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Nota di contenuto	Chapter 1: Introduction and Overview: The Inescapable Confluence of Technology, Psychology and Second Language Learners and Users (Mark R. Freiermuth) -- Chapter 2: The Acquisition of Pragmatically Appropriate Requests by Second Language Learners of Spanish Using an Input-Based Virtual Environment (Karina Collentine) -- Chapter 3: Exploiting Vocabulary CALL Interventions to Operationalize and Test the Depth Levels of the Processing Model (Saad Alzahrani and Leah Roberts) -- Chapter 4: The Cognitive and Psychological Effects of YouTube Video Captions and Subtitles on Higher Level German Language Learners (Peter Yang) -- Chapter 5: Computer-Assisted Language Testing and Learner Behavior (Brett Milliner and Blair Barr) -- Chapter 6: Blogging in an Autonomous, Constructivist and Blended Learning Environment: A Case Study of Turkish EFL Teachers in Training (Il Günseli Kaçar) -- Chapter 7: EFL Student Engagement in an English-for-Specific-Purposes Tourism Class: Flipping the Class

with Facebook (Tran Thi Thanh Quyen and Nguyen Van Loi) -- Chapter 8: Learner Autonomy and Responsibility: Self-Learning Through a Flipped Online EFL Course (Hsin-chou Huang) -- Chapter 9: A Spanish Speaker and a Friend: Identity Transformation in Foreign Language Chat (Adam Mendelson) -- Chapter 10: Catalan Teenagers' Identity, Literacy and Language Practices on YouTube (Boris Vazquez-Calvo, Nikolaj Elf and Adriana Gewerc) -- Chapter 11: The Phenomenology of Experiencing Oneself Online: Critical Dimensions of Identity and Language use in Virtual Spaces (Liudmila Klimanova) -- Chapter 12: Leveraging Multilingual Identities in Computer Science Education (Sharin Jacob, Leiny Garcia and Mark Warschauer) -- Chapter 13: The Implications of Using Online Social Networks on EFL Learner Self-Concept (Nourollah Zarrinabadi and Ensieh Khodarahmi) -- Chapter 14: EFL Blogging in the Greek Secondary School Classroom: The Positive and Negative Effects on Student Attitude (Gina Paschalidou) -- Chapter 15: Chinese Language Learners' Intrapersonal and Interpersonal Perceptions of a Pinyin Text to Speech System (Goh Ying Soon, Saiful Nizam Warris and Rasaya Al Marimuthu) -- Chapter 16: Gliding Across the Digital Divide with High Anxiety: Electronic Resource Selection Towards Self-Directed Writing Practice in a South African EAP Context (Jako Olivier) -- Chapter 17: Artificial Intelligence Technology for EAP Speaking Skills: Student Perceptions of Opportunities and Challenges (Bin Zou, Sara Liviero, Mengyuan Hao and Chaoyang Wei) -- Chapter 18: A Need to Communicate: An Intercultural Story of Motivation Generated in Disrupted Text-Based Electronic Chat (Do Thi Ha and Mark R. Freiermuth) -- Chapter 19: A Motivational Story in Hong Kong: Generating Goals for Language Learners and Blended Learning Designers from a Mixed-Method Learning Analytics Approach in English for Academic Purposes (Julia Chen and Dennis Fong) -- Chapter 20: The Impact of Digital Storytelling on the Motivation and Engagement of Young Foreign Language Learners (Lizzie Abderrahim and David Navarro González) -- Chapter 21: The Impact of Online Lower-Level Courses on World Language Learners' Self-Perceptions, Mindset and Willingness to Communicate (Rebecca L. Chism and Carine Graff) -- Chapter 22: Criteria for Motivational Technology Enhanced Language Learning Activities (Pinelopi Krystalli, Panagiotis Panagiotidis and Panagiotis Arvanitis) -- Chapter 23: Future Considerations Concerning Technology and the Psychology of Second Language Learners and Users (Nourollah Zarrinabadi and Mark R. Freiermuth).

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### Sommario/riassunto

This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology. Mark R. Freiermuth is Professor of Applied Linguistics at Gunma Prefectural Women's University, Japan. Nourollah Zarrinabadi is Adjunct Lecturer at the University of Isfahan, Iran. .

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