



楊艷超博士

數智語言服務學系 | 副教授

個人簡介

楊艷超，博士，副教授，博士生導師，現任數智語言服務學系主任。主要研究方向為量表建構與心理測量學、應用語言學及數智教育評價，長期關注教育與語言學研究中的測量工具開發、學習者心理特徵評估及數智化評價方法。現任 Journal of Language Service Studies 副主編，並擔任 BMC Psychology、PLOS One、Scientific Reports 編委及多家 SSCI 期刊審稿人。先後在 Language Teaching Research、Learning and Instruction、European Journal of Education 等 SSCI 期刊及《上海翻譯》等 CSSCI 期刊發表論文 30 餘篇，其中關於內卷量表開發的論文入選 Wiley 出版社 2023 年度高被引論文。主持的省級線上線下混合式一流課程《英語語音》及省級精品線上開放課程《英語聽力》均入選「國家高等教育智慧教育平台」首批推薦課程；並帶領團隊獲評省級優秀教學團隊，先後獲得省級及國家級教學競賽獎項十餘項。其研究兼具理論建構與方法應用特色，熟悉經典測量理論、Rasch 模

型及網絡分析等方法，在科研量表開發、教育測量與數智教育評價領域積累了較為系統的研究成果。

職業資格

副教授

職稱與職務

數智語言服務學系主任

任教課程

《基礎英語》、《管理學基礎》、《旅遊英語》

工作經歷

- 中西創新學院數智語言服務學系副教授
- 華北理工大學輕工學院副教授（2018-2024）

教育背景

- 澳門大學哲學博士教育學專業（202008-202307）
- 香港大學教育學碩士教育行政與管理專業（201408-201512）
- 華北理工大學外國語學院文學學士英語專業（200408-200806）

研究興趣

語言服務、學生心理、教育測量

社會服務

- Journal of Language Service Studies 期刊副主編以及 BMC Psychology、PLOS One 與 Scientific Reports 編委

研究成果

論文發表

1. Zhang S, Wang X, Song X, **Yang Y***, Peng Z, Li J and Yan W (2026) The association between perceptions of GenAI-mediated feedback for English pronunciation practice and academic engagement: the mediating role of foreign language enjoyment. *Front. Psychol.* 17:1860590. doi: 10.3389/fpsyg.2026.1860590
2. Song, X., **Yang, Y. ***, Zhang, S. *et al.* Perceived competitive school climate and academic burnout among Chinese university students in the EFL context: the mediating role of linguistic shame. *Sci Rep* (2026). <https://doi.org/10.1038/s41598-026-58249-9>
3. Zhang, H., **Yang, Y. ***, Zhang, Y. *et al.* Generative AI dependency on programming among university students: a scale development and validation study. *BMC Psychol* (2026). <https://doi.org/10.1186/s40359-026-05011-5>
4. Guo, S., **Yang, Y.***, Cui, T., Tan, Z., Yang, X., & Li, W. (2026). Development and Validation of the Short-Form Drama Addiction Motivation Scale: A Network Analysis Approach. *Acta Psychologica*, 265, 106745. <https://doi.org/10.1016/j.actpsy.2026.106745>
5. Lu, S., **Yang, Y.***, Li, W., Jing, B., & Guo, Y. (2026). Academic Tangping scale for college students in China: scale development, validation and application. *Scientific Reports*, 16(1),

Article 7897. <https://doi.org/10.1038/s41598-026-38759-2>

6. Li, W., **Yang, Y.***, Lu, S., Cui, T., & Jing, B. (2026). Associations between academic involution and depression in Chinese undergraduates: A serial mediation analysis of rest intolerance and burnout. *Acta Psychologica*, 264, 106427. <https://doi.org/10.1016/j.actpsy.2026.106427>
7. Zhong, W., **Yang, Y.***, Jing, B., Yang, X., Tan, Z., & Wei, Q. (2025). Scale for students' attitude towards AIGC feedback in English pronunciation learning: Development, validation and application. *PloS One*, 20(10), e0335210. <https://doi.org/10.1371/journal.pone.0335210>
8. Wang, C., **Sun, Y.***, **Yang, Y.***, Li, W., Lu, S., & Zhong, J. (2025). Development and validation of future employment anxiety scale in China. *BMC Psychology*, 13(1), Article 1066. <https://doi.org/10.1186/s40359-025-03412-6>
9. Lu, S., **Yang, Y.**, Li, W., Wang, X., Gao, F., Wang, C., ... Dong, X. (2025). Psychometric properties of the Dance Self-efficacy Scale for Chinese college students. *Research in Dance Education*, 1–16. <https://doi.org/10.1080/14647893.2025.2570917>
10. **Yanchao, YANG**, Zhe, SHI, Yilin, WANG, & Yang, LU (2025). Exploring Applications of ChatGPT to Improve Spoken Chinese Self-efficacy of International Students: Theoretical Rationales, Limitations, and Recommendations. *TOJET: The Turkish Online Journal of Educational Technology*, 24(3).
11. Liu Z, Sun D, Zhang L, Wang X, **Yang Y*** (2025) The impact of classroom interaction on willingness to communicate: The mediating roles of speaking self-efficacy and foreign language enjoyment. *PLoS One* 20(7):e0328226. <https://doi.org/10.1371/journal.pone.0328226>
12. Li, H., Wang, C., **Yang, Y.**, & Gu, Y. (2025). Teacher Support, Reading Enjoyment, and Self-Efficacy: Predictors of Student Reading Engagement and Volume. *Reading & Writing Quarterly*, 1–15. <https://doi.org/10.1080/10573569.2025.2509505>
13. Zhong, W., & Yang, Y. (2025). From “management” to “governance”: A conceptual shift in constructing the elements of national translation capacity (從“管理”到“治理”:國家翻譯能力要素構建中的理念轉型). *Shanghai Journal of Translators*, (2), 4–9, 95. (In Chinese)

14. Du, L., & Yang, Y.* (2025). Development of an online College English course satisfaction scale in the digital era (數位化時代背景下《大學英語》線上課程滿意度量表的構建). *Contemporary Foreign Languages Studies*, (3), 152–159. (In Chinese)
15. YANG, Y., TAN, Z., & YANG, X. (2025). Fleeing Tiktok to Rednote: Leveraging Generative Technologies to Support Cross-Language Communication for Tiktok Refugees on Chinese Social Networking Platforms. *TOJET: The Turkish Online Journal of Educational Technology*, 24(2).
16. Yang, Y., Li, W., Xue, S., Huang, W., & Guo, S*. (2025). Psychometric Evaluation of Perceived Internship PUA Scale: Using Rasch Analysis. *European Journal of Education*, 60(1). <https://doi.org/10.1111/ejed.12832>
17. Liu, F., Yang, Y.*, Wang, F. (Robin), & Li, W. (2025). The English Debating Self-Efficacy Scale: Scale development, validation, and psychometric properties. *PloS One*, 20(2), e0314879-. <https://doi.org/10.1371/journal.pone.0314879>
18. Guo, Y., Wang, C., Xu, J., Gao, R., & Yang, Y. (2025). Preschool teachers' sense of teaching efficacy: Scale development and validation. *Asia Pacific Journal of Education*. <https://doi.org/10.1080/02188791.2025.2452604>
19. Zhang, Y., **Yang, Y.**, Xia, J., Wang, X., & Cai, Y. (2024). Development and validation of Academic Publishing Involution Scale for College Teachers in China. *Current Psychology*, 1-11.
20. Guo, Y., Wang, C., **Yang, Y.**, Gao, R., Li, S., & Lu, Y. (2024). The relationship between preschool teachers' sense of teaching efficacy and turnover intention during the COVID-19 pandemic: a mediation model. *Early Years*, 1-18.
21. Wang, F., **Yang, Y***, & Cui, T. (2024). Development and validation of an Academic Involution Scale for College Students in China. *Psychology in the Schools*, 61(3), 847-860.
22. **Yang, Y.**, Peng, Y., Li, W., Lu, S., Wang, C., Chen, S., & Zhong, J (2023). Psychometric evaluation of the Academic Involution Scale for College Students in China: an application of Rasch analysis. *Frontiers in Psychology*, 14, 665.

23. Cui, T., Wang, C., **Yang, Y.**, & Shao, Y. (2023). A serial mediation model testing associations between teacher–student relationship, resilience, autonomous learning and academic performance in the Chinese EFL context. *Language Teaching Research : LTR*. <https://doi.org/10.1177/13621688231166771>
24. Xue S, **Yang Y***, Du J and Liu F (2023) Multi-layered e-feedback anxiety: An action research study among Chinese learners using peer feedback activities in an academic writing course. *Frontiers in Psychology*. 14:1062517. doi: 10.3389/fpsyg.2023.1062517
25. **Yang, Y.**, Xue, S., Cui, T., & Teo, T. (2023). Effects of Goal Orientation on Environment Management in Technology-Based Physics Learning. *Frontiers in Psychology*, 13, 8405.
26. Xue, S*, Wang, C., & **Yang, Y***. (2022). Exploring affecting factors of and developing a framework for teachers' online instruction. *Learning and Instruction*, 82, 101665.
27. Xue, S., Du, J., & **Yang, Y.** (2021). Institutional influences on teachers' classroom technology integration: a multi-case study of teachers' uses of mobile social media at universities in China. *Asia Pacific Journal of Education*, 1-22.
28. Cui, T. & **Yang, Y***. (2022). Social relationships and grit in English as a foreign language learning among high school students: A three-wave longitudinal study. *Frontiers in Psychology*, 13:1038878. <https://doi.org/10.3389/fpsyg.2022.1038878>
29. Lyu, B., Liao, X., & **Yang, Y.** (2022). Relationships Between Temporal Leadership, Transactive Memory Systems and Team Innovation Performance. *Psychology research and behavior management*, 15, 2543–2559. <https://doi.org/10.2147/PRBM.S380989>
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