

## Special issue of *L1 – Educational Studies in Language and Literature* on “Games and Literacies”

### Guest editors

Thorkild Hanghøj, Professor, Aalborg University, Copenhagen

Sandra Schamroth Abrams, Professor, St. John’s University, New York

Children all over the world spend an increasing amount of time playing digital games. Within the last decade, researchers have documented how online game play often involves literacy practices that are not necessarily valued or recognized in school contexts. Despite researchers’ and practitioners’ valuable attempts to integrate videogames or game-based learning into the L1 classroom (e.g. Beavis, 2007; Burn, 2007; Gerber & Abrams, 2014), playing, analyzing and designing digital games often remain on the periphery of mainstream L1 education. This special issue addresses the gap between students’ out-of-school literacies and the subject-specific literacies related to L1 learning. More specifically, the international contributors to the special issue will draw upon their research in response to the following question: How might out-of-school digital gaming experiences inform in-school first-language literacies and practices? Overall, this special issue on digital games and literacies emphasizes how digital games have implications for multimodal writing, reading, and communication, in general, and for L1 teaching and learning, in particular. In this way, our collection acknowledges the continuum that exists between L1-specific and L1-related use of digital games, and the contributions will focus on the possibilities, benefits, and limitations of digital games along this L1 continuum.

For this special issue, the term *digital games* denotes any game played on a computer, videogame console, or mobile/digital device. Digital games can support students’ developing L1 literacies in many different ways including, but not limited to, using games or game-related texts to improve reading skills; writing fictional stories based on game experiences; designing game concepts and producing game-related multimodal texts, such as game guides; and developing critical literacies by focusing on commercial aspects of the games industry, gender representation in game culture, or the use of civic or toxic language in multiplayer online gaming. In this way, digital games may be used to engage students in existing curricular activities within L1 and to expand the L1 curriculum by working with games as interactive texts and cultural phenomena that differ in important ways from other narrative formats, such as literature or film.

The contributions to the collection also explore the pedagogy and/or implementation of digital games related to L1 within different national contexts. Since English is the Lingua Franca of games and gaming culture, the status and possibilities for using digital games in L1 will differ between English-speaking and non-English speaking countries. Moreover, the cultural value of games as a legitimate gateway to learning in L1 may also differ across educational contexts.

## References

- Beavis, C. (2007). Writing, digital culture and English curriculum. *L1 – Educational Studies in Language and Literature*, 7(4), 23-44.
- Burn, A. (2007). ‘Writing’ computer games: Game literacy and new-old narratives. *L1 – Educational Studies in Language and Literature*, 7(4), 45-67.
- Gerber, H. R., & Abrams, S. S. (Eds.) (2014) *Bridging literacies with videogames*. Rotterdam, The Netherlands: Sense Publishers.

## Contributions

In addition to the invited authors, we wish to solicit 2-3 more contributors. Please submit proposals for additional contributions no later than March 15, 2020 to the L1 online submission system (<http://www.l1research.org/>). Proposals should be saved as a Word file and include the authors’ names and affiliations and an abstract (about 500 words). When submitting, please enter “Special Issue Games and Literacies” in the ‘Collection’ field of the entry mask.

The guest editors will review proposals and notify authors by April 1. Authors with accepted abstracts must submit their full manuscripts by September 1, 2020. Manuscripts are subject to blinded external review according to the journal’s guidelines.

## Timeline

Call for additional abstract proposals	February 15, 2020
500-word abstract from additional contributors due	March 15, 2020
Selected authors invited to contribute a full article	April 1, 2020
Full article due for peer review	September 1, 2020
Reviews returned/Journal editor adjudication	December 15, 2020
Final revised article due	January 15, 2021
Anticipated publication	April 15, 2021