Pursuing my happiness with language: What and how I learned inside (and outside) a games+multiliteracies seminar

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Department of International Languages and Culture

Graduation Seminar on Language, Education and Technology:

"The Game Terakoya"

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Table of Contents

Thesis Overview 4

A message / letter to the other Game Terakoya students 5

1. Introduction

    1.1 The pedagogy of multiliteracies 5

    1.2 The Game Terakoya: What? Why? Where? Who? 6

2. My journey

    2.1 Who I was before the Game Terakoya 9

    2.2 What I did during the Game Terakoya 10
        1. Application for the seminar
        2. Pre Materials
        3. Self Introduction
        4. Multiliteracies Presentation
        5. Learning about games from Prof. deHaan
        6. Playing many games
        7. Discussion worksheet about games
        8. Watching the video “Open your eyes”
        9. “What Are You Curious About?” worksheet
        10. 1st semester reflection worksheet
        11. Studying abroad in France
        12. Coming back to the seminar from France
        13. Reading thesis
        14. Making first participatory project proposal worksheet
        15. Research for my project
        16. Making second participatory project proposal worksheet
        17. My participatory project
        18. Teaching practice in high school
        19. Job Hunting
        20. Reflecting on Everything
        21. Post Materials
        22. Post works: Comparing Pre and Post

    2.3 Who I am now after the Game Terakoya 49

    2.4 Who I will be in the future 49

3. My transformation

    3.1 My goals 51

    3.2 What and how I learned and changed and did 51
        1. Games

2. Personality
3. Social Network
4. Skills
5. English Skills
6. Future Plan

3.3 My journey visualized 67

4. Evaluations

4.1 Self Evaluation 70

4.2. Pedagogy of Multiliteracies Evaluation 72

4.3 Game Terakoya Seminar Evaluation 73

5. References 75

6. Appendices 75

7. Japanese Abstract 77

Thesis Overview

In the Game Terakoya seminar, I have learned various kinds of things and gained some important skills which are useful in society. Also, I had many experiences inside and outside the seminar. Both of them helped me grow up and clarified my thoughts. For 3 years, including studying abroad, I had been seeking my happiness and I finally found out who I am and what I want to do in my future.

The Game Terakoya is administered in accordance with the pedagogy of multiliteracies. This pedagogy has 4 approaches, in which students find out their interests, dig deeper in them, analyze them with contexts and apply what they gained in the former 3 approaches into the real world. In the Game Terakoya, I have experienced a lot of games to seek my interests, discussed games with peers, analyzed them by researching and I organized an event to learn English with Spyfall.

Throughout the seminar activities, I learned the new aspects of games, like games have the possibility to change society, education etc. This surprised me and I came to like playing games. Then, I gained some important skills, for example, a skill of communication and collaboration, a skill of observation and analysis. Of course, my language skills improved through these seminar activities.

I think that students can think about themselves deeply and find out their new aspects through the activities in the pedagogy of multiliteracies. By doing tasks all independently, students might be on different progress and they take a lot of time to reflect about themselves. You might get lost on your way, but don’t worry

about it because there are definitely people around you who can support you. Please keep contact with other seminar members and Prof. deHaan. I am really thankful to Prof. deHaan and other seminar students who shared the journey, and the experiences to work together in this seminar will be food for my future. I'm happy to be one of the members in the Game Terakoya.

A message / letter to the other Game Terakoya students

-Dear future Game Terakoya students-

This seminar is unique, compared to other seminars. Throughout the seminar, you will find out your curiosities, interests and you will have acquired knowledge of games, media literacy etc. You must have beautiful experiences in the Game Terakoya. Have fun!!

January, 2022

Kohei HARADA

1. Introduction

1.1 The pedagogy of multiliteracies

"Multiliteracies" is a term made in the mid-1990s by the New London Group which consisted of 10 scholars in 1994 and this is a new approach to literacy theory and pedagogy.

Originally, the term "literacy" was used as the meaning of the minimum competency to read and write. (Cope, C., Kalantzis. M, 2015, p.1) In the

educational perspective, this means that students listen carefully and take notes while teachers speak one-sided in the classroom. However, due to the diversity in globalization and the growth of technology and multimedia, the schools needed to expand the multimodal ways of education to address these social changes.

Then, the pedagogy of multiliteracies has 4 key approaches: Situated Practice, Overt Instruction, Critical Framing and Transformed Practice. In situated practice, learners need to experience in actual ways or in simulations. These experiences are set both in school and in private life. In overt instruction, learners conceptualize their ideas that they learned under the instruction of teachers. Thanks to the teacher's support, they try to accomplish a more complicated task than the task they can do by themselves. In critical framing, learners need to investigate the connections between their experiences and context. At that point, they have to think about it carefully and critically in the communication process. In transformed practice, learners need to introduce their experiences that they learned from these 3 processes into the real world. Through all these approaches, learners can gain new knowledge and skills. (Cope, C., Kalantzis. M, 2015, p.4)

1.2 The Game Terakoya: What? Why? Where? Who?

The Game Terakoya is the seminar conducted by professor deHaan in the faculty of International Relations at University of Shizuoka, located in Yada, Suruga Ward, Shizuoka, Japan. I belonged to the teaching training in the faculty of International Relations and the Game Terakoya gave me an opportunity to learn educational knowledge. This seminar is based on the pedagogy of multiliteracies which has 4 stages (experiencing, conceptualizing, analyzing and applying) and

the purpose of this seminar is to let students explore identities and roles in society. We also improve our skills in the areas (language, education, games and society). For that, we play games, do our own projects which are related to each person's interest and analyze it to find out the possibility of games and our projects to society or in our future.

As I mentioned above, this seminar is designed to consist of four different stages, which are Experiencing, Conceptualizing, Analyzing and Applying. I describe what I did in each stage below.

[Experiencing]

- Playing a lot of known games and unknown games

  (Prof. deHaan introduced us to more than 100 games. I picked up many games and I played them.)

[Conceptualizing]

- Discussing games we played in groups

  (I discussed Tokaido, Clue and so on. After discussion, we made the discussion worksheets.)

- Watching the video "Open your eyes"

  (I watched the video "Open your eyes" from the Japanese drama "The Queen's Classroom." Then we talked about our future and happiness.)

- "What Are You Curious About?" worksheet

  (I considered my interests and made a list. Through this sheet, I found out my desire and I checked what I learned from playing games and discussing.)

[Analyzing]

- Reading thesis

  (I read some undergraduate thesis the former Game Terakoya students wrote. It was really helpful to catch up with ideas of what I want in the project.)
- Researching the games which is suitable for my project

  (I researched many games that I would use in my project. I focused on conversational / deductive / educational games.)

[Applying]

- Participatory project proposal worksheet

  (I made an idea to teach English by using Spyfall for my project. I wrote the proposal worksheets to be permitted to conduct it.)
- Holding a game event

  (I gathered people for my project and they played Spyfall 11 times.)

Members in the Game Terakoya

Professor deHaan:

He is a professor and a conductor of the Game Terakoya. He always supports members and gives advice from different perspectives. He really cares about our life, especially our happinesses. So, he often asks us how we are doing inside and outside of the seminar.

Masataka:

He is a hard worker and he is familiar with media literacy. He made a game to judge whether news is fake or not and he taught a class about "fake news" in high

school. Outside of the seminar, he and I really like basketball, especially NBA. We talked a lot and enjoyed it.

Asumi:

She is a pure and honest person. She has an interest in the ways of communication, especially "*Honne & Tatemae.*" She made an original conversational game and she held an event for playing this. Then, she really likes watching Korean dramas. I would like her to tell me her favorite ones.

Kanta:

He is an active person and he tries to improve his English skills. He went to Canada to study English and he has been working hard to enrich his English even after coming back to Japan.

Nagiho:

She is a person who likes communicating with others. She works part-time at the coffee shop and she is really familiar with coffee beans. And, she has been working to build a habit to continue and to overcome her shyness.

2. My journey

2.1 Who I was before the Game Terakoya

One of my key experiences before joining this seminar was studying abroad in New Zealand for a month when I was a high school student. I went to Auckland University in the first week, and I went to a local high school for the other three

weeks. While studying abroad, I was able to experience many foreign cultures (Aborigine, English, Indian, Chinese etc.) and to meet foreign people. After this experience, I became eager to know other foreign cultures and languages. So, I decided to go to a university where I could learn about international cultures and languages and where I could study in an exchange program.

In the 2 years after I entered this university, I had studied 2 foreign languages (English and French) and I took a teaching course for a high school English teacher. My future plans were to be a high school English teacher or to work using English or French. So, my interests were to acquire English, French and to learn about the new method of teaching English.

My interests were to acquire English, French and to learn about the new method of teaching English.

2.2 What I did during the Game Terakoya

In this chapter, I will describe what I did not only inside of seminar but also outside of seminar. There is a table of contents according to the timeline.

1. Application for the seminar
2. Pre Materials
3. Self Introduction
4. Multiliteracies Presentation
5. Learning about games from Prof. deHaan
6. Playing many games
7. Discussion worksheet about games
8. Watching the video “Open your eyes”

9. “What Are You Curious About?” worksheet
10. 1st semester reflection worksheet
11. Studying abroad in France
12. Coming back to the seminar from France
13. Reading thesis
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[1st semester]

1. Application for the seminar

In this assignment, I did some tasks to join this seminar. Firstly, I introduced my background information to Prof. deHaan. Secondly, I read the article “Pedagogy of Multiliteracies” to understand what this pedagogy is. Then, I thought about the game idea to solve social problems. And, I made a mini participatory project in which I created a simple game to teach about English grammar. This experience was helpful to understand what I would do in the seminar for 2 years.

(See Appendix A: Application for the seminar)

2. Pre Materials

In this assignment, I reflected who I was at that point from different perspectives. For example, I wrote about my social network, my personality, my interests, game history, English skills, my future goals and so on.

(See Appendix B: Pre Materials)

3. Self Introduction

In this assignment, we introduced ourselves to each other in this seminar. We were separated into two groups for making presentations, one was for self introduction and another one was for multiliteracies. I was a member of the self introduction and I was in charge of the section which explained why we entered this university, our future plans and English skills.

(See Appendix C: Self Introduction)

4. Multiliteracies Presentation

In this assignment, one group (I didn't belong to) made a presentation explaining the multiliteracies. I was an audience member of this presentation and I tried to understand information about multiliteracies.

5. Learning about games from Prof. deHaan

Prof. deHaan made a presentation of more than 100 games. We learned about those games' names and their brief contents. At the same time, we rated every game from 1 to 10 points. Through this assignment, I recognized that I liked educational games and social/cultural games, for example, Story cubes, Tokaido, Spyfall and so on. Then, I was really curious about the projects which changed

people's attitude in public with games, for example, stairs with piano, trash box and so on. (See Appendix D: Doing some more game research)

6. **Playing many games**

We discussed which games we would play. We made a schedule for playing games both in seminar and out of seminar. I took part in many times of playing games voluntarily, even when they played some games that I wasn't interested in because I wanted to gain new knowledge of games and to find new interests from others' opinions.

7. **Discussion worksheet about games**

After playing every game, we discussed some aspects of that game. We reflected what happened according to the timeline and we talked about our feelings, impacts for society, improvement of games, strategies and so on. We wrote down a lot of information on the discussion worksheet to arrange our thoughts.
(See Appendix E: Discussion worksheet)

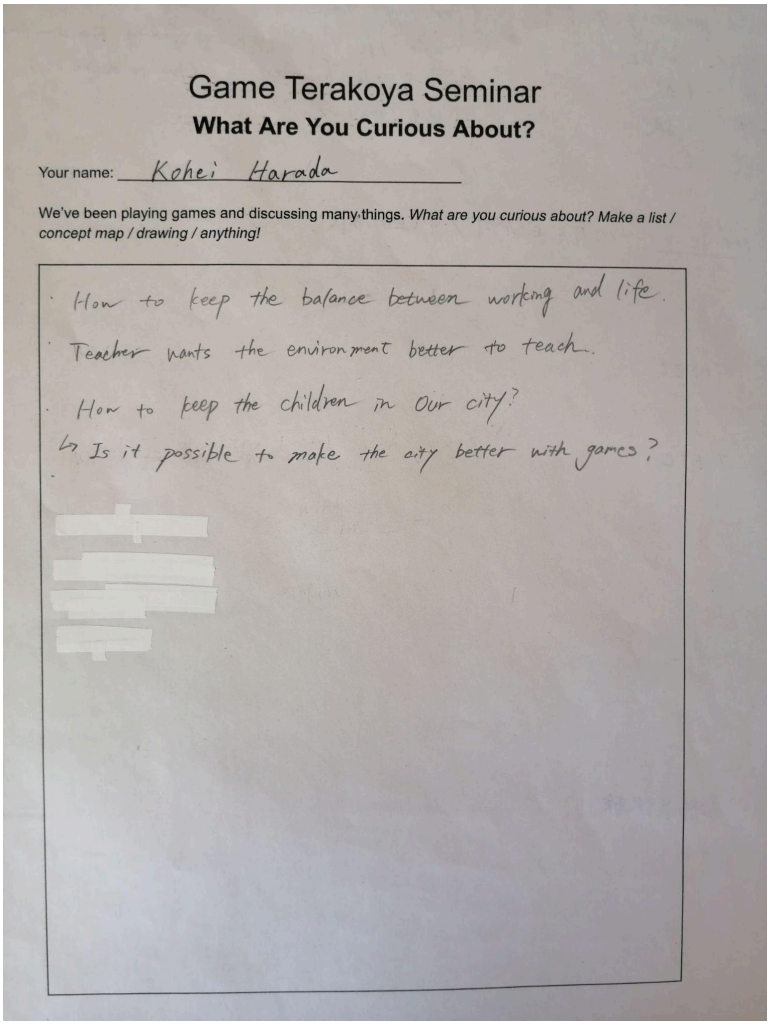
8. **Watching the video "Open your eyes"**

We watched the video "Open your eyes" from the Japanese drama "The Queen's Classroom." This video told us the current Japanese situation that few people can live as they wish with wealthy money. After watching this video, we discussed our happiness and future plans. Prof. deHaan told us that **"**a future job is one of your life, not everything of your future." That was really impressive and I rethought about my future.

Prof. deHaan told us that "a future job is one of your life, not everything of your future." That was really impressive and I rethought about my future.

9. "What Are You Curious About?" worksheet

After we finished playing many games and discussing many things, we reflected on what we were curious about with the worksheet. In this document, I mentioned 3 things I was curious about. First one was how to keep the balance between working and private life. Second one was how to introduce a new method of teaching into the school system. Last one was how to make the city better with games.



Game Terakoya Seminar

What Are You Curious About?

Your name: Kohei Harada

We've been playing games and discussing many things. *What are you curious about? Make a list / concept map / drawing / anything!*

- How to keep the balance between working and life.
- Teacher wants the environment better to teach.
- How to keep the children in our city?

↳ Is it possible to make the city better with games?

Figure 1: "What Are You Curious About?" worksheet

10. **1st semester reflection worksheet**

I reflected on what I did, what I learned and how I learned in the 1st semester. At the end of 1st semester, I didn't decide what to do for my participatory project. I was interested in social impacts and English education. I wanted to make a game related to them. (See Appendix F: 1st semester reflection worksheet)

[Leaving temporarily from the seminar]

11. Studying abroad in France

After 1st semester, I went to France to study French, Political science etc. from September 2019 to March 2020. I went to Sciences Po Lille and I took some classes taught in both French and English. In some classes, I needed to make presentations with other students and this was the toughest experience of studying abroad. I was shocked by the high level of other students' language skills and I needed to improve my language more and more. So, I searched for places to practice language in public and I found language cafes. I often went there and I made a lot of friends. They not only taught the language, but also invited me to parties and trips for teaching their cultures, their lives. They helped me very much and my language skills got better and better.

At that time, I had been thinking about whether there were language cafes in Shizuoka or not. If possible, I wanted a place to practice foreign languages in public in Shizuoka.

I found language cafes. I often went there and I made a lot of friends.

[2nd semester]

12. Coming back to the seminar from France

I was forced to come back to Japan earlier than my schedule because of Covid-19 and I came back to the seminar. Through experiences in France, I wanted to improve my English skills more. So, I restarted studying English and I wanted the opportunity to use English like a language cafe. For the seminar, I participated in the 3rd year seminar and played some games. But, I was advanced from other 3rd year students' journey and I decided to work by myself as a result of the discussion with Prof. deHaan. When a few weeks passed after this decision, however, I felt lonely and I could not focus on my work. I realized the importance of peers who cooperate with and encourage each other.

I felt lonely and I could not focus on my work. I realized the importance of peers who cooperate with and encourage each other.

Outside of the seminar, I became the advisor of a student from China. After returning from France, I had been thinking that I also would like to help foreign people in Japan, just as the French people had done for me. Then, one professor introduced him to me and I accepted this help gladly. He was a freshman and he had no chance to make friends in school because he could not meet other students face to face in the classroom because of Covid-19. I often consulted with him to help him have a better school life, for example, I helped him write the reports and so on. Through this experience, I felt happy to help him and I came to know how I could help foreign people in society.

After that, I got to know HICE [1]and I took a lecture there to learn about how foreign people live in Japan. By listening to this lecture, I became interested in the local multiculturalization. I researched ways to participate in the local multiculturalization and I found out that working as a civil servant would be nice to engage in this.

I became interested in the local multiculturalization. I researched ways to participate in the local multiculturalization and I found out that working as a civil servant would be nice to engage in this.

Then, at that time, I worked part time as a teacher's temporary assistant at an elementary school. Mainly, I did office work like entering data into the computer, sanitizing the classrooms to prevent students from Covid-19. This experience gave me an opportunity to learn what it is like to work as a civil servant. And, I realized how to get involved in education in ways other than teaching.

13. Reading thesis

At that time, I was interested in making a game for learning English. So, I read the undergraduate thesis which used a board game for learning English that formar seminar students wrote. Some members used "Apples to Apples" for their projects, one was to motivate the students to learn English and another one was to learn comparatives and superlatives. After reading these papers, I came up with ideas for my participatory project and I would like to get data that students cannot only gain English skills but also get a motivation for learning. And, I told that

[1] HICE: Hamamatsu Foundation for International Communication and Exchange. They promote international exchanges and local multiculturalization.

opinion to Prof. deHaan and he told me the importance of the discrimination between test and game on my project.

I told that opinion to Prof. deHaan and he told me the importance of the discrimination between test and game on my project.

14. Making first participatory project proposal worksheet

In this assignment, I wrote down the idea of my participatory project proposal on the worksheet. I proposed a project where high school students play “Apples to Apples” to learn English. And, I planned to make 2 groups, one was a group to learn English with “Apples to Apples,” another one was a group to learn English with a textbook. Then, I would compare the results between the board game and a textbook. However, Prof. deHaan gave me some advice that comparison was very tough in points (time, effort, teacher role, choosing a textbook, making 2 groups which have almost the same English level etc.). After this conversation, I understood that this project was beyond my capacity and comparison was not necessary. So, I decided to remake my project proposal from choosing a game. (See Appendix G: My first participatory project proposal worksheet)

15. Research for my project

After I quit advancing the first project proposal, I reconsidered what I really wanted to do in my project and I discussed it with Prof. deHaan. I still wanted to connect games with language teaching/learning and I was curious about learning about the grammar “aspect” and “tense” with games. So, Prof. deHaan helped me to research the method of teaching tense and aspect, and he told me about a detective game “Witness.” I took an interest in Witness for my project, however,

in this game, the players had to whisper to say opinions. It was difficult to do that during Covid-19, so I modified this system to play online. Thanks to the help of Prof. deHaan, I made the way that players said their opinions simultaneously online and one player tried to catch the information. We playtested this in the seminar, but it didn't work online. Therefore, I decided not to use Witness.

Then, I restarted researching games and I rated them with advantages and disadvantages from the viewpoints of learning English. For example, Timeline had a good aspect for learning grammar, especially past tense and past perfect. However, this game was related to historical stuff and some players might feel this is a kind of test. By doing this research, I made my idea clear about what I want to do in my project. I chose Spyfall for my project and I decided to observe how the English of players change through this game.

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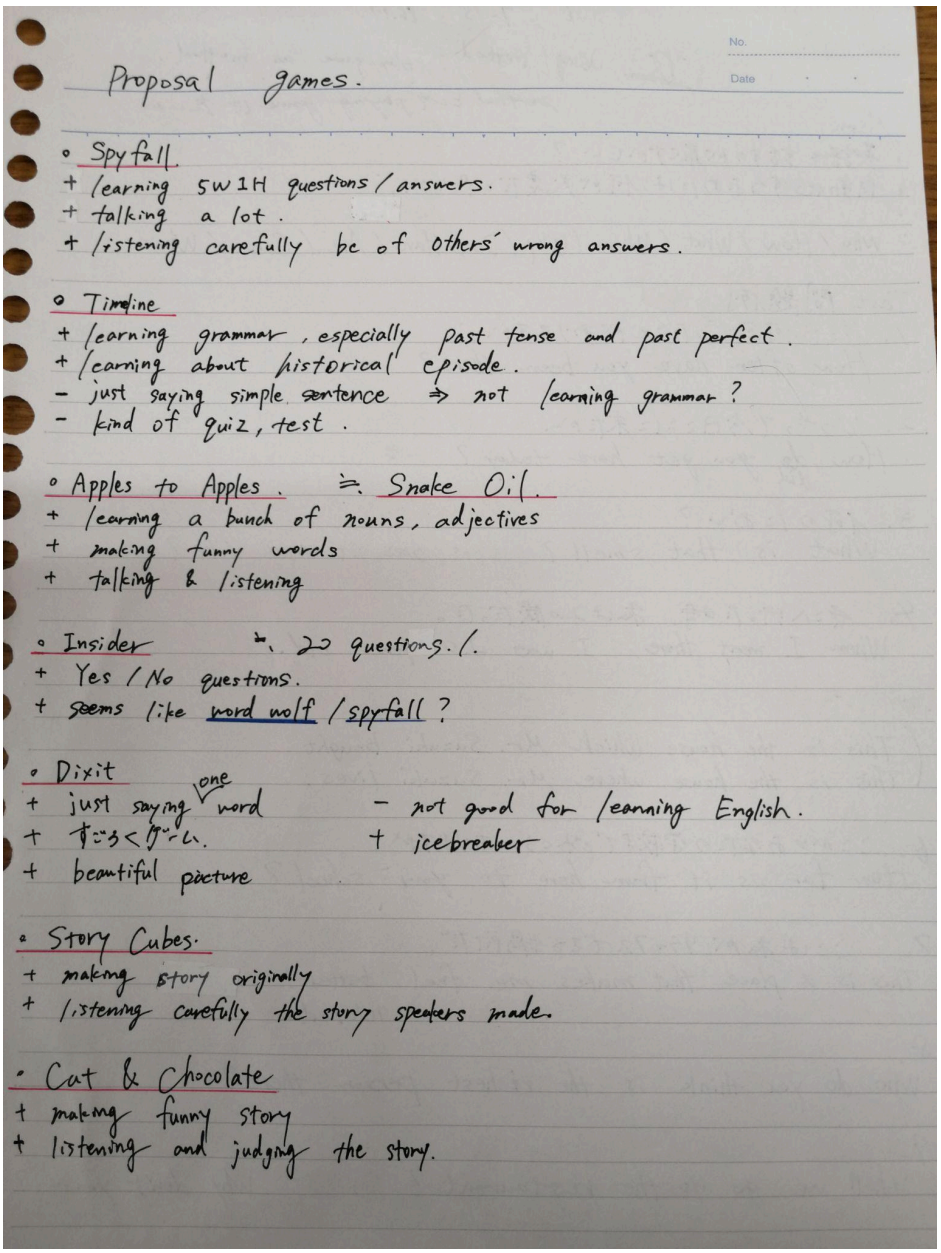


Figure 2: Research of the games

[3rd semester]

16. Making second participatory project proposal worksheet

In this assignment, I made a second proposal for my project. This proposal project was learning English with Spyfall. First of all, I planned this project for high school students and I asked my high school whether I could organize my project there or not. They answered that this project was too big to hold in high school,

they didn't have enough time. And, they might accept the small version like a 1 hour program. They also said that some high school students had already played board games and they might not be suitable for my project.

(See Appendix H: My second participatory project proposal)

(See Appendix I: My proposal for high school)

After the meeting with the high school, I discussed my project with Prof. deHaan and he told me that my project was too good to do in 1 hour class. So, I decided not to do my project in high school, and I changed the location and the target people from the high school. Then, Prof. deHaan introduced me to Jet who is a member of ESS[2]. I proposed my project to him and he readily agreed to cooperate with ESS members for my project. Jet and I chatted again and again about how many ESS members could take part in and made a schedule of game day. Finally, 3 ESS members could participate in my project and I set the date for the game days (August 3 and August 10). In addition, 4 3rd year seminar students also participated in my project. So, 7 students cooperated with my project.

17. My participatory project

In this section, I will describe what I did during my participatory project. First of all, I will write here my overview of my project.

-Overview of my project-

When: August 3rd (Tue) and August 10 th (Tue) 17:00~19:00

Where: Game Lab (Prof. deHaan's office)

[2] ESS: English Speaking Society, this is one of the clubs in the University of Shizuoka. They practice English Conversations, improve their English Skills and play games.

Who: 3 ESS members and 4 3rd year seminar students.

What: Playing Spyfall with them to learn English.

Taking questionnaires and tests before/after playing games.

Why: To observe how their English changed through this project.

To analyze the number of 5W1H questions (What, When, Where, Who, Which, How) and the number of if clauses.



Figure 3: Spyfall

The Participants played 8 minutes per round and they played 11 times in total. While they were playing the game, I took notes about each round and also recorded the videos. And, after every round, we discussed what happened during games.

[First game day]

1. Watching the demoplay on Youtube
2. Playing the game in Japanese (Beach) to check the rules
3. First play (Bank) 2 spies
4. Second play (Supermarket) 1 spy
5. Third play (Space Station) 1 spy
6. Fourth play (Theater) 1 spy
7. Fifth play (Crusader play) 1 spy

[Second game day]

8. Showing the useful questions
9. Giving the Japanese translations of roles
10. Sixth play (Restaurant) 1 spy
11. Seventh play (University) 1 spy (play in role)
12. Eighth play (Day Spa) 1 spy (play in role)
13. Ninth play (Night Club) 1 spy (play in role)
14. Tenth play (Supermarket) 1 spy (play in role)
15. Eleventh play (Pirate Ship) 1 spy (play in role)

I will explain what I did in detail according to the timeline below.

1) Before first game day

A. Making the test and questionnaire

First of all, I made a simple test related to 5W1H questions and a questionnaire about their English skills, games and rules for Spyfall. And, I handed out these worksheets to the participants before the first game day.

(See Appendix J: Test before playing game)

(See Appendix K: Questionnaire before playing game)

(See Appendix L: Questions for Rules)

B. Reading the rule book and picking up the difficult words and idioms

The participants read the official rulebook published by Hobby World LLC and picked up the words or idioms they could not understand in the rulebook.

(See Appendix M: Spyfall Rulebook)

Then, I made a list of the words and idioms they didn't understand.

Loose lips sink ships	口は災いの元
rust-free	さびのない
staple	ホッチキスの針
stay on one's toes to	注意して～する
exposure	さらすこと、暴露
blow	吹き動かす
Oblique hint	遠回しのヒント、間接的なヒント
correspond	一致する、調和する
pertain	(特定の状況・時代に)存在する、適用される
prudent	用心深い、慎重な
mandatory	義務的な、強制的な
embassy	大使館
adhere	くっつく、付着する、粘着する
faculty	能力、学部、(大学、高校の)教員
stewardess	女性客室乗務員
tally up the points	ポイントを計算する、集計する
unanimous	合意の、満場一致の
declare	宣言する、証拠で明らかにする

inadvertently	不注意ながら
enable	可能にする、(to do)～できるようにする
be hot on the spy's heels	注意して～する
nonchalance	無頓着な、平気
divert from	わきへ向ける、そらす
phase	段階的に実行する
cunning	カンニング
Crusader Amy	十字軍
abstain	慎む、控える
giveaway	秘密を明かしてしまうモノ
Ocean liner	大洋航海の大型快速船

Table 1 : A list of the words and idioms the participants didn't understand before

C. Checking the data the participants submitted

I collected the questionnaires and the test. 5 participants submitted them to me and I checked their answers.

(See Appendix N: Total data of test before playing games)

(See Appendix O: Total data of questionnaire playing games)

2) First game day

A. The participants watched the demoplay on Youtube

After introducing each other, we started to do my project. First of all, I showed a video where English native speakers played Spyfall. They watched it to check how to play, timeline, asking questions etc. After they watched the video, I asked them if they had questions for the game so far. They said Ok, so I moved on to the next step.

(See Reference: HigaTV (2015, June 11th) Playing Spyfall!)

B. The participants played a game in Japanese to check how to play

Before playing the game in English, they played it in Japanese to understand how to play. They played it while talking to each other to check the rules and they almost understood the way to play it.

C. First Play (Bank)　Spies: E,F

I chose a Bank as the location. I thought the bank is close to their lives and it was easier to ask questions for the first time. And, I set 2 spies in this round.

Here is the transcript of the first play.

(In the transcripts below, I add a different color to each interrogative and if clause for emphasis. Light blue is for “Yes/No questions,” Green for “How,” Yellow for “What,” Dark Blue for “Where,” Orange for “When,” Gray for “Who,” Red for “Why,” Pink for “Which” and Purple for “If clause.”)

B: *D*, have you ever been there?

D: Yes. *G*, (laugh), do you usually go there?

G: No. *E*, どうしようかな, (pause 40 sec), do you go there at the end of the month?

E: ***early of the month?*** Yes, ok so. *A*, how many people are there in, large, middle, short?

A: How many people? What do you mean, large?

E: So many, yeah.

A: Middle?

E: the number of people?

A: Oh, the number of people? Maybe.. Ten. じゃ, *F*, will you go there at night?

F: Umm, No. Umm, (pause) *C*, (pause 12 sec), would you like to go with a friend?

C: No. *B*, have you ever been there alone, only you?

B: Yes, I have. *G*, (pause 43 sec) what do you usually use in this place?

G: What? ***Nothings***, I use there. (pause 10 sec), Cards. F, do you like going there?

F: Maybe..not. I don't (***like that/going there***). (pause 15) *D*, are there some machines?

D: Yes. *E*, is the place outside of the room, inside of the room?

E: Inside ***of room***. Ok, *B*. Is that ***place is a dark***? Darkness?

B: Not dark. (pause 18), *A*, what does it smell like in this place? How does this place smell?

A: Smell? Normal smell. (everyone laughs) *G*, is there one in KENDAI?

G: (pause) yes, (pause 12), *C*, have you ever ***been to there*** with your family?

C: Yes, I have. (pause 12), *D*, do you ***know have any persons*** who work there?

D: Around me?

C: Yes.

D: No, (pause 14), *F*, do you use something there? Use something?

F: something what? Yes, I use something. (pause 11) *B*, Is there a lot of nature?

B: No. (pause 18)

F: In the place is a bank? Is the place a bank?

The number of total questions was 18 (Yes/No: 15, What: 2, How: 1).

When we discussed, I said to them that there were many Yes/No questions. So, I gave advice to use more 5W1H questions. And, I asked them whether they had a question and Player *D* responded that 2 spies didn't work when a player got suspicious. If a player was obviously a spy and some players wanted to vote during the game, but another player denied, the person who denied the vote must be another spy. The probability of losing spies was really high, and we thought

this system was unfavorable. Therefore, I decided to set only 1 spy in the next round.

D. Second Play (Supermarket) Spy: D

G: *A*, what do you bring there?

A: What do I? drink? (with a drinking gesture) Bring. Maybe, money. *E*, how many times do you go there a week?

E: Twice a month. Recently, I went there twice a month. So, (pause 10 sec) *B*, how many people are ***there in***?

B: Ah, I can't count.

E: You can't count.

B: C, (pause 7 sec) do you often go there alone? Or others?

C: Alone or? I beg your pardon.

B: Do you usually go there alone?

C: No, I don't. *F*, do you want to work there?

F: Yes, yes. *D*, (pause 30 sec), which person are there, older people or younger people?

D: Ah, I think young people. *C*, ***is there*** many people or a few people?

C: It depends on time. But many people. E, (pause) why do you go there?

E: why? (E & A laugh) because, sometimes, I want to see many things like a.. yeah. I enjoy going there. That's why I went there twice a month. OK, so It's my turn. *D*,どうしようかな、何にしようかな。(pause 12 sec), do you go there at night? Or ***at the*** evening? ***At the*** morning?

D: I go ***to evening***. Ok, (pause 6 sec), *A* (pause 6 sec), do you like it?

A: Yes, (pause 8 sec), *G*, do you think the people there have a high salary?

G: Hmm, some people have a lot of salary, but many people ***don't have***. *F*, what ***is favorite*** things? There?

F: favorite thing? (pause 14 sec), I like everything ***what*** I can see in this place. (pause 24 sec) *B*, is this place loud or quiet?

B: Hmm, I think this place is loud. (pause 7 sec) *E*, what do you usually use in this place?

E: Use? I don't use.. hmm. Sometimes, I use my bags. *D*, Is that place cold or hot?

D: I think this place is hot. (pause 13 sec) Ah, *G*. Do you go there with your friend or alone?

G: Hmm, I don't go there with friends *or* alone. I go there with my family. (pause 8 sec) *E*, what do you do there?

E: Last time, I bought ***somethings*** which I ***want***. Ok so.

The number of questions was 17 (Yes/No: 9, How: 2, What: 4, Why: 1, Which: 1)

In this round, the number of Yes/No questions was decreased because of my advice in the first round.

E. Third Play (Space Station) Spy: D

I chose the "Space Station" as the location because I wanted to know how they asked questions if they were in a place where they had never been to. I thought that the questions with "if" would be increased.

D: G, how many times ***go*** there in a week?

G: I have never ***go*** there. (pause 6 sec). *C*, have you ever been **to** there?

C: No, I haven't. *F*, if you go there, what do you want to do?

F: Hmm, I want to eat ***something food***. Hmm, (pause 8 sec), *E*, what color do you see in this place?

E: Ah, like a blue, green. Most of them, black. *A*, どうしようかな (pause 15 sec), if you have the opportunity to go there, ***would you want to go there?***

A: Yes. *B*, would.. How much money will you pay to have to go there?

B: Hmm, if I have **(*an*)** opportunity to go there, I will ***(pay)*** a lot of money. じゃ、*D*, ***what do you in this place?***

D: (pause 15 sec), I think I see many people. (pause 20 sec), *F*, (pause 8 sec) have you ***go*** there to, do you wanna go there with your family or friends?

F: (pause 7 sec) Actually, I want to go there alone. (pause 6 sec) *G*, if you can take animals, what animals do you want to take?

G: (pause 8 sec) I have a cat. So, I want to take my cat. *D*, what do you want to do there?

D: I want to relax there. Hmm, (pause 24 sec) *C*, when do you wanna go there? What season?

C: We can go there at all seasons, but I've never been there. So, I don't know clearly. But we can go there ***at summer's*** time. *A*, (pause 6 sec) how long do you stay there? If you go there, how long do you stay there?

A: Maybe one month. (pause 15 sec) *F*, do you know somebody that went there, oh I mean, your friends, your family?

F: No. (pause 8 sec) *B*, (pause 6 sec) what sports do you play in this place?

B: Hmm, Sports? If I **(were)** this person in this place, I ***want*** to do.. I want to play basketball. Because I like basketball. (everyone laughs) *E*, do you want to go there?

E: Yes. *D*, you said, last time, you said that you want to relax in this place. So, why do you want to relax in that place?

D: Because, (pause), actually, (pause 12 sec) because (pause 8 sec) actually, I like to be relaxed. So, I want to relax there. (pause) A, 待って..

G: I have a suggestion "D is Spy."

Time's up, but everyone agreed with her suggestion. SPY lost.

The number of questions was 17 (Yes/No: 5, How: 3, What: 7, When: 1, Why: 1, If: 4)

As planned, the sentences using "if" were multiplied. In the discussion, all participants agreed that the kinds of questions would be increased, if they were at a place where they had never been to.

F. Fourth Play (Theater) Spy: A

C: *G*, have you been there?

G: Yes. *D*, do you like going there?

D: (pause) Yes. *E*, do you usually go there?

E: Hmm, not usually. But I go there ***like*** twice a month. Because, I really like it there. *B*, if you go there, do you buy something?

B: No, no. *A*, what color do you see?

A: Black. (pause) *F*, would you go there, would you go there with your family or alone?

F: I often go there alone. (pause 25 sec) *C*, in this corona situation, what do you think people want to go there?

C: I think most people don't want to go there. Others go there even in this situation. *A*, (pause 8 sec) when did you go there for the first time?

A: Maybe, 2.3.. 10 years ago. (pause 16 sec) *D*, do you go there in the morning or night?

D: Last time, I went there at night. (pause 25 sec) *C*, where is it located? Where is this place located?

C: It is located ***in*** everywhere. In many places. (pause 21 sec) *B*, do we have to pay entrance fees if we go there?

B: Entrance fee… (pause 10 sec) yes, maybe. Ok, *G*, what do you want to do in this place?

G: The opportunity I go there is seeing, watching something. *E*, how much money do you use there?

E: About 1200-1500 yen. So, can I vote one person that is spy guy? I think *B* is Spy. People who think B is Spy? (some players disagreed and the game still continued.) どうしようかな, 誰にしようかな, *F*, have you ever tried to.. sorry, when you go there, how did you feel like emotionally, angry, sadness, or surprise?

F: It depends on the situation. But, I usually feel sad or なんていうんだっけ、touched. (感動) (pause 24 sec) *A*, if you.. Time's up.

The number of questions was 16 (Yes/No: 8, How: 2, What: 3, When: 1, Where:

1, If: 1).

In this round, a new expression appeared like “in this corona situation.” In the discussion, I told them to try new expressions in the next round. Then, player *C* wanted to say “it needs an admission fee to enter there,” but she didn’t express. So, we thought about how to say it together.

G. Fifth Play (Crusader Play)　Spy: G

E: *F*, have you ever been ***to*** there?

F: No. (pause 18 sec) *G*, is this place used in movie or TV program?

G: (pause 5 sec) It depends on the (pause 12 sec) targets. 目的？ Purpose of the theater or movie. (pause 15 sec) *A*, if you can go there, who do you want ***(go there)*** with you?

A: I prefer to go alone. (pause 10 sec) *C*, is this, does Japan have this place?

C: Recently, no. (pause 10 sec) *D*, ***is it do people are willing go there?***

D: I don’t know. Some people wanna go there. Ok, (pause 8 sec) *B*, do you know about this place in detail?

B: Ah, detail? No. Hmm, (pause 6 sec) *E*, do you like this place?

E: Yes, really really like it. Next person, (pause 8 sec) *G*. Why these people ***going*** there, why these people do something in the place? If you don’t know, you can say I don’t know.

G: I have never been ***to*** there. So, I don’t know in detail. (pause 8 sec), *C*, how much money do you spend there?

C: We don’t need the money. (pause) Yes. *A*, (pause 10 sec) if people were there, what feelings do people have?

A: Maybe angry or sad. (pause 12 sec) *E*, where is this place?

E: Ah, it is not Japan. It is a..

A: Ok, I think that’s ***(enough)***.

E: 何質問しようかな、*G*, when you can see that scene like, that place? When ***you can*** see it?

G: I often, occasionally see it in TV or movie.

E: When?

G: When I watch TV? Time?

E: Time, yeah. Like evening, morning. You can also say that Year like 2000, 2020. October, August. You can say anything.

G: I don't often see it. (pause 7 sec) *B*, how many people are there?

B: There are a lot of people ***in*** there. (pause) *D*, what do you want to do in this place?

D: Honestly, I don't know about this. I don't what I should what to do there. *G*, なんて言おうとしたんだっけ？(pause 24 sec) what do you wanna do?

G: Actually, I don't know that place ***(in)*** detail.

The number of questions was 16 (Yes/No: 5, How: 2, What: 3, Who: 1, Why: 1, When: 1, Where: 1, If: 2).

In this round, player *C* didn't understand the "Crusader Play." So, she was confused about how to answer it.

This round was the last round on the first game day and we reflected all round of this day in the discussion. I suggested that they tended to use questions like "have you ever been to~?" when they were in a place they had been to. And, they also suggested that **they might use new vocabulary or new expressions when they were in a place where they had never been because they tried to think from different perspectives.**

3) Between first and second game day

After the first game day, I wrote down the transcripts and I analyzed what they said during games. Then, I picked up some useful questions and I made a paper to teach them. And, I made the lists of roles that were written with Japanese translation. So, I decided that the participants will play a role on the next game day. (See Appendix P: Useful Questions) (See Appendix Q: Spyfall Roles)

I wrote down the transcripts and I analyzed what they said during games. Then, I picked up some useful questions and I made a paper to teach them.

4) Second game day

A. Giving feedback and teaching some useful questions

We reviewed the first game day briefly and I told them to play games in role. Then, I taught some useful questions that I wanted them to use. They listened carefully to my teaching and nodded a lot.

B. Giving a list of roles with Japanese translations

I gave them a list of roles with Japanese translations. And, I gave them time to read and understand the names of the roles.

C. Sixth play (Restaurant)　Spy: G

This was the first play of the second game day. The role was not yet introduced in this round.

A: *E*, what do you smell?

E: In this place, it smells good, it smells tasty one. *C*, how often did you go there?

C: Recently, I don't often go there. Maybe.. once a month or two or three times a month. *B*, who do you go there with?

B: I usually go there with my friends. *F*, what color do you see?

F: I can see many colors. *D*, how many places, that is like this place, ***in around*** here?

D: How many? I think it's a lot of ***in around here***. *G*, when do you go there?

G: I go there on weekends. *A*, how many hours do you spend there?

A: Maybe, one or thirty minutes to one hour. (pause) *D*, how much money do you spend there?

D: I think it depends on the place. Ah, for me, in my case, I usually spend (pause) 1000 to 2000 yen. (pause) *E*, how (pause) how many times do you go there in a month?

E: How many times? Sorry what?

D: That means, how often?

E: Ah, how often. Ok, twice a month. I ***went to there*** twice. I go there twice a month. *G*, did you want to go there? Ah, do you want to go there? If so, please tell me the reason. If not, please tell me the reason.

G: I want to go there. Because I can have a great time there. (pause) 質問忘れた、*C*, how do you go there? ***Please transportation.***

C: In my case, I go there with my family, we go there by car. With my friends, I go there by train or on foot. (pause) *F*, do you have some friends who work there?

F: Yes, about 3 people work there. *E*, what tools do you use? Tool?

E: Yeah, I use chopsticks. Yesterday, I went there. No no no, once, one week ago, I went there and used chopsticks. It's my turn, *D*. Which kind of things do you order in the place?

D: Ok, order? Well, I think it also depends on the place. I usually order cheaper one. *G*, is it outside or inside room?

G: It's inside a room.

The number of questions was 16 (Yes/No: 3, How: 7, What: 3, Who: 1, Which: 1,

When: 1).

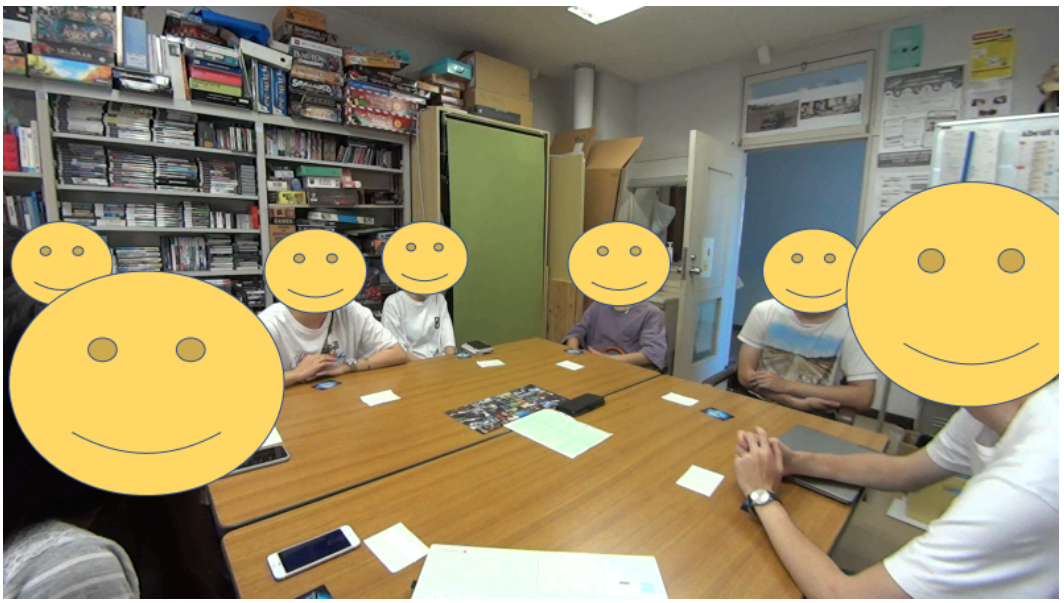


Image 1: Playing Spyfall

D. Seventh play (University)　Spy: E (play in role)

This was the first round that they played the game in roles.

F: *A*, how many people can you see in this place?

A: Depends, but at most, maybe 200 or 100. *E*, what do you feel when you are at this place?

E: I feel enjoyable emotion when I went ***to*** there. I feel the emotion. *D*, when you came there, do you go there with your friends or with your family?

D: I go there with friends or alone. *B*, are you are richest in this place?

B: No, I'm not. *C*, what tool do you use in your job?

C: I use many tools but the most important and necessary thing is PC. *G*, if you go there, what time do you often go?

G: It depends on the date, but I often come here in the morning. *E*, do you like this place? Please tell me the reason.

E: Reason? I can communicate with many people because there are a lot of people. Even if I go there alone, I can enjoy. No? I can see many people. That is why I like it. (pause) *F*, how large is your salary?

F: I can't earn (in) this place. *B*, in your job, what do you want to do when you come this place? At first?

B: At first, I want to clean my hands. (pause) *A*, (pause) how do you get there?

A: By bicycle. *G*, how long do you stay there for a day?

G: I spend at least eight hours. (pause) *D*, what do you like in this place?

D: (pause) I like (pause) the desk and chair. *E*, how often do you go there?

E: Twice a week. *C*, when you go there, who do you communicate with?

C: I communicate with younger person/people than me. *B*, in your case, what is the busy/busiest season?

B: July and August. (pause)

The number of questions was 15 (Yes/No: 3, What: 6, How: 4, Who: 1, If: 1).

By introducing the roles, the variety of questions and answers were broadened.

E. Eighth play (Day Spa) Spy: F (play in role)

B: *D*, how do you feel in this place?

D: In this place, it's very comfortable. *G*, how (pause) how often do you go there?

G: I go there ***fifth*** a week. *B*, what do you (pause) like to do there?

F: I want to see many things around me. (pause) *C*, in your job, what do you usually use? What tool do you usually use?

C: (pause) I usually use the things associated with the maintenance body. *A*, (pause) in winter, what do you do at this place?

A: It's the same as summer and spring. (pause) *E*, what type of people would you see at this place?

E: Type of people? I see most of them are elderly people. Sometimes, younger people came there. So, I can see many people. *F*, which kind of tools do you use ***at*** there?

F: Which kind? Kind? (pause) I like mechanic. Mechanical tool.

E: Machine? It means?

F: Ah, It's not only a machine. We can use other situation. *G*, how often do you usually go there? Same question? (pause) Can I scream in there?

G: No, because this place is kind a quiet place. *A*, do you like this place? Please tell me the reason?

A: For my job, I think I don't really like it. Because it's not a good job. (pause) *C*, how much money do you pay to go ***in*** there?

C: Depends on the time. (pause) it depends on the time. when I go there, sometimes I pay (pause) 1000 yen. But, sometimes, I don't pay any money. *D*, is it the good smell or bad smell?

D: I think it's a good smell. *F*, who do you communicate with?

F: If I go there with my family, I only talk with my family. (pause) *A*, how do you spend your time in this place?

A: Interact with my customers. Because I work.

The number of questions was 14 (Yes/No: 3, What: 5, How: 5, Which: 1, Who: 1).

In this round, the number of questions were few and I asked them why. But, they didn't answer. **So, I suggested some new questions like "If you worked there, how much money could you earn?**

F. <u>Ninth play (Night Club) Spy: D (play in role)</u>

G: *E*, what time do you go there?

E: time? at night. *C*, who do you go there with?

C: Hmm, I go there alone. *B*, (pause) in your case***, do you enjoy or not to go there?***

B: I enjoy. *D*, (pause) how often do you go there?

D: how often? I think it depends on my job. *F*, what tool do you use in your job?

F: I always use the machine. Maybe, it's big machine. *A*, if the bug come in, what do you do?

A: I think someone else, in my position, I won't do anything. Because someone else that works there do get rid of the bug. (pause) ok, *C*, (pause) have you ever.. in your position, would you like to go there?

C: Yes. *D*, In your case, what tools or things do you use at this place?

D: (pause) In my case, I think I also use mechanic (mechanical) things. (pause) *G*, in your case, how long do you spend in a day?

G: I spend 3 hours. *B*, if you were customer, what's the purpose of visit the place?

B: My purpose will be (pause) enjoying talking with others. (pause) *F*, what does it smell like?

F: Smell? I think it's normal, but sometimes I smell stinky. (pause) *E*, in your job, what do you have to do?

E: I have to adjust sounds and atmosphere in this place. *B*, when you go there, how did you feel, how do you feel?

B: I'll be excited. *C*, how do you get there?

C: In my position? I go there by car. *G*, in your position, what kind of clothes do you wear? Casual or formal one?

G: I will, casual one. (pause) *A,* if you were worker, how much money do you earn?

A: I think very less and it depends on the customer. Because they pay me directly. *D*, what do you see on the table?

D: I see (pause) the glasses.

The number of questions was 20 (Yes/No: 2, What: 9, How: 5, Who: 1, If: 3).

In this round, they asked questions like "in your case," "in your position" instead of the "if clause." And, in the discussion, we checked the meaning of "pick-up artist" because one of the participants misunderstood it during the game.

G. Tenth play (Supermarket) Spy: F (play in role)

I chose a supermarket as the location because I wanted to see how they changed in role or not, compared to "Second play."

D: *G*, how often do you go there in your position?

G: I work here, so ***I go here*** five days in a week. (pause) *C*, what (pause) have you ever experienced some troubles here?

C: ***Yes, I have.*** *E*, in your position, what kind of the scene do you see many times?

E: What kind of the scene do I see at the place? I can see the scene which many people choose something. And the place is little bit noisy. I can see that scene. *F*, (pause) in your position, how large is your salary?

F: In my position, I don't work ***in there***. So, I can't earn any. (pause) *A*, if you work there, ***how long do you () in this place?***

A: I think I only work during the peak hours. So maybe, two hours in the afternoon. (pause) *D*, what do you smell?

D: (laugh) Actually, in my position, (pause) my work is not usual. So, normal. I don't smell any. (pause) *B*, what tool do you use in your position?

B: In my position, I use a machine. *C*, if you don't work there, how often do you go?

C: ***I go there 4 times per week***. *F*, what kind of sounds do you hear in your position?

F: There is a little loud, and, so I can hear some others' conversations. (pause) *D*, in your position, what is the most difficult thing?

D: In my position? I think my job is kind of tough. Because I need to use my body when I work. (long pause) *E*, in your position, (long pause) how long are you there?

E: I stay about (the) 30 minutes to 1 hour. *C*, you said you have ever experienced some troubles in the place. So, please tell me the details.

C: I saw the scene a person stole something. (pause) *G*, if you work there, what difficulty do you face?

G: In my position, I don't know what people want. (pause) In my position, the difficulty I have is I don't know what people really want.

The number of questions was 15 (How: 5, What: 7, If: 3).

With roles, they could ask from different positions. When they played without a role, they asked just from the perspectives of customers and cashiers.

H. Eleventh play (Pirate Ship) Spy: A (play in role)

This was the last round. **I chose a pirate ship because I wanted to see how they asked questions in roles and in a place they had never been.**

C: *E*, in your position, is your position scary or fun?

E: I feel fun, but maybe many people say this is treasure. Ok so, どうしようかな、*B*, in your position, ***what do you at there***?

B: I usually do, I usually make (pause) make (pause) a something for other people. *G*, what do you see in this place?

G: Maybe I'm in the room. I can see only wall. (pause) *A*, if you can do whatever you want to do, what do you want to do?

A: Maybe, walk around. *F*, if you work there, let's see, your boss is scolding you? Saying something bad.

F: What scold? Please say again the question.

A: If you work there, your boss ***is scolding*** you. What do you ***think the*** reasons?

F: (pause) The reason is he can't, he couldn't find anything where he ***go(es)*** when to some places. *D*, if you are the boss of this place, what do you do? What would you do?

D: If I were the boss at this place, I let the workers work harder. (pause) *C*, (long pause) in your position, how long do you work there?

C: I work there (pause) three ***times in a*** day. Each time has 2 hours. So, totally, I work there ***(for)*** 6 hours. *G*, in your position, do you hurt someone? If yes, how? No?

G: I really want to hurt someone, but I can't. *F*, if you were not work***(ing)*** here, why are you here?

F: Maybe, if I don't work here, I'm a slave. (long pause) *B*, if you have ***(a)*** good machine like ***(a)*** PC, what do you want to do?

B: I don’t want to do anything because it’s not usual in this situation. (pause) *A*, what smell does it (like)?

A: Air. Of sea air.

The number of questions was 18 (Yes/No: 3, How: 2, What: 7, Why: 1, If: 5).

In this round, they asked questions like “in your position” and “if clauses.”
And, in the final discussion, we exchanged opinions for my project. Player E said that this game was a little bit hard for beginners to play. Player B mentioned that this game was good for practicing English as output. But, player D replied that we might speak in simple sentences, if we cared about the grammar too much. And, they said that they avoided speaking what they wanted concretely even if they could express it because they didn’t want to give information to a spy. For that, Player E suggested that we needed to share what they wanted to say concretely during the game instead of vague expressions when we discussed after every single round. Then, player G described that she understood by herself that she sometimes asked/answered with wrong grammar, words. But, she could not fix it immediately during games. Other members agreed with her opinions. This surprised me and this was one of the main findings of my project.

5) After second game day

After the second game day, I analyzed what they said during games. I focused on how the number of questions and how to ask questions were changed during this project. On the second day, **they used some useful questions that I taught at the beginning of that day. They asked questions like “what tool do you use in your job?”.**

Also, I analyzed that when they understood their mistakes by themselves that player G mentioned in the final discussion. I could see that they often made mistakes when they used “there” or “here” like “I went ***to*** there” “worked ***in*** there” and “***in*** around here.” I speculated about the reason for these mistakes. I thought they had a habit of using prepositions with nouns of location, because they had learned how to make a sentence like this in school. Or, they didn’t understand that “there” and “here” is an adverb.

And, I collected questionnaires and tests. In questionnaires, **they all evaluated that Spyfall was good for learning interrogative sentences. But this game was not suitable to express their opinions.** They thought I should have taken the time to teach new vocabulary and given them the opportunity to write down the new expression.

(See Appendix R: Questionnaire after playing game/ Player A)

(See Appendix S: Questionnaire after playing game/ Player B)

(See Appendix T: Questionnaire after playing game/ Player C)

(See Appendix U: Questionnaire after playing game/ Player D)

(See Appendix V: Questionnaire after playing game/ Player E)

(See Appendix W: Total data of test after playing games)

6) Total review of my participatory project

In this section, I will review my project and I will mention my improvement.

This is a graph describing the number of questions in every round.

[First game day]

	1. Bank	2. Supermarket	3. Space Station	4. Theater	5. Crusader Army
Y/N	15	9	5	8	5
What	2	4	7	3	3
When	0	0	1	1	1
Where	0	0	0	1	1
Why	0	1	1	0	1
Which	0	1	0	0	0
Who	0	0	0	0	1
How	1	2	2	2	2
If	0	0	0	1	2
Total	18	17	17	16	16

Table 2: the number of questions on first game day

[Second game day]

	6. Restaurant	7. University	8. Day Spa	9. Night Club	10. Supermarket	11. Pirate Ship
Y/N	3	3	3	2	0	3
What	3	6	5	9	7	7
When	1	0	0	0	0	0
Where	0	0	0	0	0	0
Why	0	0	0	0	0	1
Which	1	0	1	0	0	0
Who	1	1	1	1	0	0
How	7	4	5	5	5	2
If	0	1	0	3	3	5

Total	16	15	14	20	15	18

Table 3: The number of questions on second game day

You can see that players tended to ask Yes/No questions on the first game day. After teaching some useful questions at the beginning of the second game day, they started to ask a lot of "what" and "how" questions. I could say that my teaching was effective to them. And, when they were in a place where they had never been, they would ask questions with "if clause." That means, this game was useful to practice "if clause."

I evaluated Spyfall from 2 perspectives, teaching and game.

Teaching

+	−
Asking if they have questions after every round	Not giving feedback after every round, just asking if they had questions.
Looking carefully and giving back their tendencies	Not letting them grasp every role by themselves
Teaching some useful questions before 2nd day	Not decreasing the number of players
Checking the rules with demoplay	Not checking the meanings of roles and locations after each round

Game

+	−
Using English as output	Using specific words
Practicing "5W1H (What, When, Who, Why, Where, How) questions"	Talking very simply, vaguely
Practicing to make "if clauses"	A few times to speak (1, 2 times per round)
Listening carefully	There were many pauses during game
Saying opinions from different roles	

Table 4: Pros and Cons of my project

I defined Spyfall as a good game to practice interrogative sentences and if

clauses. But, on the point of talking about their opinions, it was not suitable. Because Spyfall is a detective game and they could not speak concretely. Also, they had a few times to speak in each round and there were a lot of pauses the players chose the respondent.

Then, I will describe whether I could accomplish my anticipated goals for my project or not. I had 2 goals. My first goal was for students to learn English with Spyfall. As you can see from the data above, this project was a good opportunity to practice English. However, in the point of learning or remembering the words, it was not enough. I should have included more opportunities to learn them, for example, introducing the worksheets to write the questions and unknown vocabulary during the games, handing out the paper written useful questions and researching the meanings of roles by themselves etc. In this project, I was concerned that they wouldn't feel pressured and this was kind of a test. So, I didn’t give them a lot of assignments, they read the rulebooks and played games. But, as well as giving them information and knowledge one way, I understood that a few tasks done by themselves were necessary to learn English with board games.

Another goal was to motivate them to study English. Some participants mentioned that Spyfall made them motivated to talk with other participants. But, in the discussion, one player said she hesitated to say long sentences or new expressions if her grammar was checked every time. So, I learned the importance of keeping a balance between teaching English and motivating them.

In conclusion, I learned the tips of a new method of teaching English by doing

this participatory project. There were a few things that needed to be improved in my project. If I added some improvements into the project, my participatory project would be useful to learn English.

I learned the tips of a new method of teaching English by doing this participatory project.

18. Teaching practice in high school

At the beginning of September 2021, I went to high school and I did a teaching practice for 2 weeks. In this practice, I had English Communication Class for 1st year students and I did it 8 times. This was tougher than I expected. I needed to prepare a time schedule, handouts, slides etc and it took a long time. I spent time preparing from morning to night, not only on school days, but also weekends. Teaching English was interesting and rewarding, but I thought it would be very difficult to find time for myself and I wanted to keep work and life balance.

Teaching English was interesting and rewarding, but I thought it would be very difficult to find time for myself and I wanted to keep work and life balance.

19. Job Hunting

When I was looking for my future job, I had 2 plans. One was to be a high school English teacher, another was to be a civil servant. As I mentioned above (See the section: “Who I was before the Game Terakoya”), I wanted to be a high school English teacher when I entered the seminar. In the first semester, I broadened my view of working by watching the video “Open your eyes” and discussing my happiness. I realized that I didn't necessarily have to connect the future with my

future profession. After returning from France, I experienced being an advisor to an international student, taking a lecture in HICE and working part time in an elementary school. These experiences have strengthened my desire to be involved in local multiculturalization as a civil servant. I had been struggling with whether I would become a civil servant or a teacher for several months and I was determined to make a decision after my teaching practice. Through teaching practice, I understood that working in high school was rewarding and interesting, on the other hand, it would be difficult to find private time for myself. During this training, I talked to a few teachers about my future and they advised me that experiencing a career other than teaching would be helpful in the future when I want to become a teacher. As a result of these experiences, I chose a civil servant as my first job and I decided to keep studying English in private life for my future.

I chose a civil servant as my first job and I decided to keep studying English in private life for my future.

[4th semester]

20. Reflecting on Everything

I reflected on everything I did in the seminar according to the timeline.

(See Appendix X: Thesis Reflection Worksheet)

21. Post Materials

In this assignment, I answered a lot of questions as I did in pre materials.

(See Appendix Y: Post Materials)

22. Post works: Comparing Pre and Post

I compared all the sections I answered in pre materials and post materials. I could see what/how I learned and how I changed during the seminar in each area. I will describe these transformations in detail later at “Sections 3 My Transformation.”

2.3 Who I am now after the Game Terakoya

I am a 4th grade student in the faculty of international relations at the University of Shizuoka. Recently, I made a big decision for my future job. As I mentioned above in the section “Job Hunting,” I am going to work as a civil servant in Shizuoka prefecture, not as an English teacher in high school. I’m trying to participate in the local events to get to know my home town. Recently, I participated in the local community service to clean the shrine with the neighborhood.

I’m trying to participate in the local events to get to know my home town.

I still have interests of foreign languages and cultures. I have studied English and French and I talk with French people twice a month. And, I started to learn Chinese. I am eager to acquire these languages to understand their cultures and lives. I usually watch videos on Youtube, Netflix etc. to learn languages by myself. This is one of my hobbies and I have continued to do this for 2 years.

2.4 Who I will be in the future

I will continue studying foreign languages and improving my skills.

In 1 year, I want to pass EIKEN grade 1 and DELF B2. I need practice speaking English and French for oral exams, then I want to talk a lot with conversational games. For my professional career, I will work anywhere in Shizuoka prefecture. Some difficulties would be waiting in my future, but I never give up. I will talk with a lot of people and read books to broaden my view and I will reflect on them to make them better.

In 5 years, I want to make a place to talk in foreign languages and to make foreign friends. I think Covid-19 will be almost eradicated in 5 years and more foreign people will come to Japan than now. So, there might be more opportunities to contact them. For my job, I will be at a different new stage, like a new workplace/department. I want to try to fulfill my potential and seek my strength. I want to notice the new aspect of myself.

In 10 years, I want to have a family and build a strong bond with family and people in the community. Doing something together gives us the opportunity to have much communication and to know each other more. Playing games must be helpful to enjoy spending time together. For my career, I will probably decide what I want to focus on as an expert. I will work hard and I want to be a man who is looked up to by people around me. If possible, I want to work in foreign countries to promote Shizuoka prefecture.

3. My transformation

3.1 My goals

One of my short-term educational goals at the beginning of this seminar was to learn the new method of learning English. I was in a course for the teaching profession of a high school English teacher and I made an English grammar game for teaching English in the application of this seminar. Through seminar activities, I learned about the way of teaching English with board games. It was absolutely helpful for me to do discussions after playing games and to do my participatory projects.

Another goal was to get over 800 on the TOEIC score. At the start of this seminar, my TOEIC score was 695 which was almost average of the students in the faculty of international relations. I participated in the seminar activities for 2 years and I used English to do most of them. This made my English improve more and more. Also, I learned English by myself outside of seminar, studying abroad. Finally, I achieved my goal and I will continue to learn English even when I start working.

3.2 What and how I learned and changed and did

In this section, I will describe what I learned and how I changed on these 6 topics.

1. Games
2. Personality
3. Social Network
4. Skills

5. English Skills
6. Future Plan

1. Games

In this seminar, my knowledge of games definitely expanded. Please see the concept maps below where my knowledge changed from 27 connections to 39 connections. (See Figure 4 and Figure 5)

Games	Pre	Post
Nodes	4	4
Connections	27	39

Table 5: Comparison of the concept maps “Games”

Before entering the Game Terakoya, I didn’t play games so much and I knew just a few board games like Sugoroku, Otrio. My game skills and knowledge were average or less than other people my age. I rarely won the game when I played with friends. Throughout this seminar, Prof. deHaan told me about many various kinds of games and we played them. And we discussed these games after playing every game. This experience changed my thoughts on games.

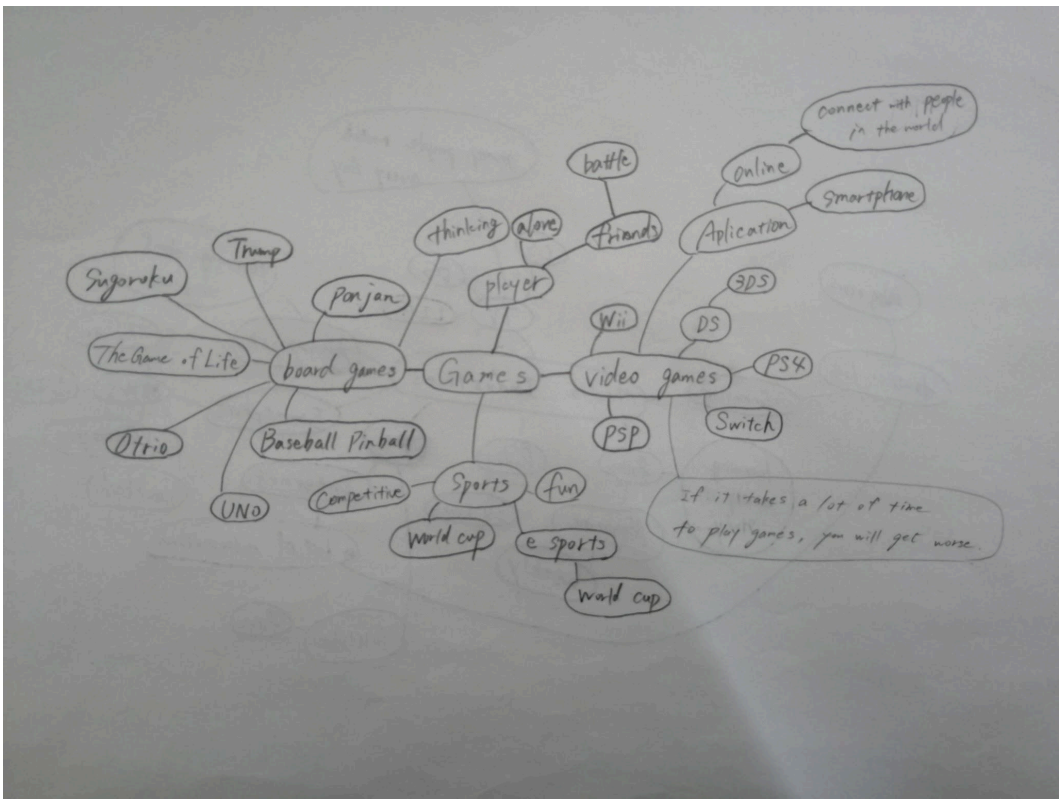
Firstly, I learned winning isn’t everything for the purpose of games. Surely, we aim to win the games, but we also learn other things like fun aspects, building strategy, corporation, defectiveness etc.

Secondly, I understood that games have good effects for society. Honestly, I had never thought games have good aspects for society before joining the seminar.

However, by learning games in the seminar, I saw that games could change the world, community and relationships. For example, I watched videos of social impact experiments like “Stairs with piano” “Trash box” and “Two entrances written whether you are beautiful or not,” and I understood that games could change our attitudes and thoughts.

Thirdly, I learned about games from the educational aspect. Before meeting Prof. deHaan, I had never thought that games were useful to learn something. The activities in the seminar totally changed my view of games in the educational area. There are many ways to learn languages with games like reading rulebooks, teaching rules to others, listening carefully to others etc. In education with games, the most important thing is to discriminate between tests and games. When I thought about my project with board games, Prof. deHaan told me that and I tried to think a lot about designing games and how to best use games for my project.

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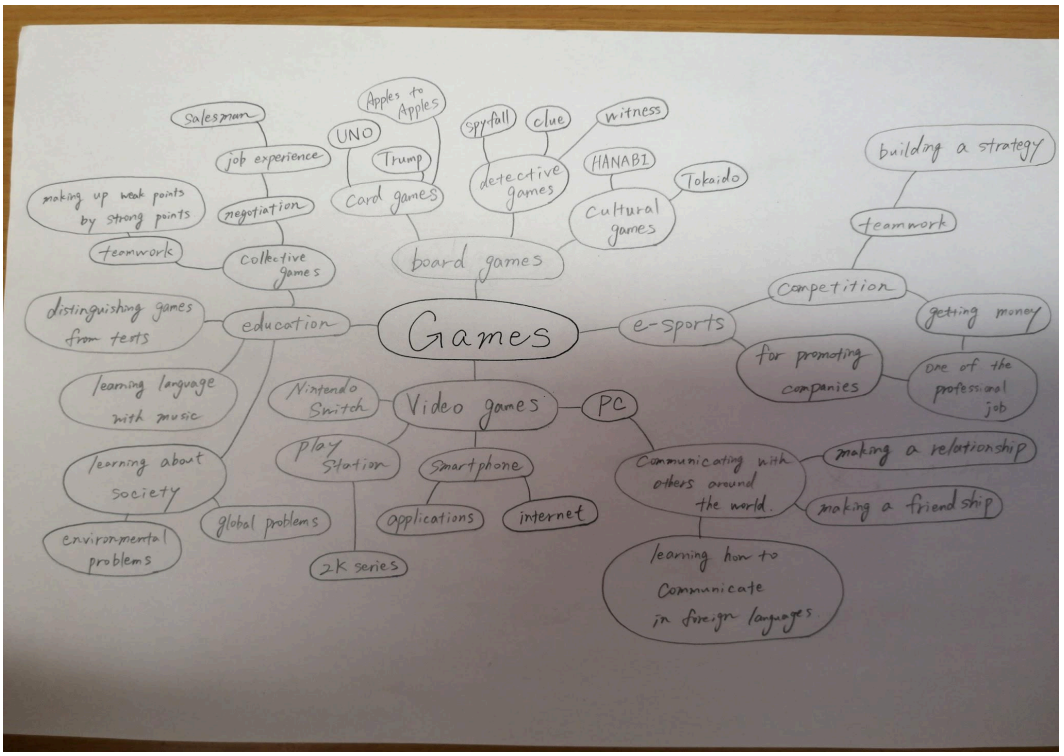


Figure 4: Concept map of “Games” in pre materials
Figure 5: Concept map of “Games” in post materials

2. Personality

I will explain what my personality changed and how my personality changed for 3 years including study abroad in France. I will describe them from 2 points.

First of all, I became the person to try to do new things, not just think about it. I already had interests and curiosities for trying new things when I entered the seminar. But, I tended to think deeply that I acted and I excused myself because I was busy with studying and club activities. After entering the seminar, my consciousness changed gradually. I will explain the reasons why I changed. Firstly, I could see other seminar members trying to work hard and seek their curiosity/happiness. That was impressive and motivated me to do something new. Also, Prof. deHaan gave me advice again and again like “Don’t overthink it, let’s do it first.” Then, studying abroad in France made me be more aggressive. At the beginning of my life in France, I thought someone helped me and grasped my intentions/opinions. But, it never happened and I had to change my attitude. So, I participated in some events in public voluntarily and got in the habit of going to the library because there were many people to talk with me and some people helped me. My little courage changed my life greatly. As a result of these experiences, I came to like trying new things. Recently, I have been taking lectures and going to the places that I had never been to seek my interests.

I became the person to try to do new things, not just think about it.

Question	Your self-rating 1 = strongly disagree, 6 = strongly agree	Why did you give that answer?
I am an active person.	5	When I get interested in something, I always try to do it. And, I prefer to go out rather than stay home.

Table 6: Personality description from post materials

Secondly, my values were totally changed from pre materials to post materials. In pre materials, I wrote “I am very competitive.” “I don’t give up easily.” “I try to do everything until I am satisfied.” At that time, I studied French hard to be chosen as an exchange student and I competed against others. To be an exchange student was one of my goals in University and I never wanted to lose this. So, I didn’t give up easily and I did work until I was satisfied. On the other hand, in post materials, I wrote “I am cooperative.” “I have a passion to attempt a challenge.” “I am able to grasp the surrounding situations and act to solve the problems.” Throughout the seminar, I have experienced working as a team and discussed a lot. For the initial presentation of the seminar, we discussed our advantages and disadvantages and thought about how to make up for our positive and weak aspects. I understood we could cooperate with each other. Actually, we did cooperate and help each other in every seminar activity.

	Pre	Post
What are your values?	・I am very competitive. ・ I don’t give up easily. ・I try to do everything until I am satisfied.	・I am cooperative. ・I have a passion to attempt a challenge. ・I am able to grasp the surrounding

		situations and act to solve the problems.

Table 7: What are your values?

3. Social Network

My social network has been expanded for 3 years. You can see my change by comparing the concept maps of pre and post materials below. (See Figure 6 and Figure 7)

Social Network	Pre	Post
Nodes	5	4
Connections	82 (including 64 personal names)	42

Table 8: Comparison of the concept maps “Social Network”

Before entering the seminar, I had five nodes with a lot of proper names. I spent most of my time in university and I didn’t have a connection outside of university so much. Actually, I had 82 connections in pre materials because I wrote 64 personal names. If I counted the number without personal names, the number of my connections in social networks was only 18. So, compared to the connections in post materials, they increased by 24.

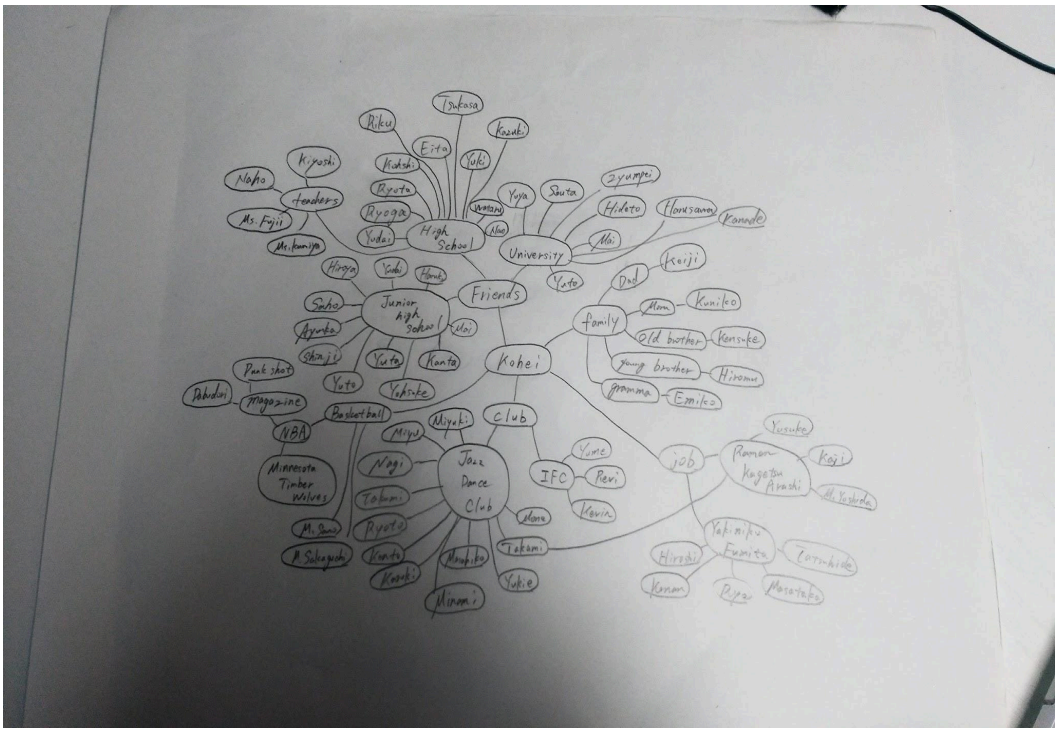
Then, how did I get more social networks after entering the seminar? I think I have 2 main events to expand my social network for 3 years.

First event is to enter the Game Terakoya. The Game Terakoya gave me a lot of opportunities to connect with people inside and outside of university. I met many

seminar students and participated in the event in Jidokan. Playing games was really helpful to get to know each other and build friendships. Also, by doing a participatory project, I could connect with ESS members and 3rd year seminar students. They cooperated with me and gave me a lot of feedback.

Second event is to study abroad in France. In this experience, I made a lot of friends from various kinds of countries. I often went to the language cafe and other schools to learn languages and cultures. Most of the friends I made there keep in touch with me even now. They are not only my friends but also my language teachers.

As I mentioned above, these events expanded my social network. After graduation, I will put myself in a new environment and I will make connections with new people. I hope to expand my network in some communities even outside of the workplace.



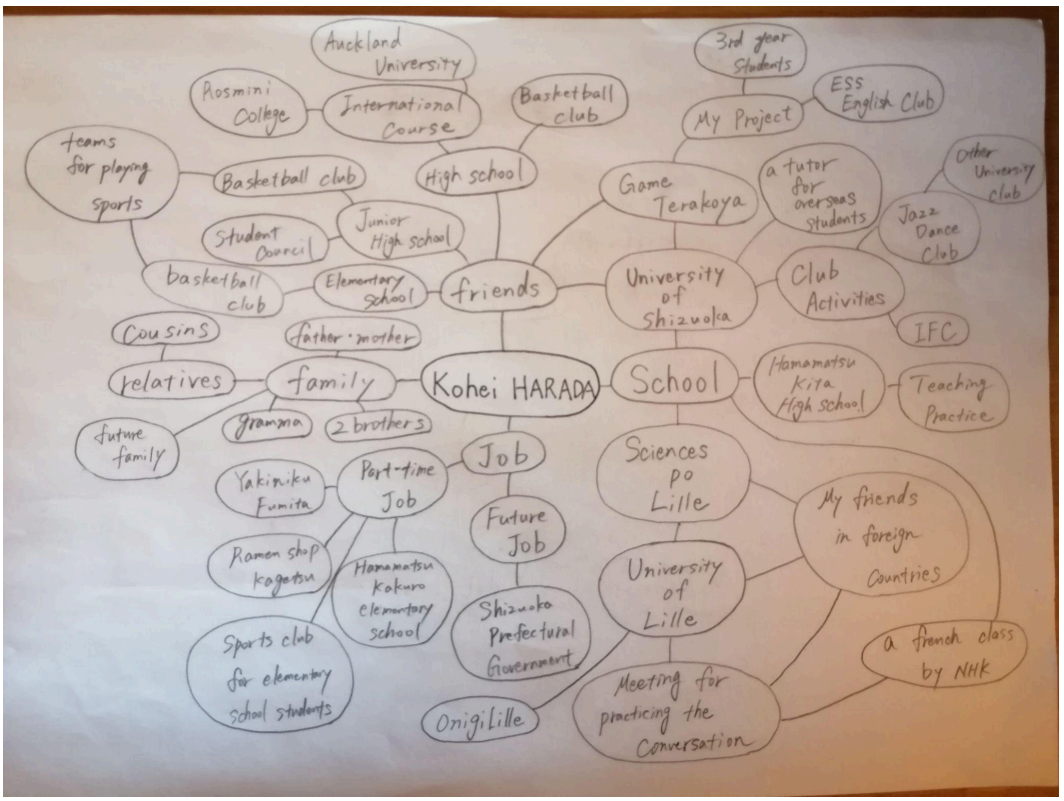


Figure 6: Concept map of “Social Network” in pre materials
Figure 7: Concept map of “Social Network” in post materials

4. Skills

In this section, I will explain how my skills developed or not by comparing the skill evaluations between pre and post materials. I described them in 4 areas, learning skills, literacy skills, life skills and thematic knowledge.

Learning Skills	Pre	Post
Creative thinking	3.5	3.67
Critical thinking and problem solving	3.5	3.75
Communication and collaboration	4	5
Average	**3.67**	**4.14**

Table 9: Learning Skills

I increased in each skill. In creative thinking, I came to create new ideas by learning from different ideas and perspectives because I talked a lot with others to give advice/feedback to each other. Then, in communication and collaboration, I rated 5 in the post materials. I can listen carefully to the opinions that members said and I said my opinions with the feedback of their opinions. This skill must be trained by the discussions in the seminar.

Literacy Skills	Pre	Post
Information literacy	4	4.5
Media literacy	3	4.5
Technology literacy	4	4
Average	**3.67**	**4.3**

Table 10: Literacy Skills

In this skill, my media literacy mostly developed. This is because I use some media to get information and I understand how people react differently to the media. When Covid-19 happened, a lot of people were easily influenced by the media and some people bought up all the toilet paper and food. I could see how people's opinions were changed by the media and I tried to collect information fairly from different media in some languages.

Life Skills	Pre	Post
Flexibility and Adaptability	4	5
Initiative and Self-direction	4	3
Social skills and Cross-cultural skills	4	5
Productivity and Responsibility	3	4.5

Leadership and Responsibility	4	5
Average	**3.8**	**4.5**

Table 11: Life Skills

This skill has also improved. I rated 5 for 3 skills in post materials. About flexibility and adaptability, I came to love adopting the change. I had a solid way to do something and I rarely change that. However, by studying abroad, my attitude and consciousness were changed. I became flexible and I could see new aspects of the world. Then, for the leadership and responsibility, I already had them because I used to be a student council president and a captain of a basketball club in junior high school. But, I didn't know how to inspire other people with my skills. After entering the seminar, I collected some people and organized the game day for my project. In this event, I managed time and tasks to accomplish it and I did the best to make the participants feel that they were glad to participate in this project. I got a strong sense of responsibility throughout this.

I got a strong sense of responsibility throughout this.

And, I will explain the reason why the rate of initiative and self-direction has decreased. This is related to the situation after studying abroad. I was forced to come back to Japan months earlier than scheduled due to Covid-19. At that time, I had been at home all day and have been apathetic because I could not do what I wanted. Then, I was in the gap between 3rd and 4th grade in the seminar, so I rarely contacted other people. I didn't know what other people did and I didn't know what I had to do because I lost the plan. Then, once I met the seminar

members and chatted, I noticed that talking with others is really important and I got motivated.

Thematic Knowledge	Pre	Post
Global Awareness	4	5
Financial, Economic, Business and Entrepreneurial Literacy	2	4
Health Literacy	5	5
Civic Literacy	3	5
Environmental Literacy	3	4
Average	**3.4**	**4.6**

Table 12: Thematic Knowledge

The rates of all skills are high in post materials. I will focus on civil literacy because this skill is directly connected with my future job. Before entering the seminar, I already had a right to vote and I went to vote in every election. I thought the vote was the only way to participate in civic decisions, but this was wrong. Once I decided to be a civil servant, I got to know the different ways to exercise citizenship. I got in the habit of reading the official reports from my city, my prefecture and Japan. Also, I became the person to take part in the local community and I want to contribute to my hometown to solve the problems.

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5. Language Skills

In this section, I will show you how much my English has improved and why it has changed for 3 years including studying abroad.

English Skills	Pre	Post
TOEIC	695	825
EIKEN	Grade 3	Grade pre-1
The purpose of studying English	・To communicate with foreigners ・To understand their culture through their languages	・To communicate with people around the world. ・To travel by myself ・Watch the TV show without translation
What I have accomplished in English	・To pass the entrance exam of the high school and university	・Passing the exam like EIKEN Pre-1 ・Making the 20 mins presentations with friends ・Teaching classes in high school
What I want to do with English	・To watch English movies without subtitles ・To translate something from English to Japanese	・Working in foreign countries ・Passing the exam EIKEN Grade 1
How I study English	・watching movies and videos in English with subtitles ・Notebooks for words ・Textbooks for TOEIC	・Watching the video on youtube. ・Watching movies or series on Netflix with the application “learning language with Netflix.” ・Textbook for TOEIC, EIKEN

Table 13: English Skills

Firstly, I will compare my English certificate before and after the seminar. My TOEIC score has improved from 695 to 825. This improvement was not only the

result of learning with textbooks by myself, but also the result of using English in seminar activities. In the seminar, I did a lot of assignments, read the rulebooks, played games, and discussed a lot with prof. deHaan and seminar members and did a participatory project.

My TOEIC score has improved from 695 to 825.

Then, I will describe what I have accomplished in English. The biggest difference between pre and post is to use English with someone or for someone. At the beginning of the seminar, to pass the entrance exams of the high school and university were what I had accomplished in English. This accomplishment was 100% for me and I gave nothing to people by doing this. However, during the seminar, I made the initial presentations with other members and I did my project to teach English to the participants. And, outside of the seminar, I taught English in high school in teaching practice. I think that these accomplishments have much more value than what I had done before entering the seminar. I feel I could contribute to the community or help people.

6. Future Plan

I will explain my future plan from two perspectives, future job and future private life.

At the start of the seminar, my professional goal was to be a high school English teacher or English interpreter of movies. But, I changed my future job from a high school teacher to a civil servant throughout this seminar and the experiences outside of seminar. I will describe why I changed my professional plans. The first

important experience was to watch the video “Open your eyes” and to discuss our happiness after watching this video. I understood that a job is just one of my life, not everything. My thoughts of working were literally changed.

The second important experience was working as an advisor to a student from China. After returning from France, I had been thinking that I also would like to help foreign people in Japan, just as the French people had done for me. I often consulted with him to help him have a better school life, for example, I helped him write the reports and so on. Through this experience, I felt happy to help him and I came to know how I could help foreign people in society.

After that, I got to know HICE and I took a lecture there to learn about how foreign people live in Japan. By listening to this lecture, I became interested in the local multiculturalization. I researched ways to participate in the local multiculturalization and I found out that working as a civil servant would be nice to engage in this.

The fourth experience was to work part time as a teacher’s temporary assistant at an elementary school. Mainly, I did office work like entering data into the computer, sanitizing the classrooms to prevent students from Covid-19. This experience gave me an opportunity to learn what it is like to work as a civil servant. And, I realized how to get involved in education in ways other than teaching.

The fifth experience was teaching practice in high school. Throughout this practice, I understood that working in high school was rewarding and interesting, on the other hand, it would be difficult to find private time for myself. During this training, I talked to a few teachers about my future and they advised me that experiencing a career other than teaching would be helpful in the future when I want to become a teacher.

As a result of these experiences, I chose a civil servant as my first job and I decided to keep studying English in private life for my future.

I am going to work for the local government in Shizuoka Prefecture and I want to be involved in the formation of a local multiculturalization. I will promote Shizuoka to be one of the best prefectures where people want to come or live in.

Future Job		
Pre	Experiences	Post
I have 2 plans for a specific job. One is to be a high school English teacher. Another is to be a translator of the movies or music. Anyway, I want to work with foreign languages.	・Watching the video “Open your eyes” ・becoming an advisor to a student from China ・Taking a lecture in HICE ・Working part time in E.S. ・Teaching Practice in H.S.	I’ll work at Shizuoka Prefectural Government next year. I will work for the local administration in different departments.

Table 14: Future Job

For my future private life, I want to be married and have a family with children. Also, I want to build a strong bond with family and people in the community. I

like to live by helping each other with the neighborhood. I greet and talk with the neighborhood almost everyday and they give me vegetables they made. These relationships make me feel happy and I will keep continuing these relationships even when I move out of my hometown.

3.3 My journey visualized

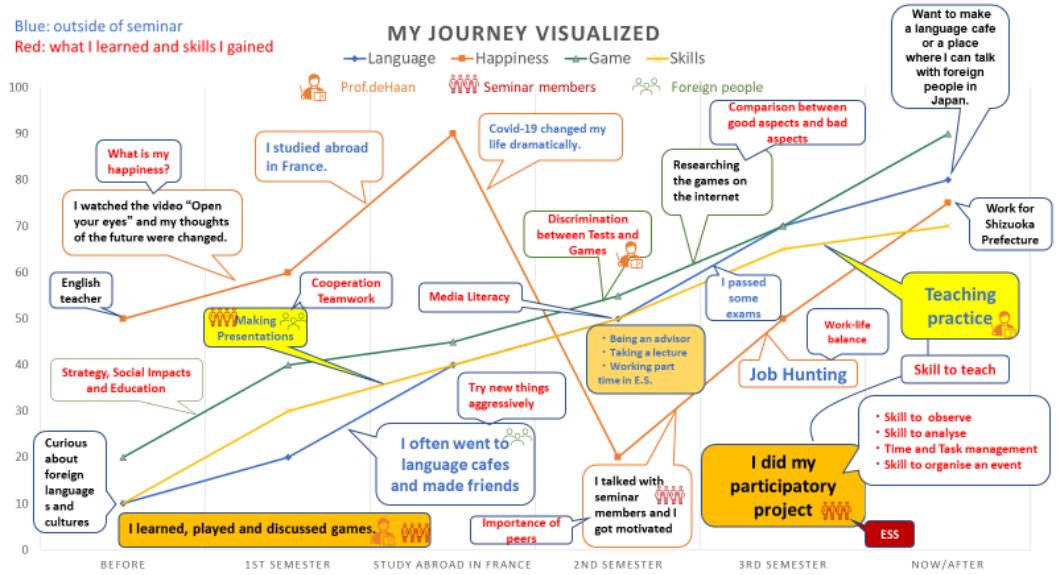


Figure 8: My visual journey

This is my visual journey. I made a line graph to explain what I learned and how I have changed inside and outside of the seminar for 3 years. I will describe my journey in the 4 contents, Language, Happiness, Game and Skills.

Language

When I entered this seminar, I was curious about foreign languages and cultures. But, my English level was almost average and this was not enough to use English for work. In the first semester, I learned, played and discussed games with seminar members. I could listen carefully to others' opinions and express my

opinions in English through these activities. Then, I often went to language cafes and made friends when I studied abroad in France. I learned the importance of trying new things aggressively for my growth and my language improved gradually. After coming back to the seminar, I did some assignments in the seminar. Outside of the seminar, I gained TOEIC score 825 and I passed 2 exams, EIKEN pre-1, French exam pre-2. My TOEIC score has increased by 130 points since I joined this seminar. Also, I did my participatory project that taught English with Spyfall. Doing the event, including reading the rulebook and analyzing the results, helped me learn English. In the future, I want to make a language cafe or place where I can talk with foreign people in Japan. I will keep studying foreign languages to improve it.

Happiness

At the start of the seminar, I wanted to be a high school English teacher and I had hopes and fears for the future. In the first semester, I enjoyed playing games with seminar students and I felt comfortable to be together. Also, we watched the video “Open your eyes” and discussed our happiness or curiosity after that. This experience changed my thoughts of the future. I understood that my future job is just one of my future lives. I felt a little less anxious about my future. After that, I studied abroad in France and my happiness rating boomed because studying abroad was one of my goals while I was a university student. I enjoyed spending time in France and going on trips in Europe. However, Covid-19 appeared and I was forced to come back to Japan months earlier than my schedule. My plans were messed up and my happiness rate dropped dramatically. After returning to Japan, I became an advisor to an international student from China and took a

lecture in HICE. I became interested in the local muticultualization and in working as a civil servant. Inside of the seminar, I was in a gap between 3rd and 4th year students. I felt lonely and I got lost on my way. Once I talked with seminar members, I got to know what they did and I restarted to concentrate on my work with motivation. This made me realize the importance of peers. In the 3rd semester, I started job hunting and did teaching practice in high school. I thought about myself again and again, then I asked myself "what my happiness is" and I found out I valued work-life balance. I understood working in high school was rewarding and interesting, on the other hand, it would be difficult to find time for myself. So, I chose a civil servant in Shizuoka prefecture as my first job and I decided to keep studying English in private life for the future.

Game

When I joined this seminar, my skills and knowledge of games were limited. I never thought games have good aspects for society. However, by learning games in the seminar, I understood that the games could change the world. By playing and discussing games with seminar members, I learned to build the strategy and to create the ideas into other areas like education. Then, while I was in France, I learned and played some games, for example, "Cards Against Humanity" "Never Have I Ever Questions." After returning to Japan, I decided to do my project for learning English with board games. At the point of education, I learned that the most important thing was to discriminate between tests and games. At the end of the 2nd semester, I researched games on the internet and I rated them with pros and cons. After that, I chose Spyfall for the project and I did my participatory

project. In conclusion, I have come to feel closer to games through this seminar and my game knowledge has improved greatly.

Skills

When I write in pre materials, my skills were not enough and there were a lot of improvements. In the first semester, I gained the knowledge of games and I got skills of discussing games deeply. While studying abroad, I learned how to cooperate in a second language. I made some presentations in English and French with other foreign students. After coming back to Japan, my media literacy developed. This was because I use some media to get information and I understand how people react differently to the media. When Covid-19 happened, a lot of people were easily influenced by the media and some people bought up all the toilet paper and food. I could see how people's opinions were changed by the media and I tried to collect information fairly from different media in some languages. Then, I researched the games on the internet and I did my participatory project. These experiences gave me a lot of skills. Observation and analysis were built up the most. And, I learned how to teach English by doing my project and teaching practice.

4. Evaluations

4.1 Self Evaluation

What I did well is the observation and analysis. I did a lot of assignments and I reflected on each step to seek the new notices and findings.

Firstly, I played games with members and discussed them with worksheets. I considered the strategies to win and I thought about how to introduce games into different areas like education, society. (See Appendix E: Discussion worksheet) After that, I became interested in how to use board games to study English. I researched some games and I compared them with advantages and disadvantages. What I observed and analyzed best was doing the participatory project. I observed how they played during the game while recording video. As you can see in the table below, I evaluated my observation skills as my strength in the journey. After the games, I analyzed all what they said during games and how their English changed through this project. (See Section 17 "My participatory project" in thesis)

1. What "stands out" to you from what you have done? What was the most interesting?	□ My "stand out" is the observation. Through my project, I did observe carefully what/how the participants did. Then, I got some data from this observation. And, the most interesting thing for me was the difference of feeling between observing the games and playing games. When I play games, I feel like time really flies even when there are some pauses. Other hand, when I observe the game, I notice there are lots of pauses and I feel time passes slowly.

Table 15: Self evaluation in reflection of the participatory project

What I did poorly in this seminar was playing games by myself. I played many games with seminar members especially in the first semester, but I played games by myself a few times to grasp the more knowledge of games. I researched and evaluated some games with advantages and disadvantages from the rules and outlines. (See Figure 2) If I could go back and do it again, I would do my project with these games. And, I want to check if my expectations are correct or not.

I will make a place to talk with foreign people. This idea comes from my experiences when I was in France. I don't think I have the opportunity to talk in

foreign languages outside of school. So, I just want to speak with foreign people and become friends. But, I'm not sure I will afford to do that after I graduate. I don't want a big community, I want just a place to talk or hang out casually. At this time, my participatory project might be one of the samples to talk and learn English.

4.2. Pedagogy of Multiliteracies Evaluation

The strength of pedagogy of multiliteracies is to have clear 4 approaches and to do it all independently. In the pedagogy of multiliteracies, the learners are the main character and they can gain new knowledge and skills by doing actively in each approach. They could experience something in actual or in simulations, then they conceptualize their own ideas. Thanks to the teacher's support, they are able to try a more complicated task than they do individually. In the case of the Game Terakoya, Prof. deHaan introduced more than 100 games to us and we played the games we chose. Then, we discussed what we did, what we learned, how we connect the game with society etc. These activities gave us the opportunity to explore new worlds, experience new things, and helped us to identify our own interests and concerns. Actually, I found out that I like conversational games and deductive games, through this activity. After conceptualizing, learners analyze the connections between their experiences and contexts. In my case, I read some thesis written by the former seminar students. Other students read articles they were interested in and got information in that area. Then, I researched the games which are suitable for my project. The biggest strength in the pedagogy of multiliteracies is that learners could introduce their experiences into the real world. This action might not have happened in the traditional school system. In

my case, I organized an event to help students learn English with Spyfall. 7 people participated in it and I collected the data. Through doing activities in the method of pedagogy of multiliteracies, people can reflect about themselves and they might find out new aspects of them.

The weak point is that it takes a long time to understand how you develop in the pedagogy of multiliteracies. When I read some articles about the pedagogy of multiliteracies at the start of the seminar, I didn't understand it well. Since I was not in the group that presented about the pedagogy of multiliteracies and those who were in that group might understand earlier than me. It wasn't until Prof. deHaan explained how we worked on the pedagogy of multiliteracies by using pictures with detailed steps written on them that I understood it. If this method is introduced into the school, students will be confused and need a lot of time to get used to it without a solid explanation.

4.3 Game Terakoya Seminar Evaluation

I think the Game Terakoya has 3 main strengths.

First strength is that seminar members can acquire game knowledge throughout the seminar activities. Before I entered the seminar, I only knew a few board games and I had never thought games had good aspects for society. However, by learning games in the seminar, I saw that games could change the world, community and relationships. Board games changed my life and helped me build the bond with other seminar members.

Second strength is to have the opportunity to cooperate with others even outside of the seminar. In the seminar activities, we often worked together and exchanged opinions with each other. We learned to make a schedule for playing games and to cooperate to accomplish the tasks. Also, we had some opportunities to work with people outside of the seminar. For example, some students held an event in Jidokan, and I did my project with ESS.

Third strength is to give the chance to think about myself deeply. Through doing every assignment, we thought about my curiosity, my interests and my happiness and so on. (See Figure 1) I think the discussion was one of the most important things for me to think about myself. In the seminar, we had a lot of opportunities to exchange opinions. By listening to everyone's opinions, I was able to make new discoveries and clarify my own vision gradually. And, we could think of not only academic life, but also private life. Prof. deHaan always supported us even outside of the seminar activities.

The weakness is that some members might be late to do tasks. The members have the same assignments, but the progress and process are different. Sometimes I didn't know that other members were on which stage and how far from my stage. Especially, when I was in a gap, I was really struggling with this problem. And, the Game Terakoya doesn't force us to do something. If you get lost on your way and do nothing, it might be a problem and the schedule would be messy. You should keep contact with others and Prof. deHaan.

I am really thankful to Prof. deHaan and other seminar students who shared the journey, and the experiences to work together in this seminar will be food for my future. I'm happy to be one of the members in the Game Terakoya.

Sincerely,

Kohei HARADA

January, 2022

5. References

The pedagogy of multiliteracies

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Coming back to the seminar from France

- HICE Homepage

My participatory project

- HigaTV (2015, June 11th) Playing Spyfall!

6. Appendices

A. Application for the seminar

B. Pre Materials

C. Self Introduction

D. Doing some more game research

E. Discussion worksheet

F. 1st semester reflection worksheet

G. My first participatory project proposal worksheet

H. My second participatory project proposal

I. My proposal for high school

J. Test before playing game

K. Questionnaire before playing game

L. Questions for Rules

M. Spyfall Rulebook

N. Total data of test before playing games

O. Total data of questionnaire playing games

P. Useful Questions

Q. Spyfall Roles

R. Questionnaire after playing game/ Player A

S. Questionnaire after playing game/ Player B

T. Questionnaire after playing game/ Player C

U. Questionnaire after playing game/ Player D

V. Questionnaire after playing game/ Player E

W. Total data of test after playing games

X. Thesis Reflection Worksheet

Y. Post Materials

Japanese Abstract

ゲーム寺子屋では、様々なことを学び、社会で役立つ大切なスキルを身につけることができました。また、ゼミの内外で多くの経験をしました。どちらも私の成長を促し、私の考えを明確にしてくれました。留学でゼミを離れた期間を含めた3年の間、自分の幸せとは何かを追求し続け、ようやく自分が何者で、将来何をしたいのかが見えてきました。

ゲーム寺子屋は、マルチリテラシーの教育学に則って運営されています。この教育法には4つのアプローチがあり、生徒が自分の興味を見つけ、それを掘り下げ、コンテキストと一緒に分析し、それらのアプローチで得たものを現実の社会に反映させます。ゲーム寺子屋では、自分の興味関心を探るために多くのゲームを体験し、仲間とゲームについて話し合い、研究して分析しました。私はスパイフォールというボードゲームを用いた英語を学ぶイベントを企画し、社会への適用を試みました。

私はゼミの活動を通して、ゲームには社会や教育を変える可能性があるなど、ゲームの新しい側面を知ることができました。この側面は私に取って驚きの事実であり、どんどんゲームのことが好きになりました。そして、コミュニケーション能力やコラボレーション能力、観察力や分析力など、重要な能力が身につきました。もちろん、このゼミ活動を通して、語学力も向上しました。

マルチリテラシー教育では、自分自身について深く考え、新たな一面を見出すことができます。活動は生徒が自主的に行い、深く自分自身を探究する時間も多く取れます。ゼミ活動を通して、かけがえのない経験ができるでしょう。