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論文の内容の要旨

Research on Autonomous Learning Utilizing Online Resources in China

The purpose of this study is to clarify the process by which Chinese learners majoring in Japanese autonomously advance their Japanese language learning outside the classroom using online resources, and to construct and present a model that explains this process.

To achieve this purpose, the present study conducted Questionnaire Survey 1, an open-ended survey, Questionnaire Survey 2, and semi-structured interviews.

First, from January to April 2020, through Questionnaire Survey 1 and the open-ended survey, this study clarified the types of online resources used by learners, their frequency of use, purposes of use, and usage contexts, and identified the actual conditions of online Japanese language learning outside the classroom. In addition, the characteristics and challenges of the online learning environment faced by learners were organized, and fundamental insights for understanding the learning process were obtained.

Next, in Questionnaire Survey 2 conducted in December 2022, focusing on learners' motivation, learning styles, characteristics of online resources, and environmental conditions, this study investigated the factors involved in autonomous learning using online resources. When the aggregated data were subjected to factor analysis, six factors were identified: **Planning and Belief in Learning Effectiveness, Learning Effect of Japanese Media, Learning Behaviors for Understanding Japanese Media, Viewing Habits of Japanese Media, Collaborative Learning, and Interest in Japanese Media**. These results provided a theoretical foundation for explaining the process by which learners autonomously advance their Japanese language learning outside the classroom.

Furthermore, from April 2022 to August 2023, semi-structured interviews were conducted with 30 learners who differed in their patterns of online resource use. The data obtained were analyzed using the Modified Grounded Theory Approach (hereafter, M-GTA). As a result, 49 concepts were extracted. After examining the relationships among these 49 concepts, 14 categories were generated, and three core categories were further derived. Based on these, a results diagram of the autonomous

Japanese language learning process using online resources was constructed, and its storyline was summarized.

Through qualitative analysis using **M-GTA**, based on the interview data (such as characteristics of learners' online resource use behaviors, differences in the types of online resources used, presence or absence of planning, differences in motivation, and presence or absence of learning evaluation), this study organized the process of autonomous learning conducted by Chinese learners majoring in Japanese through the use of online resources into three stages: the initial stage of **Knowledge Accumulation and Stimulation of Interest**, the second stage of **Learning Progress and Maintenance of Motivation**, and the third stage of **Deepening and Application of Learning**, and clarified the developmental process of their autonomous learning.

The initial stage, **Knowledge Accumulation and Stimulation of Interest**, refers to a stage in which learners, while fragmentarily acquiring basic knowledge such as vocabulary and grammar dependent on instructional materials using online resources, watch entertainment content mediated by Chinese and consciously input Japanese, thereby forming learning motivation while enhancing their interest in the Japanese language and culture. At this stage, awareness of clear learning goals and plans was limited, and references to learning evaluation were rarely observed.

The second stage, **Learning Progress and Maintenance of Motivation**, refers to a stage in which learners set passing the Japanese Language Proficiency Test as their goal, systematically study vocabulary and grammar using online resources, engage in listening and reading practice with an awareness of planning, and become increasingly conscious of trying to understand Japanese even in entertainment content. This stage is characterized by the clarification of learning goals, a shift to planned learning, and the introduction of evaluation using past examination questions, mock tests, and applications for the Japanese Language Proficiency Test.

The third stage, **Deepening and Application of Learning**, refers to a stage in which learners, while studying Japanese in a more specialized manner, place emphasis on output activities such as translation, conversation practice, and interaction in Japanese. At this stage, under clear learning goals, learners make planned use of carefully selected and limited resources and demonstrate an attitude toward applying Japanese as well as engaging in self-evaluation of their learning.

In addition, as learning progressed, learners' autonomy was found to be cultivated and developed in a step-by-step manner, and it was confirmed that the use of online resources contributed to the development of learner autonomy.

However, since the participants in this study were limited to a single university in China, further verification is required regarding the generalizability of the three-stage process.

Moreover, designing environments in which learners can interact with others in Japanese online, and examining measures for supporting output activities and autonomous learning, remain important tasks for future research.

Keywords: Japanese majors; online resources; autonomous learning; developmental process; M-GTA

論文審査の結果の要旨

本論文は、中国に居住している日本語専攻学習者を対象とし、オンラインリソースを活用した自律学習能力の獲得段階を体系的に分析している。M-GTA(修正版グラウンデッド・セオリー・アプローチ)を用いて 49 の概念、14 のカテゴリー、3 つのコアカテゴリーを抽出し、自律学習プロセスを理論的に説明するモデルを構築した点が重要な学術的貢献といえる。大学 1 年生から 4 年生まで全学年を対象として包括的に調査したことにより結果の妥当性を高めている。

本研究の新規性は三点において認められる。第一に、先行研究が 3・4 年生に限定されていたのに対し、全学年を対象として教室外での自律学習プロセスを体系的に解明した。第二に、①【知識の蓄積および関心の喚起】、②【学習の進展およびモチベーションの維持】、③【学習の深化および応用】という三段階モデルを実証的に提示した。第三に、自律学習に関与する 6 つの要因を因子分析により抽出し、理論的枠組みを提供した。

独創性については、中国特有の教育文化的文脈における自律学習の意味を明らかにした点にある。試験中心主義で暗記学習が重視される中国の教育制度において、学習者がオンラインリソースを活用して教室外で自ら学んでいく様相を明らかにした。日本語能力試験(JLPT)が自律性発達の転機となり、試験準備を契機として計画的・戦略的な学習行動が展開されるプロセスは、中国の教育システムにおける自律学習の独自性を示している。また、中国特有のオンラインプラットフォームを活用した学習実態を解明し、デジタル時代における学習環境の可能性を提示した点にも独創性が見られる。

有用性として、第一に、自律学習の発達段階モデルは、教育者が学習者の段階に応じた適切な支援を設計する指針となる。第二に、明らかにされた 6 つの促進要因は、効果的なオンライン学習プラットフォーム開発の設計原理として活用できる。第三に、学習者が自ら学習を進めるための具体的方法についての指針を提供している。

本論文は、十分な学術的水準、新規性、中国の教育という文脈での独創性、そして有用性を兼ね備えた研究である。量的・質的データの分析に基づき自律学習プロセスの発達段階モデルを特定し、理論的・実践的貢献をなした点において、博士論文として十分な水準に達していると評価できる。以上より、Cui XiuXia 氏の博士論文は博士(知識科学)の学位に相応しい、優れた研究成果を報告しているものと判断する。