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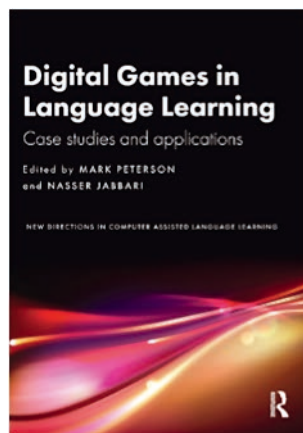
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Realizing the trending topic of digital game-based language learning (DGBLL), researchers have to date carried out a growing body of studies to explore the edutainment potentials of a variety of digital games for foreign language teaching and learning (Li, 2021; Li, Meng, Tian, Zhang, & Xiao, 2021). Despite the importance attached to DGBLL and the large number of research that has been conducted, there has been no book volume providing a window into the theoretical and practical developments with a systematic, thorough examination of DGBLL research. Clearly, the field is in pressing need of a book volume that serves as a one-step reference where foreign language (FL) practitioners, game and instructional designers could have access to knowledge about DGBLL. To bridge the gap, this book volume would constitute a timely initiative that advances our comprehensive understanding of how digital games could be adopted in language learning.

This volume is structured into nine chapters along two strands of endeavor. Chapter 1 to 3 deal with the theoretical strand: an overview of the use of digital games (chapter 1), theoretical underpinnings of DGBLL research (chapter 2) and end-user development tools for game design (chapter 3). The practical strand includes the analysis of digital linguistic environments (chapter 4), the assessment of game-based interaction (chapter 5), the exploration of video games (chapter 6) and virtual reality (VR, chapter 7) for vocabulary learning, the use of virtual spaces as mediums for language learning (chapter 8), and the use of interaction games for intercultural communication (chapter 9).

For the theoretical strand, findings of first three chapters have been drawn based on systematic reviews (Li, 2022). Specifically, chapter 1 outlines the rationale and summarizes key findings of existing DGBLL research. Chapter 2 reviews the theoretical underpinnings regarding the design, implementation, and evaluation of empirical DGBLL research. Chapter 3 reviews the use of three end-user game design tools and explores how these tools have been used to facilitate FL learning.

The rest of the volume focuses on the practical investigations of DGBLL. Chapter 4 details a methodological framework for analyzing the language in digital linguistic environments using corpus linguistics tools and highlights the pedagogical affordances of digital games for language learning. Likewise, to gain a deeper understanding, chapter 5 reports



on research that investigated the use of the cooperative puzzle game for communicative interaction with a qualitative inductive discourse analysis approach.

Drawing on the significant potentials of game-focused communities, networks, and spaces, chapter 6 and 7 investigate the state-of-the-art use of DGBLL for vocabulary learning, including video games (chapter 6) and VR techniques (chapter 7), respectively.

Chapter 8 surveys Chinese FL learners' behavioral patterns in a narrative-driven participatory game, and the results show the interactive narrative-driven features of the game and learners' use of the communicative resources. As a conclusion, chapter 9 presents the results of a game-based intercultural project and examines how games boost intercultural communication in virtual worlds and video-communication.

This edited volume not only represents the latest trends of DGBLL research, ranging from game design tools, gamified books, VR, video-based games to intercultural game-based learning, but also offers a wealthy source of reference to practitioners, researchers and designers who embark on DGBLL research in this promising field of inquiry.

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