at international and local conferences since 2006.

**Maria Redmon** is a Professor of Spanish Language and Culture at the University of Central Florida (UCF). Her research interests and publications include enhancing learning through the innovative use of technologies such as 360° videos, universal design, augmented reality, artificial intelligence, digital storytelling, and collaborative online international learning (COIL), among others. Professor Redmon has received teaching and learning awards at UCF; she has also been awarded NSF, Fulbright-Hays, Title VI, and NEH grants for her research and curriculum development. Professor Redmon has published in international and national journals focused on teaching, innovation, and learning. She holds degrees from the Universidad Complutense de Madrid and the Madrid Chamber of Commerce and Industry, Spain. Professor Redmon initiated the Translation and Interpretation Certificate program, the Elementary Spanish Honors, Business Spanish, and High Impact courses in Latin American Studies and Business at UCF.

### Summary

'Emerging Technologies in Second Language Teaching and Learning' examines how artificial intelligence and other digital innovations are remaking language education across K–12 and higher education contexts. As technologies such as generative AI, adaptive learning systems, virtual reality, and digital storytelling become increasingly integrated into classrooms, educators face new opportunities—and challenges—in designing meaningful language-learning experiences. This edited volume brings together international scholars and practitioners to explore how emerging technologies can support multilingual learners through personalized learning, immersive environments, and innovative pedagogical approaches. Grounded in established theories of second language acquisition, applied linguistics, and instructional design, the chapters combine research-based analysis with real-world classroom applications. Contributors examine topics including AI chatbots for language practice, AI-generated instructional materials, adaptive learning platforms, culturally adaptive digital storytelling, virtual reality–based language tasks, and open educational resources that expand access to language learning.

Aside from technological innovation, the volume critically addresses the pedagogical and ethical issues of AI-enhanced education. Chapters explore issues such as algorithmic bias, academic integrity, digital equity, and teacher agency, as well as the importance of maintaining human-centered learning environments in increasingly automated educational systems. Across a variety of contexts—from secondary classrooms to university language programs—the contributors highlight how instructors can thoughtfully integrate technology to enhance interaction, creativity, and communicative competence. Integrating theory, research, and practice, this book offers a timely resource for language educators, instructional designers, teacher educators, and researchers in TESOL, applied linguistics, multilingual education, and educational technology. It also serves as a valuable guide for graduate students and academic leaders seeking responsible, evidence-informed approaches to innovation in language teaching.

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