

第30回映像メディア英語教育学会国際大会 The 30th ATEM International Convention

大会テーマ：映像メディア英語教育の過去と未来

English Education through Visual Media: Past and Future

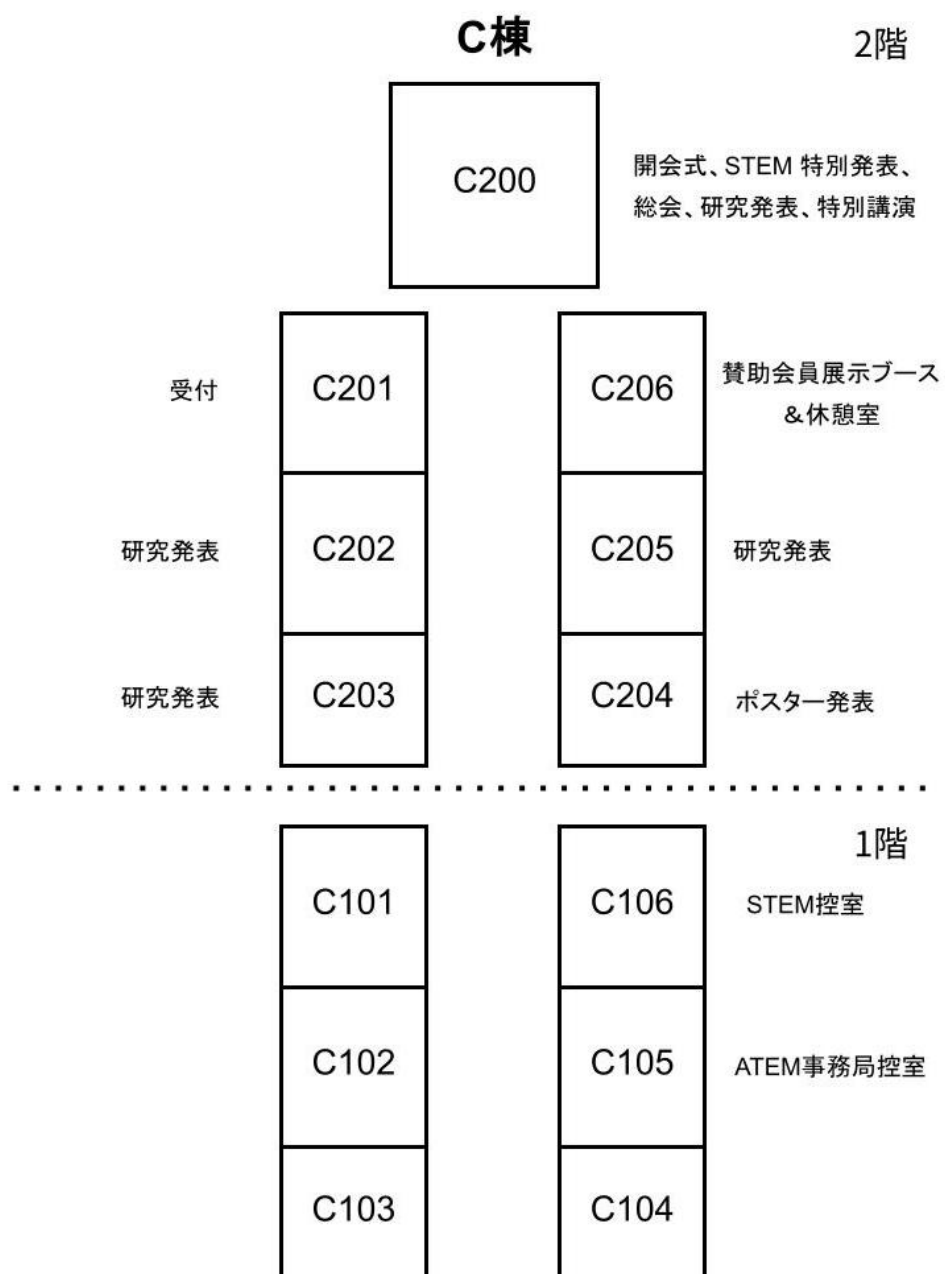
日時：2025年9月27日(土)

Date: September 27th, 2025

会場：東北大学川内北キャンパス C 棟

Place: Tohoku University, Kawauchi Campus, Building C

大会会場図



第 30 回 ATEM 国際大会プログラム

C200 教室

9:00-9:40	受付開始
9:40-9:55	開会式
10:00-10:30	【STEM 特別発表】 Rho Yoon-Ah, Illuminating the Values and Roles of Movie English for EFL Learners in the Era of New Media

Morning Session

C204 教室	C202 教室	C203 教室	C205 教室
ポスター発表 10:35-12:00	司会：井村 誠（大阪工業大学）	司会： 石田 もとな（鹿児島女子短期大学）	司会：関口 美緒（名古屋大学・メリーランド大学グローバルキャンパス）
	10:35-11:00 Session 1		
Using an AI Tutor with Video to Increase Student Speaking Engagement	Incidental L2 vocabulary learning through audiovisual input: Comparing L1 and L2 subtitles	アメリカ文化研究の教材としての映画『ノー・カントリー』（No Country for Old Men, 2007）	Rewriting Norms: The Linguistic Landscape of English in Expanding Circle Universities
Alan Schwartz (EnglishCentral, Inc.) Shinji Ebine (EnglishCentral, Inc.)	Jieun Ahn (Cyber Hankuk University of Foreign Studies) Tecnam Yoon (Chuncheon National University of Education)	日影尚之（麗澤大学）	Jae-hyun Im (Daegu National University of Education)

11:05-11:30 Session 2		
ShrinkingtoGrow:Multimodal Meme Creation as a Pedagogical Tool for L2 Vocabulary Development	中学英語の if 節の指導に映像メディアを活用する	Artificial Intelligence (AI) in Language Education: Why, How, and What of AIED Development
Yun Joon Jason Lee (Daegu National University of Education)	本田晃己(岐阜大学大学院教育学研究科)	Joo-Hyun Park (International Graduate School of Language Education (IGSE))
11:35-12:00 Session 3		
Movies That Make You Think, Feel, and Express: Student-Created Media in Film-Based EFL Learning	スクリーンから始まる探究：PBL 型英語授業におけるメディア活用の可能性	Structuring Peer Feedback: The Role of Checklists, AI, and Reflection in EFL Writing Improvement
Mijin IM (Kookmin University)	松井夏津紀（京都先端科学大学）	Christopher Irvin (Dankook University)
C200 教室		
12:05-12:25	総会	
12:25-13:25	休憩	

Afternoon Session

C200 教室	C202 教室	C203 教室	C205 教室
司会：小泉 勇人 (東京科学大学)	司会：近藤 暁子 (兵庫教育大学)	司会：日影尚之 (麗澤大学)	司会：齊藤 巧弥 (札幌国際大学)
13:30-13:55 Session 4			
<p>アメリカ大統領就任演説における共感と分断の方策 — 人称代名詞の観点から —</p> <p>寺澤 陽美 (愛知産業大学短期大学)</p> <p>関口 美緒 (名古屋大学・メリーランド大学)</p> <p>鈴木 寿摩 (日本赤十字豊田看護大学)</p>	<p>Between the lines : Flouting in "Emily in Paris" to enhance EFL learners' pragmatic awareness</p> <p>Hyejeong Kang (Kookmin university)</p>	<p>Capstone Design for English EdTech: Fostering AI Literacy and Content Development via the NABI-FPBL Model</p> <p>Jung-Hye Choi (Duksung Women's University)</p>	<p>Exploring Participatory Culture Pedagogy in Korean EFL Teacher Education: AI-Assisted Zootopia Storytelling with Pre-Service Teacher</p> <p>LEE DAEUN (Daegu National University of Education)</p>
14:00-14:25 Session 5			
<p>Integrating Generative AI in EFL Writing Instruction: Does It Improve Performance in Line with Students' Perceptions</p> <p>Yi Chen (Shanghai International Studies University)</p>	<p>Visual Support in English Classes: Does the Mode of Projection Make a Difference?</p> <p>Keina Hamagami (University of Shiga Prefecture)</p>	<p>日本語の対のある自他動詞を用いた適応型オンライン学習の有効性の検証</p> <p>沖本 与子 (東京外国語大学)</p>	<p>Lights, Camera, Autonomy: No Film School Filmmaking Teaching Creative Practice to Non-Majors in the Smartphone Era</p> <p>Alec McAulay (Yokohama National University)</p>

14:30-14:55 Session 6			
<p>映像メディアを活用した 4 技能 E-learning : 実践と改善</p> <p>スプリング ライアン (東北大学)</p> <p>桜井 静 (東北大学)</p> <p>コイン スティーブン (東北大学)</p>	<p>映画やドラマの引用とその翻訳で学ぶ英語と文化</p> <p>松田愛子(北海道大学)</p>	<p>An Educational Approach for Developing Problem-Solving Skills through the film <i>The Great Gatsby</i> (2013)</p> <p>Yamamoto Miki (Kyushu Lutheran College)</p>	<p>Enhancing visual input and verbal output with AI: video-driven lessons with AI-assisted lexical scaffolding</p> <p>IWASAKI Hirosada (University of Tsukuba (Professor Emeritus))</p>
C200 教室	C202 教室	C203 教室	C205 教室
	司会：松井 夏津紀 (京都先端科学大学)	司会：松田 愛子 (北海道大学)	司会：秋好 礼子 (福岡大学)
15:00-15:25 Session 7			
	<p>Visuals and Vocabulary: Reduction of Teacher Talking time through the use of Visuals</p> <p>Tulip Hazarika (Tohoku University)</p>	<p>英字漫画はコミュニケーション・ストラテジーを学習する素材になりうるか — 情報の流れ(情報構造と焦点)の観点から—</p> <p>横山 仁視 (京都女子大学)</p>	<p>会話と歌を含む Movie-MET の開発：『雨に唄えば』を用いて</p> <p>飯田泰弘 (岐阜大学)</p>

15:30-15:55 Session 8			
	How to Improve Students' Confidence When Using Movies in English Language Teaching	映像メディアを活用した反転・帯活動型発音学習プログラム指導の効果	アニメーション作品 <i>Peanuts</i> を用いた授業の取り組み——学習者の動機付けと意欲向上を第一目的として
	Lan Wu (Yamagata University)	近藤 暁子 (兵庫教育大学)	半田 幸子 (東北大学)
16:00-16:25 Session 9			
	『学び合い』の理念に基づく大学英語授業の実践報告 — 解説動画を活用した協働的学びの試み	AI-Enhanced Role-Play for DEI (Diversity, Equity, and Inclusion): Exploring Microaggressions Through Expert & Cross-Cultural Narratives	Video-integrated statistics help for EFL teachers and researchers
	ラムスデン多夏子(京都外国語大学)	Manami Sato (Kyoto University of Advanced Science)	Ryan SPRING(Tohoku University)

C200 教室

16:30-17:30	【特別講演】 Atsushi Mizumoto, Shaping the Future of English Education with Generative AI
17:30-17:35	閉会式

10:00-10:30

C200 教室

【STEM 特別発表】 Illuminating the Values and Roles of Movie English for EFL Learners in the Era of New Media

Rho Yoon-Ah (Kookmin University)

Since the 1980s, movies have served as compelling authentic materials in EFL, offering rich linguistic input and cultural contexts that stimulate learner motivation and interest setting them apart from traditional print-based materials. In recent years, new media platforms—such as YouTube and social media—have emerged as prominent EFL learning materials, fulfilling a similar role to movies in the past. This shift raises the question: will movies disappear from EFL classrooms, or do they still hold distinctive pedagogical value in our new media era?

This presentation argues that movies can remain relevant and offer unique benefits beyond language development. First, movies enable profound and multifaceted approaches to English teaching. For example, a humanistic approach to film analysis enables learners to develop literary appreciation, critical thinking, and deeper understanding of themselves and the world by analyzing themes, character development, and discourse. Additionally, movies provide rich cultural and situational contexts essential for helping learners become culturally appropriate and sophisticated English users within a community. Despite grammatical accuracy, failure to use language appropriately within cultural and situational contexts may create barriers to learners' community acceptance and sustained social integration.

New media platforms like YouTube Shorts and TikTok offer short-form content that is brief, immediate, and designed to maximize user engagement. In contrast, movies demand a longer span of both time and emotional investment, which may feel burdensome to learners accustomed to fast-paced new media. To use an analogy, if movies are likened to nutritious, high-quality meals, new media can be seen as flavor enhancers or seasonings. By combining movies with new media elements, learners may find movie English learning more enjoyable and accessible.

Therefore, movies should be considered versatile core materials adaptable to diverse pedagogical approaches. Movies can thrive by enhancing learner engagement and facilitating immediate and creative classroom activities through integrating new media rather than being replaced by them.

Session 1 10:35-12:00

C204 教室（ポスター発表）

Using an AI Tutor with Video to Increase Student Speaking Engagement

Alan Schwartz and Shinji Ebine (EnglishCentral, Inc.)

This presentation introduces MiMi, an AI-powered tutor that engages students in conversation after watching and learning from short videos. Students begin by viewing video clips, learning key vocabulary, and practicing modeled dialogues. MiMi then guides them into open-ended conversations to reinforce comprehension and fluency. We examine the pedagogical framework behind this video-to-chat cycle, using both ChatGPT and Google Gemini models, and present data from over 10,000 learners in Japan. The data includes insights on motivation, engagement with video content, and how student performance aligns with CEFR-based 'CAN-DO' descriptors for communicative ability.

Session 1 10:35-11:00

C202 教室

Incidental L2 vocabulary learning through audiovisual input: Comparing L1 and L2 subtitles

Jieun Ahn (Cyber Hankuk University of Foreign Studies)

Tecnam Yoon (Chuncheon National University of Education)

This study investigated how L2 learners acquire multifaceted vocabulary knowledge through audiovisual input. Specifically, we examined the differential effects of L1 and L2 subtitles on the incidental acquisition of L2 vocabulary while viewing a short, animated TED-Ed video clip. Participants were Korean L1 university students with upper-intermediate to advanced English proficiency, assigned to one of two conditions: L1 subtitles (Korean) or L2 subtitles (English). Ten low-frequency English target words were selected from the video. Vocabulary knowledge was assessed using a form recognition test and a meaning recall test. After completing a pretest, participants watched the video twice under their assigned condition. Following the viewing, they completed a comprehension test and two unannounced vocabulary tests. We hypothesize that L1 and L2 subtitles exert differential effects on incidental vocabulary learning from multimodal input. These findings are expected to offer pedagogical implications for optimizing the use of subtitles in vocabulary learning through L2 audiovisual materials.

アメリカ文化研究の教材としての映画『ノー・カントリー』 (*No Country for Old Men*, 2007)

日影尚之(麗澤大学)

本発表では、2007 年の第 80 回アカデミー賞で作品賞、監督賞ほかを受賞した映画『ノー・カントリー』(*No Country for Old Men*)について、アメリカ文化研究の教材として用いる場合の論点について改めて考察してみたい。

この映画では、西部劇らしい風景を提示した上で、麻薬取引の決裂をきっかけにベトナム帰還兵の Llewelyn Moss、殺し屋 Anton Chigurh、保安官 Ed Tom Bell などの男たちが、逃走と追跡、銃撃戦などを繰り広げる。しかし、Stacey Peebles (2009) が言うように、彼らの誰一人として最終的な勝者 (“the last man standing”) として「男らしさ」を証明するわけではなく、むしろ世界の思い通りにならなさを印象づける。また、ベテラン俳優 Tommy Lee Jones の演じる老保安官 Bell が 引退の決意とともに “I feel overmached.” と無力感を吐露する場面では、Uncle Ellis の小屋に住まう猫たちがのびのびと生きている。ちなみに、兼子歩 (2024) は、2024 年の大統領選挙期間中に銃撃されたトランプが「血を流しながら星条旗の前で腕を高く挙げる姿」について、その「男らしさ」を「証明」するふるまいをアメリカ文化に根付く「カウボーイ的『男らしさ』」の系譜に位置付ける。

だが、風貌、動機、使用する武器などあらゆる点で特異な Chigurhこそこの作品の鍵を握るのではないか。Royal Brown (2008) は Hannibal Lecter の名を挙げるが、どこまでも追いかけてくる死の影のようなこの男は、何者というべきか？ Joan Melle (2008) なども指摘するように “Nam” (ベトナム戦争) の影も垣間見える。

様々な意味で、この映画はアメリカ文化研究の教材として興味が尽きない作品の一つではないだろうか。

Rewriting Norms: The Linguistic Landscape of English in Expanding Circle Universities

Jae-hyun Im (Daegu National University of Education)

This study investigates the linguistic landscape (LL) of university campuses in three Expanding Circle countries—Korea, Japan, and Taiwan—where English is commonly perceived as norm-dependent on Inner Circle standards. Although English in these societies is typically taught and evaluated according to native-speaker norms, the LL on university campuses reveals more nuanced and locally embedded uses of the language. This research is based on first-hand data collected through field visits to five universities: two in Korea, two in Taiwan, and one in Japan. Photographs and video recordings were taken to document campus signage, bulletin boards, public notices, and other multimodal textual displays.

The findings show that English plays multiple roles in the university LLs across these contexts. On one level, English functions as an international medium for delivering information to a linguistically diverse population, including domestic students, international students, and faculty members. In this sense, it operates as a practical tool aligned with the global status of English as a lingua franca. However, the study also identifies widespread examples of English use that diverge from standard norms, reflecting locally accepted forms, hybrid constructions, and creative adaptations. These instances illustrate how English is employed not only for clarity of communication but also as a means of expressing local identity and institutional culture.

The use of English in these university settings, therefore, challenges the dominant view of Expanding Circle countries as merely consumers of linguistic norms originating from the Inner Circle. Instead, it reveals an active and strategic engagement with English as a resource for both communication and self-representation. The LLs display English in ways that are intelligible to their immediate audiences while being shaped by local linguistic and cultural logics.

This research contributes to discussions in applied linguistics, sociolinguistics, and language policy by emphasizing the agency of EFL users in shaping the form and function of English in public spaces. The study argues for a reconceptualization of English in Expanding Circle contexts, where it serves not only as a global language but also as a dynamic medium that accommodates and reflects local meanings, values, and identities.

Shrinking to Grow: Multimodal Meme Creation as a Pedagogical Tool for L2 Vocabulary Development

Yun Joon Jason Lee (Daegu National University of Education)

This study investigates the pedagogical potential of meme-based language learning activities among Generation Z ESL learners, addressing the contemporary challenge of engaging digitally native students through familiar discourse modes (Prensky, 2001; Tapscott, 2009). Utilizing Don't Look Up as source material, participants engaged in a multimodal task requiring extraction of target vocabulary and subsequent transformation into Instagram-style memes with character restrictions.

The research employed a mixed-methods approach, combining quantitative vocabulary retention assessments with qualitative analysis of student reflections and meme artifacts (Creswell & Plano Clark, 2017). Participants demonstrated significantly enhanced vocabulary retention compared to traditional learning methods, with post-task interviews revealing increased metacognitive awareness of lexical choices and semantic precision (Flavell, 1979; Wenden, 1998).

Theoretical foundations draw from Vygotsky's (1978) zone of proximal development and Kress's (2010) multimodal discourse theory, positioning meme creation as a legitimate form of academic literacy practice within New Literacy Studies frameworks (Gee, 2003; Street, 2003). The constraint-based nature of social media formats paradoxically enhanced linguistic exploration, as students reported deeper engagement with vocabulary meanings to achieve effective communication within limited parameters (Haiku & Lenhart, 2010). This approach aligns with recent research demonstrating the efficacy of media-enhanced vocabulary acquisition strategies that integrate popular culture elements into second language learning contexts (Lee & Im, 2025).

Findings suggest that digital discourse compression functions as a powerful pedagogical tool, transforming surface-level vocabulary exercises into meaningful communicative acts (Warschauer, 2006). The study contributes to genre-based language learning research (Swales, 1990; Hyland, 2007) by demonstrating how contemporary digital literacies can be leveraged to enhance traditional L2 acquisition goals, offering practical applications for educators seeking to bridge generational learning preferences with academic language development objectives.

中学英語の if 節の指導に映像メディアを活用する

本田晃己（岐阜大学大学院教育学研究科）

これまで中学英語で学ぶ if 節は条件節の用法のみであったが、2021 年度からはさらに中学 3 年生の学習内容に仮定法が入った。これは、中学生のうちから幅広い英語の表現力を育ませる点では望ましい一方で、直説法と仮定法の違いの理解は、中学生にはそう容易ではない。そのため、中学生に英語への苦手意識を持たせる懸念も生まれている。

このような現状を踏まえ、本発表では、中学生が直説法と仮定法の区別を理解し、仮定法の if を正しく使えるようにすることを目指し、映像メディアを活用した指導法を提案する。

具体的には、①イメージ方略を用いて仮定法が表す非現実性とは何かを示し、②直説法における時制の表し方との違いを理解させることが重要だと主張する。そのうえで、文脈や話者の意図がわかりやすい映画やドラマの実例を授業で示すことが、直説法と仮定法の理解を深めることに役立つことを示す。

本発表では、授業で用いると効果的な実例として、次のようなものを挙げる。

(1) If you were good enough, maybe Tony would still be alive.

（君がもっと上手くやれてたら、トニーは生きていた）

『スパイダーマン ファー・フロム・ホーム』

(2) If you were here, I might even give you a hug.

（お前がここにいたら、ハグしやってたのに）

『マイティ・ソー バトルロイヤル』

(1)は Tony の墓前での会話なので Tony がすでにこの世にいないとわかり、If you were good enough が非現実を表すことが理解しやすい。(2)では、話者は聞き手が実際にその場にいることを知らずに If you were here と述べており、ある事象を現実と非現実化のどちらと判断するかは、話者の認識に任されることを示す好例である。

本発表では、このような学習者にとって仮定法の機能が分かりやすい実例を用いながら、中学英語における if 節の効果的な指導法を考える。

Artificial Intelligence (AI) in Language Education: Why, How, and What of AIED Development

Joo-Hyun Park (International Graduate School of Language Education (IGSE))

This presentation investigates the development approaches and processes of Artificial Intelligence (AI)-enhanced language learning programs and proposes a pedagogically grounded framework for AI integration in language education. Inspired by Simon Sinek's 'Golden Circle' model, which centers on the questions of Why, How, and What, this framework prioritizes an educational methodology that begins with a clear articulation of purpose.

Artificial Intelligence in Education (AIED) has become a common practice in the field of English language education. AI technologies are deeply intertwined with language-related functions, including Natural Language Processing (NLP), Automatic Speech Recognition (ASR), and Text-to-Speech (TTS), as well as the most recent advancement, Large Language Models (LLMs). Machine learning features such as pattern recognition and recommendation systems offer valuable capabilities for developing AI-based learning applications that personalize learning paths for individual learners.

However, AIED development typically incurs significantly higher costs compared to other educational technology products. Therefore, when adopting AIED tools or integrating AI into courseware, institutions must carefully consider the underlying educational purpose and the potential impact of such technologies. The proposed framework aims to serve as a practical guideline for evaluating the pedagogical validity and efficiency of AIED designs.

Movies That Make You Think, Feel, and Express: Student-Created Media in Film-Based EFL Learning

Mijin IM (Kookmin University)

How can films inspire deeper engagement and language learning in EFL classrooms? In the digital age, English learners are immersed in multimedia, yet classroom practices often fail to reflect students' real-world media experiences. As the generational gap widens, digital-native learners consume films in fragmented formats like social media clips. How can educators adapt to these new viewing habits?

This study explores the use of two contrasting films in Korean university EFL classrooms. *Don't Look Up* is an apocalyptic satire that critiques society through black comedy, while *Coco* offers a warm animated story about family and remembrance. Though different in genre and tone, both films fostered authentic language learning, creative output, and critical thinking when paired with multimodal, student-centered activities.

Students watched selected scenes and then created social media-style posts drawing on expressions and ideas from the films. This approach encouraged them to actively process what they viewed and apply both familiar and newly encountered expressions, tone, and cultural references in personally meaningful ways.

Despite varied class dynamics and film content, students showed similar results: heightened motivation, better retention of film-based expressions, and growing confidence when using English in meaningful contexts. Survey responses and student reflections indicated that *Don't Look Up* fostered critical awareness about language and media, while *Coco* evoked emotional connections and cultural awareness. Creating social media-style posts helped students move from passive viewing to active engagement and reflection.

The study presents student work samples and survey results, offering practical insights for integrating digital tasks into film-based language instruction. The findings suggest that films function as powerful educational tools regardless of genre. They provide rich language input and opportunities to explore cultural perspectives, global issues, and deeper thinking. When combined with student-created digital content, movies help learners think, feel, and express their understanding in meaningful, communicative ways.

スクリーンから始まる探究：PBL 型英語授業における メディア活用の可能性

松井夏津紀（京都先端科学大学）

本発表では、PBL（課題解決型学習）を取り入れた大学英語授業において、映画視聴や動画作成など複数のメディアを活用した実践例を報告する。授業では「架空プロジェクト」として課題が提示され、「児童労働の現状とその対策」をテーマに、「リサーチ・協働学習・プレゼンテーション・振り返り」を通じて、言語力と社会的思考力の育成を目指した。

プロジェクトは半期にわたり展開され、序盤では YouTube で配信されているドキュメンタリー映画 The Price of Free を視聴し、問題意識の喚起を図った。中盤では、SDGs 教材と連動させながら「特定地域における児童労働の現状」を英語で調査し、第 1 回の対面グループ発表を行った。後半では、構造的な社会課題への理解を深めるために映画 Blood Diamond を活用した。プロジェクトの仕上げとして、1 回目に発表した「現状」を踏まえた「対策案」を動画形式でまとめ、オンデマンドによる 2 回目の個人発表を実施し、OneDrive を用いて共有・相互評価を行った。ICT 環境を活用した動画による発表は、構成力、表現力の向上につながるだけでなく、練習や編集の繰り返しが可能であるという利点がある。その結果、英語による発表への不安を和らげ、自信を持って発信することにつながる様子が観察された。また、本実践では、学習プロセスの可視化と内省の機会を設ける目的で、ポートフォリオの提出も求めた。

ドキュメンタリー映画と、社会問題を扱った劇映画という 2 種類の映像作品を用いて、プロジェクトのテーマに関する注意喚起を行い、現状を捉え、理解を深めるという構成は、学習者の知識の深化や問題意識の形成を促す契機となり得る。本発表では、映像を起点とする探究活動の構成を一つの枠組みとして捉え、PBL 型授業における複合的メディア活用の実践的有効性について考察する。

Structuring Peer Feedback: The Role of Checklists, AI, and Reflection in EFL Writing Improvement

Christopher Irvin (Dankook University)

Peer evaluation that emphasizes strong peer feedback can be a powerful approach for language instructors to enhance learners' writing skills and engagement. This is because it encourages learners to engage in critical reading, reflection, and interaction while developing metacognitive awareness of their own writing processes. Furthermore, by assessing a peer's writing, students are provided with meaningful opportunities to improve their own work through comparison and analysis. However, many EFL learners, particularly at the university entry level, find this process challenging. These difficulties often stem from a lack of experience with peer review or low confidence in their evaluative abilities. This lack of confidence can lead to uncertainty about whether they are reviewing correctly or result in overly cautious or superficial comments, both of which limit the potential benefits of peer evaluation. To address these issues, this study examined how structured peer evaluation, specifically the use of professor-designed revision and editing checklists and AI-assisted feedback, influences students' perceptions and writing development over the course of a semester. For this study, Korean EFL students across four sections of a first-year four-skills general English course participated. A total of three surveys were administered: (1) a pre-task survey on learners' prior experiences, attitudes toward peer review, and initial experiences completing peer evaluations, (2) a post-task survey after peer review of their final project drafts, (3) a final reflection survey following the completion of the final project. To support students' revision practices, in-class demonstrations were provided on how to complete the professor-designed checklist and how to use the AI writing assistant Grammarly. Survey data, including Likert-scale responses and open-ended reflections, were analyzed descriptively and thematically to explore changes in student perceptions and writing development. Findings to be shared at this conference will highlight several patterns emerging from the three surveys. First, learners reported minimal prior experience with peer review, reinforcing the earlier claim that students often enter university without sufficient peer feedback training. Second, notable shifts were observed in learner confidence and attitudes toward the peer evaluation process, with student reflections emphasizing the value of structured checklists. Finally, student responses indicate that AI-assisted tools, such as Grammarly, can be used in specific ways to complement peer feedback to improve writing. These findings offer practical implications for designing more scaffolded writing instruction that emphasizes process awareness, guided application, and increased exposure to peer- and self-directed revision tasks in EFL contexts.

アメリカ大統領就任演説における共感と分断の方策

一人称代名詞の観点から

寺澤 陽美（愛知産業大学短期大学）

関口 美緒（名古屋大学・メリーランド大学）

鈴木 寿摩（日本赤十字豊田看護大学）

世界に自国第一主義の影響が広がる中、多様性の国アメリカを率いる大統領の就任演説について、人々の共感を形成し、また分断を加速することにもつながる要因を、修辭的観点とくに人称代名詞を焦点に考察する。近年の二人のアメリカ大統領、バラク・オバマ、ドナルド・トランプの第1期と第2期の大統領就任演説を比較検討し、国民の共感と分断にどのような影響を与えるのか、アメリカ社会における言語使用の一考察を試みる。

オバマは予備選挙中の“*Yes, we can.*”のフレーズが広く知られるが、大統領就任演説でも第1期、第2期ともに、聞き手を巻き込み共感を得るための“*we*”を主格を表す一人称代名詞として多用されている。第1期では、聞き手のアメリカ国民とは異なるイスラムなど第三者の集団に向け“*you*”を用いて対話を試みることによって、第三者とともに世界観を共有しようとする姿勢の一端が表れている。第2期では、外向きのメッセージは減少し自国内に視点の比重が置かれ、世界全体より自国を強く意識する姿勢が観察される。

一方、トランプ演説では、オバマ演説同様、主格の人称代名詞として一人称複数“*we*”がもっとも多い点が第1期、第2期共通の特徴である。第1期では、同一文内で“*we*”と“*they*”、“*you*”と“*they*”など自国民を異なるグループに二分するような使用例が観察される。さらに第2期では、一人称単数“*I*”の使用が大幅に増加し、2期目の信任を得たトランプが「大統領である自分がやるのだ」という強い信念と自国を第一とする姿勢が鮮明に表れている。

二人の大統領就任演説の第1期と第2期について、修辭的特徴、特に人称代名詞の観点から、共通点と相違点を明らかにし、話し手の意図や考えを考察することは、大勢の聞き手や多様な人々の共感と分断を加速する一要素となると考えられる。多様性の国アメリカ、多様化する世界を考えるうえで、外国語を学び教える我々にとって、他者理解へのヒントとなることが示唆される。

Between the lines : Flouting in "Emily in Paris" to enhance EFL learners' pragmatic awareness

Hyejeong Kang (Kookmin university)

This study aimed to investigate the effects of discourse analysis activities focusing on flouting of conversational maxims, as proposed by Grice(1975), on EFL learners' pragmatic awareness and interpretive competence.

To this end, a case study was conducted with five adult learners over six weeks, meeting once per week. The instructional materials consisted of six dialogue scenes from Emily in Paris (Season 1), selected for their frequent instances of maxim flouting and the depiction of worldview clashes between Sylvie and Emily. In the preliminary phase, learners were introduced to Grice's cooperative principle, conversational maxims, and the concept of flouting. Each week before class, they performed a pragmatic awareness task to independently notice and reflect on the flouted utterances and their implied meanings. During class, participants engaged in in-depth discussions from their own perspectives, sharing interpretations of the characters' dialogue strategies, implicatures, and the power dynamics in the discourse. At the end of the course, a final test was conducted to measure their ability to analyze utterances, identify maxim violations, interpret implicatures, and recall discourse meanings. All participants showed improvement in both pragmatic awareness and interpretive competence.

This study is significant in that it utilized film discourse containing realistic and diverse conversational types, helping EFL learners go beyond mere grammatical and lexical accuracy to recognize language as a tool that reflects speakers' social contexts and worldviews and mediates social relationships. In particular, as EFL learners often struggle to understand the hidden or subtle pragmatic meanings and contextual cues embedded in discourse due to unfamiliarity with the target culture (Bardovi-Harlig, 1999), this study demonstrates the educational value of training learners to sensitively notice and interpret such nuances (Kasper & Rose, 2002). By fostering more effective and culturally appropriate communicative competence, this approach offers meaningful pedagogical implications.

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Capstone Design for English EdTech: Fostering AI Literacy and Content Development via the NABI-FPBL Model

Jung-Hye Choi (Duksung Women's University)

This study explores the design of a capstone course for AI-integrated English education, developed in collaboration with an EdTech company. The course aims to cultivate AI literacy, creative content planning, and learner experience-based instructional design competence in undergraduate learners. The instructional framework is grounded in the NABI-FPBL model, which combines Flipped Learning and Project-Based Learning in a structured, iterative sequence. The NABI model—Navigate, Aim, Build, Implement—guides learners through phases of exploration, goal setting, content development, and application. It is designed to support self-directed learning, collaboration, and authentic task performance. Throughout the 15-week course, students engage in flipped learning activities and collaborative projects involving the analysis and design of game-based English learning content for real-world EdTech platforms. The course shifts the focus from language acquisition to the application of AI tools in content design and educational problem-solving. Taken together, this study presents the course structure and pedagogical approach, offering a transferable model for integrating AI and EdTech into English education in higher education contexts.

Exploring Participatory Culture Pedagogy in Korean EFL Teacher Education: AI-Assisted Zootopia Storytelling with Pre-Service Teacher

LEE DAEUN (Daegu National University of Education)

This presentation investigates the potential of participatory culture pedagogy in English as a foreign language (EFL) education by engaging Korean pre-service teachers in AI-assisted digital storytelling activities based on Disney's *Zootopia* (2016). Grounded in Jenkins' participatory culture theory (2006), this study examines how collaborative narrative creation using generative AI tools can foster learners' creativity and cultural literacy within a technology-enhanced language learning environment. Participants, sophomore pre-service teachers at a Korean university of education, co-created sequels to *Zootopia* by independently designing storylines and using AI tools to generate dialogues and visual elements. They expanded upon the original film's sociocultural themes while incorporating authentic cultural research and American cultural elements into their narratives.

Employing media-based group projects, students improved their sentence structure, became more aware of language use, and gained a deeper understanding of American cultures. The project also demonstrated how integrating AI tools supported the development of digital literacy while promoting deeper student engagement and collaboration. Moreover, the project enabled students to critically explore sociopolitical themes present in *Zootopia*, such as discrimination and social inequality, fostering critical engagement with culturally embedded narratives. Through this process, students developed confidence in using English for creative expression while cultivating essential skills for their future roles as English educators, including multimodal literacy, collaborative learning, and critical thinking.

The integration of digital storytelling with participatory culture frameworks positioned learners as active co-creators of meaning rather than passive recipients of content, aligning with current trends in future-oriented English education. This study highlights how participatory culture frameworks can address persistent gaps in Korean English teacher education by supporting language development and cultural competence while fostering learner autonomy and sustained engagement. In conclusion, this presentation argues that AI-assisted participatory storytelling is a promising instructional strategy for EFL education, particularly in preparing pre-service English teachers to navigate technology-enhanced educational environments. The findings offer valuable insights into how digital tools and participatory approaches can transform EFL classrooms into spaces that prioritize collaboration, creativity, and critical cultural understanding.

Integrating Generative AI in EFL Writing Instruction: Does It Improve Performance in Line with Students' Perceptions

Yi Chen (Shanghai International Studies University)

Jia Chen (Shanghai International Studies University)

This study examined the impact of integrating generative AI (GenAI) tools into EFL writing classes on students' writing performance and affective factors, as well as potential gaps between their perceived and actual improvements in English argumentative essay writing. Approximately 100 Chinese students from four parallel IELTS writing classes in an overseas university foundation program in Shanghai participated, with half assigned to an experimental group and half to a control group. Both groups followed a student-centered, task-based approach, but only the experimental group used GenAI tools under instructor guidance throughout a nine-week trial. Linear mixed-effect models of pretest and posttest results showed that GenAI-assisted instruction did not significantly improve students' writing performance except for syntactic complexity. Questionnaire results, however, indicated that this approach enhanced learners' motivation, engagement, and self-efficacy, and students generally perceived a positive impact on their writing proficiency. Further analysis suggested that the discrepancy between students' perception and actual improvement may have stemmed from limited sustained agency, insufficient effort outside class, and a misalignment between learners' proficiency levels and GenAI's affordances. The study discusses the implications for EFL writing instruction and offers directions for future research.

Visual Support in English Classes: Does the Mode of Projection Make a Difference?

Keina Hamagami (University of Shiga Prefecture)

It has been reported that presenting visual information in the classroom can improve students' task performance. In fact, projecting class materials during lessons is said to help reduce learners' cognitive load, increase their motivation, and encourage a more interactive class.

In higher education EFL settings, there are generally two main ways to share visual information: projecting onto a blackboard or onto a screen, depending on the classroom's equipment. Both methods provide visual information to students, but the former allows the teacher to write notes directly over the visual content, while the latter does not.

While this distinction may lead to different learning experiences, it is still unclear whether these variations influence students' performance. Therefore, this study compares the same English course taught to two groups using different methods of visual sharing.

Specifically, a survey will be conducted with students in both courses in order to examine students' understanding of the class content, the extent to which they are encouraged to take notes during class, and how helpful the notes were for completing assignments and preparing for presentations. In addition, the effectiveness of the two approaches will also be compared based on students' final presentation scores at the end of the semester.

By examining the differences in visual information delivery, this study aims to clarify how presentation methods may affect students' understanding and their overall performance. The findings also aim to provide guidance on which type of classroom equipment should be prioritized in higher education settings.

日本語の対のある自他動詞を用いた適応型オンライン学習の有効性の検証

沖本 与子（東京外国語大学）

本研究では、発表者が実施した日本語の対のある自他動詞を用いたオンライン学習の分析を通じて、適応型オンライン学習システムを用いた学習の到達度を明らかにすることを目的とする。そのため、2022～2023 年に行った調査（積み上げ式）と、2024～2025 年に行った調査（適応型パイロット）を比較分析した。なお積み上げ式と適応型パイロットの参加人数に違いがあるため、分析には筑波 SPOT の得点を用いて人数を絞りテスト類の平均値を用いた。

基本統計量により参加者が中級レベルであることを確認し、各調査のプレテスト・ポストテストを用いた対応のある t 検定と対応のない t 検定を行った。その結果、対応のある t 検定を行った積み上げ式のプレポスト比較は、 $t(17) = -7.36, p < 0.01, d = 1.23$ （大）であった。また適応型パイロットのプレポスト比較は、 $t(7) = -6.47, p < 0.01, d = 0.89$ （中）であった。いずれもプレテスト・ポストテストにおいて有意差があり、それぞれのオンライン学習の有効性が確認されたが、適応型パイロットのプレポスト比較は、積み上げ式に比べると効果量が低いことが分かった。また対応のない t 検定を行った、積み上げ式と適応型パイロットのプレテスト比較は、 $t(15.09) = -0.87, p > 0.01, d = 0.36$ （小）であり、積み上げ式と適応型パイロットのポストテスト比較は、 $t(13.74) = -2.29, p > 0.01, d = 0.97$ （大）であったことから、積み上げ式と適応型パイロットのオンライン学習の形態は異なるが、5 週間学習した積み上げ式と、学習者により学習項目と日数の変わる適応型パイロットのポストテスト結果に分析上差がなく、効果量が大きく、適応型パイロットのオンライン学習の有効性が確認できた。

本研究の分析により、適応型オンライン学習システムにある程度の有効性があると分かった。しかし、参加者が 8 名かつポストテストの平均点は積み上げ式と比べると 10 点以上の差があることから、学習期間を短くできたが積み上げ式と同じ精度の結果が得られるわけではないことも確認できた。

Lights, Camera, Autonomy: No Film School Filmmaking Teaching Creative Practice to Non-Majors in the Smartphone Era

Alec McAulay (Yokohama National University)

I will critically reflect on almost 30 years of teaching filmmaking to Japanese university students who are not film majors. In the first phase of this journey, filmmaking was time-intensive for both the students and me. Access to equipment was limited, there was no editing software, and students struggled to create technically competent short films. Much of the logistical and creative burden fell on me, from sourcing cameras to assisting with shoots and post-production. The quality of the final products rarely justified the investment of time and effort. The second phase of the journey involved no longer assigning filmmaking. It was too laborious to manage within an EFL course. However, the arrival of smartphones with high-resolution cameras and built-in editing tools has radically changed what is possible. Every student now has the equivalent of a professional video toolkit in their pocket. I can teach filmmaking in an efficient and pedagogically sound way, by shifting responsibility for the creative and logistical process back to the students. They are now tasked with sourcing their own locations, organizing shoots, and editing on their own devices, all while discovering the realities of creative collaboration and problem-solving.

This approach is grounded in CLIL (Content and Language Integrated Learning) pedagogy, where students develop English proficiency through using the language in authentic, communicative tasks. Through my discussions with them on topics such as working in teams, developing ideas, directing scenes, and editing, students gain both language and media literacy in a context that is engaging and enjoyable.

One perennial challenge has been script development. Students often find it difficult to come up with compelling narratives. To address this, I now begin the process with guided inspiration: students watch a successful short film with a strong, clear narrative arc and are encouraged to borrow its structural logic. For example, after viewing *Whacked!* by Rolf Gibbs, a revenge story set in a golf driving range, students were inspired to create a story set on a university campus about a cleaner who takes revenge on a student cyclist who destroys his neatly swept leaf piles. (I will screen this 4-minute short film).

By reframing creative limitations as starting points and making use of accessible technology, my current pedagogy fosters autonomy, creativity, and communicative competence, with no film school required.

映像メディアを活用した 4 技能 E-learning : 実践と改善

スプリング ライアン (東北大学)

桜井 静 (東北大学)

コイン スティーブン (東北大学)

東北大学では、1 年次に一般学術目的の英語 (EGAP) カリキュラムを提供し、2 年次では、英語によるアカデミック・プレゼンテーションを学ぶ対面授業と並行して、全学生が E-learning 科目を受講している。E-learning では、EnglishCentral 社のオンライン英語動画教材を用い、動画視聴、単語学習、発音練習、ChatBot「MiMi」との会話練習を通じて、リスニングとスピーキング能力の向上を目指している。さらに、東北大学が独自に開発したウェブサイト上で、リーディングおよびライティングの練習も行っている。

2024 年度に実施したアンケート調査では、英語の 4 技能に対する学生の自己評価が全体的に向上し、多くの学生が英語力の伸びを実感していることが明らかになった。また、本学の E-learning 全体に対して好意的に受け止めている学生が多いことも分かった。一方で、いくつかの課題も明らかになった (Sakurai et al., 2024)。特にライティングについては、学生からより詳細なフィードバックを求める声が多く、単純な可否判断による評価ではなく、数値化されたスケールによる評価への変更が望まれていた。これを受けて、2025 年度に向けては、学生の意向を踏まえ、Spring (2023)の指針に基づいてライティング評価システムの充実を図った。また、Coyne et al. (2024)を参照し、LLM によるフィードバックの導入も行った。さらに、ライティング課題の内容が動画教材とより密接に関連するよう工夫を加えた。もう一つの改善点として、EnglishCentral で使用する動画教材のトピックやジャンルを絞り、短すぎる動画を除外することで、学習者の英語習熟度に適した教材の提供を目指した。

本発表では、2025 年度の E-learning 制度とその改善点について紹介し、今年度と昨年度のアンケート調査結果を比較しながら、改善が見られた点や今後さらなる改良が求められる点を検討する。また、EnglishCentral のような動画視聴型 E-learning 教材を授業に導入する際の留意点などについても議論する。

映画やドラマの引用とその翻訳で学ぶ英語と文化

松田愛子（北海道大学）

本研究では、映像作品にある引用の扱いを紐解き、会話に彩を与える技術を磨きながら、英語をさらに学び、異文化理解を深めたいと思わせるような授業づくりを考える。2015年、大統領選候補だった政治家ヒラリー・クリントン氏は演説を『スター・ウォーズ』シリーズの名セリフ "May the Fourth Be with You" で締めくくり、話題となった。会話やスピーチにおいて、相手との距離を縮めるツールのひとつに、様々なソースからの引用がある。わかりやすい引用はどの場においてもよい雰囲気づくりの架け橋となる。英語圏では聖書、マザーグース、シェークスピアが定番で、ことわざや偉人の名言などもよく活用されるが、中でもとりわけ親しみやすいのが映画名セリフである。今回は主に海外ドラマの劇中に登場する、他の映像作品の引用にスポットを当て、いわゆる「元ネタ」とその使われ方を見て、引用する価値や実際の会話への転用の可能性について検討する。また、意識となりがちな字幕訳・吹替訳を比較し、元セリフからの再現度評価も試みる。さらにはお気に入りの引用シーンを共有するプレゼンテーション課題の作成方法も提案したい。

An Educational Approach for Developing Problem-Solving Skills through the film *The Great Gatsby* (2013)

Yamamoto Miki (Kyushu Lutheran College)

This research explores a novel approach to develop students' problem-solving skills by utilizing the film adaptation of literature, *The Great Gatsby* (2013). When students hear the word literature, they often perceive it as difficult to understand. However, with proper guidance, they realize that they can enjoy literature, even if it is challenging. Furthermore, many research fields can be linked to literature and aligned with students' own interests. Therefore, through their interests, they identify each theme in the text, explore how to approach it, and arrive at their conclusions. This process helps develop problem-solving skills.

Today, literature is analyzed from multifaceted perspectives such as economics, psychology, gender studies, education, and more. Therefore, it has contributed to the development of various fields, including but not limited to these examples.

The original version of *The Great Gatsby* (1925), one of the American canons, could represent the above characteristics because it contains a multifaceted field. The original story has been made into a movie five times, indicating that the work can endure time. Also, the film adaptation of *The Great Gatsby* (2013) retains the original characteristics, vividly visualizing motifs such as the green light, the billboard, and the party scenes. In addition, the differences from the original version are also important and enjoyable, as they stimulate students' interest in literature and culture.

There are many approaches to teaching the novel *The Great Gatsby*. However, developing problem-solving skills through film adaptations has not been widely explored. One of the most important aspects of this approach is its interactive nature, encouraging students to set their topics. Through classroom instruction, students learn not only about literature, authors, history, and culture, but also how to formulate their questions and develop strategies to solve them.

In conclusion, integrating film adaptations into literary study offers a practical and effective way to enhance students' engagement while fostering critical thinking and problem-solving skills.

Enhancing visual input and verbal output with AI: video-driven lessons with AI-assisted lexical scaffolding

IWASAKI Hirosada (University of Tsukuba (Professor Emeritus))

In recent years, the integration of video materials in university-level English classes has gained prominence as a means of providing authentic input, fostering student engagement, and enhancing listening and speaking skills. However, for many low- to mid-proficiency learners—especially those with limited vocabulary and weak grammatical and structural control—video-based instruction presents significant challenges. This presentation explores how generative AI tools can serve as lexical support systems when working with video materials, enabling more accessible, meaningful, and productive language learning experiences.

The focus of this study is on three core AI-assisted strategies: (1) paraphrasing difficult words and phrases in accessible English, (2) generating concise summaries of video content, and (3) creating scaffolded comprehension questions tailored to learners' proficiency levels. These functions were applied in the context of a Japanese university English course using TED Talks and other short video content such as sitcoms. Students engaged with videos through AI-supported materials that included simplified transcripts, glossaries, and guided questions. AI tools such as ChatGPT were used by the instructor to generate these materials and, in some cases, by the students themselves to prepare verbal output and build vocabulary networks.

Preliminary classroom observations suggest that AI-facilitated paraphrasing enhances learner comprehension without oversimplifying the source material. AI-generated summaries help students grasp the main ideas before rewatching or discussing the videos. Furthermore, comprehension questions designed with AI support were helpful especially for students with lower productive skills, making authentic video materials more accessible for them.

The presentation will showcase examples of AI-generated materials, including vocabulary support lists, simplified scripts, varied question types, preparing transcripts (when they are not available). It will also discuss pedagogical implications, such as teacher control over AI outputs, the importance of critical AI literacy, and the balance between human teaching and machine assistance. Special attention will be paid to the role of AI in fostering learner autonomy confidence in vocabulary use with specific prompt labeling.

By demonstrating how video materials and AI-powered tools can work in tandem, this presentation aims to provide practical insights for language educators seeking to support vocabulary development and comprehension skills—especially in classes that use video materials without accompanying textbooks and that include low-proficiency or reluctant learners.

Visuals and Vocabulary: Reduction of Teacher Talking time through the use of Visuals

Tulip Hazarika (Tohoku University)

Teaching vocabulary and phrases to beginners of English language learning through pictures accompanied by text saves time and reduces the need for long, wordy explanations (Nation, 2001). Teaching becomes a less stressful task when visuals are used effectively, as they can do wonders in the classroom by significantly reducing teacher talking time (Wright, Betteridge, & Buckby, 2006). This, in turn, creates a more student-centered environment while also reinforcing the well-established principle that the brain retains more information when presented in visual form (Paivio, 1986; Mayer, 2001). Research in vocabulary acquisition also suggests that visual input is particularly valuable for beginner learners, aiding both comprehension and memory (Schmitt, 2008). This research argues that teaching vocabulary through visuals is highly beneficial and makes the teaching process more engaging and enjoyable. It is important to note that the focus of this study is not on very young children or toddlers, but rather on young adults and teenagers—specifically learners in the junior high school to university age bracket.

英字漫画はコミュニケーション・ストラテジーを学習する素材 になりうるか ―情報の流れ(情報構造と焦点)の観点から―

横山 仁視 (京都女子大学)

本発表では、日本語母語話者が英語コミュニケーション・ストラテジーを修得するためのメディア英語の媒体の一つとして英字漫画(Calvin & Hobbes, by Bill Waterson)を取り上げる。吉田(2013)は教材として活用することの利点について、成田(2009)は多読教材として、岸(2020)は国語科の授業における漫画教材の影響による関心・意欲分析を行うなど、多方面から漫画を学習活動に取り入れることの利点について論じている。話し手[書き手]の意図を聴き手[読み手]に効果的に伝えるためには、映像はもちろん活字に文体・語彙に工夫が凝らされている。学習者はそれらが意図していることを理解することでコミュニケーションが成立すると考える。本発表では、効果的なコミュニケーションの成り立ちを「情報の流れ(情報構造と焦点)」の観点からコミュニケーション上の効果を認識し、ロールモデルとして疑似体験できる素材であることを主張する。

(1) A: Tommy told a funny story at school today. I almost died!

B: Tell it to me.

A: Well, actually the story itself wasn't so funny.

(2) A: Why is it that I can recall a cigarette ad jingle from 25 years ago. But I can't remember what I just got up to do?

(3) A: Hey mom, what's this this I hear about the greenhouse effect?

B: They say, the pollutants we dump in the air are trapping in the sun's heat and it's going to melt the polar ice caps!

A: Sure, you'll be gone when it happens. But I won't! Nice planet you're leaving me!

会話と歌を含む Movie-MET の開発：『雨に唄えば』を用いて

飯田泰弘（岐阜大学）

本研究は、牧ほか（2003）が作成した最小英語テスト（Minimal English Test, MET）を基盤とし、映画の英語音声を用いた Movie-MET（mMET）の開発を目指すものである。本発表では『雨に唄えば』（Singin' in the Rain, 1952）の会話と歌を用いた mMET の調査結果を報告する。

MET の最大の特徴は、「A4 用紙 1 枚の英文の空所に、約 5 分の英語音声を聞きながら単語を埋める」という作業のみで、大学入学共通テストや TOEIC の得点がある程度予測できることである。さらに mMET の研究では、周囲の雑音を含んだり発話速度が不規則といった、より現実世界に近い音声を用いたテスト作成を目指している。本研究では新しい試みとして『雨に唄えば』から 8 種類の mMET を作り、その半分はミュージカル調の歌の歌詞部分も問うテストを作成した。そして、「会話から音楽へ移行する音声を用いても MET として機能するはずだ」という仮説を立てて調査を行った。

その結果、たとえば mMET07（男女 5 名の会話、歌なし）や mMET08（男女 9 名の会話、歌あり）では、TOEIC に対してそれぞれ（ $n=86, r=.69$ ）と（ $n=86, r=.74$ ）という強い相関が示された。本発表ではこのほか、mMET01~06 を用いた調査結果や、共通テスト（2025 年 1 月）との相関関係についても報告し議論を行う。

特に重点を置くのは、音楽を使う Music-MET の先行研究はあるが（Wang, 2023）、本研究のような会話と音楽の両方を含む MET の調査は初という点である。Music-MET は、中国人英語学習者に対してもその有用性が報告されているので（Dong, 2022）、本発表では、音楽版 mMET は今後、世界中の幅広い英語学習者に対して、多種多様な目的で使える有効なテストになりうる点を述べる。

How to Improve Students' Confidence When Using Movies in English Language Teaching

Lan Wu (Yamagata University)

Using movies in English language teaching have been suggested to improve listening skills, help students learn different cultures, and provide group discussion topics. Bray (2019) recommends letting students write in a movie journal to save teachers preparation time and encourage productive discussions, which includes five key questions for students: summary, reaction, prediction, culture, and language. However, it is not easy for non-advanced students to answer the general questions without vocabulary preparation and comprehension exercises. When a movie journal is used alone with lower-level students, the task might be too challenging, causing frustration and scaring some students away. On the other hand, watching movies with Japanese subtitles first to comprehend the plots for preparation will double watching time and lower students' enthusiasm and concentration on English, which is not recommended. Mrissa and Anasse (2024) propose teachers encourage students to take notes during viewing activities, but this activity also has problems. Since taking notes during viewing detracts from students' concentration on the movies, it makes it even harder to follow the plot. Furthermore, most Japanese students usually would take notes in Japanese due to time limitations, which could further interfere with English study.

In this presentation I will introduce three basic effective approaches I have used for years to help students comprehend movie plots without extra burden, therefore improving their confidence and interest in English movies. Firstly, it is crucial to let students master key words and useful expressions in the movies before viewing. It helps students understand the plot and gives them a sense of achievement when they see the words or expressions in the movies which they just learned. Secondly, simple and interesting questions help students understand the plot without too much stress, which improves their confidence and triggers more interest in the following plots. Specifically, many of my students are not good at answering open-ended questions, so I employ multiple choice questions, true/false questions and short answer questions that help them to grasp the overall plot. Open-ended questions are recommended for group discussion after watching the whole movie, when students have enough information and clear understanding about the movie. Thirdly, students should know that it is enough if they can answer 70~80% correctly; they do not have to be perfect. This helps create realistic goals for themselves that keep them motivated. I will also talk about the results of a survey that helps show why these approaches are beneficial.

映像メディアを活用した反転・帯活動型発音学習プログラム 指導の効果

近藤 暁子（兵庫教育大学）

日本の英語教育において発音指導の優先度が依然として低い現状がある。その要因として、大学入学共通テストなどの入試が発音技能を評価しないため、学習者・教員とも後回しにしがちなことに加え、教員自身の発音への不安が指導を躊躇させることが考えられる。加えて授業時間は四技能（リーディング・リスニング・スピーキング・ライティング）の指導で逼迫していること、そして発音は音素識別能力や調音に関わる筋肉のコントロールなど個人差が大きく、必要な練習量が学習者ごとに異なるため一斉指導では十分に対応できない。こうした課題を踏まえ、本研究では、授業時間を圧迫せず、学習者が自分のペースで反復学習できる、映像メディアを活用して授業内外の学習を連携させた発音トレーニングプログラムを開発した。具体的には、授業外で解説・練習動画（合計約 20 分）を視聴し、授業冒頭 20 分でミニマルペアと間違い探しタスクを組み合わせた反転・帯活動型学習モデルを一学期間実施した。指導対象者は、英語力 CEFR B1 レベルの大学生 35 名と CEFR A2 レベルの大学生 28 名である。指導の前後で 2 種類の発音評価タスク（音読・絵描写）を実施し、英語母語話者 2 名が音声の comprehensibility を 7 段階で評価した。事前事後の変容を t 検定で、グループの変容の違いを共分散分析（ANCOVA）で分析した。その結果、両群とも発音技能が有意向上し、英語が得意なグループの学生の方が有意に発音技能が向上したことが示された。またアンケートでは、多くの学生が今回の学習プログラムを通して自身の発音技能の改善を認識しており、本プログラムを肯定的評価を示していることがわかった。特に、動画による調音方法の視覚・聴覚的わかりやすさ、自身のペースで繰り返し学習できること、授業外と授業内の活動が連携されていた点が高く評価された。以上より、映像メディアを活用した反転型学習は、時間制約と個人差という発音指導の構造的課題を緩和し、教員負担を抑えつつ学習効果を最大化し得る手段であると示唆された。

アニメーション作品 *Peanuts* を用いた授業の取り組み —学習者の動機付けと意欲向上を第一目的として

半田 幸子（東北大学）

Peanuts（漫画連載 1950-2000、アニメ作品 1963-）はアメリカの新聞連載漫画やアニメーションとして世界中で知られている。日本ではとりわけ「スヌーピー」の名で知られており、主にグッズキャラクターとして人気があり、服飾、バッグ、小物などあらゆるものに商品化されている。大学の教室を見渡すと必ず一人か二人は何かしらのグッズを持っていたりするほどそのキャラクターが浸透していることが分かる。日本ではある程度の年齢層の間では谷川俊太郎訳として知られているが、発表者がこれまで授業の中で学生に聞いてきた限りでは、作品を読んだこともアニメーション作品を字幕で観たこともないという層が圧倒的多数を占める。

Peanuts を取り上げた一般向けの英語教材は、2004 年に今泉志奈子、井上彰編著『スヌーピーと英会話』（英宝社）刊行されて以降、特に英会話表現を学ぶ教材として一般読者向けにさまざまなものが刊行されている。最新のものには 2024 年刊行の『辞書ナシで学べる！スヌーピーの英語表現』（祥伝社）があり、現在に至るまで毎年何らかの英語学習教材が一般向けに刊行され続けている。しかし、大学での教材となると、教科書は、管見の限り『「ピーナッツ」で学ぶ英語と比較文化』のみで、関連する論文もごくわずかに限られる。子どもが主役の *Peanuts* は、おそらくとりわけアニメーション作品については特に子ども向けのものと捉えられがちで、大学で扱う教材としては適切ではないと考えられるのかもしれない。しかしながら、とりわけ 1990 年代半ば以降、人生訓を与えるものとしても多くの書籍が刊行されているように、*Peanuts* はただかわいいだけではなく、大学生向けの教材としても十分機能しうる魅力的な作品だといえる。

本発表では、アニメーション *Peanuts* を用いた授業実践の報告を通して、*Peanuts* が大学で扱う教材としても適していることを提示したい。

「学び合い」の理念に基づく大学英語授業の実践報告 —解説動画を活用した協働的学びの試み

ラムスデン多夏子（京都外国語大学）

中学校の数学授業で行われた福島哲也教諭の実践例を参考に、大学の英語授業に応用した試みである。

対象は、英語専攻ではない CEFRA2 レベルの大学 1 年生（1 クラス 40 名弱）で、スピーキングとリスニングに焦点を当てた教科書を使用した。学生は、教科書に沿って教員が作成したワークブックに 3～4 人のグループで取り組んだ。授業の進行や解説のための一斉授業は行わず、学生は教師作成の解説動画を視聴しながら、考え合い、教え合いながら学習を進めた。1 ユニット 3 週間（1 学期に全 4 ユニット）とし、ワークブック活動後には小テストとスピーキング活動を課した。

実践の結果、対話を通じて自然に音読や発話活動が行われ、和やかで協力的な学習環境が形成された。また、学生同士の会話から、教師が予想していなかったつまづきや理解のズレを把握できる手がかりも得られた。

一斉授業中心で学んできた学生にとって、『学び合い』を体験するのが初めてのケースがほとんどであり、新奇性による動機づけにつながる一方で、グループ活動への積極的な参加が難しい学生も一部に見られた。今後は、グループ内の役割や貢献度、学習意欲の変化などを観察し、より効果的な『学び合い』型授業のあり方を検討していきたい。

AI-Enhanced Role-Play for DEI (Diversity, Equity, and Inclusion): Exploring Microaggressions Through Expert & Cross-Cultural Narratives

Manami Sato (Kyoto University of Advanced Science)

Microaggressions, subtle yet damaging expressions of bias, can significantly hinder the development of inclusive learning environments (Sue, 2007; Nadal, 2011). While students in Japanese universities often have limited exposure to diverse perspectives on discrimination, initial classroom activities encouraging reflection on personal experiences—such as teasing related to regional dialects or hometowns—have helped raise basic awareness. However, these discussions frequently remain confined to culturally familiar examples.

As a follow-up to this initial phase, this presentation outlines a new classroom project designed to deepen students' understanding by engaging them with expert-driven and cross-cultural narratives of microaggressions. Drawing on documented experiences of scholars such as Chester Pierce (1970), who coined the term “microaggression,” and Derald Wing Sue (2007), as well as the culturally contextualized work of Japanese educator Shimoji Lawrence Yoshitaka (2017), students will explore microaggressions in broader contexts. Additional figures may be introduced depending on class interests and availability of narratives.

Students will co-create role-play scripts with the support of AI language models, adopting the personas of these experts or culturally diverse individuals. Each script will involve a three-way interaction between perpetrator, target, and bystander. This structure allows students to examine microaggressions from multiple perspectives while assessing the cultural accuracy and sensitivity of AI-generated content. The process emphasizes critical thinking, media literacy, and awareness of the “intent vs. impact” dynamic.

While full implementation of this AI-enhanced role-play is scheduled for a future semester, the presentation will describe the completed first-phase activities and introduce the design and educational aims of the next stage. By bridging personal insights with globally informed, AI-supported narratives, this approach aspires to move students beyond surface-level understanding and foster deeper empathy, self-reflection, and communication skills essential for inclusive societies.

Video-integrated statistics help for EFL teachers and researchers

Ryan SPRING (Tohoku University)

Statistics can be challenging for EFL teachers and linguistic researchers who did not receive specialized training in it and who are less interested in the mathematics behind statistical tests. However, this sometimes leads to research projects that (1) could be further improved by statistics, or (2) have unsound statistical methods. To help alleviate the problem, I have created a free online tool that accepts user data, conducts background tests of the datasets, helps users to choose the appropriate test(s), and automatically adjusts tests to ensure better outcomes. Furthermore, the tool also presents the results in an organized and easy to understand way so that researchers can easily use the output in their papers and so that teachers without statistical training can understand them more easily.

However, the online tool still requires users to make some decisions themselves, which leads to some users being confused and not fully making the best use of the available tests. Therefore, I created help buttons that open menus which include examples from linguistics and language education research and an explanation video. The videos show exactly how to use the tool, why the test is necessary, and how to choose the appropriate tests depending on the users' situation. The videos are (currently) available in both English and Japanese and I hope that these tests will help both teachers and researchers. In this presentation, I will show how to use the tool and provide some practical examples of how both teachers and language and linguistics researchers can use the tool to gain insights into their research or their classes.

16:30-17:30

C200 教室

【特別講演】 Shaping the Future of English Education with Generative AI

Atsushi Mizumoto (Kansai University)

With the rapid emergence and widespread adoption of generative artificial intelligence (AI) technologies, such as ChatGPT, educators worldwide are facing profound shifts in how they approach English language instruction. This talk explores how generative AI can actively reshape English language education by addressing both the substantial opportunities and the prevalent concerns that arise when integrating such advanced technologies into classrooms.

Specifically, it highlights practical ways in which generative AI can be effectively utilized in both research and practice, with reference to my own work. At the same time, the talk candidly acknowledges educators' anxieties regarding potential overreliance on AI, risks of plagiarism, diminished learner autonomy, and the ethical dilemmas inherent in AI use.

It offers concrete, ethically grounded guidelines for managing these challenges and proposes strategies that support the responsible and pedagogically sound integration of generative AI. In addition, it emphasizes the importance of educators demonstrating a willingness to experiment and adapt alongside their students. This approach positions the exploration of new technologies as a vital component of professional development.

Ultimately, the talk envisions a future in which teachers and AI coexist harmoniously, complementing each other's strengths and opening new avenues for a more dynamic, interactive, and personalized approach to English language education.

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