

Contents

1	Introduction	1
1.1	Theory, Research, and Practice	1
1.1.1	Games in CALL	4
1.1.2	A Brief History	5
1.2	Gamefulness: A Framework for the Use of Games in L2TL	8
1.2.1	Game-Enhanced L2TL	8
1.2.2	Game-Informed L2TL	9
1.2.3	Game-Based L2TL	10
1.2.4	Gameful L2TL	11
1.3	Purpose of the Book and Outline of Chapters	12
2	Learnful L2 Gaming	19
2.1	Who Plays Digital Games and Why?	20
2.2	Games in Other Languages	25
2.2.1	Games as Cultural Artifacts	27
2.3	Informal Game-Enhanced L2 Learning in the Wild	30
2.3.1	Data and Procedures	31
2.3.2	Results	34
2.3.3	Discussion and Implications	39

2.4	Conclusion: Gaming	42
2.5	Project Ideas	42
3	Play	45
3.1	What Is Play?	46
3.2	Play and Language Play	49
3.3	Caillois' Forms of Gameplay	54
3.3.1	Agon	55
3.3.2	Alea	57
3.3.3	Mimicry/Simulation	58
3.3.4	Ilinx	60
3.4	From Play Forms to Play Styles	62
3.4.1	A Grain of Salt	65
3.5	From Play Styles to Gameful L2 Learning Preferences	67
3.5.1	Motivation	68
3.5.2	Learning Styles	69
3.5.3	Learning Strategies	72
3.6	Conclusion: Play	73
3.7	Project Ideas	74
4	Game	77
4.1	Game as Rules, Narrative, and Media	78
4.1.1	Game as Rules/Gameplay as Agency	79
4.1.2	Game as Narrative/Gameplay as Identity	82
4.1.3	Game as Media/Gameplay as Community	84
4.2	Game Type: Formats, Genres, and Elements	87
4.2.1	Game Formats	87
4.2.2	Digital Game Genres	90
4.2.3	Game Elements: Mechanics, Dynamics, Behaviors, and Other Features	94
4.3	Conclusion: Game	98
4.4	Project Ideas	99

5	Gameful L2 Learning	101
5.1	SLA and Gameful L2 Learning	102
5.1.1	A Structural-Behaviorist View of Gameful L2 Learning	104
5.1.2	A Psycho-Cognitive View of Gameful L2 Learning	106
5.1.3	Social-Informed Perspectives on Gameful L2 Learning	108
5.1.4	Ecological Perspectives on Gameful L2 Learning	111
5.2	Affordances for Gameful L2 Learning	113
5.2.1	Contextualized Language Learning	116
5.2.2	Time for L2 Use and Learning	120
5.2.3	Spaces for Sheltered Practice	122
5.2.4	Goal-Oriented Learning and Feedback	124
5.2.5	Opportunities for Languageing and Social Collaboration	126
5.2.6	Identity Work and Play	129
5.2.7	Time/Place (In)Dependent Learning	132
5.2.8	Autonomous, Extramural Learning	135
5.3	Conclusion: Learning	137
5.4	Project Ideas	138
6	Game-Enhanced L2TL	141
6.1	Pedagogical Mediation	142
6.2	Evaluating and Choosing a Game	145
6.2.1	Affordances	146
6.2.2	CALL Appropriateness	148
6.2.3	Play Preferences and Dispositions	151
6.2.4	Conclusion: Evaluating and Choosing a Game	152
6.3	Frameworks for Game-Enhanced Activity Design	153
6.3.1	Gaming Literacies	153
6.3.2	Game Discourses and Functions	155
6.3.3	Narrativization	158
6.3.4	Experiential Learning	159

	6.3.5	Bridging Activities	160
	6.3.6	Conclusion: Frameworks	162
6.4		A Guide to Game-Enhanced L2 Instruction	164
	6.4.1	Evaluating and Choosing the Game	164
	6.4.2	Project Design and Implementation	166
	6.4.3	Sample Projects	169
6.5		Conclusion: Game-Enhanced L2TL	171
6.6		Project Ideas	171
7		Game-Informed L2TL	173
7.1		Implications from Research for Game-Informed L2TL	174
	7.1.1	Contextualized Language Learning	174
	7.1.2	Time for L2 Use and Learning	175
	7.1.3	Spaces for Sheltered Practice	176
	7.1.4	Goal-Oriented Learning	176
	7.1.5	Languaging and Social Collaboration	177
	7.1.6	Identity Work and Play	179
	7.1.7	Time/Place (In)Dependent Learning	179
	7.1.8	Autonomous, Extramural Learning	181
	7.1.9	Conclusion: Game-Informed Implications for L2TL	181
7.2		Gamification: Overview	182
7.3		Elements of Gamification	186
7.4		Conclusion: Game-Informed L2TL	190
7.5		Project Ideas	191
8		Game-Based L2TL	193
8.1		Overview	194
8.2		Implications from Research for L2 Educational Game Design	199
	8.2.1	Contextualized Language Learning	199
	8.2.2	Time for L2 Use and Learning	200
	8.2.3	Spaces for Sheltered Practice	201
	8.2.4	Goal-Oriented Learning and Feedback	202
	8.2.5	Languaging and Social Collaboration	204

8.2.6	Identity Work and Play	205
8.2.7	Time/Place (In)Dependent Learning	206
8.2.8	Autonomous, Extramural Learning	206
8.3	Planning a Game for L2TL	207
8.3.1	Play Different Games and Analyze Their Language and Designs	208
8.3.2	Alter or Mod Existing Games	209
8.3.3	Design Simple Analog Game Prototypes, Playtest, and Re-design Them	210
8.3.4	Analyze the Narrative Arcs of Stories	211
8.3.5	Create a Game World	212
8.3.6	Write a Gameful, Interactive Story	213
8.3.7	Design Mazes, Puzzles, and Playgrounds	214
8.3.8	Design Game Tasks, Features, and Win Conditions	216
8.3.9	Design Screen Mockups, Storyboards, and Decision Trees	217
8.3.10	Conclusion: Planning a Game	218
8.4	Conclusion: Game-Based L2TL	220
8.5	Project Ideas	221
9	Researching Gameful L2TL	225
9.1	Evaluating Research	226
9.1.1	Research Purpose, Questions, and Orientation	227
9.1.2	Research Design and Parameters	228
9.1.3	Theoretical and Methodological Frameworks	230
9.1.4	Language, Participants, and Context	231
9.1.5	Game Type	233
9.2	Designing Research	235
9.3	An Example of Gameful L2 Learning Research: The Role of Involvement in Game-Enhanced L2 Vocabulary Learning	239
9.3.1	Research Problem and Background	240

9.3.2	Theoretical Framework and Research Questions	243
9.3.3	Research Design	244
9.3.4	Results and Discussion	247
9.3.5	Implications for the Next Iteration	251
9.4	Conclusion: Research	254
9.5	Project Ideas	255
10	Conclusion	257
10.1	Summary of Key Points	258
10.2	Into the Future	262
10.3	Final Thoughts	265
	List of Games Mentioned	267
	Appendix. Suggested readings	273
	References	279
	Index	301