論文の英文要旨	
論文題目	日本語教育における授業外多読活動の縦断的事例研究 ―学習者オートノミーの観点からの考察を基に― Longitudinal Case Study on Out-of-Class Extensive Reading in Japanese Language Education: Focusing on the perspective of learner autonomy
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This study focuses on out-of-class extensive reading (ER), through an examination of ER organized as optional extracurricular sessions, within the context of Japanese education. The author developed a questionnaire to understand the attitudes of participants and former participants regarding out-of-class ER within both Japanese as a second language and Japanese as a foreign language environments. In addition, participants' attitudes were gauged through longitudinal interviews, as well, to further understand how participation in out-of-class ER fosters learner autonomy. The ER sessions were conducted based on the following four fundamental rules: 1) start with easy books, 2) read without using a dictionary, 3) omit the words you do not understand, and 4) obtain a different book if you feel that the current one is too difficult or boring to read. ER is defined as "learners reading extensively and with enjoyment, choosing books appropriate to their language abilities, and referring to dictionaries as little as possible."

Today, ER is increasingly being recognized as an effective activity in the field of second-language (L2) teaching, including in the study of Japanese (Day & Bamford, 1998; Awano, Kawamoto, & Matsuda, 2012). The rapid development of ER within the context of second-language acquisition in recent years has manifested in the field of Japanese language education, as well. As Benson (2001) argues, the environment within which L2 learning takes place is constantly changing; therefore, it is helpful to examine and categorize the diverse learning opportunities that exist beyond the classroom in order to help learners utilize them. In this context, out-of-class ER is expected to bridge classroom-based ER, which is initiated by the teacher, and autonomous out-of-class ER, which is initiated by the learner. In addition, little research has been performed on how, or whether, participants finally engage in autonomous ER after participating

in out-of-class ER. To overcome the research gap associated with this shortage of studies on the transition of students from out-of-class to autonomous ER, this study discusses three concerns. The first concern is to understand learners' perceptions regarding out-of-class ER. The second is to investigate whether learners continued to engage in autonomous out-of-class ER after attending the classroom-based ER program. Finally, the third concern is to provide some suggestions on supporting learners' continuing engagement in autonomous out-of-class ER.

In chapter 1, the aims of this study within the context of the application of ER in L2 education from the perspective of Japanese education are described.

In chapter 2, the author reviews the literature on ER, including how ER was developed and it is defined in the literature, and examines the specific books used in ER, including those in Japanese. In addition, depending on the methodology and resources employed, ER activities are divided into four types: 1) novel/*shinsho*, 2) NPO (which utilizes the four aforementioned rules), 3) modified NPO, and 4) free voluntary reading types. The literature review reveals that, apart from brief reports on ER implementation attempts, very few longitudinal studies have been conducted on autonomous out-of-class ER in the context of Japanese language education.

In chapter 3, the author summarizes existing research on learner autonomy within the context of L2 education. In particular, it focuses on the three aspects of leaner autonomy framed by Benson (2011), that is, 1) learning management, 2) cognitive processes, and 3) learning content, in order to utilize this framework in the analysis of ER. The author proposes that ER activities can be categorized as follows: 1) classroom-based, 2) out-of-class, and 3) autonomous out-of-class ER. Using the conceptual frameworks for discussions on learner autonomy proposed by Dickinson (1987), Umino (2005), Holec (2009), and Benson (2011), the author describes the characteristics of each aforementioned type of ER from the perspective of participants' levels of autonomy. This discussion clarifies that out-of-class ER is located between classroom-based and autonomous ER.

In chapter 4, the author describes the research questions; describes the study participants, who are attendees of ER activities at the Japanese Language Center (JLC) of Tokyo University of Foreign Studies and at University of Belgrade (BG); and clarifies how the ER activities of the study were carried out. Subsequently, the chapter explains the methodology used in developing the questionnaire and longitudinal interview, as well as in analyzing the resulting data. The author distributed the questionnaire nine times at the JLC (from January 2015 to August 2017, for a total of 111 responses) and three times at BG (from March 2015 to March 2017, for a total of

192 responses). The longitudinal interviews, which constituted the second phase of the study, were conducted thrice with six participants during a 20-month period at the JLC (stage II: with three ex-participants; stage III: with four ex-participants) and thrice with six participants during a 24-month period at BG. The interview items were prepared based on the three dimensions of autonomy specified by Benson (2011). The items pertaining to learning management encompassed the following questions: why the participants took part in the ER activities conducted by the author, what they learned from participating in the activities, whether they continued reading during autonomous ER, and whether there were changes in the amount of reading that they did. The items related to cognitive processes covered the following areas: learners' perceptions of the four rules employed in out-of-class ER and whether they continued to employ these rules in autonomous ER. Finally, the items pertaining to learning content considered how the participants selected books to read. All interviews were conducted in a semi-structured fashion. Further, in chapter 4, the learners' responses are analyzed, grouped according to Benson's three dimensions, and categorized.

In chapter 5, the participants' responses to the questionnaire survey, which constituted the first phase of the study, are analyzed. In both institutions, most of the respondents who participated in the ER sessions reported that they have a positive attitude and read materials in Japanese frequently. The participants in both institutions reported having similar objectives with respect to the ER activities, that is, develop reading skills and vocabulary and become familiar with reading books in Japanese. On the other hand, a few participants reported that interacting with others is an objective of participating in ER. Overall, participants felt that engaging in ER had a positive effect on their learning; it is noted that a greater percentage of the participants at BG compared to the JLC reported this positive effect. The majority of the participants in both the universities showed a positive attitude toward the use of the four rules of ER, and most of them did use these rules. However, there was some controversy regarding rule 2, read without using a dictionary, and rule 3, omit the words you do not understand.

In chapters 6 and 7, the longitudinal interviews conducted at the JLC and BG are analyzed. Four of six interviewees at the JLC and five of six at BG reported that they continue to engage in ER autonomously after the sessions. With respect to learning management, the students who indicated that they continue to engage in autonomous ER reported that they determine the time and place for ER by themselves; however, the amount of reading that they did fluctuated over time. With respect to cognitive processes, interviewees could modify the method that they used according to their

needs, based on the four rules of ER that they had learned in the activities. In terms of learning content, they found and selected their favorite reading resources autonomously as much as possible within their respective learning environments. Based on the study results, the author discusses out-of-class and autonomous ER as conducted in both the JLC and BG.

In chapter 8, the author summarizes the questionnaire surveys and longitudinal interviews conducted in both institutions and discusses them from the general perspective of L2 education. Out-of-class ER is a "learner-friendly" framework, which provides every learner a customized method to read extensively. In addition, it enables participants to develop their Japanese language skills and familiarize themselves with reading in Japanese by reading extensively. Further, the author points out that the teacher or facilitator of ER activities not only facilitates the sessions but also plays the role of a "language advisor" (Murray, 2009). In addition, the author provides some suggestions on guiding the participants of ER activities and the implementation of ER in Japanese language education.

In chapter 9, two activities to promote interactions among the participants of ER activities and support their continuing engagement in ER through autonomous ER are described; these activities are applicable to any learning environment. The first activity involves the creation of a social networking site group page for ER. The second activity comprises a project for the promotion of out-of-class ER in Japanese, whose final goal is the creation of an international network of ER practitioners.

In chapter 10, the author details the conclusions and limitations of this study, as well as topics for future research.