

COMPUTER GAMES

IN LANGUAGE LEARNING AND TEACHING

Edited by Hayo Reinders

Rationale

Recent years have seen a growing interest in the pedagogical benefits of computer games. Gee (2003), for example, identified 36 learning principles in the games he investigated. It is clear that computer games have the potential to engage learners and to encourage interaction in the target language. Immersive environments offer learners opportunities for situated learning and the adaptive qualities of most games ensure that learners are motivated to persist in their learning, thus increasing the chance of further exposure to target language input, and opportunities for output. The use of computer games in language education is based on the premise that successful learning is integrated into the sociocultural context of learners' lives and encourages collaboration and lifelong learning (Lamb & Reinders, 2005). The use of new technologies, and in particular computer games, thus facilitates the bridging of learning within and outside the language classroom.

The potential of computer games, however, has not been investigated much from a second language learning and teaching perspective. Do games really motivate learners? Do they actually encourage more use of the target language? Do they offer opportunities for negotiation of meaning, or focus on form? Do they result in greater uptake and acquisition? Although some recent studies have started to address these questions (for example deHaan, Reed and Kuwada 2010, Piirainen-Marsh 2009, and Zheng, Young, Brewer and Wagner 2009), there is currently no dedicated collection of papers to bring together the state-of-the-art in research into game-based learning.

Similarly, for language educators it is not easy to identify the best way to include game-based learning into the curriculum (either as part of classroom or online instruction, or as a self-study complement to such instruction). There has not been much exchange of best practice in this area. Through the presentation of action research and case studies, it is hoped this volume will better inform language teaching practice about the potential role of computer games.

Call for papers

The proposed book will be divided into two parts: the first section will include theoretical papers, either giving an overview of theory and research or reporting studies into game-based learning. The second section will be more applied in nature and give accounts of the implementation of games in language education. All contributions are expected to be grounded in language learning and teaching theory and research. A major publisher has expressed serious interest in publishing the collection, subject to the usual review process.

Chapters will be between 5,000-7,000 words long and will address informed language teachers and researchers in language teaching, applied linguistics, and second language acquisition.

Contributions can cover one or more of the following topics (other, relevant subjects will also be considered):

The theory of games-based language learning

Studies of games in language education

Language learning and teaching in multi-user virtual environments (such as Second Life)

The use of MMORPGs in language education

Mobile games

The relationship between situated learning, immersive learning environments, and games

Submitting an abstract

Abstracts should be between 400-600 words and give a clear picture of the setting(s), the research method (for papers in the first part of the book), the pedagogical context (for papers in the second part), and the main points to be made in the chapter.

Proposals and submission enquiries should be sent to:

[<hayo@innovationinteaching.org>](mailto:hayo@innovationinteaching.org)

The deadline for the receipt of proposals is September 12, 2010. All proposals should include the following information:

- (i). Full name and title of the author(s)
- (ii). Professional status (Lecturer, Professor)
- (iii). Professional address (department, employer, city and country)
- (iv) email addresses (home/work)
- (v). Please attach a short biographical statement of each author (ca. 50-100 words).

All proposals will be reviewed and a decision about its possible inclusion is expected to be made within three weeks. Acceptance of your abstract does not guarantee inclusion of your chapter in the book, as the final chapter draft will be subject to further review.

The first draft of the chapters is due on or before January 3, 2011.

Acceptance or rejection of papers is expected to take place within two weeks after this date. Authors of accepted proposals will be sent further guidelines for the development of their chapter in due course. Prospective authors may submit more than one chapter proposal; however, only one chapter can be accepted per individual author.

About the editor

Hayo Reinders (www.innovationinteaching.org) is Head of Language and Learning Support at Middlesex University in London, and Adjunct Professor at the University of Groningen in the Netherlands. He is Convenor of the AILA Research Network on Computer-Assisted Language Learning and Editor of *Innovation in Language Learning and Teaching*, an international peer-reviewed journal dedicated to learner-centred approaches in language education. He was previously founding Director of the English Language Self-Access Centre at the University of Auckland in New Zealand, and Visiting Professor at Meiji University in Tokyo. He has published numerous academic articles and has authored and edited more than twelve books for teachers, academics, and language learners. He regularly gives plenary and keynote speeches worldwide in the areas of technology, autonomy, and the use of computer games in language education.