

## 論文審査の結果の要旨

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The committee reviewing Yukinobu Satake's thesis, titled *A Study on the Effects of Japanese University Students' Peer Review Activities on Their Learner Communities, Autonomy, and EFL Writing Learning* (日本人大学生のピア・レビュー活動が彼らの学習者コミュニティ、自律学習、及び英語ライティング学習に与える影響に関する考察), met from 14:00 to about 16:00 on Sunday, July 16, 2017, in Collaboration Room 2, Building 18, Komaba Campus, University of Tokyo. The members of the committee were Professor Tom Gally (chair), Professor Shiro Yamamoto, Professor Yoshifumi Saito, and Associate Professor Yuko Itatsu of the University of Tokyo and Professor Akira Morita of Waseda University. Mr. Satake's presentation and the committee's questioning of him were open to the public, while only the members of the committee were present for their deliberations, which began at about 15:30.

The result of those deliberations is as follows. The committee concluded that the thesis is an important contribution to the research literature on both learner autonomy and second-language writing education. The conceptual framing of the study within the interlocking concepts of learner community, learner autonomy, and English-as-a-foreign-language writing education yielded novel insights that will be valuable in the future to both researchers and educators. The committee also praised the author's thorough and ethically conscientious data collection in an actual educational context; his careful, in-depth analysis of student writing and classroom interactions; and his thoughtful discussion of those findings in light of both the prior literature and his conceptual framework.

However, the committee also noted areas where the thesis could have been improved. The author's proposed concepts of mental, material, and self regulation, while intriguing, needed further elucidation, and their connection to previous social-cognitive research on second-language writing should have been more explicit. The author should have noted that one of his main conclusions, regarding the relations between students' proficiency levels and their attitudes toward peer review, could have been an accidental byproduct of the tasks that he happened to use or the make-up of the classes studied. In this regard, a post-task objective assessment of whether and how the peer review activities resulted in changes to the students'

writing ability and strategies would have been valuable. The author's personal biases seemed to emerge in several areas, including his failure to investigate more deeply his subjects' negative comments about peer review, his overgeneralizations about English education in Japan, and his classification of students by their English test scores only. Finally, it was unfortunate that the author did not take this opportunity to discuss, even speculatively, how his findings about learner autonomy and learner communities might apply to educational contexts other than English-as-a-foreign-language writing education in Japan.

In spite of these weaknesses, the committee unanimously concluded that the thesis's strengths make it of sufficient quality for the granting of a *Hakase (Gakujutsu)* degree to Yukinobu Satake.