CONTENTS

Preface xi

Our purpo	se xi			
Will this b	ook be	useful fo	or you? xii	
Your refle	ctions	xiv		
Contents o	of the b	ook xi	/	
Chapter 1	Introduction 1			
	1.1	Langu	age, games, play, and learning 1	
		1.1.1	What is language? 1	
		1.1.2	What is play? 2	
		1.1.3	What is a game? 2	
		1.1.4	How is gameplay related to learning? 3	
		1.1.5	Your reflections 4	
	1.2	Game-	enhanced and game-based L2TL 4	
	Table	1.1 Sun for L27	nmary of game-based environments TL 7	
		1.2.1	Your reflections 9	
	1.3	_	game-mediated L2TL: What has lone? 9	
	Table 1.2 Potential benefits of MMOGs 10			
		1.3.1	Your reflections 11	
	1.4	Movin	g ahead 11	
Chapter 2	Goals: Learning tasks and goal-orientation 12			
	2.1	A scen	ario: The thief in the museum 12	
		2.1.1	Scenario questions 13	
	2.2	Tasks a	and L2TL 13	
		2.2.1	TBLT and defining L2 learning tasks 14	
		2.2.2	Your reflections 16	
	2.3	Criticis	ms of tasks in L2TL 16	
		2.3.1	Same task, different activities 16	
		2.3.2	Authentic tasks are not always authenticated 17	
		2.3.3	Privileging instruction-driven over learner- driven design 18	
		2.3.4	Your reflections 19	

		2.4.1	How is game playing goal oriented? 20
		2.4.2	How are game tasks designed? 22
		Table 2	2.1 Objectives and task types 23
		2.4.3	Your reflections 24
	2.5	Summa	ary and implications 24
	2.6	A gam	e-enhanced scenario: The museum
		game	25
		2.6.1	Scenario questions 26
	2.7	Game-	mediated applications 27
		2.7.1	A game-enhanced L2 writing activity: Game journaling 27
		2.7.2	Designing a game-based L2TL environment: Focus on goals 28
		Activity	/ 2A: Learning the tutorial 28
		Activity	/ 2B: Game journal 29
		Chapte	er 2 Game design activity 30
		2.7.3	Your game-informed reflections 30
Chapter 3	Inter game		With, through, and about digital
	3.1	A scena	ario: Games are for loners or are they? 32
		3.1.1	Scenario questions 33
	3.2	Interac	tion 34
		3.2.1	Interaction in L2 learning 34
		3.2.2	Your reflections 36
	3.3	Game-	mediated L2 interactions 36
		3.3.1	Ideational interactions with games 36
		3.3.2	Interpersonal interactions through and around games 37
		3.3.3	Textual interactions about games 39
		3.3.4	Your reflections 40
	3.4	Interac	tion from a game design perspective 41
		3.4.1	Implications for L2TL 42
		3.4.2	Your reflections 43
	3.5	Summa	ary and implications 43
	3.6	A gam around	e-enhanced scenario: Social interactions d social networking games 44
		3.6.1	Scenario questions 45

2.4 Game playing as *goal-orienting* behavior 19

3.7	Game-	mediated applications 45
	3.7.1	Game-enhanced L2 speaking/listening activities: Game-mediated interactions 45
	Activit	y 3A: Interacting with games in the L2 46
	Activit	y 3B: Interacting through/around games 47
	Activit	y 3C: Interacting about games 47
	3.7.2	Designing a game-based L2TL environment: Focus on interaction 47
	Chapte	er 3 Game design activity 48
	3.7.3	Your game-informed reflections 49
	lback: F uctiona	Real-time, individualized, and al 50
4.1	A scen	ario: The feedback challenge 50
	4.1.1	Scenario questions 51
4.2	Feedb	ack in L2TL 51
	4.2.1	Impact on L2 learning: Feedback as instruction 52
	4.2.2	Your reflections 55
4.3	Challe	nges for feedback in L2TL 55
	4.3.1	Fear of failure 55
	4.3.2	Time constraints 56
	4.3.3	Language variation 56
	4.3.4	Low consequence and internalization 56
	4.3.5	Your reflections 57
4.4	Feedb	ack in digital games 57
	4.4.1	How do digital games utilize fail states as opportunities for feedback? 57
	4.4.2	How do digital games give individualized, just-in-time feedback? 59
	4.4.3	How is feedback in digital games designed? 60
	Table 4	4.1 Feedback mechanisms in digital games 61
	4.4.4	How is feedback given in player interactions? 62
	4.4.5	Your reflections 63
4.5	Summ	ary and implications 63

Chapter 4

4.6	A gam	e-informed scenario: <i>The golden</i> re 64
	4.6.1	Scenario questions 65
4.7	Game-	mediated applications 66
	4.7.1	A game-enhanced activity focusing on feedback 66
	Activity	y 4A: In-game feedback 68
	Activity	y 4B: Feedback in player interactions: An analysis task 68
	4.7.2	Designing a game-based L2TL environment: Focus on feedback 68
	Chapte	er 4 Game design activity 69
	4.7.3	Your game-informed reflections 70
Cont	ext: Th	e role of narrative 71
5.1		ario: The promise of narratives 71
J	5.1.1	Scenario questions 72
5.2		at and narrative 73
	5.2.1	Context in linguistics and L2TL 74
	5.2.2	
	5.2.3	Your reflections 77
5.3	Games	and narratives 78
	5.3.1	Your reflections 80
5.4	Contex	t in game-informed L2TL 80
	5.4.1	Your reflections 82
5.5	Summa	ary and implications 82
5.6		e-enhanced scenario: <i>Designing game</i> ives 83
	5.6.1	Scenario questions 83
5.7	Game-	mediated applications 84
	5.7.1	A game-enhanced L2 activity: Designing narratives 84
	Activity	/ 5A: Designing narratives—Character descriptions 85
	Activity	/ 5B: Designing narratives—Setting descriptions 86
	Activity	/ 5C: Designing narratives—Plot descriptions 86
	Activity	5D: Designing narratives—Follow-up project 87

Chapter 5

		5.7.2	Designing a game-based L2TL environment Focus on context 87
		Chapte	r 5 Game design activity 88
		5.7.3	Your game-informed reflections 88
Chapter 6	Moti	vation:	Engagement and flow 90
	6.1	A scena	ario: Keeping students interested 90
		6.1.1	Scenario questions 91
	6.2	Motiva	tion in L2TL 91
		6.2.1	Motivation models in L2TL 92
		6.2.2	Your reflections 94
	6.3	Motiva	tion: The player and the game 95
		6.3.1	Engagement and digital games 95
		Figure	6.1 Elements of games that engage us 96
		6.3.2	Flow and digital games 97
		6.3.3	Your reflections 98
	6.4	Summa	ary and implications 98
	6.5	-	e-enhanced scenario: Getting motivated to rench 99
		6.5.1	Scenario questions 100
	6.6	Game-	mediated applications 100
		6.6.1	A game-enhanced activity: Thinking about motivation 101
		Activity	6A: Thinking about flow in games and learning 101
		Activity	6B: Thinking about engagement in games and learning 102
		6.6.2	Designing a game-based L2TL environment Focus on motivation 103
		Chapte	r 6 Game design activity 104
		6.6.3	Your game-informed reflections 105
Chapter 7		ame: Tl .2TL 1	ne future of digital games 06
	7.1	From p	arallels to connections 106

Goals: Learning tasks and goal

Interaction: With, through, and about

orientation 106

digital games 107

7.1.1

7.1.2

	7.1.3	Feedback: Real time, individualized, and instructional 108
	7.1.4	Context: The role of narrative 109
	7.1.5	Motivation: Engagement and flow 109
	7.1.6	Your reflections 110
7.2	Critica	l considerations 110
	7.2.1	Parts of a system 110
	Table	7.1 Balance types in game design 111
	7.2.2	Player and learner agency 112
	7.2.3	Playing to learn vs. learning to play 112
	7.2.4	Your reflections 113
7.3	The fu	ture of digital game-mediated L2TL 113
7.4	Game	-mediated applications 116
	7.4.1	Game-enhanced summary activities 116
	Activit	y 7A: A reflective portfolio 117
	Activit	y 7B: A "game" plan 117
	7.4.2	A game-based L2TL environment: Presenting your design 118
	Activit	y 7C: Game design proposal 118
7.5	Sugge	sted readings 119
	7.5.1	L2TL 119
	7.5.2	Digital gaming 121

References 123

List of Games 133

Appendix 1: Glossary 135

Appendix 2: Guide to Game Types and Genres 143

Appendix 3: Digital Game Evaluation Guide for L2TL 152

Index 155