



# ELT Classroom Research Journal



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## Table of Contents

Editorial Team	.....	4
Foreword	.....	5
Enhancing EFL Learners' Motivation and Engagement Through Digital Gamified Learning in EMI Classrooms <i>Haiyan Cai &amp; Andrew Jocuns</i>	.....	7
The Impact of Game-Based Learning on Student Engagement in a Japanese World Language Class <i>Donovan Tse &amp; Vail Matsumoto</i>	....	29
The Power of Extensive Reading in Improving Students' Vocabulary and Reading Skills <i>Ugilkhon Kakilova &amp; Elyanora Menglieva</i>	.....	47
Enhancing Academic Writing Proficiency Through Formative Feedback <i>Rajeswari Kangayanatha Aiyer, Shalini Kaduwela, &amp; Fathima Zahra Hameed</i>	.....	59
Classroom-Based Explicit Instruction of Formulaic Sequences: Effects on Japanese EFL Learners' Speaking Performance <i>Ken'ichi Yamazaki</i>	.....	77
<b>REVIEWS</b>		
BOOK REVIEW - <i>The Routledge Handbook of Language Teacher Action Research</i> <i>by Valentyna Guseva</i>	.....	93
BOOK REVIEW - <i>Global Stories on School Improvement: A Comparative Review of Action Research Projects</i> <i>by Raju Shrestha</i>	.....	99

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We further wish to thank our anonymous peer-reviewers, without whose scholarly collaborations and collegial insights we could not have realized this publication.

## Foreword

What's in a name?

We are pleased to open this third year of the *ELT Classroom Research Journal* (Volume 3, issue 1) with a brief review of what we are attempting to accomplish here.

We've been asked on several occasions about the journal's scope, how narrowly the title of the journal is interpreted. In grammatical terms, one might ask whether it is a "compound noun" or a "noun phrase" or simply a list of ideas that outline a concept.

We view the title expansively. For example, one of the papers in this issue is not based on an English language learning classroom, but instead a Japanese as a World Language classroom. The principles for language teaching remain common, and the researchers have each taught English in the past: the challenges and finds apply equally to an English language teaching setting. In the same way, a "classroom" might be virtual (online), could possibly include 1:1 tutoring rather than multiple students learning alongside each other. Our particular interest is teachers researching their own classroom, rather than outside "scholars" "studying" classrooms (see Dickey, 2024). With a focus on the teaching-learning processes, teacher research, including various forms of Action Research and Reflective Practice, are very much key priorities; on the other hand, investigations extending into the broader community of learners, or intensive examinations of language or learner behavior, are less favored.

Our aim is not "scholarly studies" using the academic norms of the early 21<sup>st</sup> century – heavy citations, intensive methodologies with high replicability & validity which analyze a "gap in the literature" – but rather teacher-driven investigations (explorations?) of their own approaches to facilitating learning. Chaudron (2001) found more than 100 "empirical" studies from classrooms in *The Modern Language Journal* across the years 1916 through 2000, even after excluding studies of learner strategies, CALL, testing, and psycholinguistic experiments, so clearly there is a history here. Yet we seek more than just studies *from* the classroom, instead, as Allwright (1983) argued, classroom-centered research. Teachers clearly fall in the "subjectivists" column, as Allwright (1983) described the issue, rather than a "scientific" objectivist approach to generalizable findings. Anderson and Smith (2026) propose a research continuum that recognizes "self-directed inquiry by a teacher for their own professional purposes" (2). Such an arrangement affects readers: Impact Factor and CiteScore are less important to classroom teachers than relevance (Gutiérrez & Penue, 2014) and readability. This is perhaps one of the reasons teachers don't make reading the academic literature a significant part of their professional development (Borg, 2009; Medgyes, 2017; see also Broemmel et al, 2019; Kwakman, 2003; Mour, 1977). Similarly, we recognize issues of "library poverty" for many teachers, and aim to make teacher-research widely accessible – through our own open-access papers, citing other open-access papers.

We hope you enjoy reading this issue of *ELT Classroom Research Journal*, share the publication with others, and we warmly invite you to consider sharing your own classroom investigations with our readers.

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