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論 文 要 旨

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論文題目（外国語の場合は、和訳を併記すること。）

<u>Gaining Intercultural Competence through Literature:</u>

<u>A Contemporary Curriculum for</u>

<u>the University Classroom</u>

<u>(文学を通した異文化理解習得：大学における新教育)</u>

論文要旨（別様に記載すること。）

別紙（３－１）参照

（注）１．論文要旨は、A4 版とする。
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別紙（３－１）

論文要旨

Introduction

This research presents a new approach to curriculum development in the EFL classroom—*Intercultural Competence through Literature* (ICL). The ICL approach is conceptually grounded in research stemming from three areas: intercultural competence, empathy, and narrative literature. The integration of these three components has resulted from a extensive undertaking to address the following pedagogical challenges: teaching culture in EFL curricula, fostering awareness and positive attitudes in learners, and providing an educational approach that prepares learners for successful global participation in a rapidly-evolving world.

Current Pedagogical Challenges & ICL

Today's learners can expect to compete in a world that is highly connected, yet marked by traditional differences between nations and cultures. In this environment, the ability to imaginatively engage with "otherness" has been seen by noted educators as a contributing factor to learner success (*cf.* Ting-Toomey & Chung; 2005; Dziedziewicz, Gajda & Karwowski, 2014). Future success hinges on a learner's ability to navigate a world that is becoming closer in communicative proximity, while at the same time retaining a high degree of cultural heterogeneity. Any new curricula aiming to bestow upon learners the specific information from which they will benefit—with regards to democratic and global citizenship, and their working lives—needs to focus on process-oriented modes of learning (developing imagination, creativity, and critical thinking) in order to best enable students to face future challenges as they arise.

The novel approach to curriculum development presented in this research is centered on the concept of *educating for intercultural competence through substitutional encounters with literary protagonists*. This approach facilitates learner interactions with brief narrative literature in fictive and non-fictive forms—giving learners the opportunity to step outside of limited worldviews, and thereby to gain intercultural competence via the experiencing of life, from the perspective of protagonists hailing from varying cultural backgrounds.

A Process-model of Intercultural Competence through Literature

In Figure 1 below is represented a process model of ICL, illustrating how each component (intercultural competence, empathy, narrative) is incorporated into the overall ICL approach:
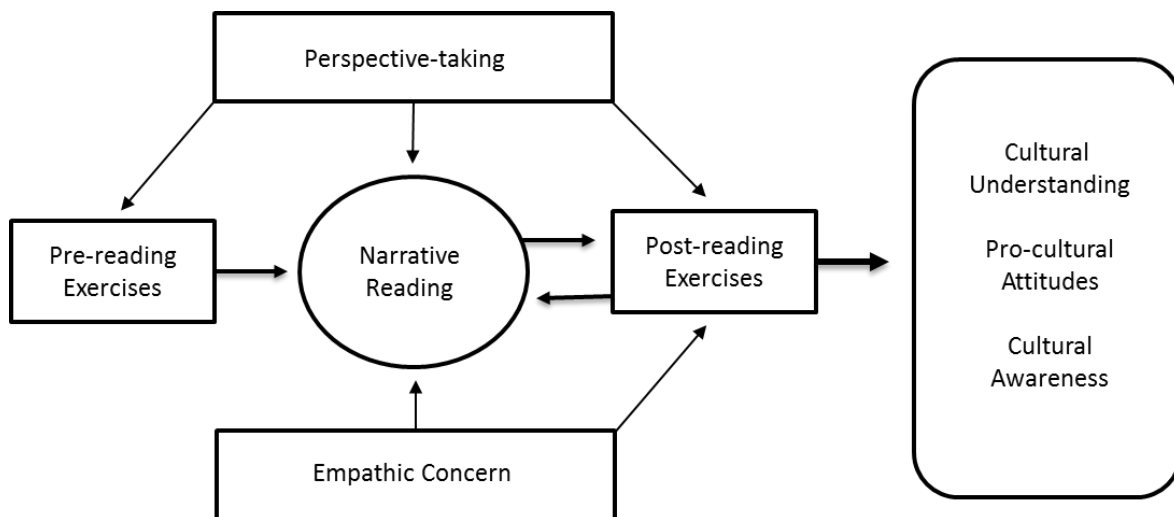
Perspective-taking

Pre-reading Exercises

Narrative Reading

Post-reading Exercises

Empathic Concern

Cultural Understanding

Pro-cultural Attitudes

Cultural Awareness

Figure 1. A Process-model of Intercultural Competence through Literature

Figure 1 represents a visualization of how perspective-taking and empathic concern function through narrative to foster IC in learners. The ICL process is divided into three stages:

1. Pre-reading exercises

2. Narrative reading

3. Post-reading exercises

Learners engage in perspective-taking in all three stages, and experience empathic concern during narrative readings, and through re-engagement with the narrative during post-reading exercises. This re-engagement is indicated by the left-arrow (from *post-reading exercises* to *narrative reading*), signifying a protracted process by which readers repeatedly return to the narrative in order to reflect and engage in perspective-taking. Empathic engagement with a narrative's characters results in the fostering of components underscoring the acquisition of IC: cultural understanding, pro-cultural attitudes, and cultural awareness.

This research presents a lesson plan consisting of the following components:

1. Pre-reading empathic exercises

2. Reading of the narrative

3. Post-reading exercise 1 – plot/text comprehension

4. Post-reading exercise 2 – investigation of cultural aspects in narrative

5. Post-reading exercise 3 – perspective-taking

6. Post-reading exercise 4 – group discussion

Each component is detailed below.

To prepare for imaginative engagement with literary characters, pre-reading exercises involve asking learners a series of questions regarding personal experiences comparable to that which they will encounter in the narrative reading. For example, to prepare learners for a

narrative involving a dangerous encounter with a snake, learners would be asked if they had ever encountered a snake in the wild, if they had any previous experience with dangerous snakes indigenous to Japan, or if they knew of someone with such an experience. Learners provide written answers, and are encouraged to share them with the class. Reading of the narrative follows.

Following the reading, learners engage in a series of exercises aimed at supporting reading comprehension (post-reading exercise 1). These include matching English terms with Japanese translations, as well as an exercises in which learners identify the characters in the story and the sequence of events narrated in the plot. Learners are subsequently directed to access the Internet to answer questions involving cultural aspects related to the reading (post-reading exercise 2).

With an understanding of the plot, and some insight into the cultural significance of aspects of the narrative, learners are asked questions requiring them to take the perspective of characters in the narrative, as well as to imagine themselves into the story to consider how they would think and feel (post-reading exercise 3). Finally, learners form groups to share their answers, and to exchange information related to the culture underlying the narrative (post-reading exercise 4).

The following sections provide an overview of the three components comprising an ICL approach: intercultural competence, empathy, and narrative.

Intercultural Competence

Intercultural competence (IC) refers to a broad set of skills, which includes creativity, imagination, and critical thinking; also attitudes, such as toleration, openness, and interest towards those members of cultural backgrounds differing from one's own. Building on research in the fields of cultural literacy and intercultural communication, the term *competence* in "intercultural competence" refers to the ability to communicate effectively and appropriately—not only across languages, but across cultures.

By way of introduction, although no unified definition of IC exists, certain aspects may be propitiously described. As Deardorff (2006) points out, IC refers to a transition through which a learner develops the ability to see the world as *relative* to culture, rather than as a reality grounded in one's native environment. Bennett (1986) presented a model to describe IC development as moving through *six* stages: from three stages of *ethnocentricm* (denial, defense and minimization), where the learner sees the world primarily through the lens of their culture,

to three stages of *ethnorelativism* (acceptance, adaptation and integration), where *the learner becomes capable of experiencing reality within the context of other cultures*.
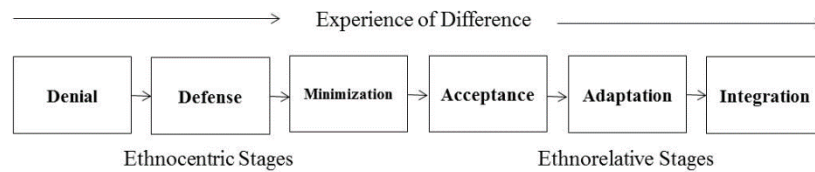

Figure 2. Bennett's Developmental Model of Intercultural Sensitivity
Source: Adapted visualization from Bennett (1986)

Bennett's model illustrates the process by which learners develop the ability to approach challenges with creativity and imagination, and to engage in decision-making grounded in insights gained from *the ability to take multiple perspectives*. "Competent learners" can be defined as those equipped to participate in democratic societies, and of possessing the ability to cross geographic and cultural boundaries in order to collaboratively conceptualize solutions to issues of international concern.

Intercultural education typically emphasizes interactions between physically present individuals of differing cultural backgrounds for cultural understanding, with outcomes largely dependent on the intrinsic quality of such encounters. By contrast, an ICL approach facilitates intimate encounters through interaction with literary characters; in addition to minimizing learner stress, an ICL approach makes use of carefully selected narratives, organized for consistent educational outcomes. The phenomenon of reader transportation works to draw learners into close interactions with members of other cultures—not only to share their perspectives, but also to live their experiences through simulation. This results in a firsthand understanding of other cultural orientations, an imaginative discovery of conceptual worlds, and the concomitant affective experiencing of life as "other" individuals. In experiencing life through the eyes of other cultures, learners develop attitudes foundational to acquiring intercultural competency.

Competence through Empathy

The second core-component of this research, empathy, has historically been a difficult term to define, in part due to its investigation within numerous fields (e.g., psychology, philosophy, neuroscience, etc.). Recognizing that empathy is a complex subject, this research utilizes two specific aspects of the general concept, in order to address the acquisition of intercultural competence (IC) in university learners: *perspective-taking* and *empathic concern*.

Perspective-taking, defined as "the cognitive capacity to consider the world from another individual's viewpoint" (Galinsky, Maddux, Gilin, & White, 2008, p. 378), relates to *cognitive empathy*, one of two major types of empathy (the other being affective empathy), which Goldie (2000) defines as a collection of processes "by which a person centrally imagines the *narrative* of another person" (p. 195). In referring to narrative, Goldie indicates another's thoughts, feelings, and emotions. Perspective-taking involves multiple layers of difficulty (or "abstraction"), ranging from simple attempts at taking visual perspectives such as standing inside a room with a window and imagining what a person would see from outside, to more complex cognitive tasks, such as imagining what another person thinks or believes—even another person's guess about what a third person thinks or believes (*cf.* Hodges & Myer, 2007).

The second type of empathy under purview—*empathic concern*— is considered a component of affective empathy, described by Hoffman (2000) as "the involvement of psychological processes that make a person have feelings that are more congruent with another's situation than with his own situation" (p. 30). Although many definitions of affective empathy posit that the emotions experienced by both parties are roughly equivalent, according to Hoffman's definition, it is not strictly required that the subject and target feel similar emotions for affective empathy to occur.

One affective response to engaging in perspective-taking is empathic concern, defined as "an other-oriented emotional response elicited by and congruent with the perceived welfare of a person in need" (Batson, Eklund, Chermok, Hoyt, & Ortiz, 2007, p. 64), characterized by feelings of compassion and tenderness towards another's perceived distress or suffering. Germane to this discussion is that the *cognitive act of perspective-taking* results in the triggering of emotions in the taker.

Empathic concern presents the educator with a unique opportunity to develop positive attitudes toward members of other cultures. These are *pro-cultural attitudes*: that is, attitudes of toleration, respect, openness, and curiosity. Such attitudes are commonly regarded as prerequisites to the acquisition of intercultural competence (Deardorff, 2006). As learners take the perspectives of members of other cultures, the compassion and tenderness elicited may be employed in the fostering of *pro-cultural* attitudes that underscore the acquisition of intercultural competence.

The following section introduces narrative—a medium through which learners can engage in perspective-taking in order to elicit empathic concern for others.

Empathy through Narrative

According to Suzanne Keen (2013), narrative empathy is "the sharing of feeling and perspective-taking induced by reading, viewing, hearing, or imagining narratives of another's situation and condition." Understood in this way, the act of reading engages multiple aspects of empathy, including both cognitive and emotional aspects (i.e., perspective-taking and empathic concern).

Psychologists have endeavored to understand the nature of reader interactions with literary texts. Green and Brock (2000) posit that the effects of fiction on the reader directly relate to reader transportation, which they define as "a convergent process, where all mental systems and capacities become focused on events occurring in the narrative" (p. 701). The transported reader experiences a high degree of internal imagery, with the degree of transportation serving as an accurate predictor of the emotional impact of the story.

In considering reader transportation, University of Toronto psychologist Keith Oatley (1999) has suggested that transportation through fiction reading simulates real world problems, resulting in real consequences for the reader. Mar and Oatley (2008) have proposed a comprehensive theory: reading narrative fiction facilitates a reader's ability to take the perspectives of literary characters, resulting in simulated social experiences (*cf.* Mar, Oatley, Hirsh, dela Paz, Peterson, 2006; Bal and Veltkamp, 2013; Oatley, 2016). Such simulation involves the reader experiencing thoughts and feelings consistent with those of characters in stories; in consequence, readers processes events as though they actually occurred. Oatley (2016) insists that "both fiction and everyday consciousness are based on simulations of the social world; thus, reading a work of fiction can be thought of as taking in a piece of consciousness" (p. 618). Building on Mar and Oatley's (2008) work, an ICL approach seeks to facilitate learner engagement in perspective-taking with literary characters, in order to gain knowledge and insight into other cultures through simulated interaction.

ICL Implemented—Results from Two Experimental Classes

In addition to a sample curriculum for a 90-minute EFL class for undergraduates, this research also presents results from two experimental classes, conducted at the Prefectural University of Kumamoto July-August 2016, and October 2017-February 2018.

Curriculum for the first class, *Cross-cultural Communication B2*, was developed in response to results from a student survey on the topic of immigration, in which learners demonstrated the following: 1) an inability to provide a correct definition for the term "immigrant," 2) a lack of understanding regarding immigrant motivations for immigrating, and

3) an inability to identify immigrant contributions to society. In addition, results suggested that learners were unable to empathize with the challenges faced by immigrants.

In an initial application of an ICL approach, learners were provided with a series of autobiographical immigrant narratives fulfilling the following criteria: 1) the texts clearly stated the immigrant's motivation for immigrating, 2) the texts made clear the activities of the immigrant in their adopted countries (the benefits of the immigrant to the country), and 3) the texts included example of cultural misunderstandings and cultural challenges to assimilation faced by the immigrants. In presenting this information to learners, it was hypothesized that learner understanding of immigrant motivations and social contributions would be increased, while efforts to take immigrant perspectives—to experience immigrant challenges and struggles in acclimating to new environments—would foster empathy towards immigrants and the immigrant experience.

Results from the first class demonstrated the efficacy of providing learners with immigrant narratives to transmit cultural knowledge. Reading about immigrant experiences, combined with attempts to take immigrant perspectives, resulted in greater learner understanding of who immigrants are, and of the motivations that underscore their decisions to move between countries. Furthermore, increased favorability towards immigrants recorded at the conclusion of the course indicated a positive shift in learner attitudes towards this specific group.

The second experimental class incorporated all three stages outlined in Figure 1 (pre-reading exercises, narrative reading, post-reading exercises), and employed flash-fiction narratives (which Thomas and Sharpard, 2006, define as very short stories, usually within 750 words in length). Curriculum for this course included flash-fiction narratives from the anthology *Flash Fiction Forward: Very Short Stories from Around the World* (2015); narrative selection involved choosing stories which presented social situations set in cultures foreign to learners, allowing them to take alternate perspectives.

In assessing the efficacy of the curriculum, the *Scale of Ethnocultural Empathy* was employed, with results from this instrument largely inconclusive. However, student questionnaires completed at the conclusion of the course suggested that the curriculum was efficacious in facilitating student ability to take alternate worldviews, and evidenced learner belief in the benefit of engaging in perspective-taking to gain cultural understanding.

Conclusions and Future Research

Literary narratives—the core of an ICL approach—are an advantageous and yet underutilized educational resource. Unlike non-narrative forms of knowledge presentation, the

use of narrative literature increases learner motivation by inviting readers to connect with experiences, attitudes, and emotions depicted in texts (Choudhary, 2016). Literature offers the benefit of being authentic (Barnett, 1989), and provides the language learner the opportunity to experience a wider range of vocabulary, when compared to informational texts (Povey, 1967). In addressing topics related to the human condition, literature encourages meaningful learner interaction with texts (Lazar, 1993) and stimulates learner imagination (Brumfit, 1986). Literature also provides content for written reflection and oral discussion, aiding in the fostering of positive social attitudes (Burke & Brumfit, 1986).

By employing narratives written from various cultural perspectives, an ICL approach harnesses these advantageous characteristics of literature, to promote the acquisition of intercultural competence. By presenting learners with authentic empathic texts of intrinsic value, they are challenged to imaginatively take the perspectives of culturally diverse individuals, in order to understand and interpret characters' thoughts, feelings, and behaviors. Furthermore, pre- and post-reading written reflections and group discussions in the target language promote the acquisition of cultural understanding and linguistic proficiency. The pedagogical power of ICL derives from its ability to provide learners with substitutional encounters, enabling the experiencing of social situations through imaginative interaction with literary protagonists. In fostering positive attitudes through the mechanism of learner generated empathic concern, ICL offers a solution to the problem of how attitudinal development toward cultural others may be fostered in learners in a variety of educational settings.

In concluding this research, a number of areas are identified, that if addressed could be expected to improve the efficacy of an ICL approach. Results produced by the instruments in both experimental classes point to the necessity of developing instruments for the measurement of: 1) learner ability to engage in perspective-taking, and 2) changes in learner attitudes towards other cultures. A second area for improvement relates to the criteria employed in the selection of narrative texts. Questionnaire results from the second experimental class indicated learners found certain narratives more impactful than others. Future curricular implementation of narratives should include a systematic and sustained analysis of those narratives indicated by learners to be impactful, as well as attempts to understand causes for narratives to be "non-impactful" (e.g., grammatical/lexical complexity, excessive abstraction, narrative length). Finally, to improve an ICL approach, further investigation and improvement regarding the selection and implementation of pre- and post-reading empathic exercises is necessary.

In presenting a new curricular approach for the university classroom, this research accomplishes a number of objectives. Through investigation in the field of intercultural

competence, conflicting understandings of the role and nature of empathy are identified, helping to explain the minimal attention that concepts of empathy have received in IC models. It is argued that a new conception of empathy is necessary, not as an attitudinal component of IC, but as a developmental *ability*, which plays a causal role in learner acquisition of cultural knowledge, pro-cultural attitudes, and the capacity to take alternate worldviews. In investigating concepts of empathy in psychology, this research presents two aspects of empathy—perspective-taking and empathic concern—that have been successfully used to increase learner empathy for the fostering of positive attitudes towards outgroups. Additionally, this research identifies factors that critically influence learner ability to engage in perspective-taking, from which learners experience empathic concern. In developing an empathy-centered approach to IC acquisition, this research also details aspects of narrative texts—reader transportation, character identification, and social simulation—that function to provide learners with an efficacious medium for encountering members of other cultures.

Combining the three components—intercultural competence, empathy, and narrative—an ICL model is presented, together with a sample curriculum incorporating the three stages of ICL—pre-reading exercises, narrative reading, and post-reading exercises. In providing results from two experimental classes, in which aspects of ICL were implemented, the ability of ICL to transmit cultural knowledge is demonstrated; learner understanding of other cultures and pro-cultural attitudes are also fostered.

An ICL approach represents a pedagogical strategy that provides learners with those abilities that will enable successful navigation of an increasingly interconnected world, one characterized by automation, artificial intelligence and, above all, rapid change. ICL promotes learner-ability to imagine the other, and develops cognitive flexibility through the formation of an ethnorelative worldview grounded in the ability to take alternate perspectives. Finally, ICL has the potential to develop intercultural competence by fostering cultural awareness and positive attitudes towards members of other groups, providing an education that prepares learners for future success as individuals, democratic citizens, and as members of an expanding global community.