

## 外 国 語 要 約

学位論文題目： One Teacher's Exploration of Integrative Approaches to Teaching  
English in the Japanese Context: An Autoethnographic Study  
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This is a qualitative study based on an autoethnographic orientation. Due to my personal and professional experiences in education and in business I came to realize that there may be several problematic gaps hindering learning effectiveness in the Japanese EFL (English as a foreign language) context, including the gap between what is taught in school and what is actually required for practical communication in society, the gap between theory and practice in pedagogy, and the gap between grammar teaching and communicative language teaching (CLT) in the classroom.

The main purpose of this qualitative study is to share the exploration for possible approaches to bridge those gaps through addressing three research questions and utilizing the framework that I have developed and called *the Pedagogical Trinity*. This original framework has been designed to integrate L2 pragmatics and grammar pedagogy with a view to promoting the implementation of CLT, while addressing various needs in the Japanese context.

In order to explore possibilities to bring about such integration, the method of autoethnography was employed in this study. In autoethnography, the researcher utilizes themselves as the research subject and the interpretation of their own experiences as the research data to extend sociocultural understanding. Through storytelling and sharing personal experiences, I aim to explore and deepen understanding of this integrative approach and to establish connectivity between the researcher and readers, which may lead both to experience self-reflections, self-discoveries and transformations.

On the basis of the results of in-depth interviews with 12 participants and teaching journal entries for my daily practices, findings suggest that the exploration for the integrative approach can be facilitated through self-awareness of multiple identities, multiple perspectives, and long-term visions. The exploration can also be enhanced by continuous reflection and readiness for necessary transformation, which can help to establish various continuums in professional and personal life. Furthermore, having a certain level of awareness of the boundaries for each integrative element (L2 pragmatics, grammar, and communicative language) could benefit the classroom effort, providing both teachers and learners with a clearer focus in the integrative approach, instead of mixing everything together without knowing the focus of the learning.

These interpretive insights imply that my personal findings in this autoethnographic study have been theorized to deepen sociocultural understanding of the research topic. Nevertheless, the presented findings are not to be generalized as the path to bring about the integrative approach. Rather, they are to provide a platform of open communication and collaboration with readers and teachers through the connectivity established in the autoethnographic orientation. This study confirms the potential of autoethnographic research, which can promote such collaborative exploration in the Japanese EFL endeavors.