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GAMES IN ENGLISH LANGUAGE TEACHING

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From The Editor

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The rapid transformation of education in the digital era has encouraged English Language Teaching (ELT) practitioners to rethink how learning experiences are designed, delivered, and evaluated. Among the many pedagogical innovations that continue to shape contemporary ELT, game-based learning has emerged as one of the most engaging, adaptive, and learner-centered approaches. Games are no longer perceived merely as entertaining classroom activities; rather, they are increasingly recognized as powerful pedagogical tools capable of fostering communication, collaboration, creativity, critical thinking, and meaningful language use. This book, *Games in English Language Teaching*, presents a collection of scholarly and practical perspectives on how games can transform English language learning across various educational contexts.

The chapters in this book collectively demonstrate that games can support language learning in diverse and dynamic ways. Several chapters focus on the integration of games into speaking instruction and oral communication development. Chapters 2, 7, 8, 9, 14, 20, and 29 explore how games can stimulate speaking fluency, classroom participation, vocabulary acquisition, and communicative confidence. These chapters present various interactive strategies that transform English classrooms into collaborative and enjoyable speaking environments where

students are encouraged to actively use language rather than passively receive information.

This book also highlights the growing role of digital technologies and gamification in ELT. Chapters 3, 4, 15, 19, 25, 26, 27, and 28 discuss how digital platforms, artificial intelligence, smartphone-based learning, escape room activities, and online game-based tools can enrich language instruction and assessment. These chapters demonstrate that technological innovation in language learning is not simply about incorporating digital tools into classrooms, but about creating immersive and meaningful learning experiences that increase learner engagement and autonomy. The discussions further emphasize that digital game-based learning can bridge formal and informal learning spaces while responding to the learning preferences of contemporary students.

Another significant contribution of this book lies in its attention to cultural, intercultural, and contextual dimensions of language teaching. Chapters 5, 6, 12, and 17 illustrate how games can facilitate intercultural understanding, multicultural communication, and contextual language learning. These chapters position games not only as instructional techniques but also as social and cultural mediators that encourage learners to appreciate diversity and develop intercultural communicative competence in the era of Global Englishes.

The book further presents practical classroom applications for teaching specific language components and skills. Chapters 10, 16, 18, 21, 24, 30, and 31 provide concrete examples of how games may support the teaching of linguistics, grammar, vocabulary, literacy, syntactic awareness, and creative writing. Through puzzles, guessing games, snakes and ladders activities, Minecraft-inspired storytelling, and other innovative approaches, these chapters demonstrate that language learning can become more

memorable, interactive, and meaningful when learners are actively involved in the learning process.

Importantly, this book also recognizes that successful game-based learning requires thoughtful pedagogical reflection. Chapters 1, 11, 13, 22, and 23, for instance, remind readers that games in education should go beyond entertainment and must be aligned with educational objectives, learner needs, and developmental considerations. Across the book, contributors consistently emphasize that games are most effective when educators use them purposefully, critically, and reflectively.

One of the strengths of this book is the diversity of perspectives represented by contributors from various educational institutions and teaching contexts. The chapters combine theoretical discussions, classroom experiences, practical teaching strategies, and technological innovation, making this book relevant for researchers, teachers, pre-service educators, curriculum developers, and educational practitioners. The book reflects the growing recognition that meaningful language learning often occurs when learners are emotionally engaged, socially connected, and actively involved in the construction of knowledge.

Ultimately, *Games in English Language Teaching* serves not only as an academic resource but also as a practical guide for educators seeking to create more engaging and inclusive English learning environments. This book invites readers to reconsider the role of games in education, not as distractions from learning, but as pedagogically valuable tools capable of supporting communication, creativity, collaboration, and learner empowerment. It is hoped that the ideas presented in this book will inspire educators to continue exploring innovative pathways for English language teaching in increasingly dynamic educational landscapes.

Editor Bio



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