

論文審査の結果の要旨

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The committee reviewing Joy Taniguchi's thesis, titled *English Literacy Retention in Japanese Returnee Siblings* (日本人帰国児童の兄弟姉妹による英語リテラシー能力の保持), met from 15:00 to about 16:45 on Friday, July 7, 2017, in Collaboration Room 4, Building 18, Komaba Campus, University of Tokyo. The members of the committee were Professor Tom Gally (chair), Associate Professor Yuki Hirose, Associate Professor Kazuko Matsumoto, and Project Assistant Professor Akiko Katayama of the University of Tokyo and Professor Masayo Yamamoto of Kwansei Gakuin University. Ms. Taniguchi's presentation and the committee's questioning of her were open to the public, while only the members of the committee were present for their deliberations, which began at about 16:25.

The result of those deliberations is as follows. The committee concluded that Ms. Taniguchi's thesis makes an important contribution to the research literature on the retention of literacy among children returning to their home country from prolonged stays abroad. In particular, the selection of returnee siblings, as well as the longitudinal data collection, allowed a unique opportunity to investigate the effects of age and family dynamics on literacy retention. The framing of the study within sociocultural theory also yielded insights into the meanings of English literacy for the children studied. Ms. Taniguchi's findings are likely to be important not only for researchers in the field but also for families, educators, and policymakers concerned with the education of immigrant and returnee children.

However, the committee also noted areas in which the thesis could have been better. While the data were collected conscientiously, they should have been presented more fully and with richer contextualization. The description of the children's peer networks would have benefitted from a firmer grounding in the theoretical literature on social networks. While the issue of translanguaging was introduced, its relation to literacy retention remained unclear. While sociocultural theory is appropriate to explain the situated trajectories of the participants in the present study, a more detailed analysis of the findings based directly on sociocultural theory should have been presented. In order for the broader implications of the study to be understood, the author should also have examined more deeply the sociolinguistic context, including the families' social status and the specific attitudes toward English (as opposed to other foreign

languages) both within those families and in the broader society. Finally, some of the author's conclusions seemed to be based less on her theoretical framework and research results than on her prior assumptions.

Despite these inadequacies, the committee unanimously concluded that the thesis's strengths make it of sufficient quality for the granting of a *Hakase (Gakujutsu)* degree to Joy Taniguchi.