

明治大学外国人研究者招聘制度 報告書

<招聘教授・研究員の情報 / Guest Professor・Guest Scholar>

氏 名	Boris Vazquez-Calvo
Name	
所属機関(派遣元)	Faculty of Educational Sciences University of Málaga 29010 Málaga Spain
Affiliation (Home Organization)	
現在の職名	Assistant Professor
Position	
研究期間	2023/10/16~2023/11/16
Period of Stay	
専攻	Language education
Field of Research	
ホスト教員氏名と所属学部研究科等	James York・政治経済学部
Name of host teacher and affiliation at Meiji University	

<外国人研究者からの報告 / Foreign Researcher Report>

①研究課題 / Research Theme
Ludic approaches to teaching second and foreign languages
②研究概要 / Outline of Research
Our research interests, which ultimately led to the publication of our paper, stem from a shared fascination with the intersection of fan and ludic practices and their potential to enhance language learning. To explore these ideas further, I (James York) invited Dr. Boris Vasquez-Calvo to Japan for an in-depth discussion. During his visit, Boris participated in two of my classes. In my ACE Academic Training course, he provided valuable advice to students on writing essays in English, emphasizing the importance of clear expression and reflective thinking. He also joined my English 1 class, where he engaged in gameplay with students, offering real-time corrections and guidance on the use of slang expressions. Additionally, we held three dedicated sessions focused on brainstorming, collaboration, and writing. These collaborative efforts allowed us to refine our ideas and solidify the common themes that would become central to our paper.
③招聘期間中の研究活動の実績 / The research results as Guest Professor・Guest Scholar
We published a paper in "Technology and English Language Teaching in a Changing World" titled "Fan and Ludic Practices for Enhancing EFL Writing and Reflection." The content is as follows: In this paper, we explore how fan and ludic (playful) practices can enhance English as a Foreign Language (EFL) writing and reflective skills. Drawing from our research, we delve into the ways that engaging with fan fiction, fan art, and other creative activities can foster a deeper connection with the language. We argue that these practices not only motivate learners but also provide them with a unique platform to develop their writing abilities and critical thinking skills. Throughout the paper, we illustrate how integrating these fan and ludic practices into formal educational contexts can offer significant benefits for language learners, promoting both language acquisition and personal growth.