

DIGITAL
EDUCATION
AND LEARNING

COMPUTER GAMES AND LANGUAGE LEARNING

MARK PETERSON



Computer Games And Language Learning Digital Education And Learning

**Mark Peterson, Kasumi
Yamazaki, Michael Thomas**



Computer Games And Language Learning Digital Education And Learning:

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Digital Games in Language Learning Mark Peterson, Nasser Jabbari, 2022-08-12 This edited volume provides a comprehensive overview of contemporary research into the application of digital games in second and foreign language teaching and learning As the use of digital games in foreign language education continues to expand there is a need for publications that provide a window into recent innovations in this increasingly influential area of language education This volume is wide ranging in scope incorporating both theory and practice and includes contributions from authorities in the field Areas covered include research reviews and a range of case studies conducted in a variety of international contexts This volume represents an essential guide to developments in this field and will have wide appeal to students language educators game and instructional designers

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upper level students seeking relevant research on the improvement of language education through the use of technology

Multimodality, Digitalization and Cognitivity in Communication and Pedagogy Natalya V. Sukhova, Tatiana Dubrovskaya, Yulia A. Lobina, 2021-10-21 This book positions itself at the intersection of the key areas of the modern humanities. Different authors from a variety of countries take innovative approaches to investigating multimodal communication, adapting pedagogical design to digital environments and enhancing cognitive skills through transformations in teaching and learning practices. The eclectic forms under study require eclectic approaches and methodologies and the authors cross disciplinary boundaries drawing on philosophy, linguistics, semiotics, computational linguistics, mathematics, cognitive studies, and neuroaesthetics. Part I presents methods of analysing multimodal communication in its different displays, covering promotional video in crowdfunding project presentations, multimodal public signs of prohibition and visuals as arguments. Part II explores varied teaching methodologies that have emerged as a result of and in response to modern technological changes and contains some practical hints for educators. It demonstrates the pedagogical potential of video games, virtual worlds, linguistic corpora, and online dictionaries. Part III focuses on psychological and cognitive factors influencing success in the classroom, primarily ways of developing students and teachers' personalities. The volume sits at the intersection between Communication Studies, Digital Humanities, Discourse Analysis, Education Theory, and Cognitive Studies and is useful to scholars and students of communication, languages education, and other areas of the humanities. This book should trigger scholarly discussions as well as stimulating practitioners' interest in these fields.

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