

〈グローバル市民〉育成のための文学教育のあり方

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【梗概】近年、実益重視の教育へのシフトが、英語教育における文学教育の位置をますます危うくする一方で、その可能性を再評価の動きも活発である。たとえば、Martha C. Nussbaumは「世界市民」(Citizen of the World) 育成のためには、共感力や想像力を養う文学が不可欠であると主張する。こうした主張は、input、memory、processing といった情報処理のディスコースに則った従来のリーディング理論には欠如していた視点を提供するものとして興味深い。本発表では、まず、英語教育における文学教材の意義を理論的に概観したのち、文学を活用した授業によって、リーディング能力に加えて共感力、想像力、批判的思考力・表現力、コミュニケーション能力といった〈グローバル市民〉に必要な能力をいかに育成できるかを、発表者の授業実践報告を交えつつ考察したい。

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1. はじめに：〈グローバル市民〉とは？

① [T]he great facilities of communication, not only throughout our own country, but with distant parts of the world, are rousing men of every description to tenfold exertion in the field of competition in which they are engaged; so that their whole being is becoming swallowed up in efforts and calculations relating to their pecuniary success. If to grow tardy or indifferent in the race were only to lose the goal, many would be glad to pause; but such is the nature of commerce and trade, as at present carried on in this country, that to slacken in exertion, is altogether to fail. [. . .] [A] business only half attended to, soon ceases to be a business at all.

②産業人材育成パートナーシップ 「グローバル人材育成委員会 2010年報告書—産官学でグローバル人材育成を一」(2010年4月)におけるグローバル人材の定義

グローバル化が進展している世界の中で、主体的に物事を考え、多様なバックグラウンドをもつ同僚、取引先、顧客等に自分の考えを分かりやすく伝え、文化的・歴史的なバックグラウンドに由来する価値観や特性の差異を乗り越えて、相手の立場に立って互いを理解し、更にはそうした差異からそれぞれの強みを引き出して活用し、相乗効果を生み出して、新しい価値を生み出すことができる人材。

③鳥飼久美子「グローバル人材からグローバル市民へ」における〈グローバル市民〉の4つの条件

- (1) 自らの「アイデンティティ」をしっかりと持っていること。
- (2) 「異質性に寛容」であること。
- (3) ことばを通して他者と関係構築ができること。
- (4) 「教養人」であり、かつ「専門性」を持っていること。(51-52)

④ Given that economic growth is so eagerly sought by all nations, especially at this time of crisis, too few questions have been posed about the direction of education, and with it, of the world's democratic societies. . . .

The profit motive suggests to many concerned leaders that science and technology are of crucial importance for the future health of their nations. We should have no objection to good scientific and technical education, and I shall not suggest that nations should stop trying to improve in this regard. My concern is that other abilities, equally crucial, are at risk of getting lost in the competitive flurry, abilities crucial to the health of any democracy internally, and to the creation of a decent world culture capable of constructively addressing the world's most pressing problems.

These abilities are associated with the humanities and the arts: the ability to think critically, the ability to transcend local loyalties and approach world problems as a "citizen of the world"; and, finally, the ability to imagine sympathetically the predicament of another person. (emphasis mine, Nussbaum 2010: 7)

2. 理論：英語教育と文学

⑤ This is an important idea because it potentially returns literature to a central role as texts through which language learners can explore who they are and who they are not, and who they might be becoming as they participate in this new language. Language learning is seen as the development of new ideas and personality, rather than acquisition of a set of new labels for familiar objects or at most of new syntactic rules. Thinking and languaging are effectively inseparable in practice, so that the very objects, the classifications, ideas and beliefs are no longer the same to be labeled. (Hall 148)

⑥ 文学の言語教育における意義

1) Joanne Collie and Stephen Slater (1987)

- Valuable and authentic material
- Cultural enrichment
- Language enrichment
- Personal involvement

2) Gillian Lazar (1993)

- Motivating material
- Access to cultural background
- Encouraging language acquisition
- Expanding students' language awareness
- Developing students' interpretative abilities
- Educating whole person

3) Kinberly A. Nance (2010)

- Fosters critical thinking
- Promotes cross-cultural understanding and ethical engagement
- Encourages intellectual exploration
- Offers unique benefits to students of language
 - ・ Helps students build second language vocabulary and structures
 - ・ Helps language programs fulfill their cultural promises
 - ・ Fosters lifelong language use

*上記は①authentic なテキストを読むことを通じて豊かな表現に触れことばに対する感性を高めるという言語的意義、②異文化理解、他者理解を促進するという文化的意義、③批判的思考能力を高め人間としての成長を促すという人格陶冶的意義の3つに大別できる。

⑦ The arts cultivate capacities of judgement and sensitivity that can and should be expressed in the choices a citizen makes. To some extents this is true of all the arts. . . . But in a curriculum for world citizenship, literature, with its ability to represent the specific circumstances and problems of people of many different sorts, makes an especially rich contribution. (Nussbaum 1997: 86)

⑧ We need to cultivate intellectual curiosity—one of the great gifts teachers can share with our students—and that certainly fits into “the genuine pleasure of intellectual inquiry” about which Fish speaks. But intellectual curiosity goes beyond that; it is the zeal to know about the world in which we live, to want through our reading and our own experience to understand how other people have lived in different times and how they live in different places. . . .

We need . . . to teach our students to read critically and imaginatively, understand implicit and explicit arguments, write lucidly and precisely, and speak articulately and coherently. (Schwartz 127)

⑨ Curriculum Planning & Development Division, Ministry of Education, Singapore, “Literature in English: Teaching Syllabus 2013”

Literature is the critical study of literary texts.¹ Central to the subject is the critical analysis of how language is purposefully and creatively used in texts in order to create meaning and explore issues or themes. Through the literary skills of reading and responding critically and personally to literary texts, students actively construct meaning and in the process make connections between the texts, their lives and the world. The study of Literature encourages students to enter imagined worlds and explore, examine, and reflect on both current and timeless issues, as well as their individuality and humanity.

The study of literary texts both sharpens and broadens students’ minds. The critical thinking skills uniquely offered by the study of Literature include:

- cultivating a questioning mind;
- exploring personal and social issues; and
- interrogating and managing ambiguities and multiple perspectives.

Literature also builds in students’ socio-cultural sensitivity and awareness, as well as a global outlook, by offering opportunities for them to explore a wide range of literary texts written in different contexts and from various parts of the world, connecting them to other ages and cultures. It develops empathy and stimulates thinking about beliefs and values.

These characteristics of the subject are aptly suited to the 21st century, which is a time of rapid development and shifting perspectives in many areas, including the socio-cultural and the ethical-moral. The national initiatives of 21st Century Competencies, Social and Emotional Learning, National Education and Thinking Skills are naturally woven into Literature. The knowledge, skills and dispositions acquired and opportunities grasped in the study of Literature will stand students in good stead as active citizens of Singapore and the world. (emphasis mine)

3. 実践:同志社大学グローバル・コミュニケーション学部 3 年生対象の Intermediate Seminar 2 (秋学期)での実践

3. 1. 授業の概要

【基本情報】

対象	同志社大学グローバル・コミュニケーション学部英語コース 3 年次生
対象人数	2013 年度 : 7 名 2014 年度 : 12 名 2015 年度 : 7 名 2016 年度 : 8 名 全員 2 年次に平均 10 か月間の英語圏の大学での留学を経験)
英語のレベル	TOEIC 2016 年度 3 月実施 830 TOEFL-ITP 544.3 (学部英語コース平均)
科目の目的	「3 年次から 4 年次では、ゼミ関係科目で専門分野に関する文献を講読し、課題について根拠を示して自らのことばで意見をまとめ発表する学修を通じて、論理的思考力・表現力を涵養する」(学部カリキュラム・ポリシーより) 学生は 3 年次に文化・社会・言語の 3 分野からいずれかのゼミを選択します。
使用テキスト	<i>Alice's Adventures in Wonderland, Little House on the Prairie, Harry Potter and the Philosopher Stone, The Metamorphosis</i> (各テキスト 3 回の授業、7 回目と 15 回目の授業は Review にあてる。)
各セッションの中心 的テーマ	① <i>Alice's Adventures in Wonderland</i> : カルチャーショックと適応、異文化間コミュニケーション、アイデンティティの構築 ② <i>Little House on the Prairie</i> : 文化間衝突と交流、文化表象 ③ <i>Harry Potter and the Philosopher Stone</i> : アイデンティティの構築、文化間衝突 ④ <i>The Metamorphosis</i> : マイノリティの問題、包摂と排除
アサイメント	各セッションが終わるごとに約 300 語の要約と約 500 語のエッセイを提出
留意点	・ 文学を読むことの意義を明示的に伝える。 ・ 課題を明確にする。 ・ 英語の 4 技能がバランスよく伸張するようにする。

3. 2 : 成果

【2016 年度生学期末アンケート】(対象者 : 8 名 各項目 5 段階評価平均)

4 冊の小説を読むことでリーディングの力が高まった	4.1
サマリーとエッセイを書くことでライティングの力が高まった	4.0
英語でディスカッションをすることでスピーキングの力が高まった	4.1
批判的思考力が身についた	4.6
さまざまな視点で考える能力が身についた	4.8
授業の内容に興味を持てた	4.9
授業で学んだことは将来役立つと思う	5.0
これからも英語の小説を読みたいと思う	3.5

【学生のエッセイから】(下線部は発表者による)

① *Alice's Adventures in Wonderland*

After I finished reading this story and writing this essay, I finally realized why this book was picked as our topic. This story is not just a book tells us fantasy and imagination, but the one describes intercultural communication and growth of a seven-year-old girl with a lot of odd and attractive events. I was not a big fun of books and still am not, then it was quite hard to finish reading it up. However, I found it interesting reading this story and I am looking forward seeing myself change with this new hobby.

② *Little House on the Prairie*

This novel includes several conflicts between the Native Americans and the white settlers in their new life in the territory of Indians. The settlers consider the Indians as “they” and the White as “us.” When people goes into a new culture, it is important for the newcomers not to actually consider themselves as “us” and indigenous people as “they.” Looking objectively, it is clear that the settlers are distinguishing the difference between the Native Americans and settlers, however, it is because there is no description from Indians side, it is hard for the reader to consider what the Native Americans think about the White settlers. The story is written from the White settler’s perspective, however, in order to understand what was going on around that time, it is important to consider the both sides perspective. Native Americans and settlers should have thought about each other.

③ *Harry Potter and the Philosopher’s Stone*

Considering those conflicts, name has roles; to define groups, to enhance loyalty, to shape people, and to represent the name’s owner itself. Sometimes, naming create, or emphasize, more conflicts, because you become aware of difference of others. The conflicts in *Harry Potter and the Philosopher’s Stone* shows that name is used to differentiate something, clarify the position, and establish identity.

④ *The Metamorphosis*

Depictions of Gregor must be a message from Kafka. He must argue that a lot of social problems are happened because of the lack of communication. He expressed problems of minority by depicting weird monstrous insect. In the story, humans/majority arbitrary identifies insect-like Gregor/minority as ‘different’ without talking with him. The ending must be different if the family/majority get close and communicate with Gregor/minority. His novel makes many people notice that a lot of today’s problems could be solved by accurate communication.

【アンケート自由記述欄から】

*最近、自分でも驚くほど、本（日本語ですが）を自発的に読むようになりました。これまではあまり興味がなかったのですが、本を読んでそこから何を得心するか思考する楽しさを学びました。

*ハリーポッターやアリスなど、自分の知っていたストーリーでも、見方を変えて読んでみるといろいろな価値観が見えてきておもしろかった。

*物事の考え方の視点が変わり、今まで気に留めなかったような事柄も考えられるようになりました。

*minority についてより考えるようになりました。どの様に扱われているか等、深く考えた事が無かったので、本を通してそれが学べて良かったなあとと思う。

*異文化表象という概念を学んで、一つの物事を多角的に見る視点が身についたと思います。

4. むすび

Democracies have great rational and imaginative powers. They also are prone to some serious flaws in reasoning, to parochialism, haste, sloppiness, narrowness of the spirit. Education based mainly on profitability in the global market magnifies these deficiencies, producing a greedy obtuseness and a technically trained docility that threaten the very life of democracy itself, and that certainly impede the creation of a decent world culture.

If the real clash of civilization is, as I believe, a clash within the individual soul, as greed and narcissism contend against respect and love, all modern societies are rapidly losing the battle, as they feed the forces that lead to violence and dehumanization and fail to feed the forces that lead to cultures of equality and respect. If we do not insist on the crucial importance of the humanities and the arts, they will drop away, because they do not make money. They only do what is much more precious than that, make a world that is worth living in, people who are able to see other human beings as full people, with thoughts and feelings of their own that deserve respect and empathy, and nations that are able to overcome fear and suspicion in favor of sympathetic and reasoned debate. (Nussbaum 2010: 142-43)

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Week 3: Alice's Adventures in Wonderland (1)

Discussion 1: General Impression

- 1) What is your general impression of the story? Did you like it, and did you find it interesting?
- 2) What character do you like the best, and why?



Essay Topic

Alice's Adventures in Wonderland can be read as a story of cross-cultural experience of a young girl, Alice. She experiences a "culture-shock," encountering various strange people and creatures in Wonderland. She sometimes feels bewildered and disoriented without knowing what to do and sometimes tries hard to adjust herself to the new culture.

Examining the novel from this perspective, discuss the following questions by citing some examples from the text.: 1) what she has experienced and learned, and 2) how she has changed through her experience of cross-cultural conflicts in Wonderland. (500-600 words)

How to Write a Good Summary

- Start with a topic sentence that summarizes the story.
ex) *Alice's Adventures in Wonderland* is the story of the adventure of a seven-year-old girl Alice in the strange world of the underground.
- Summarize the story following the chronological order of the episodes. Introduce important characters and events in the story. Use the present tense.
ex) While listening to a tale told by her elder sister, Alice falls asleep and dreams a strange dream.
- End the summary with the paragraph that summarizes the main ideas of the story.
ex) *Alice's Adventures Wonderland* is a complex story full of riddles, mysteries, and the incomprehensible interactions. In spite of the complexity, however, it has been loved by many children and adults all over the world because of its vivid description of the wonders of the dreamland of imagination.

Review: Chapter 1-4

Put the following episodes in the order that happens in the text.

- () Alice gets smaller again after eating a piece of cake that the white rabbit has thrown in.
- () Alice drinks the liquid in a bottle and finds herself being only ten inches tall.
- () Alice eats a piece of cake and finds herself getting bigger and bigger.
- () Alice holds the rabbit's fan and finds herself getting smaller again.
- () Alice is drowned in the pool of her tears.
- () Alice is sitting by her sister and peers into the book her sister was reading.
- () Alice runs after the white rabbit, and finds a rabbit hole.
- () Alice finds a small door leading to a beautiful garden.
- () Alice meets the white rabbit again, who tells her to look for his gloves and fan.
- () Alice cries without knowing what to do.
- () Alice falls down a hole and comes upon a heap of sticks and dry leaves.
- () Alice gets out of the water by holding the tail of the mouse.
- () Alice meets a group of animals, and they starts a caucus race to make themselves dry.
- () Alice finds the rabbit's globes and fan in a room of a small house, but after drinking the liquid of the bottle, she grows too big to get out of the house.

Questions about Chapter 1 to 4

1) What kind of girl is Alice? Give some adjectives to describe her and the reason why you think so.

adjective	reason

2) What kind of feelings or emotion does Alice have in the new environment of Wonderland?

3) How does Alice's feelings change in each chapter? Did you experience similar changes in your study abroad? When did you feel depressed and when did you feel happy?

Chapter 1

positive

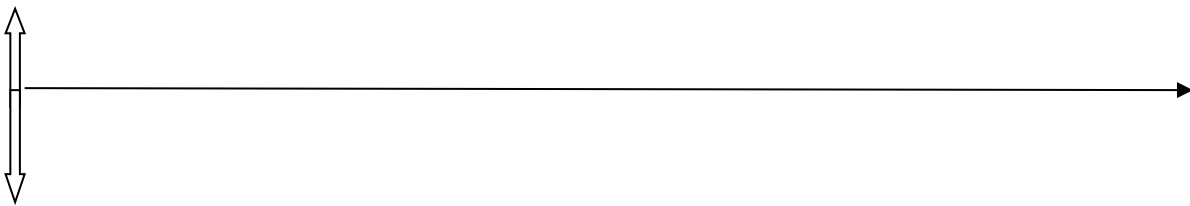
falls down
the hole



negative

Chapter 2

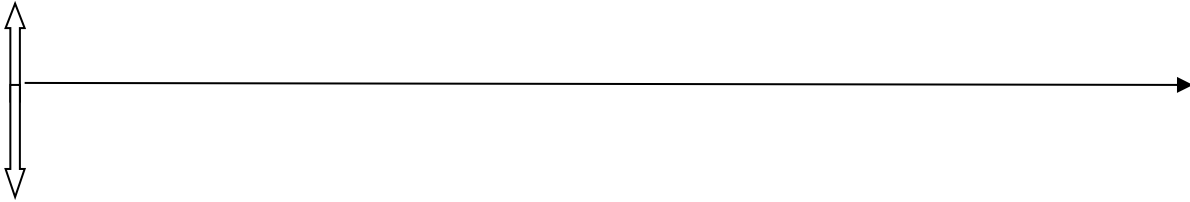
positive



negative

Chapter 3

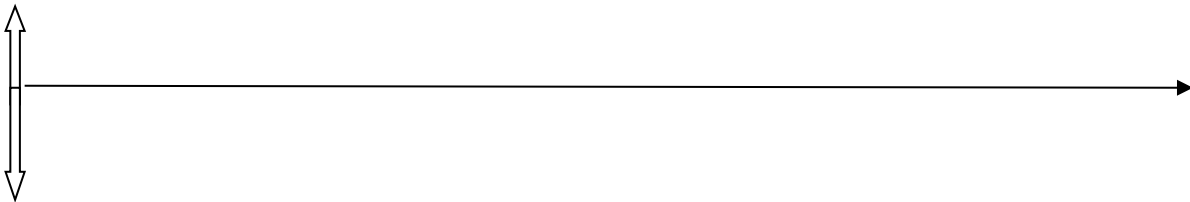
positive



negative

Chapter 4

positive



negative

- 4) How does Alice's sense of identity change as the story goes on?
- 5) Alice often has some problems in communication in Wonderland. Give some examples.
- 6) What similarities and differences do you find between Alice's experience in Wonderland and your experience in your study abroad?

Culture shock	
Sense of identity	
Intercultural communication	

For the Next Class

- Read Chapter 5-8
- Read “Cross-Cultural Conflict and Adjustment,” and consider what part of the article is applicable in explaining Alice's experiences.

Alice's Adventures in Wonderland (sample lesson)

アリスは白ウサギを追って穴に落ち、不思議な世界に迷い込んでしまいます。液体を飲んで小さくなったり、ケーキを食べて大きくなったりして、アリスはどうしていいのか分らず、ついに泣き出してしまいます。気を取り直して泣き止んだアリスは、白ウサギの残っていた扇子であおいでいるうちに今度はまた小さくなってしまい、自分の流した涙の海で溺れてしまいます。そこにネズミがやってくるのですが・・・。

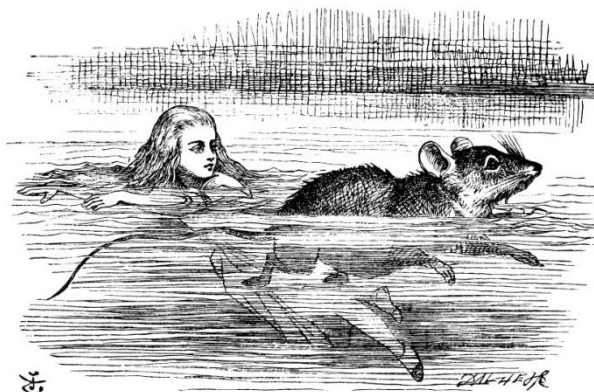
‘I wish I hadn’t cried so much!’ said Alice, as she swam about, trying to find her way out. ‘I shall be punished for it now, I suppose, by being drowned in my own tears! That WILL be a strange thing, to be sure! However, everything is strange today.’

Just then she heard something splashing about in the pool a little way off, and she swam nearer to make out what it was: at first she thought it must be a walrus or hippopotamus, but then she remembered how small she was now, and she soon made out that it was only a mouse that had slipped in like herself.

‘Would it be of any use, now,’ thought Alice, ‘to speak to this mouse? Everything is so out-of-the-way down here that I should think very likely it can talk: at any rate, there’s no harm in trying.’ So she began: ‘O Mouse, do you know the way out of this pool? I am very tired of swimming about here, O Mouse!’ . . . The Mouse looked at her rather curiously, and seemed to her to wink with one of its little eyes, but it said nothing. ‘Perhaps it doesn’t understand English,’ thought Alice; ‘I suppose it’s a French mouse, come over with William the Conqueror.’ (For, with all her knowledge of history, Alice had no very clear notion how long ago anything had happened.) So she began again: ‘Où est ma chatte?’* which was the first sentence in her French lesson-book. The Mouse gave a sudden leap out of the water, and seemed to shake all over with fright. ‘Oh, I beg your pardon!’ cried Alice hastily, afraid that she had hurt the poor animal’s feelings. ‘I quite forgot you didn’t like cats.’

‘Not like cats!’ cried the Mouse, in a loud, passionate voice. ‘Would YOU like cats if you were me?’

‘Well, perhaps not,’ said Alice in a soothing tone: ‘don’t be angry about it. And yet I wish I could show you our cat Dinah: I think you’d take a fancy to cats if you could only see her. She is such a dear quiet thing,’ Alice went on, half to herself, as she swam lazily about in the pool, ‘and she sits so nicely by the fire, licking her paws and washing her face—and she is such a nice soft thing to hold—and she’s such a capital one for catching mice—oh, I beg your pardon!’ cried Alice again, for this time the Mouse was looking very annoyed indeed, and she felt certain it must be really offended. ‘We won’t talk about her any more if you’d rather not.’



‘We indeed!’ cried the Mouse, who was trembling down to the end of his tail. ‘As if I would talk on such a subject! Our family always HATED cats: nasty, low things! Don’t let me hear the name again!’

‘I won’t indeed!’ said Alice, in a great hurry to change the subject of conversation.

(Free Graded Readers 4000-word version)

*Où est ma chatte?: Where is my cat?

Comprehension Questions

- 1) Why does Alice talk to the mouse in French?

- 2) Why does the mouse seem to shake all over with fright?

- 3) What was Alice talking about when the mouse is looking really annoyed?

Discussion

- 1) Alice makes the mouse offended because she brings an inappropriate topic. Can you remember a time when you offended somebody by breaking a taboo in conversation? If yes, when was it, whom you were talking with, and what did you talk about?

- 2) Here are some comments about what conversation topic is considered as taboo in America. Do you think there is a difference with that in Japan? If yes, what is it?

- * The one thing you can't say to an American: "You're fat."
- * You would never tell a person that they look like they've gained weight unless this was their goal.
- * Referring to a person's racial or ethnic appearance when describing them physically. There is not uniform agreement on this.
- * Lack of success or failure: Unless there is a heartwarming uplift in the end, it is avoided.
"My kid was hit by a car last year and I need to spend every waking hour caring for him."
"I got laid off. My training is no longer relevant and I'm 50."
- * How much money you earn, dialogues about race and ethnicity, many people are quite uncomfortable with their "negative" emotions here, so anger, sadness, fear, etc are often a taboo subject and are expressed another way.
- * Here in the States, as a writer and publisher of books that deal with death preparation, I've noticed that the subject of death could qualify as "taboo", since death is widely feared in our society, unfortunately.

(From "Quora: What topics of conversation are considered taboo in America that aren't in other countries? Why?" <https://www.quora.com/What-topics-of-conversation-are-considered-taboo-in-America-that-arent-in-other-countries-Why>)

- 3) What topics of conversation is considered as taboo in Japan?

- *
- *
- *

Grammar 仮定法

私たちは事実とは異なることを考えたり願ったりします。そういう時に使うのが「仮定法」です。

* I wish I hadn't cried so much! 「あんなに泣かなければよかったわ」

過去の事実と異なる願望: **I wish** + **主語 + 過去完了**

* I wish I could show you our cat Dinah. 「あなたに飼い猫のダイアナを見せてあげられたらいいのに」

現在の事実と異なる願望: **I wish** + **主語 + 過去形**

* Would YOU like cats if you were me? 「あなたが私だったら猫は好きになるかね？」

現在の事実とは異なる仮定: **If + 主語 + 動詞の過去形** + **主語 + would (could/should/might) + 原形**

<Exercise>

① 事実とは異なる願望を表す文章を2つ作りなさい。

I wish _____

I wish _____

② 次の文章を完成させなさい。

If I were a millionaire, _____

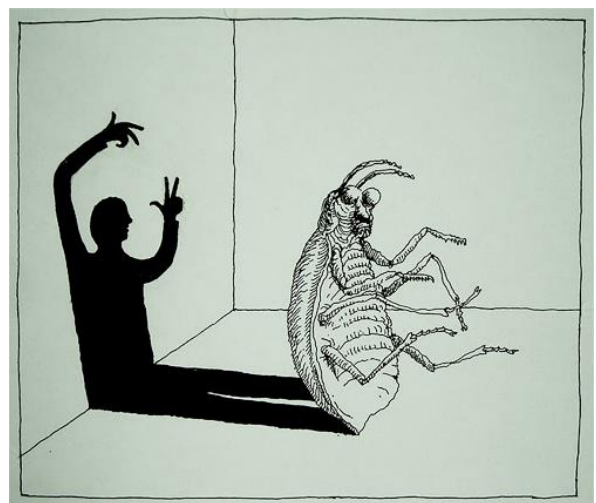
If I had a "anywhere door," _____

If _____

***The Metamorphosis* (sample lesson)**

フランツ・カフカの有名な小説『変身』(*The Metamorphosis*)は、主人公グレゴール・ザムサ(Gregor Samsa)がある朝目覚めると巨大な虫に変身していたところから始まります。家族はどのように彼に接して良いのかわからず戸惑いますが、妹が嫌々ながらも兄の身の回りの世話をするようになります。ザムサが自分の部屋の壁を這うのが好きだと知った妹は、部屋の家具を動かしてあげようと思いつきますが・・・。

Out of consideration for his parents, Gregor wanted to avoid being seen at the window during the day, the few square meters of the floor did not give him much room to crawl about, it was hard to just lie quietly through the night, his food soon stopped giving him any pleasure at all, and so, to entertain himself, he got into the habit of crawling up and down the walls and ceiling. He was especially fond of hanging from the ceiling; it was quite different from lying on the floor; he could breathe more freely; his body had a light swing to it; and up there, relaxed and almost happy, it might happen that he would surprise even himself by letting go of the ceiling and landing on the floor with a crash. But now, of course, he had far better control of his body than before and, even with a fall as great as that, caused himself no damage. Very soon his sister noticed Gregor's new way of entertaining himself—he had, after all, left traces of the sticky substance from his feet as he crawled about—and got it into her head to make it as easy as possible for him by removing the furniture that got in his way, especially the chest of drawers and the desk. Now, this was not something that she would be able to do by herself; . . . so his sister had no choice but to choose some time when Gregor's father was not there and fetch his mother to help her. As she approached the room, Gregor could hear his mother express her joy, but once at the door she went silent. First, of course, his sister came in and looked round to see that everything in the room was alright; and only then did she let her mother enter. Gregor had hurriedly pulled the sheet down lower over the couch and put more folds into it so that everything really looked as if it had just been thrown down by chance. Gregor also stopped himself, this time, from spying out from under the sheet; he gave up the chance to see his mother until later and was simply glad that she had come. “You can come in, he can't be seen”, said his sister, obviously leading her in by the hand. The old chest of drawers was too heavy for a pair of weak women to be heaving about, but Gregor listened as they pushed it from its place, his sister always taking on the heaviest part of the work for herself and ignoring her mother's warnings that she would strain herself. This lasted a very long time. After labouring at it for fifteen minutes or more his mother said it would be better to leave the chest where it was, for one thing it was too heavy for them to get the job finished before Gregor's father got home and leaving it in the middle of the room it would be in his way even more, and for another thing it wasn't even sure that taking the furniture away would really be any help to him. She thought just the opposite; the sight of the bare walls saddened her right to her heart; and why wouldn't Gregor feel the same way about it, he'd been used to this furniture in his room for a long time and it would make him feel abandoned to be in an empty room like that. Then, quietly, almost whispering as if wanting Gregor (whose position she did not know) to hear not even the tone of her voice, as she was convinced that he did not understand her words, she added “and by taking the furniture away, won't it seem like we're showing that we've given up all hope of improvement and we're abandoning him to cope for himself? I think it'd be best to leave the room exactly the way it was before so that when Gregor comes back to us again he'll find everything unchanged and he'll be able to forget the time in between all the easier”. (Free Graded Readers 4000-word version)



Comprehension Question

- 1) What habit does Gregor get into?

- 2) What does his sister think of doing for him?

- 3) Why does his mother think it would be better to leave the chest where it is?
*
*

Discussion

- 1) Work in two groups. One group supports the Gregor’s sister’s position, and the other his mother’s. First, consider the argument to support each position, and then hold a debate.

Gregor’s sister’s position	Gregor’s mother’s position

Which position do you support, and why?

If you were Gregor, which position would you prefer, and why?

- 2) How do you think this episode develops?
- 3) Gregor’s sister and his mother’s opinion represent two positions in dealing with the minority. One is to respect cultural differences and maintain diversity, and the other is to respect equality of all members of society and promote the minority’s assimilation. Discuss pros and cons of each position.

Grammar 仮の主語・目的語 + to 不定詞

It が仮の主語・目的語、そのあとの to 不定詞が真の主語・目的語となる構文です。

* it was hard to just lie quietly through the night. 「夜じゅうじっと横たわっているのは辛かった」

* she got it into her head to make it as easy as possible for him.

「彼女は彼ができるだけ簡単にできるようにしてあげようと思った」

* it would be better to leave the chest where it was.

「チェストはもとあった場所に置いておくほうがいいでしょう」

* it would make him feel abandoned to be in an empty room like that.

「こんな風に空っぽの部屋にいと彼は放っておかれたように感じるだろう」

<Exercise>

次の文章を完成させなさい。

I found it interesting to _____

It can be very difficult to _____

Homework assignment : Read the rest of the section and see how this episode develops.