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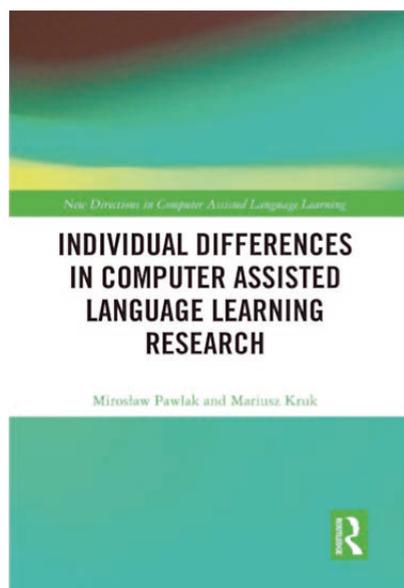
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Over half of a century, second language (L2) psychological factors have been heatedly investigated by L2 practitioners and computer assisted language learning (CALL) researchers who devote their continuous efforts to gain some comprehensive understandings of what learner-external and internal factors may contribute to successful L2 learning outcomes (Li, Meng, Tian, Zhang, & Xiao, 2021). For the learner-external factors, contextual settings (outdoor instruction vs. indoor instruction), availability of resources (paper-based vs. digital-based) and interaction modes (e.g., corrective feedback and collaborative learning) have been regularly discussed in the field of second language acquisition (SLA). Apart from the learner-external factors, an emerging array of publications with different foci have begun to offer insights into the learner-internal factors, viz. individual difference (ID) factors, such as learner demographic factors (e.g., age, gender, age of acquisition, and language proficiency, etc.), aptitude, working memory, personality, grit, willingness to communicate, learning styles, beliefs, learning strategies, L2 mindfulness, learning motivation, L2 self-efficacy, engagement and emotions, among others.

This volume is structured into five chapters in an attempt to gain a panoramic vision of learner ID factors in the field of SLA in general and CALL in particular: an overview of selected CALL technologies (chapter 1), theoretical research on ID factors (chapter 2), methodological research on ID factors (chapter 3), empirical research on ID factors in CALL settings (chapter 4), and conclusion section (chapter 5).

Chapter 1 surveys the selected CALL technologies that have been used to facilitate L2 learning outcomes, with a particular eye on such technologies as interactive whiteboards, social networking platforms, corpora, mobile devices, virtual worlds, digital games, computer-mediated communication and extended reality.

Drawing on the theoretical underpinnings in SLA, chapter 2 offers a brief yet highly informative overview of state-of-the-art theoretical developments in research on ID factors,



including age, gender/sex, aptitude and working memory, personality, grit, learning styles, learning strategies, beliefs, motivation, willingness to communicate, engagement and emotions.

As the other side of a coin, chapter 3 continues to present the latest methodological advances in research on ID factors. More specifically, it first introduces data collection instruments and analytical procedures. This is followed by the discussion of macro- and micro- perspective in research on ID factors. This chapter closes by synthesizing intervention studies that consider learner ID as the outcome and moderator factors.

Motivated by insights of the most representative studies, chapter 4 offers a brief overview of the empirical investigations of ID factors that have been discussed in chapter 2 in terms of CALL settings, trying to relate the theoretical and methodological issues of ID factors in CALL to advances of a broader SLA field.

Chapter 5 is the conclusion section, which first devotes to elaborating how research in SLA and CALL can complement with each other, and then outlining the latest developments of individual variation in SLA. It also proposes the future directions for research of ID factors in CALL.

In the hope of fostering fruitful dialogue between SLA and CALL, this volume will not only be of great valuable for SLA and CALL researchers to establish a theoretical framework of the subject matter, but also for L2 practitioners to better inform pedagogy in SLA.

REFERENCE

- Li, R., Meng, Z., Tian, M., Zhang, Z., & Xiao, W. (2021). Modelling Chinese EFL learners' flow experiences in digital game-based vocabulary learning: The roles of learner and contextual factors. *Computer Assisted Language Learning*, 34(4), 483–505.