論文の英文要旨	
論文題目	Exploring Alfred Adler's Concept of Courage for Emotional Difficulties in communicating with Alien Others with a focus on English Education in Today's Globalized Society
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In today's globalized world, there is an urgent need to develop human resources who can cope with communicating with "alien others" who have different values and cultural backgrounds (MEXT, 2011; Tajima, 2021). However, it has been stated that Japanese students are hesitant to communicate with them in English due to negative emotional factors such as anxiety and nervousness, even if they have sufficient knowledge of English (e.g., Sakamoto, 2013). In this dissertation, I conceptualize the English communication required in today's globalized world as "English communication with alien others" and aim to discuss the best way to deal with the emotional difficulties from a psychological perspective.

In psychology, communication with alien others is called "boundary crossing" (Engeström, 2001). Previous research on boundary crossing has focused on negative emotional factors such as anxiety (Lindqvist, 2019; Tsui & Law, 2007). However, based on the previous research, this paper attempts to focus on positive emotional factors in which courage is likely to play an effective role in facilitating boundary crossing.

In the previous studies that have discussed the benefits of courage, they have all been based on a practical rather than an empirical perspective. Thus, there has been no systematic demonstration of courage in the context of boundary crossing. In addition, previous studies have been limited to either interview studies or theoretical studies, and no statistical studies have been conducted.

In view of the above, I found it necessary to conduct quantitative research by using statistics to examine the effect of courage on boundary crossing quantitatively and empirically.

To accomplish this task, this dissertation consists of seven chapters in three parts: theoretical research (from Chapter 1 to 4), empirical research (Chapter 5 & 6), and discussion (Chapter 7). The following is an overview of the chapters that make up this dissertation. In Chapter 1, I introduced a concept of "communication in English with alien others" and conducted a review of research on English education in Japan and the Common European Framework of Reference for Languages (CEFR). Through an analysis of English education and the concept of "mediation" in the CEFR (Council of Europe, 2018), I argue that emotional factors are not sufficiently considered in this type of communicative situation.

In the following Chapter 2, I examined the emotional factors in boundary crossing from the perspective of "communication on the use of the mother tongue with alien others," a concept that indicates boundary crossing in the mother tongue. I applied this to communication in English with alien others because no studies of boundary crossing have been conducted in the context of it. As a result of a review of previous research, I decided to focus on courage as an emotional factor to address the issue of the emotional factor in boundary crossing, based on the finding that courage is likely to play an important role in boundary crossing in the same way as agency in boundary crossing (c.f., Tajima, 2016). I also discussed the need to propose a framework to integrate previous studies on courage in boundary crossing, as there is no systematic framework in previous studies.

In Chapter 3, I focused on Alfred Adler's theory of courage, on which he did pioneering

research on courage from a psychological perspective, and proposed the "ACT model," which views Adler's concept of courage along two axes: "Striving for Superiority over oneself" and "Social Interest". Using this framework, I conducted a systematic reinterpretation of the existing studies on courage to integrate studies in the field of boundary crossing.

This chapter also focused on the idea of "Encouragement" as a part of Adler's theory of interpersonal support that cultivates courage. I made a connection between the theoretical concept of encouragement and practical studies of interpersonal support by referring to Kikushima's (2003) theory of social support.

In the following Chapter 4, which is the last chapter for theoretical research, I summarize the theoretical research to this point and present the objectives of the empirical studies.

In Chapter 5, I developed a courage scale based on the ACT model and conducted a survey and statistical analysis to examine the effect of social support and courage on boundary crossing. The developed scale consists of two factors: "striving for superiority over oneself" and "social interest", which are consistent with the theoretical framework of the ACT model. Sufficient reliability and validity were also confirmed. Statistical analysis revealed that social support has a positive indirect effect on boundary crossing when social interest is mediated and thus social support functions as encouragement, while social support has a negative direct effect on boundary crossing.

In the following Chapter 6, which is a concluding chapter for empirical studies, I developed a lesson program and conducted it to verify the results of the questionnaire in a more practical way. As a result of topic selection, flat earth task in which participants are asked to persuade an imaginary nephew who believes in the flat earth theory from the standpoint of the earth sphere theory were adopted. As a result of the lesson program, it showed that the participants' social interest significantly increased, and more productive way of boundary crossing are developed. It also implied that the encouragement among the participants could promote these factors, and the teacher's encouragement also could have an effect.

In Chapter 7, which is the final chapter of this dissertation, I discussed the contribution of this dissertation to English education based on the findings in the empirical studies and discuss plans in the field of education.

The novelty of this paper is that it shows that encouragement as an interpersonal support among peers is effective in fostering the courage to cope with emotional difficulties both theoretically and empirically, which is often overlooked in English education. To foster such relationships among students, teachers are expected to provide opportunities and environments in and out of the classroom where friends can encourage and build each other up.