## References:

- 高橋聡(2010)「ことばと自己アイデンティティを結ぶために:日本語教育における自己アイデンティティの位置づけ」『言語文化教育研究』 9,43-64.
- 小原裕二 (2018) 「e-Learning による日本語教育の実践-ゲーミング教材を活用した作文指導と日本語能力試験対策」『 江戸川大学紀要』 28、57-62.
- 森山新 (2018)「[書評]「ことば」 の教育・研究に対する展開」 『言語文化教育研究』 16,249-259.
- 辻康夫(2019) 「コミュニティ再建と行為主体性: 多文化主義の政策実践をめぐって」『北大法学 論集』 69(6), 396-401.
- トムソン木下千尋 (2009) 『学習者主体の日本語教育: オーストラリアの実践研究』東京: ココ 出版, 1-12.
- 楊帆 (2014)「中級日本語学習者の作文における困難点:文構造の呼応関係について」『秋田大学 国際交流センター紀要』3, 15-28.
- 梅田泉(2008)「ICT を活用した日本語学習のための交流活動」『熊本大学留学生センター紀要』 12,25-38.
- Aljanahi, M.H. (2019). "You Could Say I'm a Hardcore Fan of Dragon Ball Z": Affinity Spaces, Multiliteracies, and the Negotiation of Identity. *Literacy Research and Instruction*, 58(1), 31-48.
- Alvermann, D. E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., & Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research and Instruction*, 51(3), 179-195.
- Baker, E. A. (2007). Elementary classroom web sites: Support for literacy within and beyond the classroom. *Journal of Literacy Research*, 39(1), 1-36.
- Barton, D., & Hamilton, M. (2012). *Local literacies: Reading and writing in one community*. Routledge.
- Beach, R. (2012). Constructing digital learning commons in the literacy classroom. *Journal* of Adolescent & Adult Literacy, 55(5), 448-451.
- Berkowitz, D. E. (2013). Framing the future of fanfiction: How The New York Times' portrayal of a youth media subculture influences beliefs about media literacy education. *Journal of Media Literacy Education*, 4(3), 2.
- Black, R. W. (2005). Access and affiliation: The literacy and composition practices of English language learners in an online fanfiction community. *Journal of Adolescent Adult Literacy*, 49(2), 118-128.
- Black, R. W. (2006). Language, culture, and identity in online fanfiction. *E-learning and Digital Media*, 3(2), 170-184.
- Black, R. W. (2007). Fanfiction writing and the construction of space. *E-Learning and Digital Media*, 4(4), 384-397.
- Black, R. W. (2009). Online fan fiction and critical media literacy. *Journal of Computing* in Teacher Education, 26(2), 75-80.
- Black, R. W. (2009). Online fan fiction, global identities, and imagination. *Research in the Teaching of English*, 397-425.

- Black, R. W., & Steinkuehler, C. (2009). Literacy in virtual worlds. *Handbook of Adolescent Literacy Research*, 271-286.
- Chandler-Olcott, K., & Mahar, D. (2003). Adolescents' anime-inspired" fanfictions": An exploration of multiliteracies. *Journal of Adolescent & Adult Literacy*, 46(7), 556-566.
- Chen, T., & Rao, R. R. (1998). Audio-visual integration in multimodal communication. *Proceedings of the IEEE*, 86(5), 837-852.
- Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The psychologist*, 26(2), 120-123.
- Coleman, S. K. (2018). Professional women's fan fiction as literacy practice and online. *University of Alabama Libraries*, 1-150.
- Costa, P. D. S. C., & Reategui, E. B. (2011). Foreign Language Literacy through Fanfiction Writing and Text Mining. *Literacy Information and Computer Education Journal*, 2(3), 456-461.
- Cox, M. (1990). Engendering critical literacy through science fiction and fantasy. *English* journal, 79(3), 35.
- Curwood, J. S., Magnifico, A. M., & Lammers, J. C. (2013). Writing in the wild: Writers motivation in fan based affinity spaces. *Journal of Adolescent & Adult Literacy*, 56(8), 677-685.
- Daniels, E., & Arapostathis, M. (2005). What do they really want? Student voices and motivation research. *Urban Education*, 40(1), 34-59.
- Dressman, M., McCarthey, S., & Prior, P. (2009). Editors' introduction: Adolescents' literacy and the promises of digital technology. *Research in the Teaching of English*, 345-347.
- Fields, D. A. (2009). What do students gain from a week at science camp? Youth perceptions and the design of an immersive, research oriented astronomy camp. *International Journal of Science Education*, 31(2), 151-171.
- Frenzel, A. C., Goetz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: exploring the relationship between teacher and student enjoyment. *Journal of educational psychology*, 101(3), 705.
- Garcia, A. (2016). Making the case for youth and practitioner reading, producing, and teaching fanfiction. *Journal of Adolescent & Adult Literacy*, 60(3), 353-357.
- Gee, J. P. (2012). Situated language and learning: A critique of traditional schooling. Routledge.
- Gounari, P. (2009). Rethinking critical literacy in the new information age. *Critical Inquiry in Language Studies*, 6(3), 148-175.
- Hyland, F. (2003). Focusing on form: Student engagement with teacher feedback. *System*, 31(2), 217-230.
- Johnson, S. F. (2014). Fan fiction metadata creation and utilization within fan fiction archives: Three primary models. *Transformative Works & Cultures*, 17. 1-12.
- Kelley, B. (2016). Chocolate frogs for my betas! Practicing literacy at one online fanfiction website. *Computers and Composition*, 40, 48-59.
- Knobel, M., & Lankshear, C. (2014). Studying new literacies. Journal of Adolescent & Adult Literacy, 58(2), 97-101.

- Lammers J.C & Marsh V.L. (2018). A writer more than…a child? A longitudinal study examining adolescent writer identity. Written communication, 35(1) 89-114
- Lammers, J. C. (2013). Fangirls as teachers: Examining pedagogic discourse in an online fan site. *Learning, Media and Technology*, 38(4), 368-386.
- Lammers, J. C., & Marsh, V. L. (2018). "A Writer More Than... a Child": A Longitudinal Study Examining Adolescent Writer Identity. Written Communication, 35(1), 89-114.
- Lewis, L., Black, R., & Tomlinson, B. (2009). Let everyone play: An educational perspective on why fan fiction is, or should be, legal. *International Journal of Learning and Media*, 1(1), 67-81.
- Mackey, M., & Mcclay, J. K. (2008). Pirates and poachers: Fan fiction and the conventions of reading and writing. *English in Education*, 42(2), 131-147.
- Magnifico, A. M., Curwood, J. S., & Lammers, J. C. (2015). Words on the screen: Broadening analyses of interactions among fanfiction writers and reviewers. *Literacy*, 49(3), 158-166.
- Magnifico, A.M., Lammers, J.C., Fields, D.A. (2018). Affinity spaces, literacies and classrooms: tensions and opportunities. *Literacy*, 52(3), 145-152
- Rangvid, B. S. (2018). Student engagement in inclusive classrooms. *Education Economics*, 26(3), 266-284.
- Reilly, E., & Robison, A. (2007). Extending media literacy: How young people remix and transform media to serve their own interests. *Youth Media Reporter*, 1, 96-101.
- Sakurai, Y., Parpala, A., Pyhältö, K., & Lindblom-Ylänne, S. (2016). Engagement in learning: A comparison between Asian and European international university students. Compare: A Journal of Comparative and International Education, 46(1), 24-47.
- Tang, R., & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes*, 18, S23-S39.
- Thomas, A. (2007). Blurring and breaking through the boundaries of narrative, literacy, and identity in adolescent fan fiction. *A New Literacies Sampler*, 137-165.
- Thorne, S. L., & Black, R. W. (2007). Language and literacy development in computer-mediated contexts and communities. *Annual Review of Applied Linguistics*, 27, 133-160.