

科学研究費助成事業 研究成果報告書

令和 6 年 5 月 31 日現在

機関番号：14301

研究種目：基盤研究(C) (一般)

研究期間：2020～2023

課題番号：20K00773

研究課題名(和文) Online Intercultural Exchanges of Indigenous Psychology Concepts: Reflections on Mutual Transcultural Understanding

研究課題名(英文) Online Intercultural Exchanges of Indigenous Psychology Concepts: Reflections on Mutual Transcultural Understanding

研究代表者

ダルスキー デビッド (Dalsky, David)

京都大学・国際高等教育院・准教授

研究者番号：90512020

交付決定額(研究期間全体)：(直接経費) 3,300,000円

研究成果の概要(和文)：本研究プロジェクトでは、日本人、中国人、インドネシア人、マレーシア人の学生間におけるオンラインの異文化交流を実施する。方法として、英語を共通言語として用いた申請者による過去4年間の科研プロジェクトを進化させ、1) 意味的文化概念に関する研究問題を提起する、2) 学術文献や議論を通じて概念を理解しようとする、3) それらの成果を学術論文にまとめるとともにアニメーションを作成しウェブサイト(<https://interculturalwordssensei.org/>)に掲載する、4) さらに、それらを異文化交流に反映させるというステップを踏む。

研究成果の学術的意義や社会的意義

COVID-19の世界的な蔓延により、Zoomなどの仮想コミュニケーションツールの使用が不可欠となった。本プロジェクトでは、このようなコミュニケーションツールの異文化コミュニケーションにおける効果の可能性を探りその検証を行った。その結果、これらのオンラインツールの使用が異文化コミュニケーションにおいて効果的な手段となり得ることが示唆されたとともに、科学研究遂行の方法と理論的枠組みが提案された。

研究成果の概要(英文)：This research project involved several online intercultural exchanges between Japanese, Chinese, Indonesian, and Malaysian students. The methodology evolved from my previous 4-year KAKEN project using English as a lingua franca, which involved students 1) posing research questions about indigenous (emic) cultural concepts, 2) attempting to understand the concepts through academic readings and discussion, 3) writing academic papers about them and making animations about them for a website (<https://interculturalwordssensei.org/>), and 4) reflecting on the intercultural exchanges. Emic cultural concepts are native or indigenous to cultures and are difficult to translate and understand in other cultural contexts. For example, in Japanese: wa, honne / tatamae, and amae. Most of the students were able to successfully improve their English research skills by discussing these concepts with their international counterparts and reported some degree of transcultural understanding.

研究分野：Intercultural Communication

 キーワード：Virtual Online Exchanges Exploratory Practice Team Learning Transculturality EFL TESOL E
mic Cultural Concepts Folk Psychology

科研費による研究は、研究者の自覚と責任において実施するものです。そのため、研究の実施や研究成果の公表等については、国の要請等に基づくものではなく、その研究成果に関する見解や責任は、研究者個人に帰属します。

様式 C - 19、F - 19 - 1、Z - 19 (共通)

1. 研究開始当初の背景

Virtual online intercultural exchanges involve using online tools and applications such as Zoom for students to communicate from anywhere with an Internet connection and a suitable electronic device. Such exchanges are more cost-effective than study abroad programs and often more feasible than face-to-face international class collaboration. In many cases, such exchanges involve discussions of differences related to objective aspects of culture, such as food, customs, clothing, manners, architecture, and non-verbal communication behaviors, which can be superficial. Also, the focus can be on language exchanges; for example, an English class for Japanese students might have a virtual online exchange with a Japanese class for US American students. This report outlines the purpose, methods, and results of a series of virtual online exchanges occurring over four years. The exchanges added to the literature insofar as 1) they were theoretically rooted in cultural linguistics, 2) elements of subjective culture were discussed (i.e., such as values and beliefs), 3) a principle-based pedagogy guided the methodology, 4) a systematic method was developed to achieve the goal of “transcultural understanding,” and 5) a theoretical intercultural competence framework was induced from observations during the exchanges.

In summary, these virtual online intercultural exchanges were conducted scientifically. It is essential to note that this four-year project began before the COVID-19 pandemic to develop international university ties, particularly in Indonesia. Once the pandemic occurred, however, on-site visits had to be postponed, but the project could carry on. The online exchanges could also be conducted at Kyoto University, where classes were held via Zoom during the pandemic. Indeed, the methodology of this project was timely.

2 . 研究の目的

This research project involved online intercultural exchanges between Japanese, Chinese, Indonesian, and Malaysian students. The methods followed the principles of the inclusive practitioner research pedagogy of Exploratory Practice (Hanks and Allwright, 2009), through which students worked with teachers, collaborating in teams. The goal was to understand indigenous psychology (emic) concepts in Chinese, Malay, Indonesian (Javanese and Balinese), and Japanese practitioner-research teams by reading academic publications and having discussions in English (as a lingua franca). Then, the students reflected on the intercultural exchanges. A methodological pedagogical process was established over the years (Figure 1; Dalsky and Su, 2024), which led to the construction of a novel theoretical framework of “Cultural Concept Intercultural Competence” (Figure 2; Yang and Dalsky, under review).

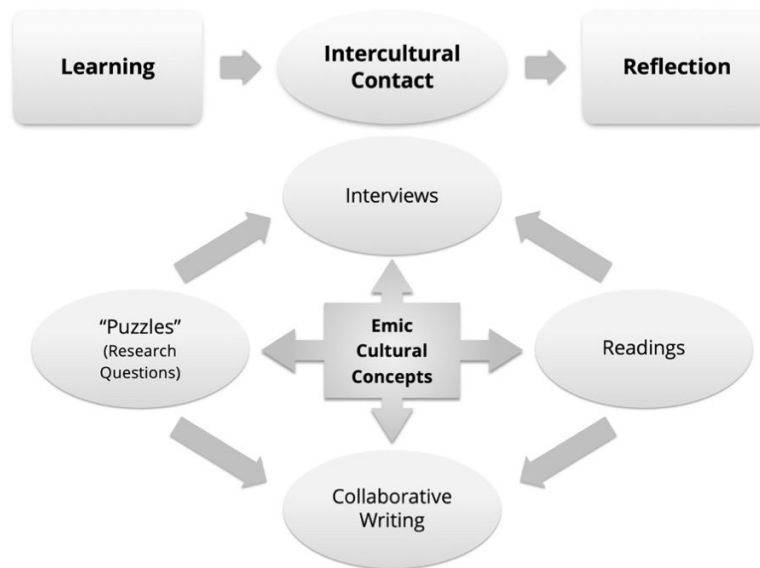


Figure 1. Conceptualization of the Virtual Intercultural Understanding Pedagogy

3 . 研究の方法

The method of the virtual intercultural exchanges engaged around the principles of Exploratory Practice (Allwright & Hanks, 2009):

The ‘what’ issues:

1. Focus on quality of life as the fundamental issue.
2. Work to understand it before thinking about solving problems.

The ‘who’ issues:

3. Involve everybody as practitioners developing their own understandings.
4. Work to bring people together in a common enterprise.
5. Work cooperatively for mutual development.

The ‘how’ issues:

6. Make it a continuous enterprise.
7. Minimize the burden by integrating the work for understanding into normal pedagogic practice.

In terms of the above principles of EP, the students “puzzled” about the indigenous concepts after trying to understand why the concepts are difficult to translate into one another’s languages and English. Participants were often observed enjoying conversations (EP Principle 1). Wondering about the meaning of indigenous concepts led to understanding (EP Principle 2). The teacher (-researcher)s facilitated the endeavor with the students (EP Principle 3). This brought “teachers/students” together, sharing and attempting to understand indigenous (emic) cultural concepts as a team (EP Principle 4), who worked together to develop and broaden perspectives (EP Principle 5). Many students exchanged WhatsApp, LINE, and Instagram information and continue to keep in touch to this day (EP Principle 6). This entire procedure is an example of conducting “inclusive practitioner research” to gain an understanding of the effectiveness of a

“Cultural Concept Method of Transcultural Understanding” (Dalsky and Su, 2024). Students researched the meaning of *culture* and the origin of their indigenous (emic) cultural concepts. They also interviewed one another to gain insights into the intercultural understanding of the concepts as they struggle to understand the meanings (EP Principle 7). Finally, all participants reflected on their experience and produced academic essays and animations related to the indigenous concepts, which were uploaded to Instagram (https://www.instagram.com/intercultural_word_sensei) and a website: <https://interculturalwordsensei.org/>

4 . 研究成果

Many students’ reflections are reported in publications that resulted from this project (i.e., Su et al., 2021; Dalsky et al., 2022; Dalsky and Su, 2024; Dalsky et al., in press). Here are a couple of representative examples:

“I think I gained a lot from the process of communicating with people from different cultural backgrounds. It’s like a trip, where you broaden your horizons, get to know some different indigenous psychological phenomena, cultural traditions, and see opinions from different perspectives. And the experience also let me know the variety inside the culture. Our Balinese partners were two girls and they were totally different types. One of them was very talkative and enthusiastic, which was in line with my ‘stereotype’ of Balinese’s personality, but the other was much quieter and calmer.”

“I was so excited to join the project and expand the learning and understanding outside the classroom. I managed to use English authentically. Moreover, I have made new friends in real life! I didn’t imagine that someday I would have a friend from Indonesia! Everything was amazing and refreshing, and most important, this project actually had an impact on my life and taught me that it’s possible to do something and make a difference. I really enjoyed this project, and I will never forget this wonderful experience! I started to think if every student can have an opportunity to do intercultural exchange, there might be less misunderstandings, and the world might be a better place.”

Finally, a “Cultural Concept Model of Intercultural Competence” (Figure 2) was constructed from an inductive approach based on observations of the exchanges and students’ comments. This is explained in Yang & Dalsky (under review).

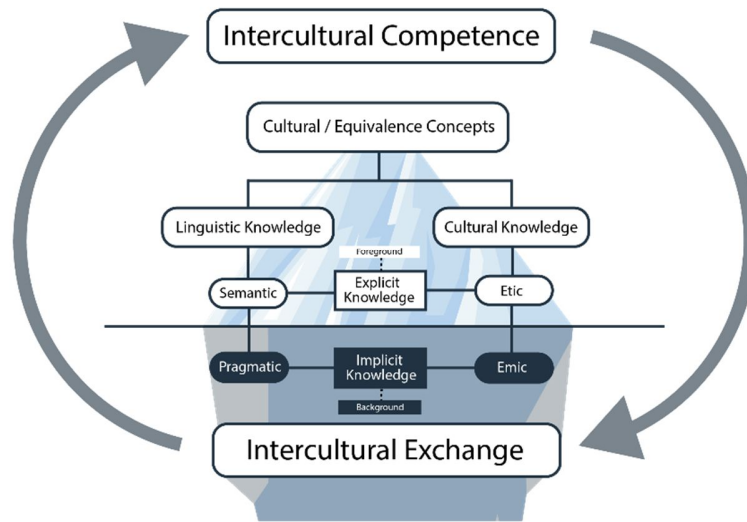


Figure 1: A Cultural Concept Model of Intercultural Competence

5. 主な発表論文等

〔雑誌論文〕 計4件（うち査読付論文 4件/うち国際共著 0件/うちオープンアクセス 1件）

1. 著者名 Su, J., Aryanata, T., Shih, Y., Dalsky, D.	4. 巻 28
2. 論文標題 English as an International Language in Practice: Virtual Intercultural Fieldwork between Balinese and Chinese EFL Learners	5. 発行年 2021年
3. 雑誌名 Changing English: Studies in Culture and Education,	6. 最初と最後の頁 429 ~ 441
掲載論文のDOI (デジタルオブジェクト識別子) 10.1080/1358684X.2021.1915748	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 -
1. 著者名 Dalsky, D., Harimurti, A., Widiyanto, C., & Su, J. Y.	4. 巻 25
2. 論文標題 A virtual intercultural training method: Exchanges of Javanese, Mandarin Chinese, and Japanese emic concepts	5. 発行年 2022年
3. 雑誌名 Journal of Intercultural Communication	6. 最初と最後の頁 121~134
掲載論文のDOI (デジタルオブジェクト識別子) なし	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 -
1. 著者名 Dalsky, D., & Mattig, R.	4. 巻 6
2. 論文標題 Intercultural learning about cultural concepts using English as a lingua franca: Online exchanges between German and Japanese university students	5. 発行年 2023年
3. 雑誌名 京都大学国際高等教育院紀要	6. 最初と最後の頁 1~17
掲載論文のDOI (デジタルオブジェクト識別子) 10.14989/ILAS_6_1	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 -
1. 著者名 Dalsky, D., & Su, J.	4. 巻 0
2. 論文標題 A Virtual Transcultural Understanding Pedagogy: Online Exchanges of Emic Asian Cultural Concepts	5. 発行年 2024年
3. 雑誌名 Journal of Transcultural Communication	6. 最初と最後の頁 1-20
掲載論文のDOI (デジタルオブジェクト識別子) 10.1515/jtc-2022-0007	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 -

〔学会発表〕 計8件（うち招待講演 5件 / うち国際学会 2件）

1. 発表者名 David Dalsky
2. 発表標題 A model of virtual intercultural training with emic cultural concepts: Theory to Practice.
3. 学会等名 2nd Japan Association for Language Teaching ICLE SIG (virtual) Conference (招待講演)
4. 発表年 2022年

1. 発表者名 David Dalsky
2. 発表標題 Intercultural communication and multifaceted globalization
3. 学会等名 Upskill International Seminar, Udayana University, Bali, Indonesia. (招待講演)
4. 発表年 2023年

1. 発表者名 David Dalsky
2. 発表標題 Effects of virtual intercultural contact on intercultural competence using English as a lingua franca
3. 学会等名 Psychology Department, Bali International University, Bali, Indonesia (招待講演)
4. 発表年 2023年

1. 発表者名 David Dalsky
2. 発表標題 Mutual Transcultural Understandings of Javanese, Mandarin Chinese, and Japanese Emic Concepts: Virtual Intercultural Training
3. 学会等名 International Academy for Intercultural Research (12th Biennial) (国際学会)
4. 発表年 2022年

1. 発表者名 David Dalsky
2. 発表標題 “Virtual Intercultural Fieldwork” as a Methodology to Theorize and Practice a Pedagogy of Mutual Transcultural Understanding
3. 学会等名 Building Multicultural Competence in Diverse Communities Conference (招待講演)
4. 発表年 2022年

1. 発表者名 David Dalsky
2. 発表標題 Intercultural Communication and Online Research
3. 学会等名 Invited lecture for the Psychology Department, Sanata Dharma University (招待講演)
4. 発表年 2022年

1. 発表者名 David Dalsky and Jyuen Su
2. 発表標題 Online Exchanges of Emic Concepts: A Virtual Mutual Transcultural Understanding Pedagogy
3. 学会等名 SIETAR-Japan (国際学会)
4. 発表年 2021年

1. 発表者名 David Dalsky and Trisna Arayanta
2. 発表標題 Virtual roundtable: Lessons learned from virtual collaborative intercultural learning projects among international partners: A focus on Indonesia
3. 学会等名 AIFIS-MSU (virtual) Conference on Indonesian Studies
4. 発表年 2022年

〔図書〕 計2件

1. 著者名 Aryayanta, T., & Dalsky, D.	4. 発行年 2024年
2. 出版社 Putra Surya Santosa	5. 総ページ数 18
3. 書名 The Dynamics of Human Civilization in the Contemporary Technological Advancement. In I. K. G. Bendesa, J. Aryowiloto, & K. R. Numadi (Eds.), The Dynamics of Human Civilization in the Contemporary Technological Advancement Era	

1. 著者名 Dalsky, D., Su, J., Widiyanto, C., Aryanata, T., Harimurti, A., Mattig, R., Yang, F.	4. 発行年 2024年
2. 出版社 Routledge	5. 総ページ数 23
3. 書名 Unlocking transcultural understanding with key Indigenous concepts “liberated” by English as a lingua franca: A decade of virtual intercultural exchanges. In J. Peng & F. Dervin (Eds.), Interculturality in educational virtual exchanges: Critical and reflexive perspectives in research and education	

〔産業財産権〕

〔その他〕

Intercultural Word Sensei: Website: https://interculturalwordsensei.org/ Instagram: https://www.instagram.com/intercultural_word_sensei/
--

6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
---------------------------	-----------------------	----

7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計1件

国際研究集会 International Workshop on Intercultural Understanding: Exploring Javanese, Balinese, Japanese, and Chinese Emic Cultural Concepts	開催年 2023年～2023年
---	--------------------

8 . 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関			
インドネシア	Sanata Dharma University			
インドネシア	Bali International Unversity			