

学位論文審査の要旨

学位申請者	シーハン小田 早苗 比較社会文化学専攻2015年度生		論文題目	One teacher's exploration of integrative approaches to teaching English in the Japanese context: An autoethnographic study
審査委員	主査:	ダイアン・ホーリー・ナガトモ 教授	インターネット公表	学位論文の全文公表の可否 : 否
	副査:	アレン・デイビッド・ブライアン 准教授		「否」の場合の理由
	副査:	中西 公子 准教授		<input type="checkbox"/> ア. 当該論文に立体形状による表現を含む
	審査委員:	本林 響子 准教授		<input type="checkbox"/> イ. 著作権や個人情報に係る制約がある
	審査委員:	高田 智子 教授 (明海大学)		<input checked="" type="checkbox"/> ウ. 出版刊行されている、もしくは予定されている
学位名称	博士 (学術)			<input type="checkbox"/> エ. 学術ジャーナルへ掲載されている、もしくは予定されている
(英語名)	(Ph. D. in Applied Linguistics)			<input type="checkbox"/> オ. 特許の申請がある、もしくは予定されている
				※本学学位規則に基づく学位論文全文のインターネット公表について

学位論文審査・内容の要旨

In Chapter 1, the statement of the problem (a lack of integration of grammar/pragmatics/communication teaching in the Japanese EFL Context) was laid out followed by three research questions and the purpose, significance, and theoretical framework utilized in this autoethnography study.

Chapter 2 reviewed pertinent literature under the following umbrellas: 1) pragmatics; 2) grammar teaching; and 3) communicative language. Chapter 3 provided an exhaustive overview and rationale of autoethnography as a research method, described the methods for data collection, analysis, and interpretation. Ethical considerations and limitations of the study were also discussed.

Chapter 4, discusses the data. In Part A of this chapter, interview data with research participants who share membership with the candidate in six communities of practices (EFL learners, JTEs, researchers, businesspeople, parents, and intercultural family members) were discussed and analyzed. In Part B data obtained from six categories in the candidate's teaching journals (pragmatics, students, parental perspectives, communities of practice, integration, continuum, confidence, and autoethnography) were analyzed. In addition, Part B incorporates three critical incidents that occurred during the data collection process.

Chapter 5 interprets the data as appropriate in autoethnographical studies and offers a synthesis of the six major findings and introduces three analytic categories in order to address the research questions. It was found that 1) awareness of multiple identities can help teachers find ways to integrate the pedagogical trinity; 2) teaching practices can be transformed through self-exploration; and holding multiple perspectives, long-term visions, and 3) willingness to transform in continuum while acknowledging the boundaries of grammar/pragmatics/ and communication can help bring about the Pedagogical Trinity as outlined in the introduction.

In Chapter 6, the conclusion, the candidate reflects upon autoethnography as a research method and discusses its methodological implications that include unexpected developments, vulnerability, and subjectivity.

The committee convened via Zoom on July 4, 2020 and agreed that this was a highly innovative and well-written dissertation (in English). It examines how one Japanese EFL teacher explores means to improve English education in Japan by integrating grammar, pragmatics, and communication through a construct called "The Pedagogical Trinity". This autoethnography is theoretically grounded in the theories of Reflective Practice and Communities of Practice. In order to address several concerns held by the committee, the candidate was requested to revise the dissertation to include the following: 1) Add specific examples to show how the integration was explored; 2) More explanation of the Pedagogical Trinity; 3) Clarification of how pragmatics is operationalized; 4) Clarification of the target learners in this study; 5) Reconsideration of the current discussion on entrance exams; 6) Revision of the introduction and conclusion to address an apparent shift in research focus; 7) Various minor issues.

The review committee convened via Zoom a second time on August 8, 2020 and all the members confirmed that the requested revisions were thorough. The following suggestions for minor revisions were made: 1) clarify the definition of "communicative language" in the framework; and 2) Discuss the Larson-Freeman framework earlier in the paper and explain how the Pedagogical Trinity complements the framework. It was agreed that after these revisions were made the committee would review the paper once again, but no meeting was necessary.

The candidate completed the two minor revisions and a revised draft was sent to the committee on August 14, 2020. The above mentioned points were also addressed in the public presentation which was held on August 26 at Ochanomizu University (Bunkyo 1-301).

After the presentation, the final examination with the committee members was held and it was confirmed that the manuscript had been thoroughly revised and corrected.

Based on the above, the dissertation committee judged the thesis to be suitable for the degree of PhD.