

JACET 中国・四国支部
令和7年度 秋季研究大会 プログラム&発表要旨

日時：10月18日（土）12:30 ～ 受付

場所：香川大学 幸町キャンパス 北6号館（教育学部）

11:00～ JACET 役員会（631教室）

12:30 ～ 受 付

全体プログラム

12:40～12:55 開会式・総会（631教室）

開会の辞

副支部長 寺嶋健史（松山大学）

大会実行委員長 Willey Ian（香川大学）

司会 山中英理子（広島国際大学）

13:00～15:50 研究発表

会場（631教室）

当日は、会場同建物にて試験が実施されているため、
移動や休憩のときは、お静かにお願い致します。

① 13:00～13:30

英語科教授法の授業で見せる英語授業動画の視聴に対する学修者の視点と意識との
関係について

(Relationship Between Students' Perspectives on English Teaching Methodology
Course)

藤居 真路（広島文化学園大学）

② 13:30～14:00

Can One Term of EFL Instruction Make a Difference to University Students'
Willingness to Communicate?

(1学期間のEFL授業が大学生のコミュニケーション意欲に及ぼす影響)

Ian Willey (Kagawa University), Eleanor Carson (Matsuyama University),
Julia Kawamoto (Ehime University)

③ 14:00～14:30

個別最適化オンライン教材を活用したe-learningによる英語の授業の効果とその課題
(The Effectiveness and Challenges of English Instruction Using E-Learning with
Individually Optimized Online Learning Materials)

中山 晃（愛媛大学）

20分休憩

④ 14:50～15:20

Teaching Independent Study Skills: Content, Practice, and the Difficulty of Measurement

(自律学習スキル指導：教育内容、実践、および効果測定の課題)

Hiroshi Moritani (Okayama University)

⑤ 15:20～15:50

Generative AI as a Learning Partner: Effects on EFL Learners' WTC, Anxiety, and Perceived Language Competence

(学習パートナーとしての生成AI：英語学習者のWTC、不安、有能感に与える影響)

Takahiro Iwanaka (Yamaguchi Prefectural University)

15:55～ 閉会式 (631教室)

閉会の辞

山中英理子 (広島国際大学)

司会 寺嶋健史 (松山大学)

研究発表要旨

① 英語科教授法の授業で見せる英語授業動画の視聴に対する学修者の視点と意識との関係について

藤居 真路 (広島文化学園大学)

This study examines how college students aspiring to become elementary school teachers engage with an English lesson video. Forty participants evaluated 32 items using Likert scales. The results indicate that participants identified characteristics of effective teaching, such as active learning, communicative interaction, and a positive classroom atmosphere. Many also focused on teacher-student interactions and expressed a desire to emulate exemplary instructional practices.

Analysis of viewing behaviors revealed varied patterns: While some participants emphasized lesson structure, others paid comparatively less attention to student engagement and instructional objectives. Canonical correlation analysis identified four viewing styles, shaped by factors including teaching aspirations, instructional confidence, and perceived usefulness of the video. Participants who viewed the video as pedagogically valuable tended to adopt broader and more reflective perspectives.

The findings suggest that instructional strategies should be differentiated according to individual learner profiles, fostering multi-perspective observation and mitigating cognitive bias. Encouraging students to interpret lessons from the standpoint of both the teacher and the students through first-, second-, and third-person perspectives may enhance reflective capacity and support their professional growth as future educators.

② Can One Term of EFL Instruction Make a Difference to University Students'

Willingness to Communicate?

Ian Willey (Kagawa University), Eleanor Carson (Matsuyama University),

Julia Kawamoto (Ehime University)

Second language willingness to communicate (L2WTC) and international posture (IP) correlate with English proficiency. Increasing L2WTC and IP may thus be important in EFL contexts such as Japan, where learners often lack motivation to learn English. This study examined the effect of one term of EFL instruction on the L2WTC and IP of Japanese university students. Participants included 136 students with diverse majors and enrolled in General English courses at three universities in western Japan. Participants completed an online Japanese-language L2WTC survey (Koga & Sato, 2013) and IP survey (Yashima, 2008), both pre- and post-course. Qualitative data included written reflections from students on how their motivation

towards learning English changed over time. Results were analyzed statistically, with differences between genders also noted.

Results show that L2WTC Anxiety significantly decreased after one term, while L2WTC Motivation and the IP dimension of having something to communicate significantly increased; however, L2WTC Confidence significantly decreased. Moreover, male students had significantly higher L2WTC Confidence and lower L2WTC Anxiety than female students. Analysis of written reflections revealed that several students experienced decreases in motivation for learning English after entering university. These findings suggest that one term of EFL instruction can have a positive impact on learners' L2WTC and IP, though significant decreases in Confidence are cause for concern.

③ 個別最適化オンライン教材を活用したe-learningによる英語の授業の効果とその課題

中山 晃（愛媛大学）

個別最適化というキーワードの下、AI を組み込んだオンラインの e-learning 教材が多種多様に開発され、各大学においても英語の授業で用いられるようになってきた。愛媛大学においても、令和7年度（2025 年度）から必修科目の英語で、特に受容系スキルとなるリーディングとリスニングの授業をすべて対面形式からオンラインの e-learning 教材を用いた非同期遠隔授業に切り替え、個別最適化を図ることにした。そこで本発表では、本年度の前学期に実施した必修科目の英語（English Foundation）の実践について、その実務と効果、今後の課題について詳細に報告することにする。

④ Teaching Independent Study Skills: Content, Practice, and the Difficulty of Measurement

Hiroshi Moritani (Okayama University)

This presentation reflects on an eight-week elective course, “Independent Study Skills,” taught to first- and second-year university students with intermediate English proficiency (TOEIC 500-600). The course aimed to foster learner autonomy and self-regulation while also promoting the acquisition of various learning strategies. The course was structured into two weekly 50-minute sessions: the first dedicated to whole-class activities on learning strategies, and the second to individual work, including writing weekly themed essays and one-on-one advising. Students were required to set and execute a Personal Learning Plan (PLP) on a weekly basis, documenting their progress and reflections in a Learning Log to facilitate self-regulation. The course evaluation employed a mixed-methods approach, comprising pre- and post-surveys on strategy beliefs, student interviews, and a two-month follow-up survey on PLP implementation.

Results indicated that the heavy emphasis on essay assignments significantly

increased students' beliefs in the use of translation as a learning method. Regarding self-regulation, the follow-up survey showed that while only one student fully followed their PLP, 53.8% continued independent learning in some form. Furthermore, qualitative data suggested students developed an awareness of learning for themselves, which is a key aspect of learner autonomy. This reflection concludes by highlighting the challenge of evaluating such a course. Given the limitations of existing lengthy scales, the presentation seeks valuable feedback on what kind of evidence should be collected to properly assess the development of self-regulation and learner autonomy for educational insights in the classroom context.

⑤ Generative AI as a Learning Partner: Effects on EFL Learners' WTC, Anxiety, and Perceived Language Competence

Takahiro Iwanaka (Yamaguchi Prefectural University)

This study examines the impact of interaction with generative AI on EFL learners' Willingness to Communicate (WTC), language anxiety, and perceived communicative competence. While learners can access high-quality input through platforms like TED and YouTube, and produce output via writing or presentations, meaningful interaction typically requires a human interlocutor. Generative AI, however, offers a new form of interactive engagement. In this study, 66 undergraduate students regularly interacted with generative AI during class activities. A 24-item questionnaire was used to assess changes in their WTC, anxiety, and perceived competence.

The results indicate that consistent interaction with generative AI increases learners' willingness to communicate and their self-perceived competence, while reducing language-related anxiety. These findings suggest that generative AI can serve as a valuable tool in language education, providing learners with accessible and low-pressure opportunities for interaction that support the development of their interlanguage system.

会場：香川大学 幸町キャンパス

香川県高松市幸町 1 番 1 号



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高德線「高松駅」→「昭和町駅」下車 徒歩 5 分（東へ 250m）

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○ J R 高松駅発（高松駅前①②番のりば）

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「高松駅」→「宮脇町」下車 徒歩 2～3 分（北へ 150m）

まちなかループバス （1）東廻り （2）西廻り

「高松駅」→「香川大学教育学部前」下車すぐ

「香川大学法学部・経済学部前」下車すぐ

拡大図

