

## 外国語要約

学位論文題目 Exploring feeling experiences using literary texts

Development of a literary reading experience scale for elementary and junior high school students and the generation of a hypothetical model

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Reading instills various feelings. In particular, children learn about emotions in addition to experiencing them when reading. Recently, research on the emotional aspects of reading has progressed, but little research has been conducted with children. This study aims to clarify the feelings children experience when reading.

This paper comprises seven chapters and four studies. Chapter 1, "Introduction," addresses issues relevant to the overall study. Reading can develop emotional competence, which is evident in social and emotional learning (SEL) practices. To enhance reading and SEL practices, it is necessary to clarify the emotions that children experience when reading and the functions such emotions perform in producing effects like self-modifying.

Chapter 2, "Theoretical framework and objectives of the present study," reviews previous studies and explains this study's structure and purpose. First, the author defined literary experiences as "subjective experiences in reading literature, like cognitive evaluation, emotional experiences, and feelings after reading." Based on existing theoretical frameworks, the present study refers to the self-modifying feeling hypothesis.

Chapter 3, Study 1, "Exploratory study of feeling experience in literature," develops a scale based on the free descriptions of university students and the self-modifying feeling hypothesis. A questionnaire survey was conducted with 408 university students. Exploratory factor analysis revealed 15 items with four factors - <catharsis feelings>, <projective feelings>, <aesthetic feelings>, and <self-modifying feelings> - extracted from the literary reading experience scales of university students.

Chapter 4, Study 2, "Investigation of self-modifying feeling hypothesis by developing the scale," develops a scale measuring elementary and junior high school students' feeling experiences when reading literature. Based on the scale from Study 1, the author conducted a questionnaire survey with 1,195 elementary and junior high school students. Confirmatory factor analysis resulted in the creation of the literary reading experience scale for elementary and junior high school students, comprising 15 items with four factors: <evaluative feelings>, <narrative feelings>, <aesthetic

feelings>, and <self-modifying feelings>. This scale showed reasonable of reliability and validity. Furthermore, the study of differences in the feeling experiences of 18 literary texts suggests that these feelings differ depending on the work's content. Girls tended to have a higher feeling experiences than boys, and elementary school students had a higher feelings experience than junior high school students. Thus, Studies 1 and 2 revealed that students experience feelings consistent with the self-modifying feeling hypothesis while reading. This scale allows for examination of relative differences in feelings depending on the work's content and the reader's characteristics; hence, the practical usefulness of the scale was demonstrated.

Chapter 5, Study 3, "Developmental testing of literary feeling experience," examines psychological effects related to feeling experiences when reading literature; specifically, how sadness, anger, and sympathy (corresponding to SEL practice's expected psychological effects) are affected by the feeling experiences and whether differences exist in the emotional state pre- and post-reading. A questionnaire was conducted with 250 fifth- and sixth-grade students, indicating that <evaluative feelings> reduced sadness, <self-modifying feelings> suppressed anger, and <self-modifying feelings> and <narrative feelings> enhanced sympathy. These findings are useful in providing literary texts suitable for practices like SEL.

Chapter 6, Study 4, "Exploring the self-modifying feeling hypothesis in classroom practices," examines the feeling experience of reading literature in class. As an SEL practice, a unit instruction plan for 14 lessons and 11 worksheets was created using the literary text "Kitsune no Okyaku-sama." Participants were 21 second graders, and the practitioner was the homeroom teacher. An analysis of the worksheet descriptions showed that children experienced feelings matching the self-modifying feeling hypothesis. Generalizability of the results is limited because the sample size was small, but the clinical versatility of the self-modifying feeling hypothesis and the applicability of the scale for elementary and junior high school students were indicated.

Finally, Chapter 7, "Conclusions," summarizes the obtained results and the remaining issues. As a concrete theoretical contribution, the study, findings propose a "stimulus-experience-effect model" that further refines the existing theoretical framework about the feeling experiences when reading literature. Future quantitative and practical studies will expand support for children using feeling experiences in literature.