

## 熊本大学学術リポジトリ

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Title	Gaining Intercultural Competence through Literature: A Contemporary Curriculum for the University Cl...
Author(s)	Ostman, David
Citation	
Issue date	2019-03-25
Type	Thesis or Dissertation
URL	<a href="http://hdl.handle.net/2298/42564">http://hdl.handle.net/2298/42564</a>
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【論文提出者】 社会文化科学研究科 文化学専攻 欧米文化学領域  
氏名 オストマン デイビッド

【論文題目】 Gaining Intercultural Competence through Literature : A Contemporary Curriculum for the University Classroom.  
(文学を通じた異文化理解力 : 大学生への新教育)

【授与する学位の種類】 博士 (文学)

#### 【論文審査の結果の要旨】

David Ostman's dissertation presents a new pedagogical approach to intercultural competence, an approach he has coined: Intercultural Competence through Literature (ICL). Experiencing ICL pedagogy, students are exposed to short literary narratives in a variety of genres, including the memoir, short-story, and poem. Literary readings involve students with the lives of protagonists hailing from diverse cultures. ICL methodology is documented through thorough data-analysis drawn from classroom research, and was shown to foster a flexible ethnorelative worldview on the part of students. This was accomplished by combining three components: 1) intercultural competence (IC), 2) empathy, and 3) literary narrative. A sample curriculum incorporating the three stages of ICL pedagogy: 1) pre-reading exercises, 2) narrative reading, and 3) post-reading exercises is included. As a result, students develop greater skill with regard to critical cultural awareness and perspective-taking, for the purpose of encouraging intercultural understanding, including cultivation of attitudes of toleration, respect, and intercultural openness. By integrating genres of literature representative of cultural diversity, students who may have little or no opportunity to experience cultural alterity are able to acquire intercultural competence (IC). As such, this new educational approach represents a signal achievement, composed of several aspects: 1) a novel educational pedagogy integrating literature with intercultural education; 2) the development of cognitive flexibility in student groups, through an increased ability to imaginatively understand real world situations from multiple cultural perspectives; and 3) the fostering of positive attitudes towards members of other cultural groups. An achievement of this research has also been the identification of contradictory definitions of empathy in the field of IC, enabling a reconceptualization of pro-cultural attitudes. This research implements a science-based approach to solve a relevant pedagogical concern: how to foster pro-social intercultural attitudes in EFL/ESL learners—a matter of significant educational creativity and value. Based upon the facts mentioned above, this thesis is judged acceptable by the Doctoral Committee.

#### 【最終試験の結果の要旨】

論文については、「論文審査の結果の要旨」に述べている通り、博士の学位論文として適格であると判断する。

平成 31 年 1 月 18 日 10 : 00 ~ 11 : 30、欧米言語文学学生研究室 II にて、4 人の審査員による口述審

査を行い、論文の内容確認とともに、質疑応答を行った。その結果、研究の主旨・位置づけ、研究方法、データの処理・分析、先行研究に関する情報等、いずれの点においても審査員の質問に対して的確かつ十分な回答がなされた。

平成 31 年 1 月 26 日 10 : 00 ~ 11 : 00、A-2 教室にて、論文の公開発表が行われ、発表及びその後の質疑に対する回答、対応ともに的確であった。

以上の通り、論文内容、口述審査、口頭発表すべてにおいて優れており、最終試験の結果として、博士の学位を授与するに適格であると判断する。

#### 【審査委員会】

主査 ギルバート リチャードヒル  
委員 隈元 貞広  
委員 バウアー トビアス  
委員 新井 英永

Mutual understanding and intercultural competence are more important than ever today because through them we can address some of the most virulent problems of contemporary societies. Manifestations of prejudice, discrimination and hate speech have become common, and political parties advocating extremist ideas have gained fresh momentum. These problems are linked to socio-economic and political inequalities and misunderstandings between people from different cultural backgrounds and affiliations. This document also offers a rationale for the systematic development of this competence, and describes a range of pedagogical and methodological approaches which are appropriate for its development in different educational contexts.