

Escaping Boredom in the Classroom. Breakouts, Breakout Boxes and Escape Rooms. Armie, M. and Membrive, V. (Eds.) (2022). Cambridge Scholars Publishing, Newcastle Upon Tyne, 338 pages. ISBN: 978-1-5275-7775-6.

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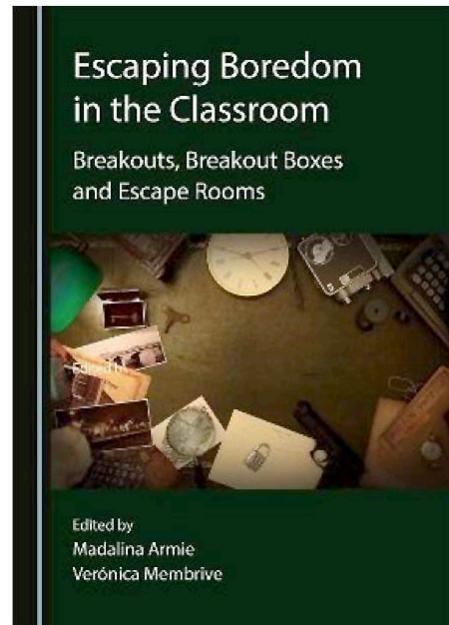
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The continuous pursuit of pedagogical innovation implementation in foreign language (FL) teaching has cemented gamification as an evidence-informed didactic predilection and an area of intense scholarly exploration for many. This volume heralds the publication of an eminently practical work which busy teaching practitioners, in particular, will find most beneficial. The lines of the volume offer up a theoretical review through the prism of its practical application together with over twenty learning designs stemming from a wide range of disciplines that could be adapted to any level of education.

In the first section, the editors have carefully crafted three intertwining opening chapters which delve into the underpinning theoretical tenets of gamification without shying away from the potential limitations and obstacles that may emerge in practice. These chapters are also useful for researchers in this area, given that the editors succinctly summarise and review the most recent and relevant investigative

literature to successfully execute their core line of argumentation: escape rooms can be a potent pedagogical tool in all aspects of education if carried out effectively in accordance with state-of-the-art research and best practice.

It is most challenging to single out individual contributions of note from the practice-orientated second part of the volume as the reader is well truly spoilt for choice with practical proposals penned by learned practitioners with a specific focus on secondary education. However, the generalisability of each contribution to a multitude of fields and educational contexts is undoubtedly evident. Quite unique to this volume within the genre of academic work is that it is almost impossible to read it from cover to cover without succumbing to the charm, warmth, and excitement that emanates from the writings of the contributing authors, who offer candidly practical accounts that underline their mastery and passion for the art of teaching FLs. At the same time, each subsequent proposal has an almost catalytically



inspirational quality in that readers are able to cherry-pick core components of good practice from each practical proposal to go on to then adapt and form their own bespoke gamified learning designs for their own pedagogical contexts.

From Christmas elves to the Cold War and dystopian futures to detectives, the learning design proposals mark this book out amongst the burgeoning volume of publications within the field of gamification. The concision and clarity of each of the chapters of the second half bestows the volume with a timeless reference work-like quality that could be used to inform the conception of a longer-term didactic initiative or, equally conveniently, as a silver bullet remedial source of solace for FL teaching professionals who find themselves working to the wire. In sum, this is a highly significant work which, in the fullness of time, will undoubtedly earn its place right alongside the other teacher-comforter volumes on the bookcase.