

Technology and Language Learner Psychology

Editors

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When computer-assisted language learning (CALL) started to become an integral part of language learning curricula, the effect it had on learners was often conspicuous. Depending on the computer application, language learners felt greater empowerment, (Warschauer, 1996); they experienced less anxiety (Freiermuth & Jarrell, 2006); they were more cognizant of their own grammatical output (Pellettieri, 2000); they felt they had more control over their learning (Schwienhorst, 2003); they were able to collaborate more effectively (Beauvois, 1997; Meunier, 1994; Warschauer, 1996, 1997) and they focused attention on production rather than mistakes (Freiermuth & Jarrell, 2006). As computers became increasingly more user friendly, the speed of changes within technologically capable classrooms naturally followed. However, as Freiermuth (2002) points out, simply incorporating the newest technologies is no guarantor of satisfactory results. Rather, the success of any application can only be accurately judged based upon its affect on the learners.

In recent years, technologically assisted language learning (TALL), with its multifarious and rapidly changing manifestations, has transmogrified the learning of second languages into a much more ephemeral and less definable phenomena. Individual language teachers—keen on keeping pace with the latest innovations—have embraced this diversity by incorporating these technologies into their classrooms. Nevertheless, one of the principal shortcomings that Warschauer (1996) pointed to nearly a quarter of a century earlier continues to plague the marriage of technology and language learning, namely that although technology undoubtedly has a direct effect on the cognitive and psychological processes of language learners, research about such processes sorely lags their implementation. Hence, there is clearly a need to uncover how these learners are being affected by the technologies that are being practiced. This edited volume's primary objective, then, is to provide a clearer picture of how technology influences the behavior and affects the mindset of second language learners.

In light of this, the volume's editors are looking for proposals for chapters that address the crossroads of technology and language learner psychology. In particular, the editors are interested in theoretical or empirical studies that address the interaction between technology and the psychological issues involved in learning a second language. Submitted chapters may focus on (but are not limited to):

- ❖ Technology-Assisted Language Learning, Teaching Methods and Learner Psychology
- ❖ Language Courseware Design and Learner Psychology
- ❖ Psychology, Multimodal and Multicultural Communication
- ❖ Computers and Individual Differences in L2 Learning (e.g., motivation, anxiety, WTC, self-efficacy)
- ❖ Computerized Language Testing Systems and Language Learners
- ❖ New Learning Environments and Learners' Motivation, Identity and Engagement

- ❖ Computer-Mediated Communication and L2 Learners
- ❖ New Technologies and Language Learners
- ❖ Mobile-Assisted Communication and L2 Learners
- ❖ Gaming and Language Learners

Proposals representing various methodological paradigms are welcome, including quantitative, qualitative, and mixed methods approaches. Proposals that represent specific, pedagogically creative uses of TALL are also welcome, provided that researchers address how language learners have been affected by the use of the technology.

Potential contributors are invited to submit a 500-word proposal by **October 15th, 2017**, including the following information:

- ✓ The title.
- ✓ Author name(s) and affiliation(s), and contact information.
- ✓ A summary of chapter.
- ✓ A short biography including recent publications for each author.

The abstracts should be sent to one of the following e-mail addresses: mark-f@fic.gpwu.ac.jp or nur.zarrinabadi@gmail.com

- Information concerning acceptance will be sent out by **October 30th, 2017**.

The volume will be discussed with Routledge Publishing (Taylor & Francis). Once chapter proposals have been confirmed, a complete book proposal will be sent to the publisher. Once the contract has been secured, the authors of the accepted proposals will be notified about specific submission guidelines and requested to submit full chapters in the range of 6000-8000 words. Chapters should be original work and should not have been submitted for publication elsewhere. All submitted chapters will be reviewed using a double-blind review process. Authors may also be requested to serve as reviewers for this book project.

Inquiries about the proposals and the project should be sent to the editors:

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We look forward to receiving a wide-range of manuscripts that connect technology and language learners.