

Gameful Second and Foreign Language Teaching and Learning: Theory, Research, and Practice. Jonathon Reinhardt (2019). Tucson (the USA): Palgrave Macmillan. ISBN 978-3-030-04729-0 (eBook), pages XIX-311.

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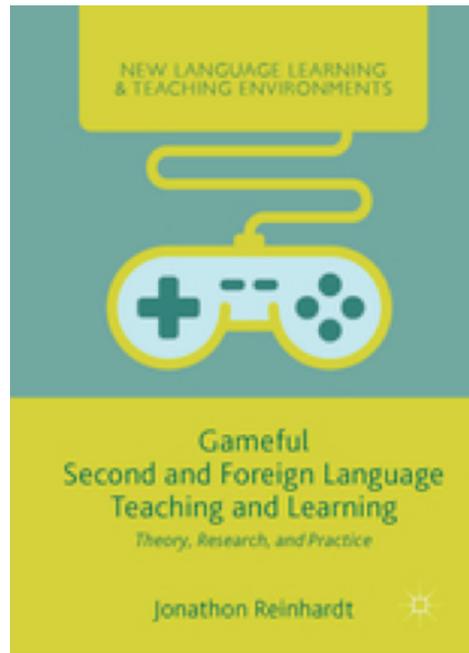
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Today's students who are labelled as 'digital natives' by Prensky (2001) are surrounded by mobile phones, tablets, digital textbooks, smart pens, virtual keyboards, tech backpacks, laptops, digital music players, etc. These tools of the digital age are assumed to be the most important property of the students of this generation. It will not be wrong to say that one of the primary reasons for using these digital tools is playing digital games. According to the research by Limelight networks (2009), people who play video games spend an average of seven hours seven minutes each week playing. Statista (2009) also reports that 10.5 percent of gamers aged between 18 and 25 spent more than 20 hours a week on average playing video games. This great interest in digital games makes it possible to consider them as beneficial tools that can be exploited for educational purposes. *Gameful Second and Foreign Language Teaching and Learning: Theory, Research, and Practice* serves as a bridge for understanding how digital games can be used for second and foreign language learning process.

The book starts with an introduction which focuses on relationships between theories and practices in digital gaming. The potential of digital gaming about fostering learner engagements during second/foreign language learning process is the focus of this part. The introduction, the first chapter, also presents the main purposes of the book and the outline of eight chapters in the book. All chapters in the book start with preview questions which aim to make readers brainstorm the content and end with questions for discussion.

Chapter 2 discusses the advantages and disadvantages of digital gaming focusing on some practices. The chapter also presents information about the games designed in other languages in the world. Hybrid themes of games make them a little bit challenging for integrating into education. The chapter also discusses games for informal learning.

Chapter 3 explains different theories of play. In the first section of the chapter, the



author provides several definitions of play. The term 'language play' is explicated and its relations with language learning and awareness are discussed in this chapter. The chapter also refers to Roger Caillois's) *Man, Play, and Games* (1958) (see pp. 54-55) which suggests four basic types of play. The chapter also explores how different games correspond to different learning styles.

Focusing on the definitions and types of game Chapter 4 explores the traces of interaction, engagement, and motivation that games provide. The chapter uncovers the relationships between games and language learning experiences. Game formats, mechanics and genres (p. 88) are also explained emphasizing their counterparts in second/foreign language learning. Gamefulness and dynamics associated with gameful language learning are other issues touched in the chapter.

Chapter 5 focuses on the similarities between language learning and gameful second or foreign language learning processes. The author explains some ways of how game designs and pedagogical approaches can support gameful language learning as well. Structural-behaviourist, cognitive, and ecological perspectives and how they conceptualize gameful language learning are also covered in the chapter.

Uncovering the ideas behind how vernacular digital games can be utilized in second or foreign language learning chapter 6 presents three approaches that can be applied when evaluating and selecting these games for second or foreign language learning use. Gaming literacies, game discourses and functions, game dynamics, narrativization, experiential learning, and bridging activities are also presented under the heading of six frameworks for the design of pedagogical mediation.

Chapter 7 deals with the steps of how gamifying can be conducted for formal second or foreign language instruction. The chapter explores the concepts *game-informed* and *gamification* focusing on some implications from research related to game-informed second or foreign language learning. The author explicates points, challenges, quests, rewards, badges, trophies, levels, and boards as gamified learning activities in a clear way (p. 187). A guide to gamification by describing some features is also presented in the last section of the chapter.

Chapter 8 tries to find answers for how digital games can be developed for second or foreign language learning. Starting from analog game design such as monopoly, hang man, bingo, the author describes the ways of designing simple prototypes. Story-focused and structure-focused second or foreign language learning game designs are introduced in the chapter as well. This chapter also presents useful planning activities that can be utilized prior to designing formal games.

Chapter 9, which is the last part of the book, is based on conducting research on gameful second or foreign language learning. In this chapter, the author provides some fundamental tools for evaluating, designing, and implementing research along with theoretical and methodological frameworks. Each section of a possible study on gameful language learning is clearly explained, which is very beneficial for all researchers who are eager to conduct research about the issue.

The book includes a list of the games mentioned throughout the chapter and suggested reading sources for researchers as well. All aspects of the integration of digital games and language learning and teaching process are available in the book. It can be regarded as a great resource for those who want to exploit digital games for language learning. The author provides each tiny detail in a principled way for a successful integration of games into

language learning process. In addition, the book can be a good source for those who deal with technology-enhanced language learning, educational and mobile technology.

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