

# Comparative Culture

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# Comparative Culture

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## **Assessing the Efficacy of Content and Language Integrated Learning (CLIL) On Vocabulary Acquisition**

**Iain Stanley**

### **Abstract**

The purpose of this study was to evaluate the effectiveness of a 'Content and Language Integrated Learning' (CLIL) approach to teaching vocabulary in a college-level photography course taught in English. In the first year of the course, many students reported difficulty with the specialized vocabulary used in photography, most of which falls outside the most common 2,000 words in the New General Services List. In response, the second year of the course used a CLIL approach to teaching vocabulary. The study included 37 students who were given a vocabulary quiz on the first and last days of the course. The results showed that the CLIL approach was highly effective for teaching vocabulary in this context.

### **Introduction**

At a liberal arts college in rural, southwest Japan, students in their first year English classes are divided into groups based on their proficiency in English. These classes are all taught in English and include oral communication with a focus on grammar, intensive and extensive reading, and academic writing. All classes are taught by a single teacher. In addition to English, first year students must also take classes in subjects like psychology, philosophy, sociology, and economics. These classes are unique in that they are team-taught, with two teachers in the classroom at all times: one who is an expert in the subject matter and another who can assist with language issues that may come up.

In their second year, college students can take content-based courses that are not team-taught. These courses, which include topics like 'Photography in a Japanese Context' and 'Japanese Popular Culture and Media', are the students' first experience in a content-based class without two teachers present. Importantly, these elective courses are not organized according to English proficiency, so there is a mix of skill levels in the classroom. This can provide a range of learning opportunities, but it can also be challenging for both teachers and students, especially when class content and language are difficult for lower-level learners.

In the first year of teaching the photography-related course, it became clear that some of the technical terms were beyond the comprehension of many students. This was understandable, as many of the terms were not part of commonly known vocabulary such as those found in the General Services List and were very specific to the course. However, this posed a problem as a lot of the language used in class was specific to the context and lessons and could not be avoided. In anonymous evaluations at the end of the 16-week semester, students reported that their biggest challenge throughout the course was with the photography-specific terminology and jargon that they were not familiar with and had not encountered before.

In the second year of the course, a Content and Language Integrated Learning (CLIL) approach was adopted to address the students' difficulties with vocabulary. This approach emphasized the importance of both language and content in each class and in all class materials and worksheets. Language tasks were more carefully structured to support the students' learning. This was a departure from the first year of the course, where the focus was primarily on content, with less attention given to language.

The aim of this research is to investigate the effectiveness of a CLIL approach to learning course-specific vocabulary. To test the hypothesis that a CLIL approach has an impact on vocabulary acquisition, a vocabulary quiz on photography terminology was administered to students at the beginning and end of the class. The results of the pre- and post-quizzes will be compared to determine the impact of the CLIL approach on vocabulary acquisition.

## **Literature Review**

CLIL is a teaching approach that integrates language learning with subject-based content, so that both language and the subject being studied are given equal importance (Marsh 2002). This approach often involves using the second or additional language as the medium of instruction in order to facilitate language learning. Different scholars may have slightly different interpretations of CLIL, but the central idea is that it emphasizes the equal connection between language and content in education (Ting, 2010). The idea of a balanced split between language and content instruction in CLIL classrooms is a desirable goal, but research has shown that it is difficult to achieve in

practice (Dalton-Puffer, 2007; Mehisto, Marsh, & Frigols, 2008; Pérez -Vidal, 2009).

Some argue that as long as there is a dual focus on language and content, it can still be considered CLIL, even if the split is disproportionate (Marsh, 2002). However, this view may be problematic because it is difficult to imagine a non-CLIL language class that has less than 10% focus on content. This broad definition of CLIL may be inclusive, but it lacks specificity.

In Coyle's definition, CLIL (Content and Language Integrated Learning) is considered an educational approach that can be understood in various ways. Some scholars view CLIL in relation to the instructional techniques and practices used by educators to facilitate second or foreign language learning (Ball et al., 2010; Hüttner et al., 2010), while others see it as a tool for pedagogy (Coyle, 2002) or an innovative approach to methodology (Eurydice, 2006). Some scholars focus on CLIL's curricular aspects (Langé, 2007; Navés & Victori, 2010), while others see it as flexible in terms of curricular design and timetable organization (Coyle, 2007).

In short, there are different ways of understanding CLIL, including as a whole program of instruction, as isolated classes, or as activities in a second or foreign language. It is generally accepted that CLIL involves using an additional language as a medium of instruction, but there is no one single approach or theory for CLIL pedagogy (Wolff & Marsh, 2007; Coyle, 2007). The key difference between CLIL and traditional language teaching is its focus on content, which is often considered unique and innovative (Marsh & Frigols, 2008).

Nation (2013) suggests that educators and learners can use a variety of techniques to develop their word knowledge. These techniques include saying new words out loud, writing them down, providing definitions, and using dictionaries and word lists. These methods help learners develop different aspects of word knowledge, such as spelling, pronunciation, and grammar (Nation, 2013). Nation (2011) also emphasizes the importance of explicit vocabulary learning but advises against spending too much time teaching words that are not commonly used in English. Instead, students should be encouraged to learn these words on their own using effective vocabulary learning strategies and through natural encounters with the language in class materials.

According to Schmitt (2008), learners need to encounter a new word eight to ten

times in order to sufficiently learn its meaning, while Webb (2007) suggests that learners need more than ten exposures to a new word in order to gain meaningful knowledge. However, the exact number of repetitions needed can vary depending on factors such as motivation, attention, and the quality of teaching. Additionally, the spacing of repetitions can also impact language acquisition, as noted by Nation (2013) and others (Ebbinghaus, 1913; Weltens & Grendel, 1993). With the development of learning technology, learners now have access to a wider range of resources to help with vocabulary acquisition (Nurmukhamedov, 2012).

## **Method**

### ***Participants***

In this study, a group of 37 second-year students from a liberal arts college in southwestern Japan participated. They were all informed about the research and assured that their anonymity would be preserved. Each student gave their consent to participate.

### ***Instruments***

On the first day of the course, students were given an online vocabulary quiz on Moodle, the college's Learning Management System (LMS). All second-year students had accounts on the college's Moodle site and were required to join the course with a password in order to take the quiz.

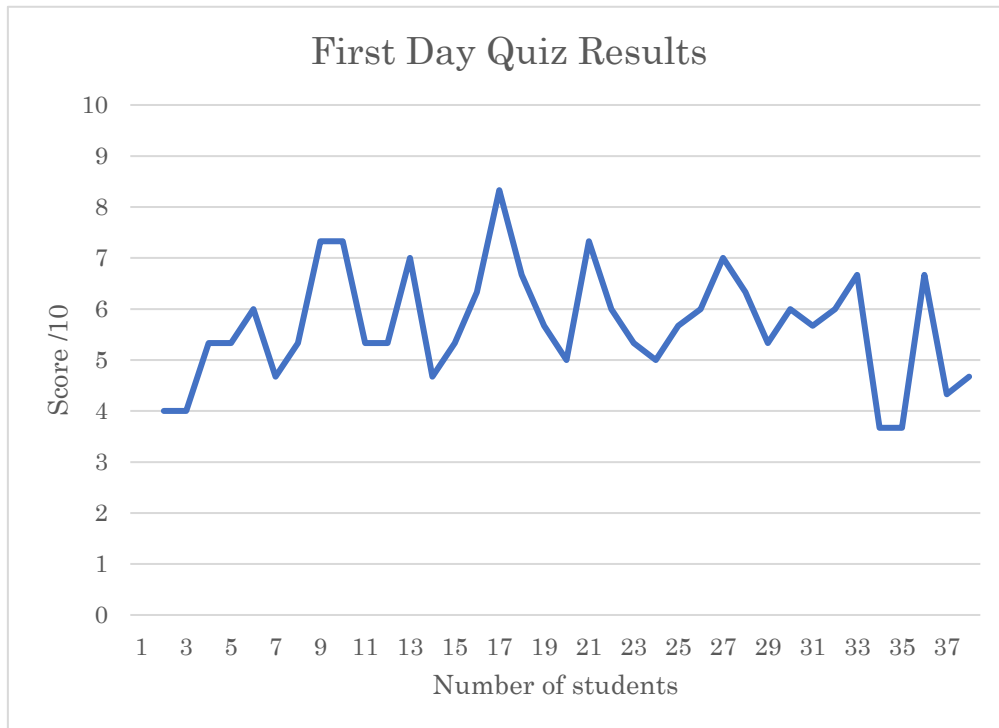
The quiz consisted of 20 multiple choice questions and 10 true/false questions, each worth the same amount. Students were not allowed to use dictionaries or phones and were given a time limit of 30 minutes. Once the quiz was completed, the results were automatically calculated by Moodle and exported to Excel. The quiz included vocabulary related to photography, such as "composition" and "leading lines", which may have been new to some students.

On the final day of the course, students retook the same quiz they took on the first day of class to see how much they had improved over the 16 weeks of instruction. The results from both quizzes were analyzed using a paired samples t-test in Microsoft Excel.



## Results

### *Quiz Results*



*Figure 1:* First day vocabulary quiz results

Figure 1 illustrates the results of a vocabulary quiz taken on the first day of class by 37 participants. The scores were calculated and converted into a score out of 10 by Moodle, then the data was further analyzed in Microsoft Excel. The results showed that almost all scores fell between 4/10 and 7/10. The mean score among students was 5.68/10, or just under 60%. The most common score was in the range of 6-6.5/10, with only one student scoring above 8/10.

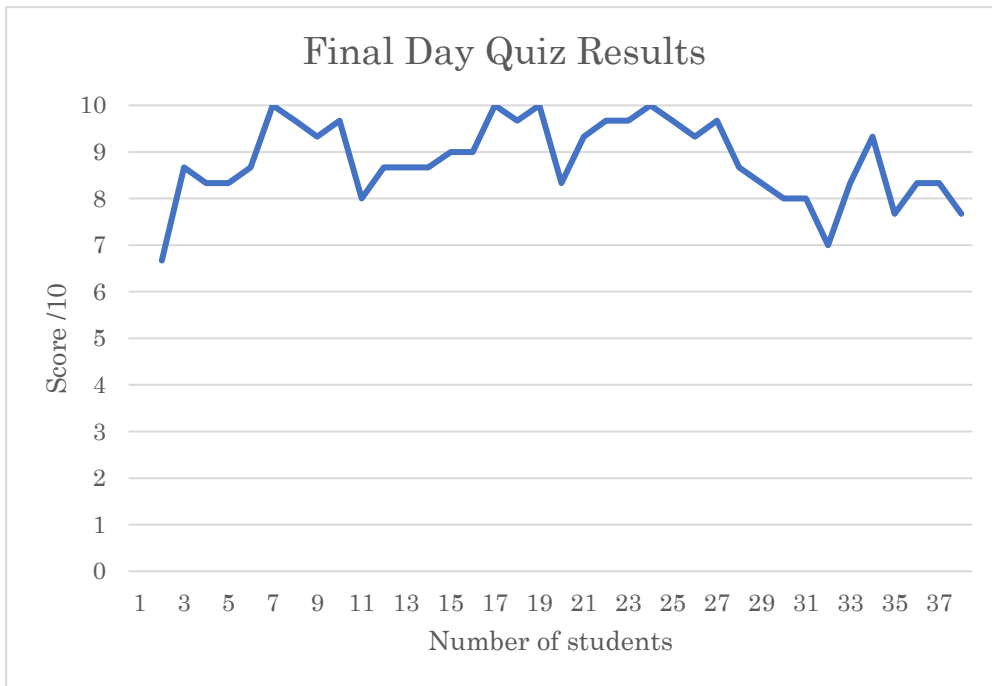


Figure 2, Final day vocabulary quiz results

Figure 2 presents the results of the vocabulary quiz taken on the last day of class. The scores of all the students range between 7/10 and 10/10, with an average score of 8.82/10, or just over 80%. Four students scored a perfect 10/10 and only one student scored below 7/10.

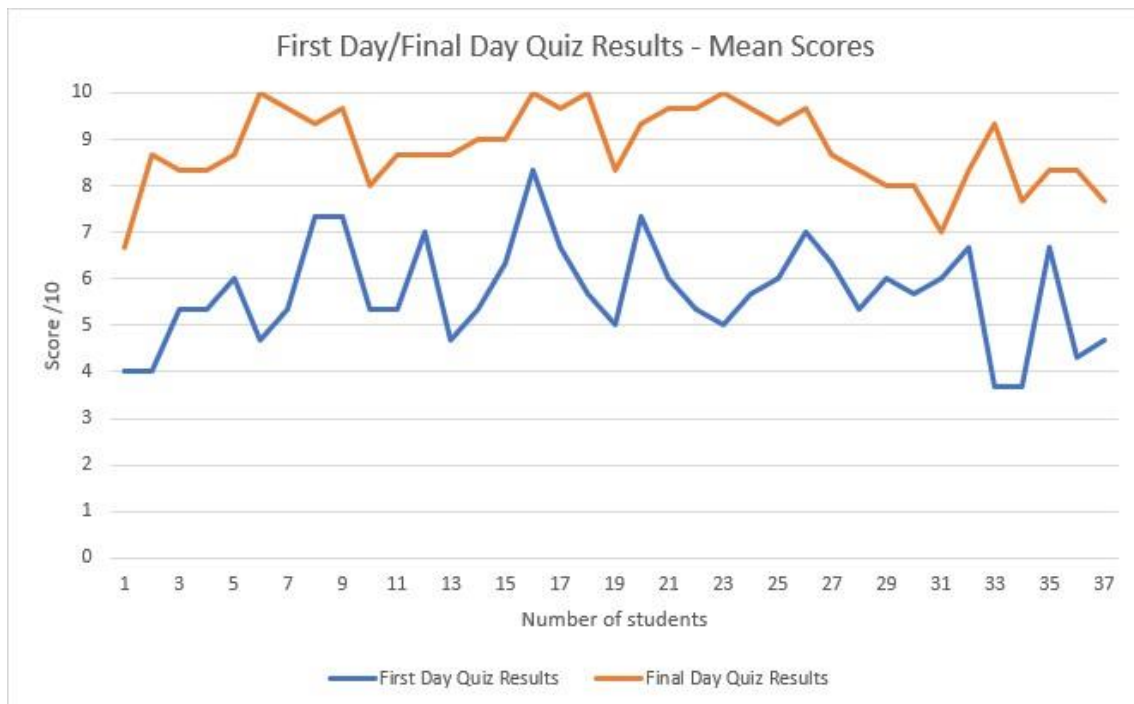


Figure 3, Comparison of first day and final day quiz results

Figure 3 shows the pre/post mean score of students together. From this side-by-side comparison it's clear that there were significant gains made by students in vocabulary acquisition between the test they took in the first week of class and the same test they took in the last week of class. Indeed, the results show a 20% mean gain in scores across the 37 students.

Further, a paired-samples t-test was conducted to compare the mean vocabulary scores of students before and after a semester-long course using a dedicated Content and Language Integrated Learning (CLIL) approach. The results in Table 1 showed a significant difference in the pre and post quiz scores, with the post-CLIL course score ( $M=8.82$ ) significantly higher than the pre-CLIL course score ( $M=5.68$ ).

Table 1

t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	5.684324324	8.82027027
Variance	1.207897447	0.726252703
Observations	37	37
Pearson Correlation	0.362342601	
Hypothesized Mean Diff	0	
df	36	
t Stat	-17.02463958	
P(T<=t) one-tail	4.19917E-19	
t Critical one-tail	1.688297714	
P(T<=t) two-tail	8.39833E-19	
t Critical two-tail	2.028094001	

In a two-tailed t-test, the  $P(T \leq t)$  value is the probability that the difference between the means of the two samples being compared is less than or equal to the observed difference in the data. In this case, the value of  $8.39833E-19$  means that the probability of this happening is very small, indicating that the observed difference is statistically significant. This suggests that there is a significant difference between the means of the two samples being compared and that the CLIL approach was effective in improving the students' vocabulary acquisition.

The results also indicate that when content and language are taught together and given equal emphasis over the course of a semester, students can effectively acquire and retain the required vocabulary, regardless of their language proficiency level.

## Discussion

The data shows that the CLIL approach was effective in improving students' vocabulary skills. In just 16 weeks of class time, students' mean score on the vocabulary quiz increased from 5.9/10 to 8.5/10. This improvement can be attributed to the incorporation of vocabulary-focused activities and materials, such as handouts and

group discussions, into the course. Prior to implementing the CLIL approach, the course did not prioritize vocabulary development.

The college promotes a learning environment that focuses on active, student-centered learning. This often takes the form of small group work, with groups of three to four students varying language proficiency. This is in line with Vygotsky's ideas (1978) about the Zone of Proximal Development (ZPD), where lower-level students are placed together with more advanced learners in order to facilitate learning.

The ZPD is a concept in education that suggests that students can benefit from being guided by more knowledgeable peers or teachers in tasks or skills that are slightly beyond their current proficiency level. This approach, based on the theories of psychologist Lev Vygotsky, involves gradually drawing back support as the student becomes more competent and confident. In the context of this research, students were placed in mixed-ability groups in the hopes that higher-level students would help lower-level students with concepts like vocabulary. However, the student evaluations at the end of the first year showed that this did not happen as much as hoped, leading to a shift towards a more CLIL-focused approach.

Secondly, focusing on vocabulary that falls outside of the first 2,000 words of the General Services List (GSL) (West, 1953) can be disadvantageous. Nation (2008) states that activities focused on less common English words can be time-consuming, and ideally should be done by students outside of class time. Additionally, many second-year students at the college have reported feeling frustrated in team-taught classes where they have had to spend (in their belief) a significant amount of time learning obscure English words related to their courses.

Also, the Japanese language incorporates a significant number of borrowed words, which are written in a separate alphabet called "katakana." This is especially true in the realm of photography, where English words like "camera," "lens," "zoom," and "digital" are commonly used by people who are interested in the subject. As a result, one may have assumed that the students in the class had some degree of familiarity with these terms.

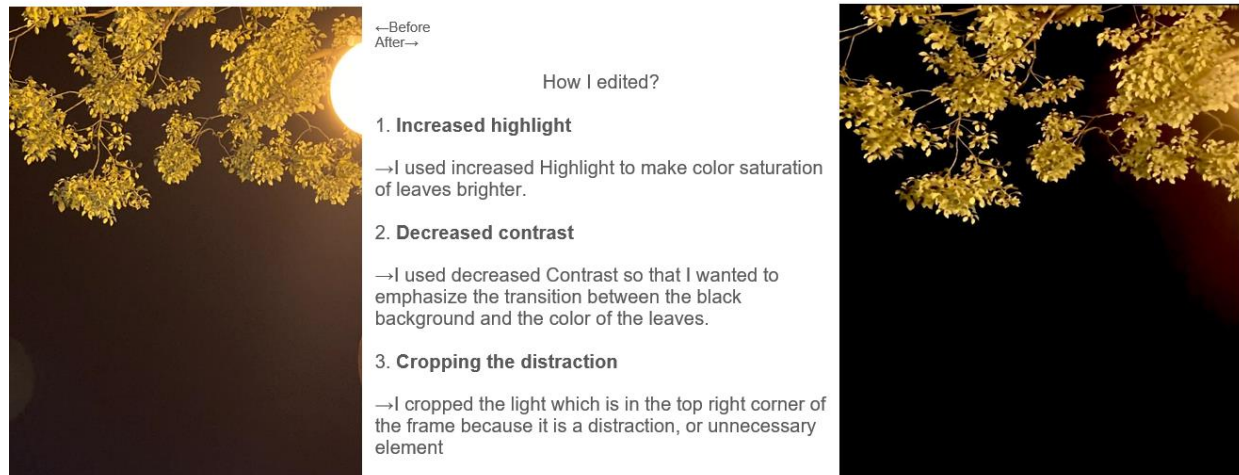
For these reasons, in the first year that the class was taught, the focus was not on

vocabulary. Instead, worksheets with photography vocabulary were given as homework and students were encouraged to create their own photography glossaries. However, it was difficult to monitor all the students' progress with this approach and the results and evaluations showed that students had the most difficulty with, and expressed the most concern about, vocabulary learning.

The shift to a CLIL-focused approach in the class yielded highly positive results, as seen in the improved performance on the vocabulary quiz. This success is in line with Nation's (2008) findings that explicit, repetitive teaching of vocabulary is the most effective method. The biggest challenge in implementing this approach was finding a balance between explicitly teaching vocabulary and covering the subject matter of the class.

Another aspect of the course that was particularly satisfying was that the students not only did well on the vocabulary quiz, but also consistently demonstrated a strong understanding of the new photography-specific vocabulary throughout the course. This was particularly evident in their final projects, in which they were asked to create presentations explaining the photographic images they had taken during the course, using the targeted vocabulary. This showed that they had not only learned the vocabulary but were also able to apply it in a meaningful way. Examples of these presentations can be seen in the accompanying figures.


## Photo1 Before/After



*Figure 4, A student demonstrating vocabulary knowledge in a Powerpoint slide*

In Figure 4, we can see that the student has learned and is using new vocabulary words such as "highlight," "saturation," "contrast," "transition," and "distraction." These terms were previously unfamiliar to the students, as indicated by their difficulty with the vocabulary quiz at the beginning of the course. The second graphic in Figure 5 provides further evidence of the students' use of these new terms.

**Photo#4**



**Genre: Portrait**  
**Subject: The person**  
**Explanation:**  
 Point① Leading lines  
 The awning, wall, plants, and floor tiles are used as a leading lines.  
 Point② Composition  
 She is on the intersecting point in bottom right third of frame if used rule of thirds  
 Point③ Black and white  
 This is black and white photo and the black and white of subject add contrast.

*Figure 5, A student demonstrating vocabulary knowledge in a Powerpoint slide*

The language used in Figure 5 suggests that the student has demonstrated a thorough understanding of photography and photographic techniques, as evidenced by their ability to use technical terms such as composition, contrast, saturation, and gradation in a meaningful way. This indicates that the student has learned and retained a significant amount of information during the course.

### **Conclusion**

In this research, a CLIL-focused approach to language classes, especially in relation to vocabulary acquisition, was found to be highly effective. Despite varying opinions on the balance between language and content in CLIL classes, the study showed that explicitly incorporating vocabulary work and emphasis into class materials over the course of 16 weeks had a positive impact.

In summary, the research showed that when a CLIL approach was adopted in a content-based course for non-native English speakers, the students performed better and were able to better meet the language and vocabulary expectations. This suggests that CLIL can be an effective method for teaching language in content-based classes.



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## Evaluating Research Productivity in Economics in Poland: A case of a leading private business school

**Paweł Młodkowski**

### **Abstract:**

The aim of this paper is to present procedural solutions used in Poland to measure and evaluate research productivity in economics and then to remunerate researchers for their creativity, time and effort invested in conducting scientific research. Economics is sometimes defined as a science “of the least effort”. This should be interpreted as a tendency to achieve the highest possible efficiency by rearranging alterable elements to minimize costs or to maximize results. Although we should engage in scientific research from our will to discover the truth, some additional aspects may hinder or stimulate our activity in this dimension. The solutions implemented to measure productivity of research in economics are serving often in motivation systems at research-oriented institutions. Our experience originates from a leading private institution of higher education in Poland, the Wyższa Szkoła Biznesu-National Louis University in Nowy Sącz. I present the methods for measuring productivity and then offer a discussion about short- and long-term consequences of all advantages and disadvantages that we are able to recognize. The results show that with initial thresholds quantity was more stimulated, rather than quality of the research (and the subsequent publications).

**Keywords:** research productivity, Economics, motivation system.

**JEL Classification:** Z00, M59.

### **Introduction**

Why do we conduct scientific research? This is a question of no small importance for the whole history of mankind. There were dark times when scientific research was not serving humanity. Toxic gases used in the battlefields of the World War I and concentration camps by Nazis, used to eradicate whole nations, are examples of implementation of scientific research for evil purposes. Economics is not neutral and it

also has a potential for being used against Earthlings. Therefore, an issue of high importance is the proper motivation for research and the good implementation of its results to increase the prosperity of us all.

The paper discusses the phenomenon of a private business school that made a remarkable and unprecedented leap, becoming a leader in Central Europe in business education and a domestic leader in economic research. The former may be attributed to original and flexible curricula, adjusted according to the most recent developments and US standards. Achievements in economic research might, on the other hand, be a result of an absolute advantage over the competitors in terms of advancements in IT technologies available for faculty members. As argued by Ding et al. (2009), this factor has a statistically significant influence through the channel of knowledge diffusion. Evidence of a positive IT-productivity relationship is also reported in Kaminer and Braunstein (1998), Walsh, Kucker and Gabby (2000), and Barjak (2006). Using the same nomenclature, as in Ding et al. (2009), however, the WSB-National Louis University would be classified as a mid-to-lower tier institution due to the ultimate influence of IT on research productivity and its quality.

### **Polish Research Productivity Evaluation**

The WSB-National Louis University (WSB-NLU) in Nowy Sącz in Poland was for several years, after the economic transformation, the leader among private institutions of higher education. Under the lead of Rector Dr Krzysztof Pawłowski it was setting domestic standards in both academic and research affairs. During the golden age of this university (1996-2006) Professor Dr hab. Marek Capiński, Rector for Scientific Affairs, designed and implemented a consistent system for motivating faculty members to conduct scientific research.

The aim of the system was clearly defined and easily understandable. The WSB-NLU was then the leader in business education. The ambition of the Rector was to make the WSB-NLU the leader also in scientific research. The task was a difficult one due to several factors. The WSB-NLU was a new establishment. Compared with many old universities (Jagiellonian University in Cracow) and many universities of Economics that had human resources and capital accumulated over centuries and decades it had basically

no history. It was located far from big cities which made acquisition of productive researchers more difficult. Facilities offered on-site (like the library) were far below domestic and global standards. These problems were overcome due to a brilliant motivation system. The high efficiency of the system allowed the WSB-NLU to be classified in 2006 by the Ministry of Science and Higher Education among the top research institutions.

The productivity measurement and bonus system at the WSB-NLU was brilliant due to its simplicity, clearly defined procedures leaving nothing to discretionary decisions and a short response time. Assumptions of the system were as follows. Every faculty member was supposed to teach and conduct scientific research and these were two of the three dimensions of the general employee evaluation for general bonuses. The third was university-oriented administrative and other support. The assessment system of productivity in economics was associated solely with the results of research efforts taking the form of published works.

### ***Design of the system to measure productivity***

The system of measuring productivity in economics was a continuous one. There were no deadlines for submitting information about publications and reporting them was not obligatory. For a publication to be considered as a subject of assessment at the WSB-NLU it had to be affiliated properly. It is a standard in academia that so called “credits” are provided either at the beginning or at the end of a published work. These “credits” had to state clearly that the author or at least one of co-authors is a full-time faculty member at the WSB-NLU. All publications meeting this formal requirement could become the subject of scoring.

Scoring of submitted publications was based on an official, ministerial decision concerning the scientific quality of domestic and foreign journals and other forms of scientific publications, such as books and edited works. There is a list of titles of domestic and foreign journals with a score, in points, for each item. The number of points reflect the perceived quality of a journal or other forms of publication. The ministerial list is updated to keep up with developments and journals move upwards and downwards in line with the changes in their overall quality. The criteria used in this Ministerial process are

not revealed to the general public. Polish academia, however, accepts any changes and there is a nation-wide consensus about these updates.

The Rector for Scientific Affairs at the WSB-NLU introduced a “pricelist” for the purpose of calculating publication bonuses based on the externally decided score. Points for domestic journals were priced below the price for foreign journals. The price of points associated with a book of a sole author was the third category in the pricelist with a special price for books published internationally. These differences were meant to encourage publishing in foreign journals and books in English to receive broad coverage and international recognition of results as much as possible. The highest price was reserved for publications in top foreign journals with the highest impact factor.

**Table 1. Prices of points for different categories of publications at the WSB-NLU.**

<b>Publication</b>	<b>Number of points</b>	<b>Price of one point</b>	<b>Total bonus in PLN</b>	<b>Total bonus in USD</b>
Domestic journal B-class	4	300 PLN	1 200 PLN	300 USD
Domestic journal A –class	6	300 PLN	1 800 PLN	450 USD
Domestically published book	15	300 PLN	4 500 PLN	1 125 USD
Internationally published book	15	600 PLN	9 000 PLN	2 250 USD
Chapter in a domestic book	4	300 PLN	1 200 PLN	300 USD
Chapter in a foreign book	4	600 PLN	2 400 PLN	600 USD
Top foreign journal (high impact factor)	12	1000 PLN	12 000 PLN	3 000 USD

Source: Decision of the Rector for Scientific Affairs of the WSB-NLU.

As can be seen from table 1, the bonuses were substantial and they may have been a significant driving force for increasing productivity in scientific research.

***Roles for decision makers of the system to measure productivity***

The main player in the system that was responsible for its operations was the Rector for Scientific Affairs. He set the prices for publications' points. Although every publication was studied by the Rector prior to deciding bonuses, his judgement did not play any role in granting bonuses. This makes the system resistant to abuse and corruption. The most important element of the system (the list of journals with associated quality-score) came from outside the university (from the Ministry of Science and Higher Education), which made it fully independent and objective.

***Procedure of the measuring productivity system***

In order to understand the system, it is reasonable to go through the procedure step-by-step with explanations of every phase. At the beginning there is an Author of a piece of scientific research who is presenting his or her results in the form of a publication. From the day of publication in any of the accepted forms (a journal paper, a book, a chapter in an edited book) the Author is allowed to present a special package to the Rector for Scientific Affairs. This package is supposed to deliver crucial information about the content and form of the publication. The package differs according to the form of publication. The requirements in this regard are presented in table 2.

**Table 2. Submission package requirements at the WSB-NLU.**

<b>Carbon copy of:</b>	<b>Journal paper</b>	<b>A book</b>	<b>Chapter in a book</b>
full text	<b>X</b>		<b>X</b>
cover	<b>X</b>	<b>X</b>	<b>X</b>
title page		<b>X</b>	
table of contents	<b>X</b>	<b>X</b>	<b>X</b>

Source: Decision of the Rector for Scientific Affairs of the WSB-NLU.

The package should contain only carbon copies of the required parts of the publication and no cover letter – to make submission as easy and cost effective as possible. The package should be delivered to the office of the Rector for Scientific Affairs by leaving it in an appropriate in-box at the general office located in a convenient venue.

There are no time or date requirements concerning the submission. Authors are not obligated to submit packages, but due to institutional benefits for the WSB-NLU, they are encouraged to reveal their publications to the Rector for Scientific Affairs and earn associated bonuses.

The rest of the procedure is conducted by the Rector for Scientific Affairs. The Rector, when he receives the submission package, conducts a check of validity and completeness of the package. Then he signs his decision about the number of points associated with the publication. However, there is no personal discretion in this “decision”, because it is based on the official Ministerial list of quality-scores for publications. Then it was time to sign a document, in which calculation of a bonus is included. This is the basis for paying out the bonus to the successful Author.

The Rector for Scientific Affairs kept records of all publications presented by faculty members. This information was then used for the annual ranking of scientific effort at the WSB-NLU. During the Faculty Meeting prior to each new academic year, individual statistics on scientific productivity are presented with one winner – the person who earned the highest number of publication quality-score points. During this event some honorary (non-monetary) prizes are awarded jointly for quality and productivity in scientific research. These prizes were often in the form of an elegant pen or other writing equipment.

### ***Special solutions under the system***

The system for measuring productivity in economics at the WSB-NLU was engaged for another purpose, other than motivating research. The teaching load for every faculty member is defined by the number of “credits” or equivalent hours of lectures to be taught. In case of the WSB-NLU the teaching load was defined in terms of hours of discussion sections and lectures. The productivity measurement system allowed for a special solution for persons with high research propensity. Instead of a regular teaching load, a faculty member could negotiate an agreement to substitute some (or all) of the teaching load with points earned for publications. It was easy to calculate the exchange rate between one hour of academic activity (lecturing) and points for different types of publications. For each position, from a Reader, through Assistant Professor, Associate Professor and Full



Professor, the teaching load was precisely defined. Each faculty member was receiving a core salary appropriate for each position, that when divided by the teaching load (in hours) delivered the hourly rate. Now an exchange was taking place. Those who were willing to do it, were substituting teaching with research productivity. An example for an Associate Professor should be informative enough to understand this specific solution (table 3).

**Table 3. Example of an Associate Professor substituting teaching with scientific research.**

Position	Teaching load	Yearly salary	Hourly rate
Associate Professor	270 h (annually)	27 000 PLN	100PLN/h
<b>Equivalent of publications in hours of teaching</b>			
Domestic journal B-class	12 h		
Domestic journal A –class	18 h		
Domestically published book	45 h		
Internationally published book	90 h		
Chapter in a domestic book	12 h		
Chapter in a foreign book	24 h		
Top foreign journal (high impact factor)	120 h		

Source: Author.

This solution was intended to allow the most brilliant and productive faculty members to focus partly or entirely on scientific research activities, decrease their teaching load, and still receive the full, regular salary. For those who negotiated this substitution of teaching with publications no additional publication bonuses were granted, of course.

#### **The shadow and the flame – short- and long-term consequences**

Several questions arise: (1) were there any problems with the described system? (2) Did it have any disadvantages for the university or for faculty members or for anyone else? (3) Was it stimulating rather quality or quantity?

From the point of view of a faculty member, there were no problems with the system. First of all, submission was optional and not obligatory. This made the whole

framework very convenient and only interested economists participated. There were no deadlines. The submission package was composed of low-cost elements (carbon copies) and represented no problem in completing. Providing the Rector for Scientific Affairs with all required documents was organized in a convenient way.

For the university however, the whole system with its motivating part may have been very costly. Faculty members, encouraged by the ease of operating the system and its simplicity, engaged in research that resulted in numerous publications in all recognized forms with the majority of them in the least desired kind. Due to the ease of publishing low quality papers in Poland in a form of post-conference edited books, the university was often paying for publications that would have never been accepted in regular journals. This could be noted as the only serious problem that indicated a back gate for “easy riders”, allowing them to get money almost for nothing. The problem was later recognized by the Rector for Scientific Affairs. He enacted a new rule in 2007, stating that the university will grant money bonuses only for publications scored at 6 points and above. All low-score publications, when submitted to the Rector were still recorded in a database for statistical purposes, but they brought no benefits for their authors.

The system introduced at the WSB-NLU was designed in a very good manner. From the very beginning different prices for publication-points were stimulating quality rather than quantity. However, when some faculty members recognized that the system allows to be abused by submitting low quality publications to easy-publishable forms, the revision of the rules in 2007 removed this opportunity. After this reform, the system is stimulating quality of research and publications.

### **Closing remarks**

The presented case of the WSB-NLU is by all measures atypical. This private business school was created far from academic centers in big cities, in a lovely valley of Dunajec River, between beautiful mountains and forests. Over a very short period several leaders (Founder and Rector Krzysztof Pawłowski, founder and Rector, professor Andrzej Gwiżdż, Rector for Academic Affairs, and professor Marek Capiński, Rector for Scientific Affairs) were achieving remarkable and unprecedented results, consequently making their dreams come true. The WSB-NLU was a leader in business education in

Central Europe with students coming from all over the world. In scientific research the WSB-NLU achieved the top ranking based on quality and quantity of published works of faculty members. It outscored most of the leading public universities and academies of economics. This particular achievement allows us to conclude on the efficiency of the productivity measurement system and the motivation system based on it. There is no doubt that the system for measuring productivity in Economics at the WSB-NLU stimulated research. Faculty members were encouraged to perform to their abilities to maximize personal utility. The system allowed for focusing solely on teaching by those with preferences for didactic effort because it was neither requiring publications nor punishing lack of publications. Those who had chance to join the WSB-NLU faculty during its days of glory will recall it with sentiment as a very nice period.

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## Investigation of the purpose of using ARC and areas for improvement

**Yu Hirai**

### Abstract

本論文は宮崎国際大学が設ける自己学習センター(Academic Resource Center)の学生利用についての調査である。主に学生の ARC 利用目的と ARC が提供するサービスの質を調査した。調査においてセンター利用学生は利用目的を記入するフォームに答え、その結果から学生の主な ARC 利用目的を調査した。また学期終了後に ARC 利用者により詳細な ARC 利用目的とセンター利用により達成した内容を調査し、ARC が提供する効果的なサービスと改善点を調査した。結果として学生は放課後に最も ARC を利用しており、主な目的は TOEIC 学習と課題への取り組みだった。また、ARC が常備する教材とセンターに常駐していたティーチングアシスタントがこれらの目的達成に役立ったという結果となった。一方でスピーキング環境としては適しておらず、課題解決や資格学習以外の目的としては十分な学習環境を提供していない事が確認された。

This paper presents a survey of students' use of the Academic Resource Center, a self-study center established by Miyazaki International College. The main focus of the survey was students' intended use of the ARC and the quality of services provided by the ARC. Students who use the center fill out a form to indicate the purpose of their ARC use, and the results are used to determine the main purposes for which students use the ARC. At the end of the semester, ARC users were asked to provide more detailed information about their purpose for using the ARC and what they achieved through their use of the center. The results showed that students used ARC the most after school, and their main purpose was to study TOEIC and complete assignments. The survey showed that the learning materials and the teaching assistant stationed at the center were helpful in achieving these objectives. However, the ARC was not suitable as a speaking environment and did not provide an adequate learning environment for purposes other than completing assignments and preparing for qualifications.

### Introduction

#### *Study Environment and Problems Faced by Students at Miyazaki International College*

At Miyazaki International College's Faculty of International Liberal Arts, in the

Department of Comparative Culture, students take most of their classes only in English. All handouts and assignments are written in English. Most of the students are Japanese, and have received a general English education in Japan. New students with relatively low English proficiency often have difficulty adapting to the English-only learning environment, especially at the beginning, and often struggle to perform well in class. In addition, the elimination of English classes and team-teaching classes after the third year of study reduces the opportunities for students to receive personal support from teachers during class. Therefore, many students seek extra learning support outside of class.

### *Self-Access Centers*

A common environment in which students can improve their English outside the classroom is a self-access center. A survey given to students at Victoria University of Wellington showed that 90% of them found the self-access center valuable for their learning, and 88% of them reported that the center facilitated their autonomous learning (Cotterall and Reinders, 2001). Self-access centers are usually equipped with an environment for students to conduct self-study with a variety of learning materials. According to Dornyei (2001), allowing for student input based on personal interest introduces more autonomy and active learning into the process and is likely to raise students' motivation for vocabulary study. Therefore, a facility where students can freely choose what to study potentially raises their motivation.

However, many students with low English proficiency struggle to initiate their learning habits, because it is common for them to be unaware of the steps they should take. In a survey conducted by Cotterall and Reinders (2001), approximately 60% of the participants mentioned that finding the right materials at the self-access center was difficult. However, after providing them with an orientation that introduced what materials were available and instructed them on how to use them, the students had little problem finding appropriate materials. Similarly, McMurry et al. (2010) established a web-based database in which students could search for materials based on keywords. The search result was given with the material's media type, location and suggested use. It helped the students to be more aware of what materials they were available at the self-access center, which encouraged them to use more books from the center and spend more

time studying in the room. Another study was conducted by Ashcroft et al. (2018), in which beginner, intermediate, and advanced students were given paper-based and digital flashcards for vocabulary learning. The highest test scores were recorded by beginner students, with a TOEIC score of less than 230, using digital flashcards. On the other hand, there was no difference in the test results of the advanced students whose TOEIC scores were above 550 between paper and digital flashcards. This suggests that offering a variety of learning methods to students with low English proficiency who have not yet established effective learning methods may increase their learning efficiency. These results also indicate the importance of finding learning methods that suit each individual. Also, on the other hand, there is a high risk that learners will become discouraged if they lack sufficient vocabulary knowledge and strategies for learning new words (Nation, 2001). For these reasons, it is believed that independent learning environments require people or systems that can provide effective learning advice to students. Therefore, there are also self-access centers staffed with teachers, tutors, and teaching assistants for student support.

### *Academic Resource Center*

A self-access center exists at Miyazaki International College. The room is large enough to accommodate a maximum of approximately 25 students, with five tables that can accommodate four people each, four computers, and one printer. This study center is freely available to all students from 7:00 to 22:00 on weekdays.



Figure 1 The Academic Resource Center

**Materials Available at the ARC.** A wide range of learning materials is provided on the shelves in the room for students' self-study, including study materials for TOEIC and EIKEN certifications, vocabulary books, dictionaries, grammar books, and games for English conversation activities.

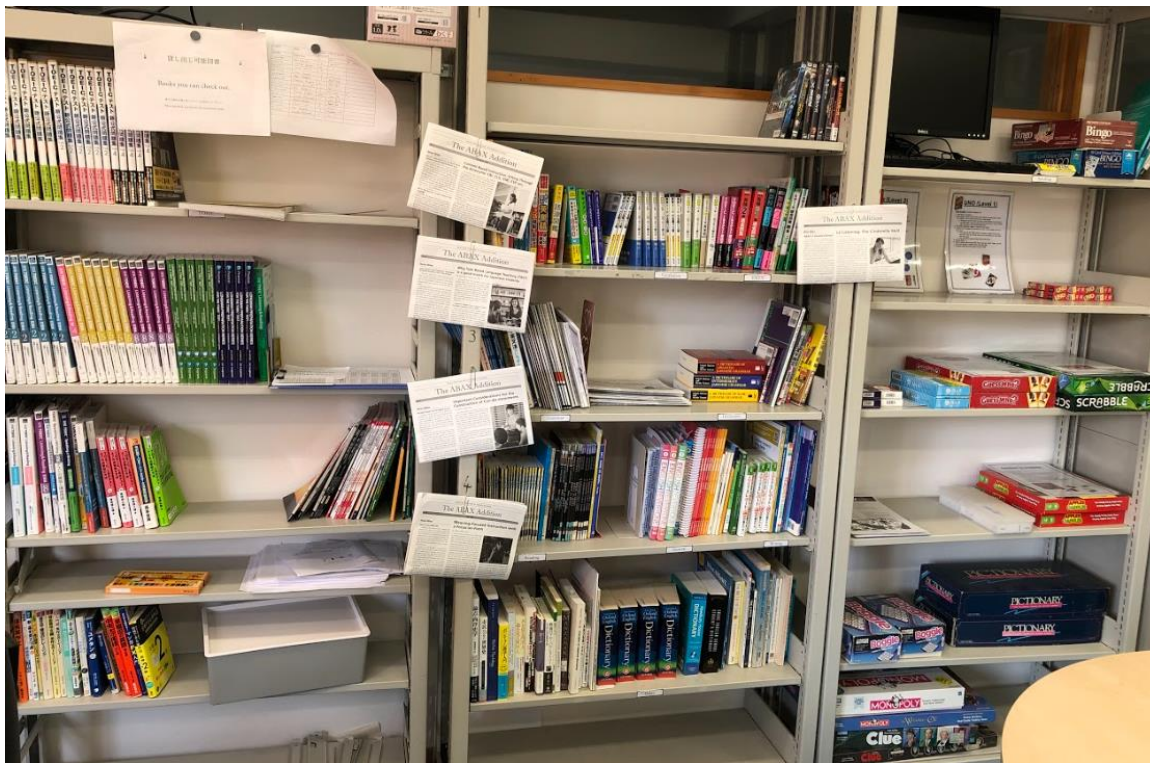


Figure 2 Learning materials in the ARC

**TA System.** In addition, the researcher was stationed at the ARC as a Teaching Assistant at specific times to provide students with language support. Table 1 shows the time when the TA was in the ARC.

Table 1 The time when the TA was in the ARC

Monday	14:00 ~ 17:15
Tuesday	14:45 ~17:15
Wednesday	14:00 ~ 17:15
Thursday	14:00 ~17:15

Total hours	12 hours 15 minutes
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### ***Purpose of the Research***

The ARC had been in operation as a self-access center for three years before this research was conducted, and the purpose of this study was to provide an environment tailored to the needs of students. Specifically, this study focused on the following three points:

1. Main purpose of students who use the ARC
2. Popularity of the ARC.
3. The ARC's room for improvement.

### **Method**

The study was conducted over a four-month period from April 1 to August 31, 2021, and included all students at Miyazaki International College's School of International Liberal Arts (ILA). Two questionnaires were created in Google Form for this study: one for students who used the ARC during the study period and the other for all students at the beginning of the next semester.

### ***Check in Sheet***

A Google Form was used to survey the main objectives of the students using the ARC (Figure 1). The link to the Google Form was converted to a QR code using 'QR Code Generator' (<https://qr.io/>) (Figure 2) and placed at the entrance of the ARC, on each table, and on computer desks (Figure 3). Students were asked to scan the QR code with their smartphones each time they used the ARC and to answer the form. The codes were placed in the room at all times during the semester, and students answered the forms from 7:00 to 22:00 when the ARC was available.



### Check in Form

ARCを利用する目的を以下から選択して下さい。  
このフォームから収集した情報は後に研究に使用される場合があります。

Please choose your purpose of visiting the ARC.  
The result of this form may be used for the future research.

---

✉ yhirai@sky.miyazaki-mic.ac.jp (not shared) [Switch account](#)

\* Required

---

学籍番号 Student Number \*

Your answer

---

ARC利用目的 What is your purpose of using the ARC? \*

- TAや他の学生への質問 | Ask
- 宿題、課題 | HW/ Assignments
- 資格勉強 (TOEIC、英検など) | Preparation for a qualification exam. (TOEIC/ EIKEN...)
- 英会話 | English conversation
- 英作文 | English writing
- 自習 (TOEIC 350点以下の学生) | Self-study ( Those with under 350 TOEIC score)
- 自習 | Self-study
- Other: \_\_\_\_\_

---

コメント Comments (もしあれば) (if any)

Your answer

---

Submit Clear form

Figure 3 Check-in form that students viewed by scanning the QR code on their smartphones.

QR Codes ▾
FAQ
Why Us?
Product ▾
API
Blog

Log In
Sign Up

<a href="#">Link</a>	<a href="#">E-mail</a>	<a href="#">Text</a>	<a href="#">Call</a>	<a href="#">SMS</a>
<a href="#">V-card</a>	<a href="#">Whatsapp</a>	<a href="#">Wi-Fi</a>	<a href="#">PayPal</a>	<a href="#">Event</a>
<a href="#">PDF</a>	<a href="#">App</a>	<a href="#">Images</a>	<a href="#">Video</a>	<a href="#">Socials</a>

Submit URL

<https://forms.gle/F61GV52naDYJzNDC7>

Your QR code will open this URL.

Figure 4 QR code generator

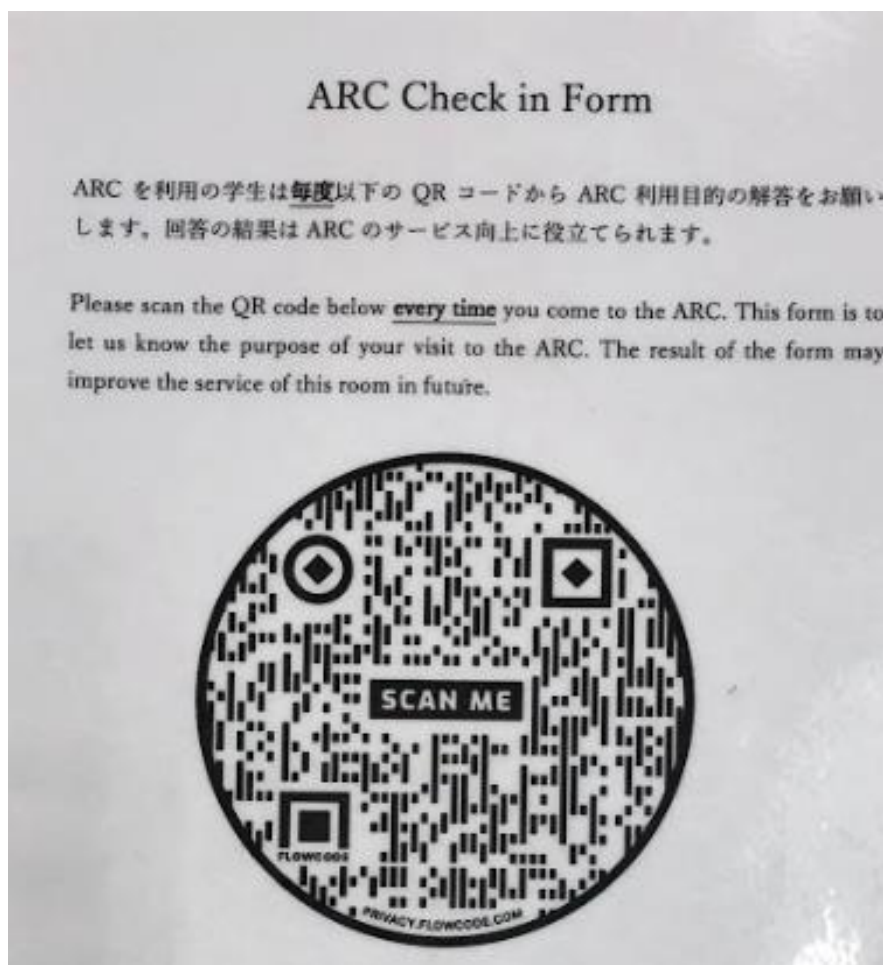


Figure 5 QR code placed on the ARC tables

### *Survey on ARC Use*

The other survey was created in Google Form to investigate students' opinions on the use of the ARC in more detail. Form answers were requested from all ILA students during the September orientation in the fall of the 2021 semester. The form was announced and distributed by a different faculty member to minimize the risk of participants choosing favorable options for the researcher, who was in charge of the ARC. The first question asked the students how many times they had used the ARC in the previous semester (Figure 6). Students who answered "0" were automatically dismissed from the form (Figure 7), and those who chose the other options were asked to continue answering the rest of the questions. There were 19 questions in total, and the responses were anonymous. (See the Appendix for the questions asked in the survey).

## Survey on the ARC usage

This is the survey on the ARC usage. We are sending this form to those who used the ARC during Spring Semester 2021. The purpose of this survey is to see how well the ARC is running, and to find out possible improvements on the service. Multiple choice questions are mostly required to answer, and short-answer questions are optional but looking forward to receiving as many answers as possible. Also, your answers might be used in a research paper as references. However, your personal information will be kept confidential. By filling out this form you agree to let us use your answers for the research paper.

これはARC利用に關してのアンケートです。このフォームは2021春学期にARCを利用した学生に送られています。アンケートの目的はARCの使用状況と改善点を把握する為です。選択問題はほぼ解答が必須となっています。記述形式の質問は回答が必須ではありませんが、可能な限り解答をお願いします。また、アンケートの情報は研究論文に使用される事があります。この場合皆様の個人情報は全て秘密に保たれます。このアンケート記入をもって皆様の解答情報の使用許可と代えさせていただきます。

Switch account Draft saved

Your email will be recorded when you submit this form

\* Required

Q1. How often did you visit the ARC during Spring Semester 2021? \*

2021年春学期にどの程度ARCを利用しましたか。

0 times

Less than 5 times

5-10 times

11-15 times

16-20 times

more than 20 times

Next Clear form

Figure 6 The survey sent to the students

## Survey on the ARC usage

Switch account

Your email will be recorded when you submit this form

Click submit to finish.

Send me a copy of my responses.

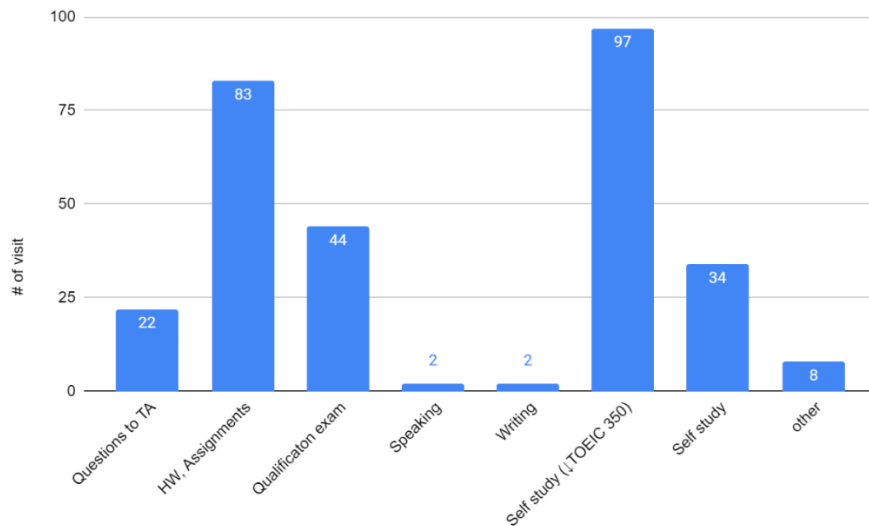
Back Submit Clear form

Figure 7 Those who answered "0 times" in Q1 automatically ended their survey

## Results

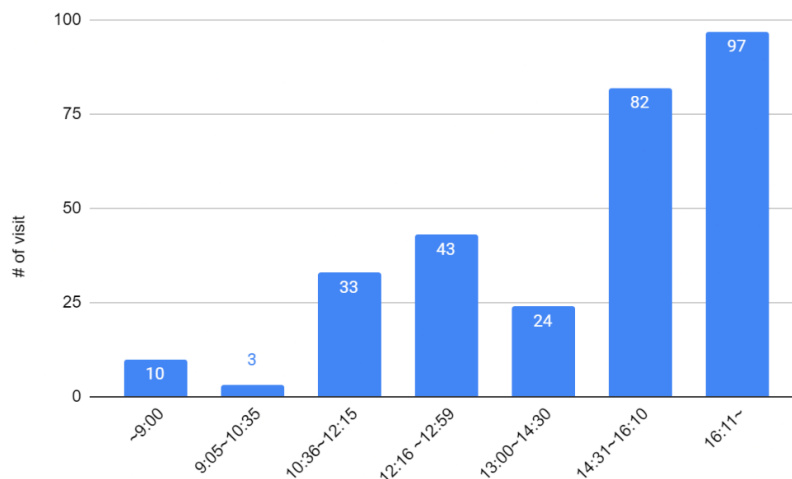
Number of visitors to the ARC

From the result of Check-in Sheet



**Figure 8 Purpose of using the ARC**

The total number of users during the period was 292, with the largest number of first-year students with TOEIC scores below 350, followed by 83 students who used the service for homework and assignments, 44 students who used it to study for qualifications, 44 students who used it for independent studies, and 22 students who used it to ask questions to the TA. Fewer students used the service for speaking and writing practice, and those who answered "other" used it for chatting, and preparing for extracurricular activities.

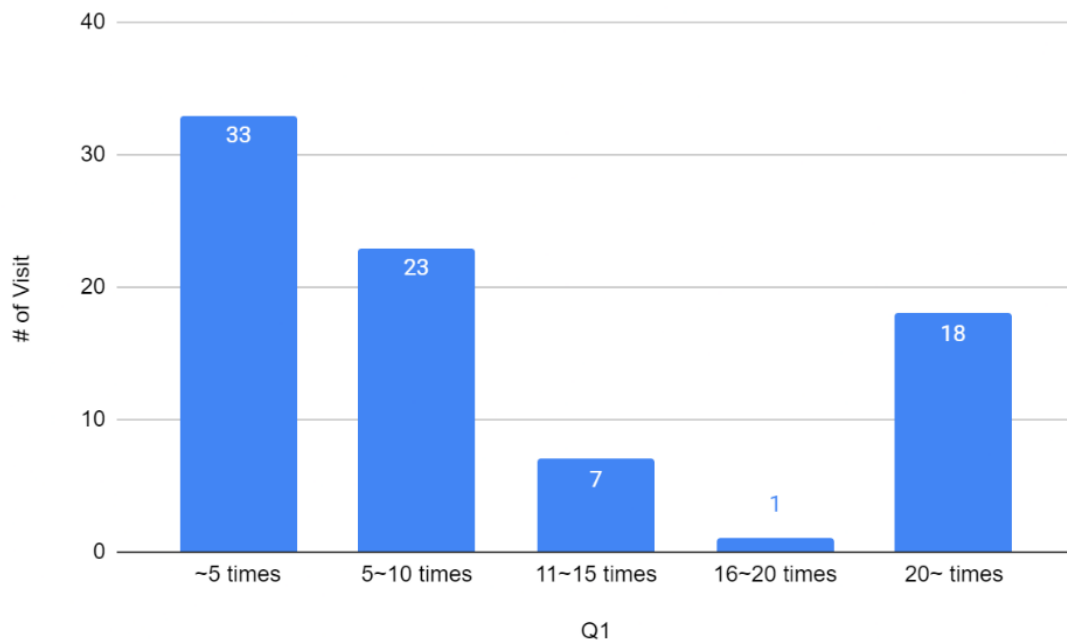


**Figure 9** The time when students were using the ARC

As for the number of visits by time of day, the largest number was recorded after school (97 students), followed by 82 during 4th period, and 43 during the lunch break. Generally, fewer students used the ARC in the morning.

### ***From the Survey***

One advantage of using QR codes to track student use of the ARC is that the codes are scanned at the time of use; therefore, it is possible to accurately confirm the main purpose of student use. On the other hand, the number of students who reported visiting the ARC may be smaller than the actual number of students who visited the ARC since scanning the QR code is largely voluntary on the part of students. Therefore, the number of visits to the ARC was surveyed again during the September orientation in the fall of 2021. Overall, 155 students participated in the survey; then, excluding the students who had never used the ARC during the last semester, 82 students who had actually used the ARC answered the questions in the survey.



**Figure 10** The number of times the ARC was accessed

Calculating the sum of the minimum and maximum values for each category, the minimum number of visits to the ARC was 601 and the maximum was 880. When compared to the results obtained from the QR codes, the number of students visiting the ARC was significantly different.

### ***The Learning Environment in the ARC***

When asked if the ARC is a good environment for a concentrated study, 27 respondents somewhat agreed, 19 agreed, and 16 strongly agreed, indicating that the majority of users found the ARC to be a good learning environment. A total of 20 users disagreed, and when asked the reason for their disagreement, the most common response was that noise from other students was their main concern. However, students who chose positive answers also reported that the room was quiet and easy to concentrate in, suggesting that the learning environment varied depending on the time students visited the room.

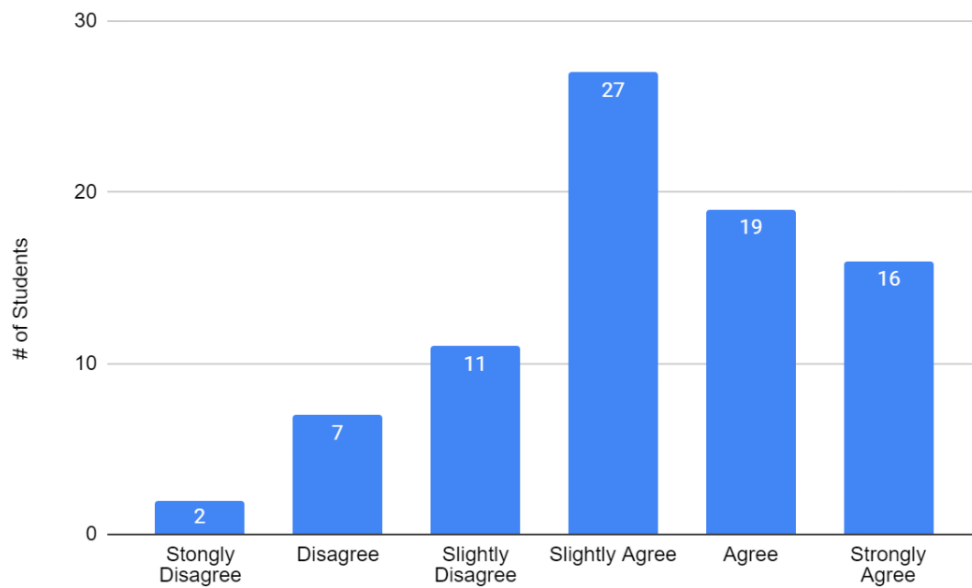


Figure 11 Were you able to concentrate on your studies at the ARC more than at home?

### *About the Learning Material Available in the ARC*

The results of the survey reported that the majority of respondents were satisfied with the learning materials available in the ARC, with 20 agreeing, 14 slightly agreeing, and 12 strongly agreeing. The official TOEIC question booklets, EIKEN question booklets, posters summarizing English expressions on the wall of the ARC, and grammar books were the most frequently mentioned as particularly useful materials. On the other hand, since many students also used the ARC merely for homework and assignments, 22 students had never used the materials.

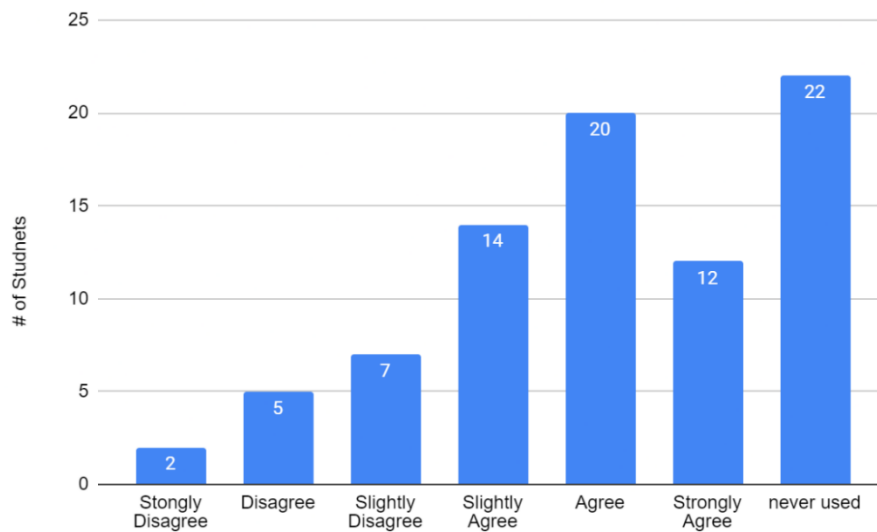


Figure 12 Learning materials in the ARC are helpful.

*About the TA*

The researcher provided ARC visitors with language support during the research period. Figure 13 shows how satisfied the students were with the support, and the majority reported that the TA, who is the researcher, was helpful for their self-study.

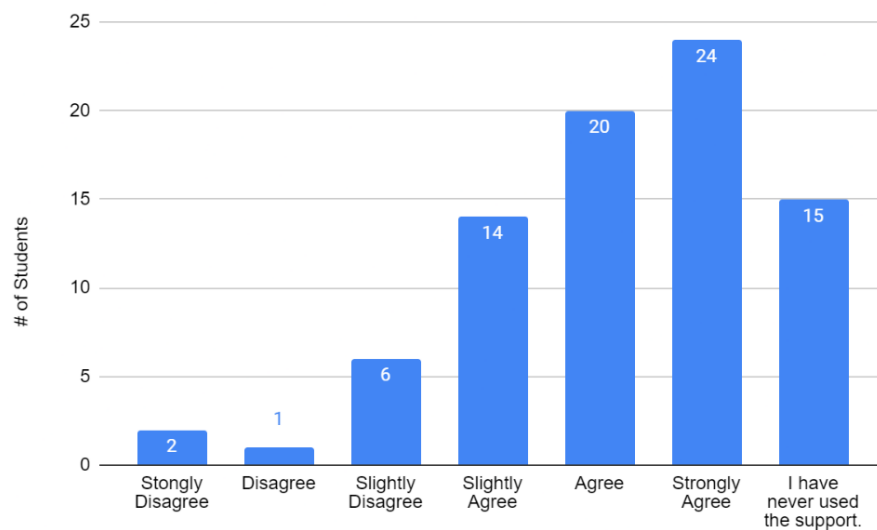
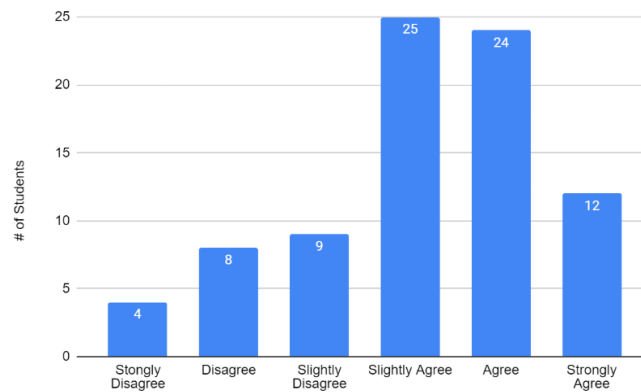


Figure 13 TA provided sufficient support for the study.

Figure 14 shows how students valued the support from the TA. The number of students who used the ARC mainly for receiving support from the TA was 51 when the total number of affirmative opinions was combined. As for the results of the QR code scan, only 22 students answered that they mainly used the ARC to ask questions to the



TA, suggesting that many students primarily used the ARC to study for qualifications or assignments, but the majority of them asked for language support from the TA during the process.



**Figure 14 Getting help from the TA was one of the main reasons for using the ARC**

### ***The Speaking Environment in the ARC***

ILA students take most of their classes in English only. Therefore, students need to improve their ability to speak English, and it is obvious that they would not be able to develop their skills solely by attending classes. The following results were obtained from a survey to visualize whether the ARC provided students with an appropriate environment for extra speaking practice.

Figure 15 shows how comfortable it was for students to practice speaking in the ARC. Among the respondents in favor, the most common opinion was slightly in favor, followed by 18 in favor, and 6 strongly in favor. Table 2 lists some of the students' reasons. (All of the student answers have been translated from Japanese by the author).

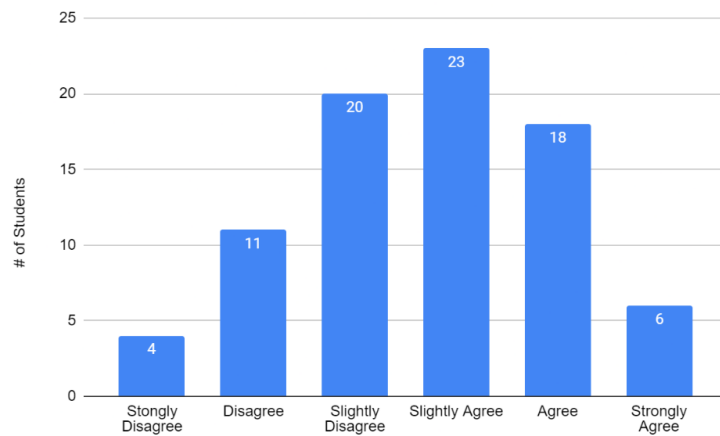


Figure 15 The ARC is providing a comfortable environment for speaking English

Table 2 Reasons students could practice speaking English in the ARC

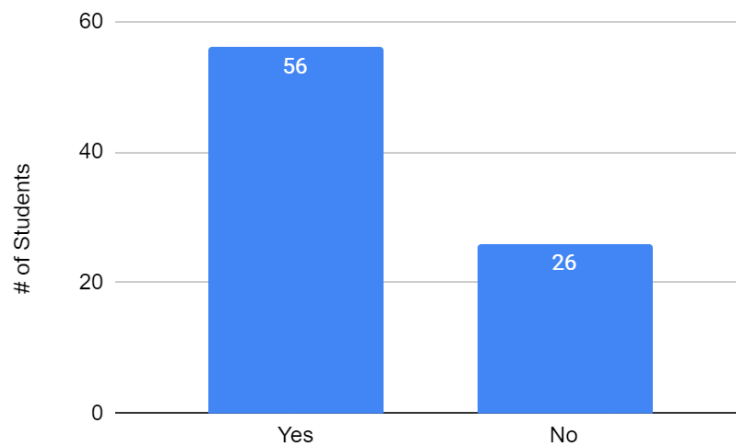
Answer	Reason
Strongly Agree	I could talk with not only friends but also the TA.
	I could only find motivated students.
	Because I can talk to many people.
Agree	Because I could use Japanese when I have questions.
	I had an opportunity to talk with foreign students at the ARC.
	Because the environment in the ARC was not as tense as the classroom.
	Because it was quiet
	There were many speaking activities available there.
	There are many other students.
Slightly Agree	The environment is easier to speak English, unlike the classroom environment.
	Teachers helped us to speak English.
	When I could not say something in English, other students and teachers helped me quickly.
	The environment was much easier to have an English conversation with other Japanese students than the classroom environment.

In contrast, referring to Figure 15, while there were clearly more students in favor of all the other questions presented above, 35 students disagreed with this question. Table 3 shows the common reasons for this disagreement.

**Table 3 Reasons the students could not practice speaking English in the ARC**

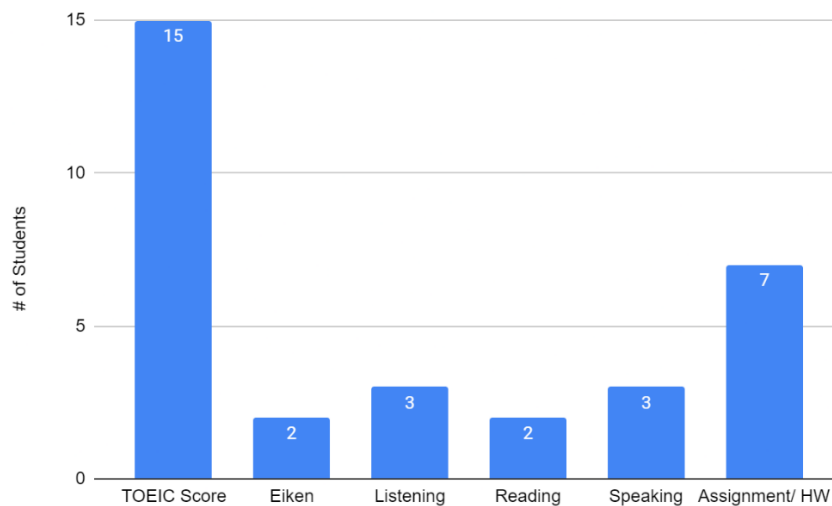
<b>Answer</b>	<b>Reasons</b>
Strongly Disagree	The ARC is only one room with no partitions or sections. People who study for TOEIC and practice speaking English are difficult to be together in the room
Disagree	There are so many other people in the room.
	I don't usually talk with others there.
	I do not see many people talking in the room.
	There is no chance to have an English conversation.
	The room is so quiet that it is uncomfortable for me to talk in the room.
	When I was practicing speaking English, other students asked us to be quiet. The room is not an ideal place to practice speaking.
Slightly Disagree	I feel the room is designed more for self-study.
	Because I talk with teacher or friends at spoon [the common area for eating or talking] or classroom.
	I saw some other students quietly studying, so it was hard for me to break the silence.

***Degree of Satisfaction Using the ARC***



**Figure 16 Do you feel that studying in the ARC has helped you improve your English proficiency?**

Overall, throughout the semester, 56 students indicated that they felt their academic performance improved as a result of using the ARC, while 26 students disagreed. Those who answered “Yes” to this question were encouraged to share specific areas of improvement, and the results are presented in Figure 17.



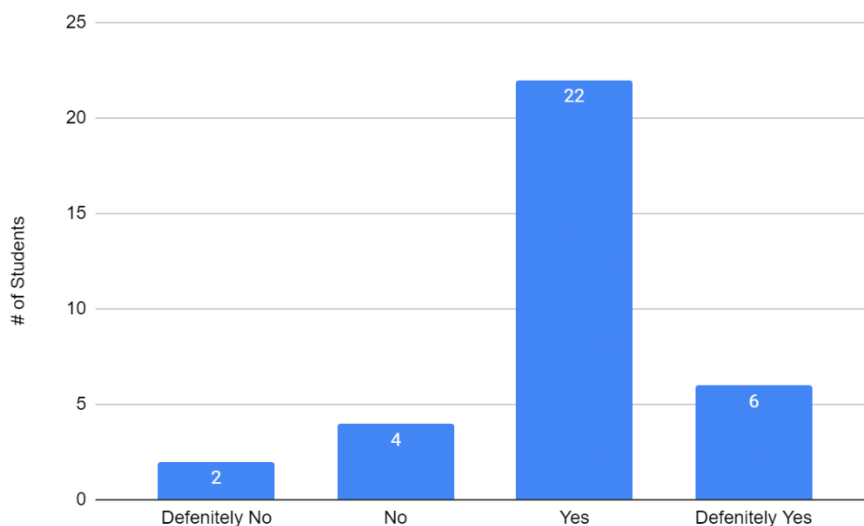
**Figure 17 What area did you improve?**

In total 32 students responded to the question: 15 students answered that their TOEIC scores had improved, 7 students answered that their ability to solve assignments and homework had improved, 3 students answered that their speaking or listening ability had improved, and 2 students answered that their reading ability or ability to study for the

Eiken test had improved. Some respondents also mentioned support from the TA as one of the reasons their TOEIC scores, problem-solving skills, and Eiken preparation skills improved.

***Chance of Regularly Visiting the ARC among Students with a TOEIC Score under 350***

Students whose TOEIC scores were below 350 in the spring semester of their first year used the ARC for 3 hours per week as part of their English class assignments, and a survey was conducted to determine whether they voluntarily used the ARC again in the following semester as a result of using the ARC for one semester. As shown in Figure 18, 22 students answered that they would like to use ARC again, 6 students answered that they would definitely use ARC, 4 students answered no, and 2 students answered that they would never use ARC.



**Figure 18 Are you going to visit the ARC during the fall semester without teachers' suggestions?**

The following responses were obtained from students who provided detailed reasons.

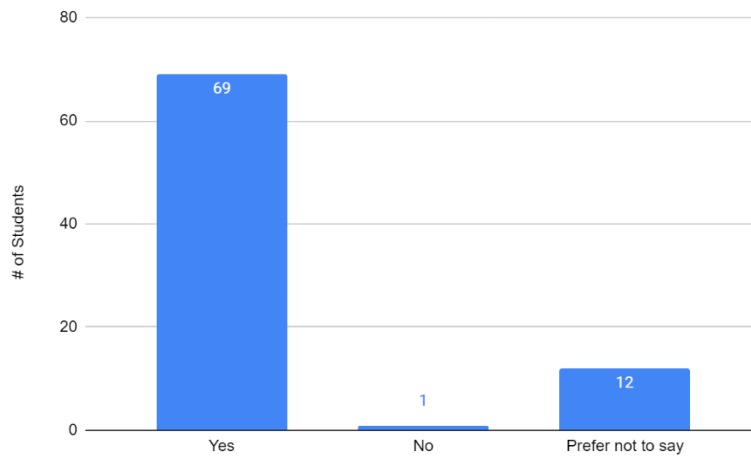
**Table 4 Reasons they either go to or do not visit the ARC the next semester.**

Answer	Reason
<b>Definitely not</b>	I felt more comfortable studying at home.
<b>No, I am not going to</b>	I hate to study in a very quiet place.

	I did not get a lot of chances to get help.
	I prefer to study at the library.
<b>Yes, I am going to</b>	The teachers and the TA were helpful and kind.
	I would like to study for the TOEIC.
	To get higher grades
	I need to improve my English ability.
	It is easy for me to ask teachers questions.
	The place is easy for me to concentrate in.
	The learning materials there were useful
	The place was good to study with other students.
<b>Definitely, yes</b>	My TOEIC score was increased by studying in the ARC.
	Studying in the ARC has been my routine already.
	I want to improve my English skills.
	It helped me to study English.

### ***General Assessment of the ARC***

When students who used the ARC during the research period were asked whether they would recommend ARC to students who did not use it, 69 said they would, 1 said they would not, and 12 refrained from answering the question. The results suggest that the majority of visitors to the ARC experienced a certain degree of satisfaction with using the facility.



**Figure 19** Would you recommend others to regularly visit the ARC?

***The ARC’s Room for Improvement***

The survey results showed that many students had positive opinions about the services provided at the ARC, but the room was obviously not perfect as a self-access center. Therefore, at the end of the survey, participants were asked to list the points that needed improvement in the ARC, and the following responses were obtained.

**Table 5** What would you want to change to improve the ARC?

It would be better if we could separate the room according to the purpose of using the room so that people who want to play some games, practice speaking, and quietly study would have no conflicts.
The ARC needs to be publicized more. There are still many students who do not know about the room.
The TA needs to be in the room more.
We need to prohibit students from talking loudly in the room.
I would be happy if the room got a little bigger.
There are some students who use the room just for chatting. We need more clear rules to tell that the room is for students who really want to study English.
I think we need to change the rules every few hours or days.

I thought the room for ARC was a little small.
One of the biggest issues is that students who want to speak and quietly study are sharing the same environment. I feel hesitant to speak when I see other students quietly studying.
Students should not play Jenga in the room.
Students who talk too much should not use the room.
It would be nice if I could know when the TA is available in the room.

## Discussion

### *The Popularity of the ARC*

Figure 8 shows that 292 students used the ARC, but the number is possibly larger than the result considering the result from Figure 10 and the fact that scanning the QR code was voluntary during the survey period. Figure 19 shows that most users promoted the service to non-ARC users, clearly indicating that ARC supports students' independent learning.

On the other hand, although the ARC has many advantages when used, as Table 5 shows, there were still many students who did not know of its existence. Despite announcements about the ARC at the beginning of each course and during orientation sessions, awareness of the ARC was low, suggesting the need for more frequent and wider publicity activities. Examples of such activities include e-mail announcements about the ARC and TA's available times and the placement of posters in facilities frequently used by students, such as cafeterias, hallways, and computer classrooms.

### *The Teaching Assistant System*

Figures 8 and 11 show that the majority of visitors came to the ARC for self-study or study assignments in a quiet environment. Figure 8 also shows that using the TA system was not the primary reason for most students. However, Figure 13 also indicates that many visitors received support from the TA and were satisfied with it. This indicates that the presence of a TA is a necessary part of the environment for ARC services, as students are able to ask questions immediately during their learning process. In addition, students are generally hesitant to ask questions in class, and few students go directly to faculty



members' offices after school to ask questions. However, many students visited the ARC and frequently asked questions to the TA. This suggests that students may take more initiative toward teachers in an environment where they do not necessarily have to ask questions to teachers. If they have a place where they can rely on teachers as their secondary means. In other words, if we could provide a place where students do not feel obliged to ask questions, they would have a more positive and relaxed mindset about sharing the same learning environment with their teachers.

On the other hand, from Figure 13, the opinion that the TA did not provide sufficient support, and Figure 18, the same opinion was confirmed as the reason for not using the facility the next semester. The TA was stationed to answer questions from the students; however, referring to Figure 9, there were certain periods when many students used the ARC, particularly after school. Therefore, some students could not use language support because of the availability of a single TA. In addition, most students commute to school by bus; however, there only two buses are running after the end of classes, which could have made it difficult for many students to wait for the TA to finish helping others. Figure 9 indicates that after-school and lunch breaks are the most popular periods for students to use the ARC, and it is highly doubtful that a single TA would be able to accommodate all requests from them. Therefore, introducing support from senior students or other English language instructors during these busy periods would be a solution to increase opportunities for students to ask questions.

### ***ARC Materials***

Figure 12 shows that the majority of visitors were satisfied with the material provided in the ARC, especially those who used textbooks for TOEIC and Eiken. In addition, according to Figure 17, the highest number of students answered that their TOEIC scores improved the most. This result can probably be attributed to the fact that they understood that it was necessary to improve their TOEIC scores to become third-year students or study abroad. Moreover, the TOEIC workshops were conducted directly by the TA in class, which possibly led to more students visiting the ARC in order to obtain better TOEIC scores.

However, some students responded that they were not satisfied; therefore, it is possible that they needed other educational materials. Unfortunately, no students responded with specific reasons for their dissatisfaction, and it is still unclear what materials they needed. However, as shown in Figure 17, few students answered that their speaking, reading, and listening skills had improved, and none of the students answered that their writing skills had improved. From these results, it is thought that increasing the number of teaching materials that support learning other than qualification studies will resolve some of the dissatisfaction with teaching materials that are always available at the ARC. In addition, because the TA specializes in the TOEIC, the TOEIC materials at the ARC were effectively used. However, if faculty members who specialize in other fields could be stationed at the ARC, they would be able to use other materials more effectively to enhance other aspects of the visitor's English proficiency.

### ***Speaking Environment***

In a normal classroom environment, students' motivation to learn English varies widely, and it is not uncommon for one student to feel uncomfortable speaking English when surrounded by less-motivated students who do not speak English. However, since the ARC is a place used by students for independent study, the environment was filled with a relatively high level of motivation, which possibly resulted in having these answers in favor. In addition, the fact that the number of people paying attention to students speaking English in the ARC was smaller than that in a regular classroom could also be a factor that eased their nervousness.

Interestingly, any ILA student's use of the ARC provided them with opportunities to interact with other students who did not share the same course schedule, which enabled them to receive more advice from a wider variety of students. Many students also commented that the quick support they received from other students and the TA during English conversations was helpful, and it can be inferred that the environment in which students could ask questions at any time improved their motivation for English conversations.

One of the advantages of the ARC is that all students can freely use the facility, but there are no specified rules for using the room. This resulted in the students sharing a

single space for various purposes. The lack of private or separated rooms in the ARC caused dissatisfaction among students who wanted to study quietly, and many students hesitated to engage in English conversation because of the quiet study environment. Although both students who wish to study quietly and those who wish to engage in English conversation have equal rights to use the ARC, some students speaking English in the ARC received complaints from students who were quietly studying. Therefore, it is obvious that the ARC requires establishing clear and reasonable terms of use to avoid conflicts among visitors with different purposes. The most effective measures are installing partitions in the room or creating private rooms separated by glass or other means. However, if it is difficult to expand the room or change the environment, it may be effective to set a "no talking" time to separate the time for students who want to study quietly from that for students who want to engage in English conversation.

### **Conclusion**

Overall, most ARC users indicated that ARC provided a good environment for independent studies. In particular, ARC provided an effective service for studying assignments, TOEIC, and other certifications. Additionally, the environment in which users could ask questions to the TA at any time was considered to have created an environment that facilitated learning for students. However, this survey revealed that the ARC still has many areas for improvement.

The main issue was sound, as mentioned in the responses to other questions. For instance, the TA received complaints about noise from some English conversation activities such as Jenga and card games. Thus, the TA urgently established a rule prohibiting the use of these activities when other students are present. While both students who wanted to study quietly and those who wanted to practice speaking English had equal rights to use the ARC, it became clear that it was unlikely for these two groups to satisfactorily share one room at the same time.

An ideal improvement would be to expand the space and divide it into several private rooms. This would allow students who visit for various reasons to study simultaneously, without frustration. If this approach is unattainable, it would be effective to divide the time when students can access the ARC according to the purpose

of the study. In this case, after-school hours, which are the most frequently used, should be allocated equally to students who want to talk and stay quiet in the room.

Regarding the awareness of the ARC, although new students are notified of the existence of the ARC as a learning support service at their orientation and the beginning of each class every year, the level of awareness remains low. Therefore, it is necessary to regularly announce the services available at the ARC throughout the semester, as well as to continue the assignment to require new students to use the ARC, which was conducted for the first time this semester. The weekly schedule of the TA was posted on the door of the ARC, but could not be checked without visiting the ARC once. To cope with this issue, the schedule should be announced via email at the beginning of the semester and posted on the walls of other facilities that students visit often.

The results of Figure 8 and 17 indicate that the ARC materials were likely helpful for students to achieve higher TOEIC scores and complete their assignments. However, these are both teacher-led exercises, suggesting that the students' full autonomy to find and study materials on their own was not promoted. One possible reason is that students clearly understood the need to improve their TOEIC scores and complete their homework and assignments. Because they were aware that they would not be able to earn credits if they did not complete their assignments and would not be promoted if they did not improve their TOEIC scores, they may have prioritized learning for these tasks. However, the materials for speaking, writing, reading, and listening at the ARC did not clearly specify the benefits that students could gain from each material. Although improving these four skills is also vital for students to improve their English ability and perform well in classes, the lack of a clear statement of advantages that students can acquire from the materials could have resulted in poor access to the materials. While orientation introduced the existence of the ARC and the general genres of materials available in the room, the results suggest that it is necessary to clearly state the benefits of each material. As a result, students could find more value in the ARC than in recognizing the place to study for the TOEIC and assignments.

## Appendix: Questions asked in the survey

Survey on the ARC usage

[Switch account](#)
☁

Your email will be recorded when you submit this form

\* Required

Survey on ARC usage

Q2. ARC was a place where you could concentrate on your studies. \*

ARCは集中して学習ができる場所だった。

	1. Strongly Disagree (とてもそ う思わな い)	2. Disagree (そう思わ ない)	3. I slightly disagree (やや思わ ない)	4. I slightly agree (や や思う)	5. Agree (そう思 う)	6. Strongly Agree (と てもそう思 う)
Q2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3. You could concentrate on your studies at the ARC more than you do at home. \*

ARCでの学習は、自宅学習よりも集中出来た

	1. Strongly Disagree	2. Disagree	3. Slightly Disagree	4. Slightly Agree	5. Agree	6. Strongly Agree
Q3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.1 According to your answer on Q3, why do you think so?

Q3でなぜその解答を選びましたか。

Your answer

---

Q4. The learning materials at the ARC helped your self-study or assignment work. \*  
 ARCの学習支援資料は自習や課題解決に役立った。(学習支援資料=TOEIC公式問題集、文法書、辞書など)

- |                      |             |                      |                   |          |                   |                                       |
|----------------------|-------------|----------------------|-------------------|----------|-------------------|---------------------------------------|
| 1. Strongly Disagree | 2. Disagree | 3. Slightly Disagree | 4. Slightly Agree | 5. Agree | 6. Strongly Agree | I have never used them. (資料を使用した事が無い) |
|----------------------|-------------|----------------------|-------------------|----------|-------------------|---------------------------------------|

Q4                                         

Q4.1 If you answer "Slightly Agree", "Agree" or "Strongly Agree" on Question 4, what was the most useful material? (If there is any specific one.)

Q4でやや賛成、賛成または強く賛成と選んだ人は、特に役立った資料はありますか。

Your answer \_\_\_\_\_

Q5. TA (Teaching Assistant) in the ARC was a helpful resource for your study. \*  
 ARCでのTAの存在は学習支援に役立った。

- |                      |             |                      |                   |          |                   |   |
|----------------------|-------------|----------------------|-------------------|----------|-------------------|---|
| 1. Strongly Disagree | 2. Disagree | 3. Slightly Disagree | 4. Slightly Agree | 5. Agree | 6. Strongly Agree | I have never used the TA support. (TAを利用した事が無い) |
|----------------------|-------------|----------------------|-------------------|----------|-------------------|---|

Q5                                         

Q6. Getting help from the TA was one of the main reasons that you used the ARC. \*  
 TAに支援を求めに行く事が、ARCを利用する大きな理由である。

- |                      |             |                      |                   |          |                   |
|----------------------|-------------|----------------------|-------------------|----------|-------------------|
| 1. Strongly Disagree | 2. Disagree | 3. Slightly Disagree | 4. Slightly Agree | 5. Agree | 6. Strongly Agree |
|----------------------|-------------|----------------------|-------------------|----------|-------------------|

Q6

Q7. Getting help in Japanese was one of the main reasons why you used the ARC. \*

日本語で学習支援を求めに行く事が、ARCを利用する大きな理由である。

1. Strongly Disagree   2. Disagree   3. Slightly Disagree   4. Slightly Agree   5. Agree   6. Strongly Agree

Q7                 

Q8. Having more English conversation practice with an English teacher was one of the main reasons why you used the ARC. \*

英語教員との英会話練習を行う事が、ARCを利用する大きな理由である。

1. Strongly Disagree   2. Disagree   3. Slightly Disagree   4. Slightly Agree   5. Agree   6. Strongly Agree

Q8                 

Q9. The ARC was the place where you could speak English comfortably. \*

ARCは英会話を快適に行える場所である。

1. Strongly Disagree   2. Disagree   3. Slightly Disagree   4. Slightly Agree   5. Agree   6. Strongly Agree

Q9                 

Q9.1. Why do you answer so on Q9?

Q9 でそのように回答した理由は何ですか。

Your answer \_\_\_\_\_

Q10. Do you feel studying in the ARC helped you improve your English ability? \*

ARCでの学習は英語力向上に役立ちましたか。

Yes

No

Q10.1. If you answer "yes" on Q10, how? (e.g. increased TOEIC score, listening, speaking, reading, etc.)

Q10で"Yes"と回答した方は、どの様に英語力が向上しましたか。(TOEICスコア、スピーキング、リスニング力など)

Your answer

---

Q11. (Only for those who were instructed to come to the ARC as an assignment from your English class.) Are you going to visit the ARC during the fall semester even without teachers' suggestions?

Englishクラスの課題の一部として先生からARCに行くようにと促された学生への質問です。(現在1年生の学生) 次学期も先生からの指示が無くてもARCを利用すると思いますか。

1. No, I am definitely not going to

2. No, I am not going to

3. Yes, I am going to

4. Yes, I am definitely going to

Q11





Q11.1 Why did you answer so on Q11?

Q11の解答について、それはなぜですか。

Your answer

---



Q12. What would you want to change to improve the ARC? (If any)

ARC改善のためにどのような事が必要だと思えますか。(もしあれば)

Your answer

---

Q13. Would you recommend others to regularly visit the ARC?

ほかの学生にもARCの利用を勧めますか。

Yes

No

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大修館書店

## **Online Study Abroad: Fostering Intercultural Awareness in the COVID-19 era**

**Debra Occhi**

**Anderson Passos**

**Abstract:** When a mandatory study abroad program met closed borders due to a pandemic, our institution had very few options to overcome the situation. This paper explains some of the challenges our institution faced in adapting our study abroad program during the COVID-19 pandemic, including adjustments that, even in these challenging circumstances, allow students to fulfill most requirements while attending online classes on campus. The authors' experiences with facilitating online exchanges with two universities abroad provide a case study describing elements of the curriculum and facilitation that we found fostered positive outcomes for development of cross-cultural understanding.

**Keywords:** study abroad, cultural exchange, technology in education

### **Introduction**

Miyazaki International College (MIC) was founded, according to the 2021 bulletin (Student Bulletin 2021), for the purpose of cultivating truly international students. When the college started its operations in 1994, it was the first liberal arts institution in Japan to use English as the main medium of instruction, among many other features in its curriculum that made it unique at the time. One of these features is the mandatory study abroad program that is implemented in the School of International Liberal Arts, where all students take part in the program during the second semester of the second year. With 14 credits issued for courses and activities done in one of 15 institutions spread out over five English-speaking countries (Study Abroad), the whole program can be considered a success in promoting cultural understanding and boosting student's English language abilities.

Although the program was unique at the time and successful in itself, the purpose of this paper is not to brag about the qualities of study abroad as an item in the curriculum,

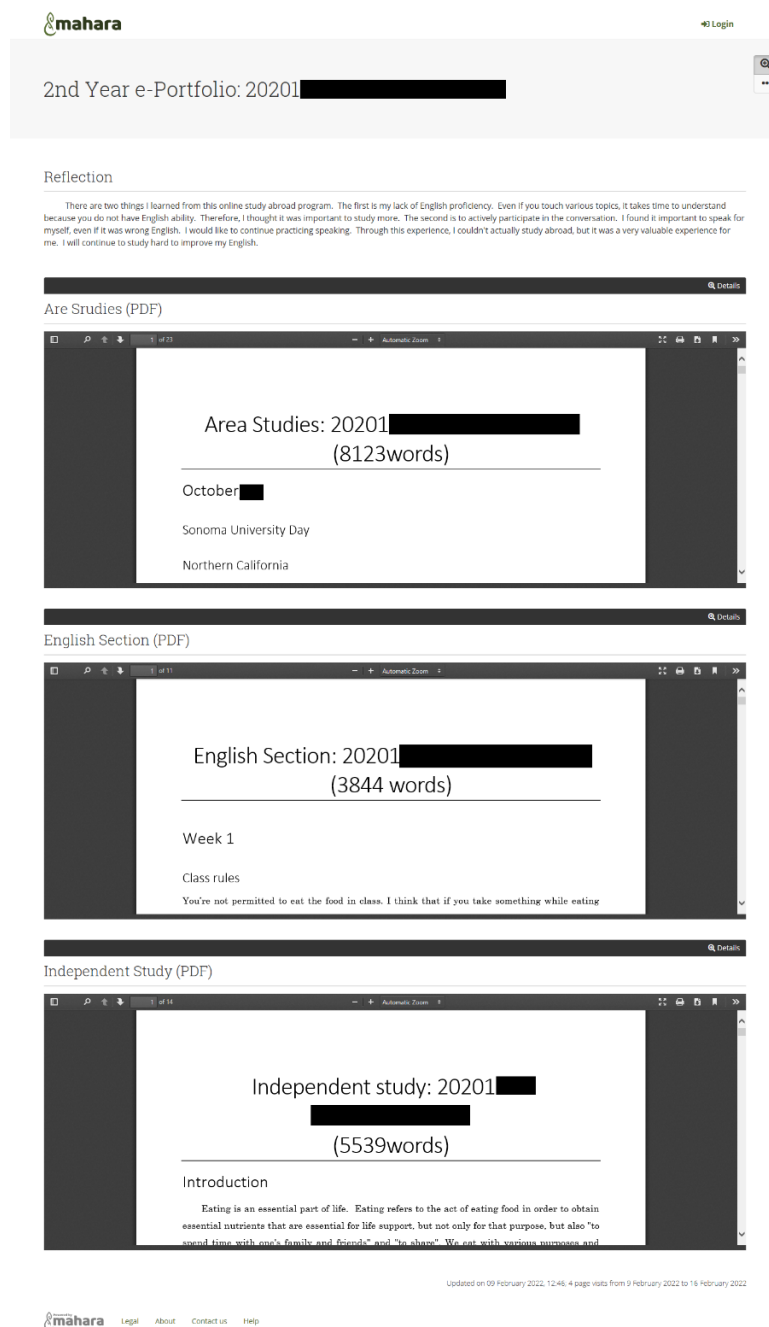
but to showcase the strengths of an integrated online study abroad program that was devised primarily to fulfill a curriculum necessity that had become impracticable due to the COVID-19 pandemic.

It is worth mentioning that, although general information was drawn from the year 2020 until 2022, spanning from when the COVID-19 pandemic started until the pandemic level began decreasing, the authors' experiences described here are specific to the year 2021 when we both had the opportunity to work together with instructors from Sonoma State University and California State University San Marcos.

### **Study abroad before COVID-19**

The study abroad program serves as an important component in our curriculum for cultural understanding and also to boost the English language skills of our students. There is enough anecdotal evidence that students returning from the study abroad program become “different people” – words uttered by instructors themselves. Students usually leave Japan with a shy and inward personality, very uncertain of their own language skills. Often they return very confident and, in many cases, with different hair color and clothing styles (Occhi 2016). Longitudinal research could possibly establish what such changes have positive impacts in the future lives of the students, but for now, it is safe to say that the MIC Community has a shared understanding that when students become juniors (Crescini, 2018) they are capable of handling classes in English.

As for development of students' broader cross-cultural understanding, being able to stay abroad for at least four months gives students opportunities to practice their language and learn more about the place where they are staying. The study programs at our partner institutions typically include local trips and opportunities for short-term research about the local culture. Furthermore, students stay with a host family which makes the immersion even greater as students share day-to-day experiences with local families and live the culture from inside. Of course, there are inevitable culture clashes and perhaps interpersonal conflicts, but we see these experiences as a necessary part of the growth process of our students.



**Figure 1 - A Mahara page developed by a second year student in 2021: A reflection paragraph followed by the portfolio files.**

Regarding evidence of learning outcomes, all students are required to submit three portfolios upon their return to Japan. The program currently requires a portfolio for English (six credits), area studies (six credits) and independent study (two credits). For the English portfolio, students need to write a portfolio with a minimum of 3750 words.

They use essays and short paragraphs that they have submitted as homework in the English language classes they are attending. The area studies portfolio is the biggest one and students are required to record most of their experiences while abroad. This is a personal essay with no requirement to abide by academic writing styles, so disciplined students are able to write all the 7500 words without any problems. In contrast, the independent study portfolio component requires 3750 words, written in the academic style of a research paper. Students choose their topics from within the area where they are and conduct research in order to gather information about it. Usually, regular visits to the abroad institution's library and consultations with the on-site advisor are necessary. All three portfolios are submitted in Moodle, our learning management system (LMS), and through a secret URL in our online portfolio system, Mahara (Figure 1).

### **Study abroad during COVID-19**

Given this historical context of MIC's study abroad program, we will next discuss the negative impacts of the COVID-19 pandemic on students and their development along with necessary adjustments to the curriculum. For the administration, it became clear that makeup classes would have to be created for all students. Up until now, even though the study abroad program has always been mandatory for graduation, every year a few students who cannot travel for various reasons had to stay on-campus. For those students, make up classes on-campus had been created. However, online exchange had not been an integral part of those courses.

The situation in 2020 was drastic as universities in the US were closing doors (Foresman, 2020) and much overseas travel was prohibited (Kawano, 2020). Instead of a few who could not travel, we suddenly had more than a hundred students whose onsite study abroad semester had to be facilitated, and creating ad hoc classes as done previously would not suffice.

In response to the COVID-19 impact on study abroad, some of our partner universities contacted our study abroad coordinator proposing online classes. Eventually we were able to secure online classes with five institutions.

### **The evolution of the online program**

As mentioned before, our study abroad program has three components: English,

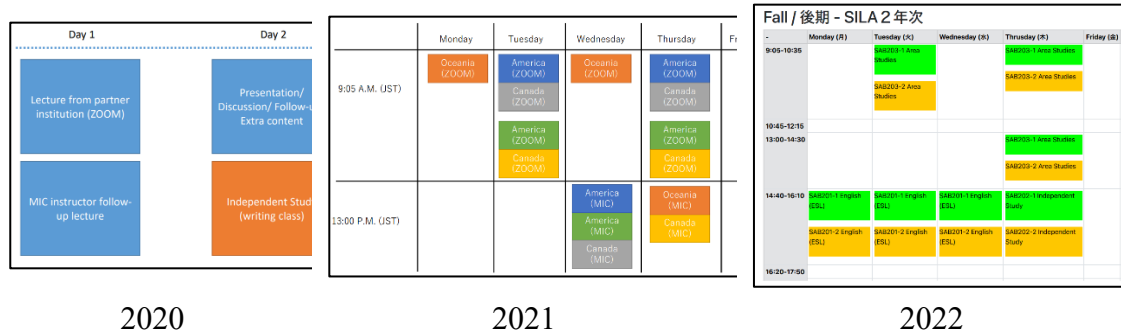
Independent Study and Area Studies. For the English and Independent Study credits, we were able to assign instructors on the MIC campus to facilitate these courses. The online component of the program, which was facilitated by the abroad institutions and coached by our instructors, was the Area Studies classes which are specifically designed to promote intercultural awareness. What follows is an explanation of what happened as our students took online classes with our partner institutions.

In 2020 our institution was initially hesitant to move classes to remote online format, so we decided to require students to come to campus even though the classes were offered online. The policy we created necessitated that all students should come equipped with computers and headsets, but we soon learned that this was problematic. Many students did not have their own devices. Students were in one classroom just like a normal lesson and it didn't take long for the room to become very noisy. Also, with too many students in one classroom our old Wi-Fi access points did not handle the traffic well and connections started dropping out. Besides technical difficulties, the noise in the room made it difficult not only for our students on-campus to understand what was being said, but also for remote instructors to understand our students' answers.

In 2021, we decided to allow students to attend remote classes from home, and in rare cases, when Wi-Fi connection or a computer were not available, students were asked to come to campus and use our infrastructure. This decision was made not because of technical problems (the Wi-Fi had been updated campus-wide months before the beginning of the 2021 study abroad program), but because since the beginning of the pandemic some students' motivation was clearly low. Our understanding was that if online classes were conducted in a less strict fashion, students would have time enough to wake up and get ready for the afternoon classes. In actuality, many students found it difficult to get out of their beds, attended online classes remotely, and just did not come to campus at all. In other words, even though we aimed at providing better access to students, it backfired. Anecdotally, we learned that among the minority of students who would come to campus to take online classes, most of them did so because 1) they could use our institution's stable Internet connection and/or 2) they entered in study mode once they arrived on campus compared to their attitude while at home.

In 2022 we considered previous experiences and implemented some small changes.

This time, students were required to come to campus to take classes just like in 2020, but the difference was that students were able to check with the classroom teacher on campus and then move to another room. This way we ensured that students were psychologically ready to study and avoided trouble with crowded and noisy classrooms.



**Figure 20 - The evolution of our online Study Abroad Program can also be seen in the evolution of the scheduling.**

With the exception of institutions located in Oceania, all institutions were in distant time zones requiring us to avoid classes on Mondays. This can be clearly seen in the 2021 schedule (Figure 2). Away institutions had to hold classes at unusual hours to allow for the Japan Standard Time zone; we are grateful for their efforts in accommodating our schedule despite the time differences. The good news in 2022 was that because of the reopening of borders and institutions, we were able to send half of our cohort to institutions abroad. We hope this will be the new norm.

### Talking about culture – online

Recreating the study abroad experience on campus was not feasible so we had to start from the point of view that the experience in itself would be different. Students who stay in Japan can always learn about other countries by reading books or searching on the Internet, but this is far from ideal in helping them gain understanding of how people in a certain place actually think or behave. Research had previously found that short-term exchanges have had some merit in increasing cross-cultural understanding (but without the greater demands of the study abroad curriculum) (Dunn & Occhi 2003a, 2003b).





**Figure 21 -A slide from Sonoma State University instructor showing the list of topics to be covered in the semester**

Because we have a long history of working with our current partners abroad, they were all aware of the objectives of our curriculum and also knew very well the skill levels and the challenges of our students. They had witnessed the development of cross-cultural understanding and were committed to helping foster that regardless of the impossibility of actual travel.

Partner institutions were asked to come up with a list of topics that were culturally relevant to their location and also particularly interesting to our students. In the case of Sonoma State University, course creators were able to think of 15 sessions that covered things specific to the location where the university as well as general topics more intrinsic to American culture (Figure 3). Overall, the wide range of topics created a boilerplate where students had enough space to find things they were interested in to pursue for Independent Study projects.

Additionally, Sonoma State University's instructors were aware of the importance of thinking about complex global problems and made sure to start the lessons with 'small talk' to introduce the lesson topics. Although our on-campus students were not very active at the beginning of the lessons, these introductory conversations played an important role in encouraging our students to feel more comfortable speaking. One of the reasons we firmly believe this happened is because students from Sonoma State University were volunteering to engage in discussions with our students. Having students from the abroad institution created a different atmosphere to the online class and motivated our students not only to attend the online sessions but also to ask questions so they could know a little

bit more about the volunteers.

California State University San Marcos also created a very similar program with the additional benefit that the explanations were done from their point of view. This combination of approaches created one of the biggest advantages in the whole program because when students actually go abroad, they enter one university and participate in all activities set by that single university. In the case of our students participating in the online study abroad program, they were able to attend two universities at the same time. This not only expanded the variety of topics discussed in the lessons but also helped students to see differences in behavior and thinking. Engaging in discussions with American professors and student volunteers in two different universities actually showed our students how different people can be even though they are in the same country and even the same state. Furthermore, the expansion of online resources provided to students in the abroad universities such as free exercise classes provided opportunities for our students to share even in some small way the experience of remote campus life with peers abroad.

### **Final Thoughts**

It is very difficult to know what is coming next for study abroad at MIC. By the time of this paper's writing, One of us has been asked by the administration to keep at least two groups on campus, just like in 2022, while the other is getting ready to check the portfolios of 90 students. It might be too early to make assumptions but, with COVID-19 or without it, we found key components that we believe enhanced the student experience in our online Study Abroad Program. This recipe for success can be easily replicated if need be. We saw that the most important components for success in our terms included the ability of students to engage with students from abroad institutions, and in doing so, the creation of a scenario that allows students to see by themselves differences in behavior. In our case, the latter was achieved by engaging students with two different universities. We all hope that we will be wearing no masks very soon, but if it does not happen soon, at least we have made steps in developing a more solid online program that is better able to foster interaction, international awareness, and understanding.

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## オンライン日本語授業におけるディープ・アクティブラーニングの 可能性—コロナ禍における成果と今後

### **Possibilities of Deep Active Learning in Online Japanese Classes: Achievements and Prospects in the COVID-19 Pandemic**

早瀬 郁子 (Ikuko Hayase)

**Abstract:** In response to the global spread of the novel coronavirus in 2020, ICT education has evolved significantly, with all classes going online, and new online educational reforms have progressed rapidly over the past two years. In Japanese-language education, online classes have started not only for students in Japan but also for those overseas. In this paper, I will discuss how Deep Active Learning, which has been previously practiced, can be incorporated into online Japanese classes, which tend to be one-way, in an environment with insufficient facilities and using unfamiliar equipment, and how it can be put into practice. I will also introduce the achievements and challenges in conducting it, and propose how it can be applied in the post-corona era.

**Keywords:** オンライン授業、ディープ・アクティブラーニング、ICT 教育、日本語授業、ポストコロナ

#### 1. はじめに

ICT 教育はこの 10 年で大きな変化を遂げた。「MOOC 元年」と呼ばれている 2012 年、アメリカの複数の大学で MOOC<sup>1</sup>のサービスが立ち上がり教育界に大きなパラダイムシフトを起こした。その特徴として、世界トップクラスの教育

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<sup>1</sup> MOOC (MOOCs ともいわれる) は Massive Open Online Course の略称。大学等の高等教育機関などが、インターネットを通じてオンラインで講座を公開する取り組みで、簡単な登録だけで無料で講義を閲覧・学習することができる。アメリカの大学から始まったオンライン講座であるが、現在講義を提供する有名なサービスとして「edX」「Coursera」や日本の「JMOOC」(2014 年から) などがある。

機関の講義が、インターネットの環境さえあればいつでもどこでも誰でも無料で受講することができ、終了時には修了証（有料）がもらえるといったメリットがある。しかし、通信教育全般にいえることであるが、独学という学習形態はモチベーションの維持が難しく、質問や意見をディスカッション・フォーラムに投稿し、講師と受講者同士のコミュニケーションを図る学習活動も含まれてはいるものの、修了率は5%(ハーバード大学2012)、6.7%(修了証取得率：東京大学2013)、7.5%(早稲田大学2017)など10%を下回っている。また、企業の認知度が低いいため修了証を取得してもどの程度考慮されるかわからない<sup>2</sup>、体系的に学べるカリキュラムが存在しない、などのデメリットがある。さらに、教育格差の解消を理念として掲げて、高等教育が行き届いていない地域・学習者層を対象にしたオンラインコースの設置であったものの、その理念とは裏腹に受講生は新興国や先進国に居住する20代～30代の高等教育経験者であるという結果も出ている。

2020年、新型コロナウイルス感染拡大はオンライン教育を急激に変化させた。対面授業が不可能となり、遠隔授業—Web会議ツール等を用いた同時双方型のオンライン授業、オンライン教材（MOOC等）を用いたオンデマンド型授業—などを活用して学修機会を確保する必要に迫られた。

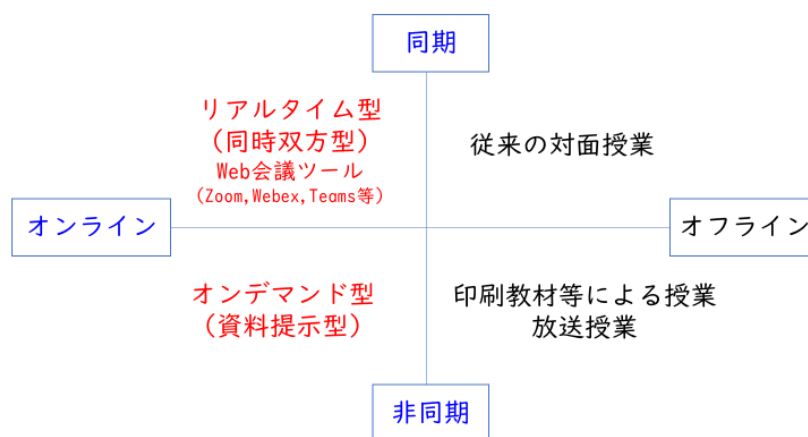


図1 大学における授業の類型

<sup>2</sup> 日本での認知度の低さを「大学のオープン化に関する調査結果報告（2019 JMOOC）」でも述べている。

演習科目である日本語の授業に関しては、映像や資料を配信する「オンデマンド型」よりも、Web 会議システムなどのメディアを用いて遠隔で映像・音声のやり取りが行える「リアルタイム型」の方が教育効果が高いと考えられる。辻 (2022) は、「演習・実習科目」のオンライン授業には4 類型があるとし、「リアルタイム主体・アクティブラーニング型実習」37%、「リアルタイム主体・グループワーク型実習」20.8%、「リアルタイム主体・一方向提示型実習」16.0%と、リアルタイム型が 73.8%を占め、「オンデマンド主体・課題確認型実習」25.7%であったと述べている。講義科目は、「リアルタイム主体・アクティブラーニング型実習」28.3%、「リアルタイム主体・一方向提示型実習」19.7%、「オンデマンド主体・課題確認型実習」52.1%の 3 類型があったとしているが、オンデマンドが 50%を超えている結果は「演習・実習科目」と大きな違いがみられた。日本語授業に限った類型は出されていないが、「リアルタイム主体・アクティブラーニング型実習」が主流の授業展開がなされたと考えられる。

日本語授業におけるオンライン授業形態の下、具体的にどのような授業を展開すれば学習効果が上がるのか、筆者が行なった ICT 活用の授業実践例を述べ、その効果と問題点、さらには、今回実践した ICT 教育を今後の大学教育にどのように活かしていけるか検討したい。

## 2. オンライン授業におけるアクティブラーニング

### 2.1 ディープ・アクティブラーニングとは

アクティブラーニングは、2012 年の中央教育審議会答申「新たな未来を築くための大学教育の質的転換に向けて～生涯学び続け、主体的に考える力を育成する大学へ～」の中で次のように定義されている。

教員による一方的な講義形式の教育とは異なり、学修者の能動的な学修への参加を取り入れた教授・学習法の総称。学修者が能動的に学修することによって、認知的、倫理的、社会的能力、教養、知識、経験を含めた汎用的能力の育成を図る。発見学習、問題解決学習、体験学習、調査学習等が含まれるが、教室内でのグループ・ディスカッション、ディベート、グループ・ワーク等も有効なアクティブラーニングの方法である。

松下 (2016) は、これまでのアクティブラーニングの課題を指摘し、「深い学習」「学習への深いアプローチ」が重要であるとし、ディープ・アクティブラーニングのための理論的基盤として「深い学習」「深い理解」「深い関与」を挙げている。学習への深いアプローチとして次のように述べている。

概念を自分で理解すること (によって)

- ・ 概念を既存の知識や経験に関連づける
- ・ 共通するパターンや根底にある原理を探す
- ・ 証拠をチェックし、結論と関係づける
- ・ 論理と議論を、周到かつ批判的に吟味する
- ・ 必要なら、暗記学習を用いる

(その結果)

- ・ 理解が深まるにつれ、自分の理解のレベルを認識する
- ・ 科目の内容に、より積極的な関心をもつようになる (p. 12)

そして、学習プロセスは、以下のようにすべきであると述べている。

動機付け ⇒ 方向付け ⇒ 内化 ⇒ 外化 ⇒ 批評 ⇒ 統制

図2 学習プロセス 『ディープ・アクティブラーニング』(2015 p. 9)

本学では、平成26年度より文科省の「大学教育再生加速プログラム (AP)」<sup>3</sup>の中でアクティブラーニングの研究を始め、現在5つのカテゴリーに分かれた33種類に分類している。

<sup>3</sup> この詳細に関しては Mork & Howard (2015) 参照。

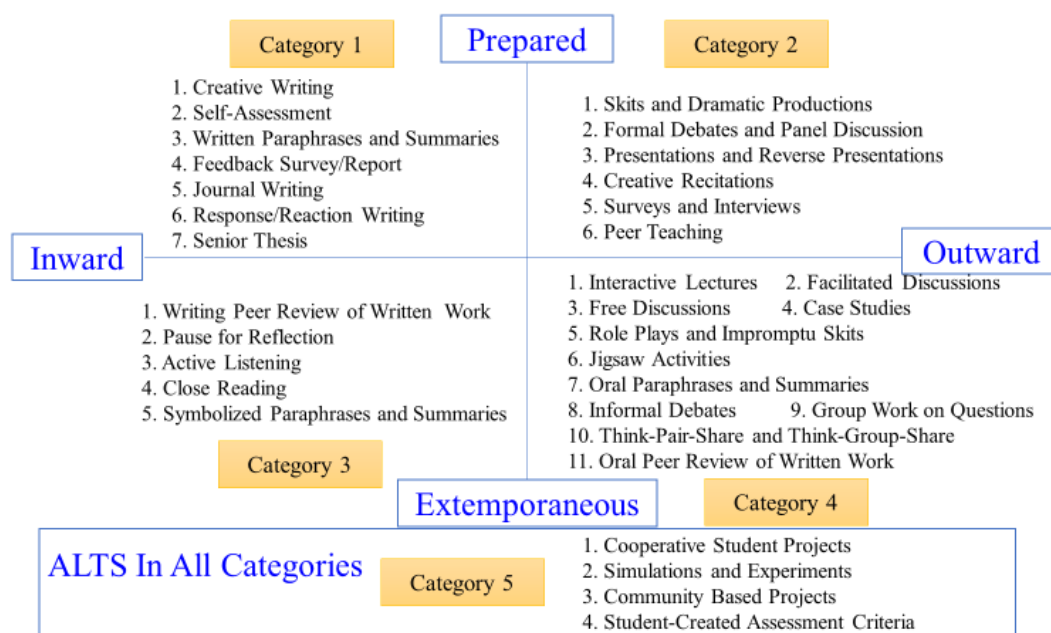


図3 宮崎国際大学におけるアクティブラーニングの手法  
 (「宮崎国際大学アクティブラーニング事例集 (国際教養学部)」より筆者作成)

筆者はコロナ禍において様々なオンライン授業を担当したが、その中で以下の2つの日本語クラスの「リアルタイム主体・アクティブラーニング型」授業実践を紹介する。これらは本学のものではないが、上記の分類を参考に、どのようなAL(アクティブラーニング)の手法を取り入れているか、さらに深い学びにするための学習プロセスを実施したかを記述する。

## 2.2 上級「論文」クラスでの実践

ここでの実践例として、2021年後期週2コマの上級「論文」クラスのオンライン授業を紹介する。本学期の授業の中で、アカデミックレポートが書けるような力をつけることが目的のクラスであるので、自分でテーマを見つけ、それについてある程度まとまったアカデミックレポートを完成させるという目標を設定した。学習者はアジアの3カ国(中国・インド・ベトナム)に在住する学生9名である。Web会議システムWebexでのリアルタイム型授業を同日1限2限の2コマ連続で実施。オリジナル教材の配布、学生のレポート提出等は全てMoodleを使用。シラバスは授業開始前に配布し、初回はオリエンテーションを行い、本



授業の授業内容の説明や Moodle の使用方法を説明。前期に Webex を利用していた学生だったので画面共有やブレイクアウトセッション等は初回からスムーズであった。

### 2.2.1 1 限目は配布プリントを基にした講義の実施

授業日の前に当日学習するプリント（オリジナル教材）を配布。学生は各自ダウンロードし、プリントアウトして授業に臨んでいた。

各課には練習問題を作成していたので、筆者が画面共有をし、学生は「注釈」の中の「テキスト」「描画」を使って各自入力できるようにした。数名を指名し、作文をそれぞれ書く作業も行った。対面授業の時以上に、学生の参加を促すように、本文の音読や自身が書いた文章を音読する回数も増やした。

### 2.2.2 Webex のブレイクアウトルームに分かれてのピア・リーディング

2 限目は演習という位置付けにし、2 パターンで実施した。1 つ目は、個別指導時間を設定し、時間毎にブレイクアウトルームに学生を一人ずつ入室させて、筆者がマンツーマン指導を行った。学生が自ら問題点を発見し修正ができるように筆者はファシリテーターの役割を意識した。

2 つ目は、予め 2 人あるいは 3 人グループを設定し、そのグループメンバーの課題作文とチェックシートを Moodle にアップしておいた。授業時間の前半はブレイクアウトルームに分かれ、お互いの作文を読んで質問や意見を述べ合うようにした。それぞれのブレイクアウトルームに筆者が入って様子を見ることで、どのように意見交換が進んでいるかを確認することができた。グループによって違いはあるものの、概ね積極的に意見交換がなされていたし、チェックシートも上手に活用されていた。授業の後半はそれぞれのグループでの話し合いの内容を聞き、次回までにどのような修正レポートを書くかを確認した。

### 2.2.3 学生のプレゼンテーション（Webex の画面共有）

プレゼンテーションは 3 回実施した。1 回目はテーマについて、2 回目は第 2 章まで、そして 3 回目は最終発表となるのでレポート完成という最終目標を意識し段階を踏んだものとした。プレゼンテーション実施方法については、学生が各自画面共有で PPT を見せながら説明を行うという形式とした。発表者への質

疑応答を踏まえて、ルーブリックの評価表には5段階の評価とともに発表者個々に宛てた感想と自身の今後の課題を記載する時間も設けた。授業終了時にアップロードできる学生もいれば、しばらくしてアップする学生もいたが全員発表日内に提出していた。この授業では、章立てのあるアカデミックレポート作成と発表用のPPT作成という結構ハードな課題を課していたが、学生は自分が興味を持っているテーマを選べたこと、それが少しずつ形になっていくのを実感できたことで、発表用のPPTも回を追う毎に良いものが作られるようになった。自身の足りないものを発見し、深い理解と学習につなげることができた。

#### 2.2.4 成果と課題

このオンラインクラスの成果としては以下のことが挙げられる。

- 1) 動機付け・方向付け：本人の研究テーマあるいは興味を持っているテーマについてのアカデミックレポート作成という目標を設定していたので、既存の課題を消化するという感覚ではなく、自身の興味あるものを選んで調査・考察することができるということで学習意欲は高かった。またこの授業のゴールは明確で、段階を踏みながら進んでいくという過程の理解もできた。
- 2) 内化・外化のバランス：ALを意識するあまり知識の内化がおろそかになるという問題点が挙げられている現状では、内化と外化をどのように組み合わせるかが大きな課題となる。論文作成に関し母語でも経験のない学生たちには、まずは論文作成の基本的な知識を与えることも重要であった。前半は内化、後半は外化を意識した授業構成にした。
- 3) 外化：日本語の4技能の中でも「読む・書く」の文字言語能力は高いが「聞く・話す」の音声言語能力が低い学生が多く、3回のプレゼンテーションにおいては、前回の失敗経験をプラスに転移させていき、自身の苦手な部分を十分理解した上で準備をして発表に臨めるようになった。
- 4) 批評：母国の学習形態が一方向的な知識伝達型の講義を聞くという受動的な学習に慣れている学生にとってAL自体を受け入れることが難しく、他人のレポートを読んで質問や批評をすることが当初はなかなかできなかった。何度か実践していく中で、他人のレポートを読むことによって概念の定着と自身の学習のモニタリングに繋がることを理解していった。
- 5) 統制：発表という大きな活動や毎時のALを繰り返すことで、個々の学びが

深化していった。今回の学生は、来日できないという理由で受講自体をキャンセルする学生もいる中で、遠隔授業でも参加したいという学習意欲が高い学生であったことも最終発表まで進めた要因の一つであると考えられる。また、その時点の状況下（図書館閉鎖で参考文献を探すことが困難である等）でもできることを指導者は考慮に入れながら、学生の学習意欲を維持し続けられる働きかけが重要である。

- 6) オンラインならではの利点：オンラインでのブレイクアウトセッションは、課題を提出しないと話し合いが成立しない。2～3名でのブレイクアウトセッションはある意味対面以上に個人の責任が重い状況となる。実際期限までの課題提出率は対面の時よりも高かった。また、自身が訂正した最新版を画面共有できることも利点である。

学生の最終自己評価として以下のような気づきがあった。

- ・私の研究テーマはちょっと難しいと思います。読み方も難しです。今後もっと詳しく書いた方がいいと思います。話し方も気を付けます。新しい点を探して、詳しく書きたいです。
- ・〇さんの章立ては、先行研究の問題点を踏まえた構成になっている。△さんはたくさん資料や文献を参考し、詳しく説明してくれた。☆さんの結論を聞いて参考になった。
- ・その後の論文の内容は、より論理的なものにする必要がある。もっと理論的な裏付けが必要だ。考える点はもっと広くて包括的であるべきだ。
- ・私はプレゼンテーションの内容を短くして、説明文で発表するようにしました。次は写真を入れて面白くするようにします。皆さんはよく頑張りましたね。
- ・今回の私のテーマは、苦手だったから面白くなかった。これから、自分の次のテーマをもっと面白くするつもりだ。
- ・発表のときに、私は接続詞を使うのはあまり上手ではないと思います。今後、接続詞の使い方に気を付けなければなりません。

自身の今後の課題を明確にした文や、クラスメートの頑張りを称える文が書かれていた。遠隔授業であったが、毎日オンラインで繋がっていたことで、連帯感が生まれてきたようだ。他者の頑張る姿を見て刺激を受け、自身の励みにしてい

たようである。「書く」指導においては、対面授業と比較し遜色のない指導が可能であることが分かった。

使用した AL は Category1(以下 C1)-2,C1-3,C1-4,C1-6,C2-3,C3-1,C3-2,C4-1,C4-11 である。

### 2.3 初中級「聴解」クラスでの実践

オンライン授業になって最も授業準備に時間を費やし、リアルタイム授業の中で苦心したのが「聴解」の授業である。大きな問題点は、Web 会議ツール（ここでは Webex）は話す声はある程度クリアに聞こえるのだが、音声教材は音が聞きづらく一斉聴解がほとんどできない状態であったことである。2021 年後期の学習者は 9 名の学生で、ヨーロッパ 4 カ国と中国からの参加であった。

事前に準備した教材はすべて Moodle にアップロードした。Moodle の小テスト（穴埋め問題、多肢選択問題、○×問題、記述問題）も作成したが、問題毎に音声も録音してアップした。さらに、ある程度の長さのリスニング問題を Word ファイルでも作成しアップしておいた。

#### 2.3.1 動画ツール「Flipgrid」の活用

学生同士のコミュニケーション手段の一つとして動画ツール「Flipgrid」の活用も試みた。トピックを筆者が決めて学生に伝える→そのトピックに関して各自が動画を録画する→それをクラスメートが見てコメントの動画をアップする。通常は固定された場所で顔だけが映っている状態であるが、これは携帯電話を使って撮影をするので、学生はさまざまな工夫を凝らし、自分のペットを映したり手作りのブランケットを見せたりと学生の新たな一面を見ることができ、コメント動画も楽しそうであった。トピックとしては「私の趣味」「私のたからもの」「クリスマスメッセージ」などを扱った。

#### 2.3.2 学生のプレゼンテーション

テーマは「自分の興味のあるもの」と自由度の大きいものとした。PPT を作成し、最後に発表した内容に対し質問を 3~5 問準備するように指示した。「自分の国の紹介」「(自分の尊敬する自国の) 大統領について」「ステレオタイプ」「コロナについて」「(自分の国の) 新年について」「スタジオジブリ」など、さまざま

まなテーマが選ばれた。プレゼンテーションは事前準備が可能なので、スライドは文字（日本語）だけでなくイラストや写真を挿入して聞き手に分かりやすい構成にしつつ、内容も深みがあり、事前に練習をした努力が見られるスピーチをすることができた。また、準備した質問に対しても楽しい回答が出され積極的に日本語でのコミュニケーションを取る機会となった。

### 2.3.3 日本人学生とのディスカッション

日本人学生数名のオンライン参加を得て、グループセッションを2回行った。流れとしては、最初にディスカッションテーマ（日本の大学生について、私の好きなこと/今流行していること等）を告げ、その後3つのブレイクアウトルームに分かれて、グループの中で自由に意見交換を行うようにした。最後にグループ内で出た意見について発表者を決めて全体でシェアした。初中級の学生たちは即座に自分の考えを述べることは難しく、話を深めることは厳しいが、余裕を持たせた時間の中で、自分の聞きたいこと話したいことを必死で話そうとしていた。中級以上のクラスでは同時にグループで話した内容を Jamboard/Padlet に書き出す作業も同時に行ったのだが、このクラスでは「聞く・話す」ことに集中させるためにあえて「書く」作業は強制しなかった。会話の中で必要な場面で使用するよう促した。

### 2.3.4 成果と課題

成果としては、以下の点が挙げられる。

- 1) 動機付け・方向付け：筆者が担当する「文法」授業と連携した内容であったので、学習した文型を音声でどの程度理解できたかを測定できた。Moodle上の音声教材リスニングの小テストは解答が即時に出るので、学習の動機付けには適している。
- 2) 内化・外化：「文法」は内化の割合が多くなりやすい科目なので、この授業では主に外化の割合を多くすることを意識し、ICTのツールを多く利用した。ALの学習を好むヨーロッパの学生が多いこともあり、テーマを自身で考えるプレゼンテーション、映像教材（YouTubeを含む）を多く取り入れたリスニング、その後のディスカッション、Flipgrid、日本人学生とのディスカッション等、積極的に取り組むことができ、学びの深化を図ることができた。

「Padlet」は自分の考えを十分言葉にして言えない学生にとって、文を書くことの他に、写真やイラストを挿入することで、自身の話を他の学生に伝える手助けとなった。

- 3) 批評：プレゼンテーションやブレイクアウトセッションにおける意見交換など、積極的に自分の意見を述べることができていた。Webex の中では一人ずつしか発言できないので、人の話をしっかりと聞く時間を持つことが可能となった。
- 4) 統制：授業の中で話す・聞く機会をできるだけ設けたことで、日本語音声言語をある程度使いこなすことができるようになり、自信が生まれた。

しかし、課題もある。

- 1) ネット環境の問題：音声教材を一斉に聞くことができないこと、YouTubeなどが国によって見られないことなどネット環境の問題があった。
- 2) ALの深い学びのためには授業外の活動も重視されるのだが、離れた場所にいる学生にとって、授業外での繋がりはなかなか作れないのが現状であった。Flipgridで課題を出した際も、授業後にはしばらく追加のアップロードをしていたが、その後の継続は見られず、授業の延長線上には位置することができても授業外活動までの派生には至らなかった。

「聴解」授業については、オンライン環境等の制限があるからこそ、ICT教育のツールをうまく利用することで、変化のあるALが可能になることが分かった。授業アンケートによると、Moodle上の音声リスニング、プレゼンテーション、Flipgridなどが好評であったが、一番ポイントが高かったのは「日本人学生とのディスカッション」であった。来日することができない状況下で、Webex上ではあるものの直接日本人学生と会話することは日本語を「聞く・話す」機会として大きなモチベーションになったようだ。

このクラスで使用したALは、C2-2,C3-3,C4-1,C4-3, C4-5,C4-7,C4-8,C4-9である。

### 3. おわりに—これからのオンライン日本語授業の可能性

2022年に筆者が実施したオンライン授業は、前期・後期ともにWeb会議シス

テム Zoom を利用し Teams を使った資料や課題の配信を行った「リアルタイム主体・アクティブラーニング型」授業であった。前期は、来日している学生と来日できていない学生がいてこれまで通りの「講師—学習者接続型」のオンライン授業をすることになった。後期は学生が全て来日し対面授業が可能であったが、遠方に居住する筆者が継続してオンライン授業を行うことになった。その際、学生は教室に集まり授業を受ける「講師—教室接続型」の授業を実施することも可能であったが、学生からの要望で全て自宅からのこれまで通りの「講師—学習者接続型」のオンライン授業を行うことになった。学生が1か所に集まることで、これまでにはできなかったAL、学生が対面であるからこそできる協同学習、深い理解や深い関与が可能になるかもしれないと考えたが、コロナ禍で大学生活を始めた学生ならではの学習に対する姿勢なのかもしれない。

この2年間オンライン日本語授業を実施し、オンライン授業においても、ディープ・アクティブラーニングをある程度達成することができた。

今後のオンライン日本語教育の可能性として、以下の2点を提案する。

#### 1) 来日前の学生を対象とした来日前教育

筆者が以前作成した来日前の留学生を対象とした「来日前教材」も、eラーニング教材を配信し、定期的なメールでの励ましと Moodle 上での質疑応答のみであったが、コロナ禍に実施した Web 会議ツールを利用したオンライン授業を組み入れれば、学生のモチベーションアップと、来日前に必要な日本語基礎の習得、来日後の生活を円滑にスタートさせる効果が増すのではないだろうか。

#### 2) 他大学の学生とのプロジェクトワーク

コロナ禍で留学生数が減少し、クラスの人数が減少している今、国内あるいは海外の協定校間でプロジェクトワークが可能なのではないだろうか。日本語の授業として考えるならば留学生同士であるが、日本人学生と留学生などとすれば大学間の交流プロジェクトになるかもしれない。プロジェクトワーク後に実際に現地を訪ねてフィールドワークを行うなどの計画を立てると、学生のモチベーションアップに繋がる。

コロナ禍で急速に進歩したオンライン授業を、その利点を残しながら、ポストコロナの時代に活かすことができるか、ICT 教育の開発と活用力が問われている。

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## The evolution of Pokémon into Japanese local mascots as touristic resources on Pokéfuta manhole covers: an interim field report

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### Abstract

The globally famous Pocket Monster characters (Pokémon) have become used as local mascot characters in their native Japan, first emerging in 2018 in southern Kyushu. They appear on decorated manhole covers under which no hole exists, providing mappable spots for pilgrimage style touristic consumption in locations of existing tourist resources. These are called Pokéfuta, combining Poké- of Pokémon with *futa* ‘lid’, and may appear as mobile objects as well as those found in fixed locations. The Pokémon are specifically chosen for their location. Wordplay, image, and other associations of each Pokémon to its respective place have transformed these characters from their original associations with fictive regions (e.g., Johto, Aronia) into local mascots using strategies already established by *yuru kyara* phenomena (Occhi 2014). Since I have previously researched Pokémon GO and related Pokémon phenomena, I have undertaken a fieldwork project to explore the Pokéfuta locations and potential interactions of deliberate or accidental visitors to these pop pilgrimage spots and their environs. Such observational research methodology combined with autoethnography are social science tools surely enjoying a renaissance during these COVID-19 pandemic years. This working paper documents some of my findings thus far, including personal visits to Ibusuki (the Pokéfuta birthplace) and a report of the visits in Miyazaki funded by my individual discretionary account with approval from the Testing, Research, and Assessment Committee.

### Background

Ibusuki, in the southern tip of the Satsuma peninsula of Kagoshima, is the birthplace of the Pokéfuta phenomenon. Like so much in the Pokémon world and in the Japanese character world more broadly (Occhi 2012), the character chosen for its place has a name that creates an affective and memorable resonance with its place. Eievui, the squirrel-like Pokémon #133 (and its eight evolutions Showers, Thunders, Booster, Eifie, Blacky, Leafia, Glacia, and Nymphia), are now affiliated as mascots for Ibusuki, using the ruse *Eievui suki* ‘(I) love Eievui’ which sounds like the city name Ibusuki. In 2018 that character appeared on a decorated manhole cover in front of JR Ibusuki train station, near

the police box and opposite the free hot spring footbath. Ibusuki station also includes a garden surrounded by the taxi roundabout. Inside is a visitor center office, part of which has been converted to an Eievui goods shop. Nearby, in the middle of the public area stands a large glass box in which stuffed toys of the nine Eievui variations appear to be sleeping in a pile. These cute, pastel, and untouchable fuzzy toys are a natural draw for visitors who may then obtain a map showing the manhole locations from the tourist office and potentially buy goods.

Ibusuki's Pokéfuta map includes a suggested route to each of the manhole covers, with estimates for travel times by rental bicycles available at the station (called Iburin, with *rin* referring to bicycle wheels), on foot, and by car (or bus for the two furthest spots, since not all the landmarks correlate to bus stops). These nine spots include three major hot spring facilities, a public library, Ibusuki central park, the archaeological museum, an eco-camping facility bordering a large park on the promontory, and both sides of the train station (Ibusuki Tourism Net 2021). The distribution of Eievuis appears to be nonrandom, for example Leafia who has green leaflike tufts appears at the Eco Campground site. This strategy localizes each Pokémon as a representative of the place where its manhole cover is located, effectively turning it into a 'working character' (Nozawa 2013) as well as a *yuru kyara* style of local mascot (Occhi 2012). I have visited the Ibusuki Eievui Pokéfuta twice by car (in summer of 2020 and winter of 2022), finding it possible to get them all in a leisurely day trip from Kagoshima city. Though this research is not intended to be interactional, fellow pilgrims I have encountered there have all been identified with Kagoshima thus far (either verbally or by car license plates). The tourist office workers told me that a much wider range of visitors have received maps, including international tourists, but that there are no additional promotions or attempts to gauge visitor behavior.

Following the lead of Kagoshima's Ibusuki City tie up with the Eievui Pokémon character through the placement of decorated manhole covers at local points of interest, Miyazaki as well as other prefectures has installed Pokéfuta around its various towns. Currently there are 26 locations in Miyazaki with no plans to add more. I began visiting those in southern Miyazaki bit by bit on my own and became interested in traveling to the more distant ones in the north and west. Research activities have been limited in this COVID-19 era, but I realized it would be fruitful to conduct autoethnography and make

observations in each location. I wanted to see if visitors to these already existing public facilities take notice and engage with the manholes. Though a stamp rally to promote interest had been established in late 2021, I did not partake in it since it was ultimately cancelled with the state of emergency, so it falls outside the bounds of this project. Other promotions involving stamp rallies and social media tags have taken place over the last year; their investigation will require further research.

### **Partial findings with some contextualizing details**

Starting in 2019, Miyazaki prefecture has installed Pokéfuta at touristic locations. The promotion office has created maps and hosted several promotions over the course of its installation and use of Pokéfuta, with stamp rally features built into its maps. The maps include general tourist information as well as Google Map data in QR codes. In contrast to Ibusuki's strategy of a single Pokémon per Pokéfuta, Miyazaki's Pokéfuta promotion combines the palm tree character Nassy with various other Pokémon who are chosen specifically for the place where their manhole is located. In this way they are reframed as local mascots as are Nassy and the Eievui cohort. Other decorations on each manhole include specific images that further contextualize the Pokémon and deepen associations of the manhole with its location. After visiting several of these on my own recognizance, from 2022 I undertook a more formal study of these manholes as an institutionally supported research project. I aimed to understand their localizations as representatives of their respective areas, the touristic contexts of their locations, and the emergent phenomena of local promotions, which have included various mechanisms such as stamp rallies and SNS-driven prize lotteries. Furthermore, as follow-up to my previous research on Pokémon GO (Occhi 2019), I am exploring what affordances these Pokéfuta have within that virtual world. This brief working paper is intended specifically as an interim research report of the institutionally supported travel I made as this project continues. Other data is slated for presentation elsewhere as this is a project still in progress.

The two versions of Nassy, the palm tree Pokémon who were chosen for Miyazaki's Pokéfuta character, recall the prefecture's original transformation into a tourist destination. Its name Nassy has been rumored to derive from the words for palm tree, nuts, and/or date palm (i.e. *yashi*, *nattsu*, *natsume yashi*) (Pokémon Wiki n.d.). Two

versions of the Nassy character resemble the two main types planted here; original 2 meter tall Nassy resembles the shorter Phoenix palm while 10.9 meter tall Aronia Nassy looks like the *Dracanea* palm, each with three funny faces added. English localizations of these names are Exeggutor and Alolan Exeggutor. The ‘egg’ further hearkens back to the palm trees’ pre-evolved form of five egg shapes with faces, known as Exeggcute in English and Tamatama in Japanese. *Tama* means jewel or ball and reflects the roundness of the eggs. *Tamatama* literally means ‘sometimes’ or ‘by accident’ and is also the appellation of a special local variety of *kinkan* ‘kumquat’, a recently famous Miyazaki fruit product. This combination of wordplay and locally resonant imagery is similar to that used by *yuru kyara* local mascots (Occhi 2013) such as the neighboring Kumamon whose name derives from its home, Kumamoto, and dialectal *mon*, meaning person. Kumamon resembles a bear (*kuma*) but is not actually one (Occhi 2018, 2020). The following table will summarize the locations, characters, and their associations, and other contextualizing imagery I was able to discern from local lore of each location.

Table 1. IDA funded Pokéfuta visits (Pokémon names are trademark versions; see Table 2 for English localizations)

City	Pokémon	Location	Rationale
Kawaminami	Numakuro	SAN-A Culture Hall	interesting local water creatures
Shintomi	Makunoshita	Tondahama Park	fighting, a famous local flower
Kijo	Metamon	Kawabaru Natural Park	<i>oni hasu</i> rare local flower
Takachiho	Rejigigas*	Gamadase Ichiba	near Takachiho shrine
Gokase	Rejiaisu*	G-Park sports park	ice machine, near the ski park
Morotsuka	Rejirokku*	Morokko House	rock name wordplay, mountainous area
Misato	Tamatama	Ishitoke Lakeland	<i>kinkan</i> name wordplay with Nassy's pre-evolution form
Kobayashi	Mokuro	Nojirikopia	cosmos flowers
Nishimera	Goruugu*	Nishimera Onsen	carries a basket of vegetables with local <i>itomaki daikon</i> radish
Nobeoka	Both Nassy versions	Kitaura beach park	beach

The obviousness of local reference is stronger for some characters and elements than in others. For instance, the Miyazaki City Pokéfuta, located near Aoshima Beach and the Kodomo no Kuni kiddylan entrance, sports a version of the Powarun character who resembles a sun looking down on the Nassy palm tree at the beach. Nobeoka's Pokéfuta, listed in Table 1 above, is also near the coast and includes both versions of Nassy. Takanabe's Pokéfuta is located at a surfing beach and shows Aronia Raichu surfing on its tail. These references are much more obviously connected to the touristic possibilities of their locations than are others, such as Shintomi's Makunoshita. This character trains to fight; it refers to the local Self-Defense Force training grounds. The most remote of the locations I visited were inhabited by extremely rare Pokémon (marked in Table 1 with \*) accompanying the Nassy. These would have appealed to Pokémon fans in that the effort to visit would be rewarded by the sight of such an unusual character. This strategy was also apparently employed in the locating of the rare Mew #151 Pokéfuta in Tokyo's faraway Chichijima Island along with its inclusion on three other Pokéfuta with Pokémon who are the highest evolved versions of Johto Pokémon #1, #2, and #3 (Baseel 2001). The combination of these characters makes the Ogasawara set representative of the first and last Pokémon of the original generation. Since Ogasawara is not part of my personal data collection thus far, I can unfortunately offer no further insight to their rationale.

In Miyazaki and typically, each of the characters is said to have been chosen for maximal local resonance, so it is not surprising if visitors cannot retrieve the local references easily. Other resonances include local plants and other specific entities, some of which are described in guide maps distributed by the prefectural tourism office. Pokéfuta images may be simple or complicated; the simple Eievies represent Ibusuki well on their own, but other cases may benefit from further contextualization. Local mascots typically also contain elements that befuddle spectators because of their fantastic mashup of characteristics (Miura 2004). This strategy renders mascots unique and piques curiosity for tourists while it gives a sense of importance and familiarity for locals. The Pokéfuta combinations of Nassy palm trees, other Pokémon, and other specifically chosen visual elements create this mashup style of fantasy, a semiotic strategy similar to those embodied in local mascots known as *yuru kyara*.

Following the approved TRAC application guidelines, I did not engage other visitors in interviews. This was easy since other visitors to the Miyazaki manholes were usually not present during these visits. That said, I have no doubt given social media evidence that tourists are engaging with these spots and will glean more data from the web in order to contribute to a better understanding of the phenomena. Where possible I asked local officials about resonance of characters and other details of the Pokéfuta in the vicinity. I also have data from several other Pokéfuta I visited on personal funds, most of which are not described here. These include five in northern Kyushu. Three Pokéfuta remain in Saga that I must visit to have all of Kyushu in the data set.

Stamp rally promotions encourage travel to multiple locations. Those taking place during the year discussed here were difficult to research thoroughly for lack of time. However, one unusual event was held on July 4, 2022 that allowed easy access to all the manholes at once. I attended this Nassy no Hi event held at the Miyazaki Airport. The numbers 7 and 4 expressing July 4 in Japanese can be read as *na shi*, homophonous with Nassy. This re-reading and inscription of the character Nassy onto the calendar date that sounds like its name is a kind of wordplay called *goroawase* which is used to establish events widely throughout the year. This event used the wide central area in Miyazaki Airport and combined the mobile effigies of each Pokéfuta with QR codes for their Google map locations and brochures advertising each of the 26 areas. Coloring pages and pencils were provided at two tables. An inflatable Aronia Nassy provided a life-sized example at its full 10-meter height listed as an attribute in the character's profile. This huge character still graces the airport, overshadowing the Aronia themed photo board *kaodashi* which has been provided since the early days of the Nassy installations. Nassy was animated as well; the shorter Nassy appeared as a costume suit *kigurumi* on the event day and allowed visitors to have a photo opportunity during specified times that day. This event was popular not only with incidental travelers, but also fans, some who wore Pokémon themed garments or carried goods. A popup shop allowed further purchases; however, the Nassy character toys were unavailable due to COVID-19 related troubles with their import from China. Overall, the event was impressive and well attended; its centrality and assemblage of the manholes allowed for an unusual level of immediate consumption which a later stamp rally held elsewhere has employed in part.

### Final Notes

While this project is still underway with plans for expansion, it is already begun to promise results as a scholarly contribution beyond this working paper. My research is, as far as I am aware, the first scholarly investigation of Pokéfuta to date. The topic has not been taken up widely in popular media either, save the overview provided in Claudia (2021) and the reports on installations provided by Sora News. Thus far I have been accepted to present at one domestic conference in Tokyo during summer 2023 and have submitted an abstract as part of a proposed panel at a major conference in North America slated for late 2023. These research results should also form the basis of publication following the presentations. The data has also made a substantial contribution to my Japanese Popular Culture course module on contents tourism, an expanding area of promotion and scholarship. I am grateful for institutional support of my research and am enthusiastic about its potential. Due to the deadline for this article, I will not be able to include data from my forthcoming visit to Kagawa for their Yadon Pokéfuta promotion, which will have partial institutional support.

\*Due to the preliminary nature of this report and the likelihood that ongoing research will update its findings, I wish to be contacted in advance by anyone who wishes to quote or cite it and can be reached at [docchi@sky.miyazaki-mic.ac.jp](mailto:docchi@sky.miyazaki-mic.ac.jp).

Table 2. Pokémon trademark names and English localizations

Japanese	English
Nassy	Exeggutor
Numakuro	Marshtomp
Makunoshita	Makuhita
Metamon	Ditto
Powarun	Castform
Rejigigas	Rejigigas
Rejiaisu	Rejice
Rejirokku	Rejirock

Tamatama	Exeggcute
Mokuro	Rowlet
Goruugu	Golurk
Raichu	Raichu
Eievui	Eevee
Showers	Vaporeon
Thunders	Jolteon
Booster	Flareon
Eifie	Espeon
Blacky	Umbreon
Leafia	Leafeon
Glacia	Glaceon
Nymphia	Sylveon
Yadon	SlowPoke
Mew	Mew

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## 「南部文学」はどこに向かうのか? :Backward and Forward

### Where Is “Southern Literature” Going?: Backward and Forward

早瀬 博範(Hironori Hayase)

**Abstract:** The aim of this paper is to project the future of Southern Literature by reviewing how Southern Literature was created. Southern Literature bloomed in the 1920s and 30s under the name of Southern Renaissance, and was led by Southern Agrarians opposed to industrialization spreading in the U.S. In the 1940s, they, keeping in step with literary critics of New Criticism, made it rise to the level of American narrative. Modernist, high-brow Southern Literature was well suited to the government’s demand in the Cold War period. In the process of its development, however, Southern Literature and the image of the South has been intentionally created and restrictively defined by Agrarians and New Criticism. The fact of its’ being Southern became more important than other elements and, in consequence, “the South” in it is far away from the real South.

Looking at “the real South” in the 21<sup>st</sup> century, the difference in lifestyle and culture between the North and the South has been diminishing and cultural diversity has been heightened by the rapid increase of Hispanic people in the South. It is time to go back to its beginning and reexamine what Southern Literature features: slavery, feelings of defeat in the Civil War, strong nostalgia for the Old South, and cultural differences between the North and the South—can these traditional themes remain in the future of “Southern Literature”? Based on this backward examination of the progress of Southern Literature, this paper will examine where Southern Literature is going forward.

**Keywords:** Agrarian, New Criticism, Modernism, Southern Renaissance, New Southern Studies.

はじめに

「南部文学」は、20世紀のアメリカ文学史において一つの大きなジャンルと

してアメリカ文学の発展に質量ともに貢献した。「南部文学」は 1920 年代から 1930 年代に開花した「サザン・ルネッサンス」と呼ばれる文芸復興で始まる。サザン・ルネッサンスを主導したのは、当時アメリカ全土に広がりつつあった産業主義に反対した南部農本主義者たちで、彼らは 40 年代になると、ニュー・クリティシズムと結びつき、モダニズムを支持する。このような南部農本主義者たちにとって、フォークナー文学は、「産業主義の北部」に対抗し、「古き良き南部」をノスタルジックに希求し、しかもモダニズム的な文学手法で描いていることから、彼らの理想型とされた。結果、フォークナーは南部文学のアイコンとして、サザンルネッサンスを牽引し、アメリカ文学のキャノンとしての地位を確立していった。それに併せて、「南部文学」自体も、アメリカ文学の中で重要なジャンルとしてその価値と存在意義を高めていった。

一方で、このような趨勢は「南部文学」というものの概念を規定化し、枠組みを固定化し、さらに批評形態までも固定化させてしまったことも事実である。あまりに強固で巨大な枠組みは排他的になり、その結果、見えなくなってしまったものや、見なくなってしまったものも指摘されている。さらに、時代の流れが、そのような枠組みに揺さぶりをかけている。時代が進み 21 世紀になると、南北の違いもどんどんなくなり、南部文学のお決まりのテーマが完全に過去のものとなりつつある。これまで「南部文学」を「南部文学」たらしめていた要素——奴隷制の問題、南北戦争による敗北感、「古き良き南部」へのノスタルジー、北部との経済的格差、北部資本主義の侵食など——も見直さなければならない時に来ている。このような中であって一体何をもって「南部文学」と言うのか。現在の「南部作家」は一体何をテーマに書くのだろうか。さらに、批評家はどのようなアプローチをかければいいのか。もし「南部文学」が存在し続けるとすれば、これまでのテーマ自体、当然変わらざるをえなくなるだろうが、その場合、それを「南部文学」と呼び続けていいのか。「南部文学」の存在意義が問われている。

以上を踏まえ、本論では、南部文学、さらに南部文学批評は一体どこへ向かっていくのだろうか、という問いに答えるために、南部文学の発展の歴史を再検討し、それを踏まえ、南部という場所の変化を捉えながら、これからの南部文学の展望を考察する。

## I. Where is Southern Literature? /What is Southern Literature?

「南部文学」の将来性に対する問いかけは、80年代ごろから徐々に表面化してくる。“The Closure of History in a Postsouthern America”のなかで、Lewis Simpson は“we are beginning to live in a postmodern America.... The epiphany of the southern literary artist will not be repeated. The Southern Renaissance will not come again.”(269)と述べてように、すでに「サザン・ルネッサンス」の限界を感じている。Simpsonはこの時“postsouthern”という語句をつかって、これまで確立されてきた“south”や“southern”という概念の見直しの必要性を指摘している。Daniel Young も“it is difficult to differentiate between the contemporary southern novel and fiction produced in New York, Chicago, or Paris.”(24)と述べ、当時出版されている「南部文学」に分類される小説に、従来の「南部文学」の特徴と言われていたものがすでに薄らいでいることを指摘している。Fred Hobson は *The Southern Writer in the Postmodern World* (1991)のなかで、Bobbie Ann Mason、Anne Tyler、Lee Smith、Clyde Edgerton、そして Ernest Gaines や Alice Walker といった黒人作家、さらに近年の Cormac McCarthy、Harry Crews、Barry Hannah と、具体的に作家名を挙げ、彼らの扱うテーマに関して、彼らはすでに「人種問題や罪意識との戦いに加わる必要性」を感じておらず、それらを「完全に過去のものとして置き去りにしている」(6-7)と明確に述べている<sup>i</sup>。

このような動きを受ける形で、Michael Kreyling は *Inventing Southern Literature*(1998)において、「これまでの南部文学として確固なものとして築かれていた伝統に異議を唱え、その中で失われたものの回復」(xii)を主張した。Kreyling の呼びかけに呼応するように、2001年には *American Literature* の特集において Houston Baker, Jr.と Dana Nelson は、これまでの白人男性による南部文学だけでなく、より包括的な南部文学および、新たな南部研究(new Southern studies)の構築を提唱した<sup>ii</sup>。同様に、Scott Romine も“Where is Southern Literature?” (2000)という衝撃的なタイトルで、以下のように「南部文学」のアイデンティティに疑問を投げかけた。

In the end, it may be that the question “What is southern literature?” necessarily turns on the question “Where is southern literature?” It is, for example, in the South (conceived as a location, a place, as et of determining conditions) or in the

literature (conceived as a style, as a sense, as a set of representations)? If we answer the former, which conditions are determinative, and which are peripheral? Can Southern literary regionalism be defined in positivist terms, or is it contingent upon a structural relationship with other literatures, other regions? My purpose is not so much to answer these questions systematically as to pose them as a way of clarifying the crisis of place---and of southern literature---in a time of transition. (6)

Romine は、これらの動きを「南部文学の危機」と呼び、南部文学の条件とは何か、地域文学としての独自性を維持できるのかと問いかけた。

サザン・ルネッサンスから始まり、アメリカ文学の中で趨勢を極め重要な位置を占めてきた「南部文学」が、今やそのアイデンティティが問われる事態となっている。

## II. 「南部文学」の検証：Backward

第1章で述べたように、1980年代から「南部文学」のアイデンティティが揺らぎだしているが、その要因はどのようなことが考えられるのだろうか。外的な要因と内的な要因とに分けて検証する。前者は、南部文学を外側から揺るがす要因で、後者は、南部文学そのものが内包してきた特質こそが要因となっている。

### (1) 外的要因

南部文学に変化をもたらした外的な要因として、以下の4点を挙げる事ができる。

#### ① 時間の経過による「記憶の断絶」

伝統的な南部文学の主要なテーマは、奴隷制と南北戦争に関連している。しかしながら、南北戦争や奴隷解放令から、すでに150年以上経っている。それらは現代の南部に生きる多くの人々の記憶には存在せず、しかも今では3世代以上離れてしまっているので、その時の経験や影響を語り継ぐことも困難になっている。したがって、それらを現代の南部出身の作家が題材として選ぶことは考えにくいし、また読者がそのようなテーマを受け入れられる土壌も消失しているという現状がある。

#### ② 資本主義の進展による「対抗軸の消失」

20 世紀前半までは南北の経済的文化的格差は歴然としていたが、産業資本主義の進展により、現在では、経済的にも文化的にも、それほど差がなくなっている。北部にある商業施設や商品は、ほとんど南部にもあり、「南部らしさ」「南部の独自性」がなくなっている。つまり、20 世紀中盤まであった「南部人の誇り」「南部の伝統」なども影を潜め、南北の差異は薄らぎ、歴然とした対抗軸がなくなっている。

### ③ グローバリゼーションによる「多文化現象」

グローバリゼーションの波は南部にも及んでいる。*The Postsouthern Sense of Place* (2005) の著者 Martyn Bone は、“‘The South’ increasingly is integrated into a dazzling network of global or ‘transnational’ flows—not only of capital, but also of immigrants and their cultures”(xii) と述べ、多くの移民が南部に入っていて、同時に新たな文化が加わりつつあると指摘している。実際、テキサス州ではヒスパニック系の移民が 70 年代から増加し始め、1990 年から 2000 年の 10 年間で 70% も増加し、2020 年には、白人とほぼ同数 (32%) にまで達している。また、ノース・キャロライナ州の増え方は劇的で、394% の増加率を示している<sup>iii</sup>。歴史家 Raymond Mohl は“Black and white once defined the racial landscape of the American South, but multicultural and multiethnic rather than biracial now describe society in many southern places.”(35) と述べ、ヒスパニック系の人口増が南部文化を書き換えようとしていると指摘している。このように、南部はすでに、白人と黒人の二極化した文化圏でなく、ヒスパニック系、さらにアジア系の人々も増えており、多文化的な視点が必要となってきた。

### ④ 新しい批評理論による「作られた南部」の解体

David McWhirter は、以下のように新しい批評理論の進展が南部に対する見方を変えたと言っている。

More recently, scholars drawing on new work in cultural and postcolonial theory, social history, and cultural geography have begun to question “southern literature’s” excessively U.S.-centered approach to the history and culture of the Americas, and to challenge its neglect of the cultural, linguistic, class and social differences that

## fissure a purportedly unitary “South”(1)

1970年代以降の新たな批評理論である、カルチュラル・スタディーズ、ポストコロニアル批評、社会史研究、文化地理学などにおいて、「南部」(the South)という概念が一枚岩ではなく、文化、言語、階級など社会的な差異があることが指摘されている。多角的な視点が導入されることで、これまでの「作られた南部」の固定概念を捨て、「現実の南部」を見る必要性が生じている。

以上のように、1970年代から現在までの時代の流れと社会の動きが、必然的に「南部」の定義の問い直しを要求している。これまでサザン・ルネッサンス以降の南部文学の趨勢が「南部」という強固な概念を作り上げ、当然のように維持されてきたが、現実の南部自体が大きく変化を見せている現代にあっては、南部の再定義が必要となってきた。

## (2)内的要因

南部文学のアイデンティティが問われている内的要因として南部文学が形成された経緯、および発展の経緯が大いに関係している。南部文学そのものが内包している特質に原因がある。本論では、そのような内的要因として以下の4点を挙げたい。

## ① 「後ろ向きの視線」 (backward glance)

故郷南部に目を付け、南部文学というジャンルを生み出し確立させたのは南部農本主義者たちである。彼らの主張はそのマニフェストともいえる *I'll Take My Stand: The South and the Agrarian Tradition*(1930)に具体的に述べられている。アメリカ全土に流布しつつある産業主義を理想とした「新南部」に突き進むのではなく、南部の伝統に回帰しようという主張である。産業主義の点で遅れている状況を逆手にとった見解にも聞こえるが、芸術は、自然に対して自由で私欲のない「正しい態度」(right attitude to nature)で臨むことで生まれるのであり、産業主義下では決して生まれないというのが彼らの主張である。

Nor do the arts have proper life under industrialism, with the general decay of

sensibility which attends it. Art depends, in general, like religion, on a right attitude to nature; and in particular on a free and disinterested observation of nature that occurs only in leisure. Neither the creation nor the understanding of works of art is possible in an industrial age except by some local and unlikely suspension of the industrial drive. (xlvii)

John Ransom もあえて時代の流れに逆らい、旧南部の伝統主義に回帰しようとする「後ろ向きの視線」(backward glance)によって、南部の土地、歴史、伝統的生き方に価値を見出そうとしている。

It is out of fashion in these days to look backward rather than forward. About the only American given to it is some unreconstructed Southerner, who persists in his regard for a certain terrain, a certain history, and a certain inherited way of living. (1)

Allen Tate が、1945 年に“The New Provincialism”の中で述べているように、この「後ろ向きの視線」から「現在の中に過去を意識する」(conscious of the past in the present)という姿勢が生まれ、それが南部文学の重要な特徴となっていく。

With the war of 1914-1918, the South re-entered the world—but gave a backward glance as it stepped over the border: that backward glance gave us the Southern renaissance, a literature conscious of the past in the present. (272)

しかしながら一方で、このような南部の伝統への保守的な態度は、Charles Wilson が指摘するように、ノスタルジックな色合いを帯び、「南部」を一種、ユートピア的な楽園のような存在としてイメージを固定化させていった。

Agrarians defended agrarianism as the southern tradition. Although their defense of rural life was soon dated, their conservative championing of traditions anticipated a tenacious backward glance at a supposedly better regional past, leading to a nostalgic and fruitless search for pristine authenticity. (8)



## ② 「南部の遺産」という限定された題材

「後ろ向きの視点」は題材も限定させた。従来の南部の伝統に加え、南北戦争での「敗戦」が重要なテーマを与えた。Hobsonが *The Southern Writer in the Postmodern World* の中で、「南部のアイロニー」という言葉での Hobson の説明が的を射ている。

During the years of the Renaissance, it was assumed...that the South was defeated, failed, poor, unprogressive part of the United States. But an irony of southern literary history...is that this legacy of defeat and failure served well the writer in the South.... Just as failure is more interesting than success... and defeat more interesting than victory, the southern writer had a great advantage over his nonsouthern counterpart.... The South *was* dramatic. If racial tension, conflict, violence—as well as unrealistic but lofty aspirations—made for tragedy, they also made for spectacle. (1-2)

つまり、南北戦争で敗戦が皮肉にも南部の「遺産」となり、それが文学の題材として極めて魅力的であり、北部にはない「大いなる利点」として優位に働いたということである。確かに文学の題材としては、勝利したことより負けた方が悲壮感、屈辱、葛藤、苦悩などが生まれ、それらは悲劇の題材としては最適である。しかも、元々、南部には歴史的に、奴隷制がもたらす悲惨な状況や暴力的な出来事、階級や人種の軋轢、夢や野望など渦巻いていたが、それに「敗戦」がプラスされることで、スケール感のある悲劇を生み出す条件が揃ったことになる。William Faulkner の *Absalom, Absalom!* の中で、南部の話聞きながら、カナダ人 Shreve が吐く“Jesus, the South is fine, isn't it.... It's better than Ben Hur, isn't it.”(217) という台詞は、まさにこのことを端的に言い表している。

南部農本主義者たちは、この「遺産」に目をつけ、それを文学の格好の材料として、北部との対抗軸を鮮明に打ち出し、「南部文学」というジャンルを打ち立てようとした。これによって「南部文学」は、単なる地域性よりも、南部の歴史的文化的要素に根ざした、極めて限定的な素材やテーマを扱う文学として一つのジャンルを確立し、アメリカ文学の中で存在意義を勝ち得ていった。

## ② “the only one South”という神話化

上述したように、農本主義者たちがあえて時代に逆らい「後ろ向きの視点」で、かなり限定的な存在を素材として構築しようとした「南部文学」が作り上げた「南部」は、極めて限定化、固定化されたイメージとして出来上がっていった。

この固定化をさらにモダニズムが後押しした。「後ろ向きの視点」は、敗戦によって伝統を否定され、過去の栄光や挫折に固執し抜け出せず、近代化の波にいやおうなくさらされ戸惑っている南部人を捉えるのに最適な観点であり、そのような「現在の中に過去を意識する」(conscious of the past in the present)南部人を描く際の文学手段としては、モダニズムの手法—意識の流れ、現在の過去の併置、流動的な時間、物語の分断と再配置—がうまく合致した。David Davisは近代化が進まない田舎の南部を近代的なモダニズムの手法で描く「南部モダニズム」を「皮肉」として以下のように説明する。

This discontinuity between modernist technique and rural content is the definitive characteristic of southern modernism. In the literature of the US South, ruralism is modernism. (464)

Davisは、内容と手法のくい違いこそ、過去に生きる南部人というテーマに相応しく、それにはモダニズムの断片による手法が最適であり、それを「田舎風モダニズム」(rural modernism)と呼んだ。

This method of discontinuous perspective proves to be ideally suited to representing the fragmentation of rural modernism. (470)

この「田舎風モダニズム」は、南部文学を単なる地方主義やローカル・カラリズムとは違った領域へ押し上げた。30年代後半には、John Ransom, Allen Tate, Robert Penn Warrenらは農本主義から新批評(New Criticism)へ移行し、農本主義的なテーマをモダニズムの手法で描くことを推し進めていった。新批評は、文学作品に「有機的な統合」(organic unity)を求めるもので、この点で農本主義者たちの自然と人間が一体化した農本生活こそ文化を育むものという主張と重なる。

Edward Pickering は農本主義と新批評の親和性を以下のように説明している。

Having traced the affinities between Southern Agrarianism’s “culture of the soil” and the New Critical notion of the poem as an organic whole, as well as the bond that unites the triad of poet, poetry, and society itself, there remains a specifically historical account of the organic metaphor at the heart of New Criticism. (99)

新批評は大学教育を中心に広がり批評界を席卷し、同時に、新批評が模範とする文学作品として、Faulkner をはじめとする南部文学を挙げ、その確立に貢献した。これによって、ますます「南部像」は固定化され、結果、排他的になっていったのである。Kreyling は、農本主義者たちの極めて恣意的な活動が南部像といふのイメージを規定し固定化させ、その強固な枠組みは、それ以外の南部が入り込む余地を失くしてしまったと鋭く批判している。

The Agrarian project was and must be seen as a willed campaign on the part of one elite to establish and control “The South” in a period of intense cultural maneuvering. The principal organizers of *I’ll Take My Stand* knew full well there were other “Souths” than the one they touted; they deliberately presented a fabricated South as the one and only real thing. (xii)

結果、南部文学で描かれる南部は、現実の南部から離れ、神話化され<sup>iv</sup>、揺るぎないメタファーとして維持され続けた<sup>v</sup>。

#### ⑤ ナショナル・ナラティブへの躍進

南部農法本主義者たちが提唱した新批評が、アメリカ全体で受容され、勢力を拡大できたのは、そのアカデミックで合理的な理論の説得性だけでなく、冷戦期という時代背景が大きな要因となっている。Jordan Dominy は *Southern Literature, Cold War Culture and the Making of Modern America* (2020)の中で、冷戦期のアメリカの知識人たちは「アメリカ的な民主主義」(American-style democracy)を文化を通して世界に示したいという強い衝動があったと以下のように説明している。

This cultural history through close reading of southern literature reveals the notions of the region and genre as a variety of Cold War nationalism deeply rooted in particular contexts related to American ambitions after World War II, which included the export of American-style democracy to the countries liberated from Nazi rule and from colonial rule. Along with this desire to spread American democracy comes the compulsion among intellectuals to cleanse communism, fascism, and other undesirable politics from all corners of cultural production. (xi-xii)

冷戦期のアメリカは、民主主義国家の長として、反全体主義陣営に対抗するために、自由主義を標榜した。このような「民主的」な態度は、自由と個人主義を後押しし、政治的に自由で中立的なものを求め、それを「アメリカの強み」として内外に示そうとした。このような非政治性を求めるアメリカの風潮が、新批評とモダニズムを結びつけた。どちらも文学作品の非政治性を重視しており、それが冷戦期の求める「民主主義」に受け入れられた。越智博美は、これを「冷戦期リベラリズム」と呼び、新批評はこのような冷戦期のロジックと共振し、南部文学をナショナル・ナラティブとして制度化していったと次のように説明している。

南部の反進歩主義の伝統主義者の担う新批評は、むしろ非政治的に文学を扱う姿勢を使って、進歩的であることを止めたアメリカの民主主義に、あるいは、反イデオロギーの冷静戦ロジックに、みずからをゆだねていきもした。新批評は第二次世界大戦から冷戦期にかけて、ナショナリズムのイデオロギー的な国家装置の文化的側面の一翼を担うことで制度化—アカデミー化—を果たしたのである。(93)

それを世界に見える形で示すことができるシンボルが必要であったが、モダニズム文学の理想型として新批評が白羽の矢を立てたのが、フォークナー文学である<sup>vi</sup>。Lawrence Schwartz の説明の通り、このような冷戦期の新たに構築された「政治的」な環境が、フォークナー文学をノーベル賞まで押し上げた。

[A]s modernism--the postwar Zeitgeist--became the aesthetic expression of the restructured political environment, Faulkner's fiction was integrated into the culture of the new conservative liberalism of postwar America.... Faulkner became one of the beneficiaries of an aesthetic that was in complete accord with the new order. .... In short, the ideological shift prompted by the war converted Faulkner into the postwar moralist and symbol of solitary literary genius.... (28-29)

モダニズムや新批評の批評家たちには理想とされたフォークナー文学も、大衆には不評であったので、この冷戦期におけるイデオロギーの変換がフォークナー文学の再評価に繋がり、アメリカ文学を代表する作家としての地位を確立するに至ったことを考えると、その「政治的選択」はアメリカにとっては、予想以上の結果となって現れたことになる。

南部の田舎の文学がナショナル・ナラティブとして制度がされたことは、南部文学の素晴らしい躍進であるが、一方で、それはモダニズムや新批評が認めるものしか受け入れず、南部文学を限定的に規定し、枠にはめてしまいそれ以外他のものを受け入れないという排他的な姿勢を生むことになったのも事実である。

### III. 「南部文学」の展望：Forward

第2章と第3章で、南部文学を揺るがす、内的及び外的要因を検討してきた。南部文学が発生当時から時代の流れの中でその特徴を形づくり、確固とした地位を確立していたものが、今、新たな時代を迎え、揺らぎは始めている。今後、南部文学はどのような道を歩めばいいのだろうか。南部文学を新しい時代に相応しい方向にもっていくためには、どのような視点が必要なのだろうか。本論では、2、3章で議論した要因をもとに、3つのパラダイムシフトを提案したい。

#### ① 脱神話化(de-mythicize)

南部といえば、その歴史から、奴隷制、人種差別、階級制、敗戦、南部再建などのテーマがすぐに思い出されるように、それらが南部のイメージとして固定化され、限定化されている。しかしながら、これだけが南部ではない。これらは作られた南部の神話であり、現実の南部像とは異なる。このようにあまりに過去の歴史に、やや偏向的に依存した神話から脱却し、実際の南部に目を向ける必要

がある。テーマや題材の拡大を図ることで、Kreyling が言うように、“the only one South”から脱して“Souths”(xii)が見えてくることを期待したい。

## ② グローバル化(globalize)

北部の産業主義の浸透や通信機器の発達などにより、北部と南部の文化的差異はどんどん薄くなってきている。南部はグローバル化されているという事実を認識する必要がある。全世界的にボーダーレスの状態が進み、南部に限った題材やテーマというのが見つけにくくなっているし、それに固執しては、南部文学の進展はない。南部を舞台にしながらも、南北のボーダーだけでなく、アメリカというボーダーも超え、グローバルで普遍的なテーマが求められる。

## ③ 多文化 (multi-culturalize)

南部の人種問題といえば、従来は白人と黒人という二つの人種の問題しかなかったが、第2章で見たように、今やヒスパニック系、アジア系の人口も増えていて、それらの中での軋轢が生じている。南部はすでに多文化社会になっている。同時に、Kreyling が提案しているように、黒人の男性作家や、白人の女性作家を南部作家として入れて、南部文学という幅を文化的にも広げる必要があると強調している<sup>vii</sup>。

これらのパラダイムシフトを押し進めていくと、「南部らしさ」がなくなり、それはもはや「南部文学」ではなくのではないかという懸念があるが、むしろ、これまでの固定観念を捨て、現実の南部に目を向けることで再定義され、それによって新たな南部文学の広がりや発展につながるはずである。

## IV. 終わりに

Cleanth Brooks は「フォークナーは生まれた場所だけでなく、生まれた時代が幸運だった」(333)と言っているが、一理あるだろう。奴隷制、南北戦争など歴史に残るような劇的な出来事がなく、南北の違いも薄らいでいる現代において、「南部作家」は一体、何をテーマにし、何を訴え続けるのだろうか。本論では、南部文学の定義やそのアイデンティティが揺らぎ始めている要因を明確にし、それを土台にして、今後どのような方向に南部文学は向かうべきかを考察した。Faulkner に代表される南部文学のこれまで築いた伝統を全て捨てるのではなく、伝統を生かしながら、より広い視野で現実の南部を見ることで、現代という時代

に相応しいものに変容させ発展させる道を探るべきである。

しかしながら、そもそもこのような南部というジャンルにこだわるのは批評家だけかもしれない。作家は、自らが考える問題を、ただ作品として書いているのかもしれない。これまでの南部作家もそうだったのかも知れないが、批評家が枠に嵌め込んでしまったのかもしれない。とりわけ、アメリカに住む批評家たちは、それほど簡単に南部文学の枠組みを外すことは簡単ではなく、やはり南北の違いを意識せざるを得ないのかもしれない。そう考えると、南部から遠く離れた日本で南部文学を問うという作業は、むしろ客観的に違った見方が提案できる可能性がある。これも南部文学のグローバル化につながることは間違いない。

## 注

<sup>i</sup> Matthew Guinn も *After Southern Modernism*(2000)において、同様に、南部の新しい作家たちは南部の過去に対して「無関心か敵愾心」(ix)をもってこれまでの伝統的な南部文学に対処しようとしていると述べている。

<sup>ii</sup> “Preface: Violence, the Body and “The South””において、<sup>2</sup>“‘The South’ is thick with civilly disappeared history, the history of indigenous, black, Latino, and Asian laborers and their families, their joys and suffering largely effaced in this history of the Civil, under the mark of ‘The South’”(236)と、“The South”という言葉が、白人の歴史以外の歴史を抹殺してきたと指摘している。

<sup>iii</sup> Raymond Mohl は、南部におけるヒスパニック系の人口増は劇的である(drastring)と指摘している。1990年から2000年の増加は以下の通りである。ノース・キャロライナ 394%、アーカンソー337%、ジョージア 300%、テネシー278%、サウス・キャロライナ 212%、アラバマ 208%である(37)。

<sup>iv</sup> Romine は “the preferred mode of representation for the Agrarian was myth...” (“Where is Southern Literature?” 11)と述べている。さらに彼は“The South still operates as a battle slogan”(The Real South 9)と述べているように、これも重要な南部を売り出すための「戦いのスローガン」として機能したと見ている。

<sup>v</sup> Rubin は 1962年版の *I’ll Take My Stand* の序文で “as poets they were given to the metaphor, and they instinctively resorted to an image for their critique of American society”(vii)と述べている。

<sup>vi</sup> Dominy は“Creation of a specifically southern literary canon, by the nationalistic project of the Cold War” (vi)と、冷戦期の国家的プロジェクトが南部モダニズムをアメリカ文学のキャンオンを作り上げたと言っている。

<sup>vii</sup> Kreyling は、黒人男性作家としては、Ralph Ellison, Richard Wright, Ernest Gaines, Raymond Andrew、白人女性作家としては、Lee Smith, Josephine Humphrey, Jill McCorkle, Dorothy Allison を挙げている(viv-vx)。Kreyling はこれらの提案に加えて、フォークナーという「偉大なる前例」をいかに乗り越えるかも重要な課題としている。筆者は、これも脱

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神話化の一つではないかと見ている。

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## **Writing assessment in the new landscape of AI writing software – How do we respond?**

### **Cathrine-Mette Mork**

Natural Language Generators or AI (Artificial Intelligence) Writers came onto the scene at the onset of the Coronavirus pandemic and have since been developing at an incredible pace. They're already used in multiple industries - from journalism to marketing to creating web content. On June 11, 2020, OpenAI released a significant upgrade to its Generative Pre-trained Transformer (GPT), an autoregressive language model that uses deep learning to produce human-like text. There have been subsequent upgrades since that third-generation release. At the time of this writing, the most recent was on March 3, 2023, with the GPT 3.5 Turbo model, which was ten times cheaper than the earlier version, and GPT3.5 Whisper, an upgrade to its 2022 speech-to-text model. Language instructors need not understand all the intricacies of how the model works, but what they need to know is this: robots are now capable of writing original prose with the fluency equivalent to that of a human, as noted in an April 2022 piece by Johnson and Iziev in the *New York Times*. They are also capable of paraphrasing, summarizing, and changing the style and tone of any text fed into them, as well as suggesting changes to grammar, punctuation, and soon much more.

The imposition of new technology on education is nothing new. There was a time when calculators were not well received, as they provided us with a way to bypass the need for mental computations – seen as a form of cheating. Most of us would never think that way about calculators now. Likewise, the use of spell checkers, grammar checkers, and thesauri in word processors are accepted today without much thought, and more recently tools like Grammarly.com are often accepted for student use, albeit sometimes begrudgingly. Many of us make use of time-saving predictive text when writing messages in the Gmail app and appreciate auto-correct functions on our phones (those times when it does accurately read our minds).

At this point, it is not known to what degree or how English as a foreign language (EFL) student in Japan are currently using AI writing tools. Anecdotally, I know that many

of them have discovered machine translation (although they may not know it is AI). I believe that thanks to heavy marketing in Japan, Grammarly.com is a tool that students may reach for to improve their writing, but how many have discovered one or two among the sudden and massive influx of online AI writing systems now on offer? If they're already using one, what do they think of it? How do we predict they might make use of them moving forward? There are many questions that beg for answers and there is much research to be done, but in what follows I hope to offer food for thought when it comes to the issue of non-native writing assessment.

ESL/EFL writing instructors who find themselves in the thick of it, before any institutional or broader policies regarding AI writing tools have been made, likely fall into three camps. The first camp includes those who chose to ignore the technology and carry on as usual, possibly making use of AI detection tools at most. There are already AI tools emerging to check if work has been done by AI (see <https://openai-openai-detector.hf.space/>, <https://gptzero.me/>, <https://writer.com/ai-content-detector>, or <https://openai-openai-detector.hf.space/>) that they could make use of. Second, rather than focus on detection, many instructors will try to circumvent AI use altogether. The final group is made up of those educators who will choose to embrace AI. In this paper I am more interested in sharing ways that instructors can either circumvent or embrace the use of AI writing tools.

### **Circumventing student use of AI**

Erikson (2022) outlines three solutions to at least reduce or discourage student use of AI. All come with downsides, however. First is to require students to always cite their sources (which instructors should be doing anyway). Students must prove where their research comes from, learn good research skills and practices such as being able to differentiate between reliable and non-reliable sources, and through independent research learn something from their reading. Most AI-produced content does not cite reliable sources yet, but it is likely that many soon will. Regardless, students can search for facts on the Internet from their AI-written work and pull sources from their search results after the fact.

A second solution Erikson (2022) suggests is for instructors to make assessments

in person, and/or purely exam based. Students can be monitored throughout their writing processes and can be prevented from using third-party assistance. Original work can be guaranteed. However, this is far from ideal. As many students get test anxiety, making assessments completely test-based is arguably unfair. The in-class-only assessment model also promotes a Big Brother mindset where students aren't trusted and cheating by students is assumed, given the opportunity. Furthermore, restricting writing assessment to the classroom, even going as far as only using pen and paper, does not match up with the realities of real-world writing. Longer-form or academic writing is particularly messy and non-linear. In practice, academic writing is rarely a one-and-done activity that neatly follows a process approach to writing (see below), and it typically takes more time than the class can afford.

The third solution with pros and cons offered by Erikson (2022) is to require students to use tailor-made online platforms in which they can write and submit work. This could ensure students do not copy and paste, since instructors can see what students are doing in real-time. Also, with screen recording, instructors can see if students are using “unauthorized” software. However, such software might be expensive. Also, screen recording is invasive. It also assumes that the written work must be done in one session, teacher present, without distractions or multi-focus. This does not fit all learning types. Students can still use AI writing programs without being detected if they have other devices. Indeed, this has proven to be an issue for the author even before 2019: I have caught students checking their cell phones under the table while taking a (real-time, in-class) reading assessment on Moodle equipped with a script preventing users from wandering off the site.

My approach to teaching writing in the EFL classroom has always been process-oriented, a model that encourages selecting, reselecting, and narrowing writing topics, brainstorming, organizing ideas, outlining, drafting, redrafting, and finally, proofreading. The process approach requires learners to manage their writing by allowing them a chance to think as they write (Brown, 2020). If writing instructors focus on this approach, it is inherently difficult for students to abuse AI writing tools. The focus on process over (or at least equal to) product requires a certain amount of student reflection and requires instructors to grade on progress steps and thinking processes (journaling can be added to

the mix so that students can share their reflections). McKnight (September 15, 2022), too, argues for a process approach that fosters planning, editing, and reediting. For this reason, writing assessment that includes time-limited, exam-style writing for no audience is not a solution because it does not embrace a process approach.

During the recent pandemic, instructors were faced with an array of integrity issues, and we rose to the challenge by coming up with a variety of solutions centered on building communities around academic integrity, upholding academic integrity in course and assessment design, communicating assessment purposes with students and parents, and following up with assessment (Lee, 2020). We are surely also capable of structuring our writing assignments in ways that are more resistant to shortcut-taking using AI, such as creating writing assignments with in-class portions (Bailey, 2022). In this new age of AI, in which it can be difficult to ascertain the degree to which the student is the real writer, another approach to assessment is to focus the grading elsewhere, such as oral discussions, oral presentations, oral paper defenses, and the like. Teachers could still require students to write research papers, but they could lower the stakes. Although time-consuming, oral assessment might be appealing in situations where oral outputs are often not on par with written outputs (like in Japan).

As one can imagine, clearly there are many ways instructors can adapt to circumvent the shortcut-taking temptations that accompany AI technology: They can ask students to cite course materials, notes, lectures, and sources behind firewalls. In addition to more oral presentations and in-class writing, they can create group-based assignments that require members to integrate the whole together. They can require student work be delivered in formats that AI cannot yet produce, such as infographics, slides, posters, timelines, etc. They can get students to write about “dark” topics that AI currently refuses to do. They can prompt students to write about more recent topics that AI will not yet have full access to. They can ask students to write highly personal perspectives of highly specific writing prompts (prompts that AI does not yet excel at). McKnight (September 15, 2022) says that students need to practice “writing in which they are invested, that they care about and that they hope will effect change in the world as well as in their genuine, known readers.” Such writing would be difficult to produce via AI writing tools as the main author, and therefore is easier for the teacher to evaluate. Of course, this approach

and mindset does not come as easily to the ESL/EFL context, but it is not impossible.

It could be argued that student use of AI writing tools is not always a case of shortcut-taking and indeed might be beneficial to learning. Kellogg (2008) has argued that non-native writers allocate excesses of cognitive (working memory) resources to low-level writing tasks (word production, translation) at the expense of time being allocated to higher-level writing tasks such as organization and revision, which are essential to developing writing proficiency and producing higher-level output. Preliminary results from a study by Gayed, Carlon, Oriola, and Cross (2022) found that non-native speakers tasked with writing in English significantly benefited from a structured, researcher-developed AI writing tool called “AI KAKU.” It presumably was able to reduce the cognitive barriers EFL writers face when producing written text in English.

### **Embracing student use of AI**

There are instructors who might elect to become more progressive in their mindset towards the new writing landscape. Rather than try to circumvent the problems of tools such as ChatGPT, instead they might embrace AI and encourage its incorporation into assignments. They could choose to assign work that requires learners to analyse, review, revise, or refine AI-produced texts. For example, they could have students get the AI to write an assignment and then critique it. Learners might also compare/contrast AI and human writing and make presentations about it. McKnight (2022, September 15) agrees with this type of approach, writing that creativity and co-creativity (with machines) should be fostered in learners. This is because in her view, literacy today means being able to interact with AI as well as critically evaluate it. She argues that writers will increasingly use AI as researchers, to produce text for critique, to produce text that can be compared and evaluated, to produce and attribute routine text (such as blog content), and much more. Hellmich and Vinall (2021) assert that AI developments will lead to improved performance in writing tasks and that we must live with the reality that students are going to access AI for help with their writing. Considering this, educators can act as mediators or guides, helping students discover the strengths and limitations of these tools and better use them.

In an interview with Turnitin (Integrity Matters by Turnitin, 2022), McKnight claims we are heading in the direction of a posthuman epistemology, in which the lines between humans, nature, and technology are blurring. In line with this transition, McKnight believes that we need to rethink and reconstruct the entire competitive assessment model that we use in education, which focuses on avoiding plagiarism. She argues that we must figure out how to make fair the high-stakes assessment that often helps to determine a young person's future in an environment where students have access to all these technologies that can augment, perhaps dramatically, what the students can do. She also feels that in the future, students will probably have to determine provenance and document their processes to share with instructors as well as develop their skills of critical evaluation. They will need to be able to evaluate the quality of what AI does for them as well as be able to prime the AI to do what they hope it can do. They'll also be required to think algorithmically so that they can conceive of the limitations of AI, and then what humans can do to improve AI outputs (Integrity Matters by Turnitin, 2021). Educators would have to focus more about the quality and originality of ideas presented through the writing rather than the writing itself.

Machines are trained to predict and replicate based on finite data, but humans are much better at innovating with intent. McKnight (2022, September 15) claims that students of writing in any language will now have to go beyond basic, formulaic writing, because the machines have apparently already mastered that. Now they need to additionally learn to write purposefully and masterfully to best meet their communication goals. They will still need to learn the rules, but now more than ever they will have to learn them "so that they can break them," showcasing their problem-solving skills, judgement, creativity, empathy with readers, and social and intercultural intelligence, providing insight with humor and satire (something AI cannot readily do).

Learners are going to find the plethora of AI tools exploding onto the Internet with or without the guidance of educators, so we are probably all going to have to address it at some point very soon as individual teachers in the classroom in addition to at the institutional level. Bailey (2022) recommends that we talk to our students about these tools, asking them to reflect on how they are using them. He argues that we should get students to think about the degree to which they are in control when writing their essays;

to question whether AI is crossing that important line from editor to writer. His example questions, “Who is responsible if your grammar checker makes a mistake?” and “If your word processor changes a sentence, did you write that sentence or did it?” resemble questions posed by Mindzak and Eaton (2021), who claim that “the traditional landscape surrounding academic integrity and authorship is being rapidly reshaped by technological developments. Educational stakeholders at all levels will be required to respond and rethink definitions as well as values surrounding plagiarism, originality, academic ethics, and academic labour in the very near future.” Specific points to ponder they mention include:

- “If a piece of writing was 49 percent written by AI, with the remaining 51 percent written by a human, is this considered original work?”
- “What if an essay was 100 percent written by AI, but a student did some of the coding themselves?”
- “What qualifies as ‘AI assistance’ as opposed to ‘academic cheating’?”
- “Do the same rules apply to students as they would to academics and researchers?”

As AI technologies continue to improve, educators are going to be faced with these difficult questions and more. Since AI is going to make authorship integrity a bigger aspect of academic institutions’ plans and policies for academic integrity, plagiarism checker tools that can detect changes in a student’s writing in addition to traditional plagiarism are going to become even more important for institutions to consider adopting if the focus continues to be on plagiarism avoidance.

Whether we focus on process approaches and/or oral evaluation, or something completely different, our assessment methods need reform for yet another reason: the unfair wealth gap that this new technology exacerbates. Most of the platforms that offer AI writing services operate on a freemium system, where you get a taste of the software’s offerings, but nowhere near the quality and functionality of the offerings once you start to pay for a subscription plan. Unless schools pay for student access (unlikely in most cases), the wealth gap will manifest in academic achievement and the problem will continue to grow.



### **Moving forward**

Ultimately, we are going to have to reassess how we define writing, how we evaluate the quality and effectiveness of writing, what the steps to achieving a good piece of writing are, what skills we need to develop good writing, and probably more. AI writing technology affords all writers room for experimentation and even a bit of fun, so bringing that into the classroom could be a positive.

Goshen postulates that in a perfect world, human writers and AI would collaborate harmoniously:

*As the machine learning tech develops, writers will be able to spend less time on the writing aspect of the process and more on deep thinking – honing their creativity and crafting unique perspectives. Writers with innovative ideas in content writing will be the ones who will benefit from this inevitable shift in the industry. And the world will benefit from their ideas — expressed with clarity and concision (2022).*

The above is indeed utopian, and since we ultimately have no direct control over the progress of AI, use of an optimistic lens through which to look at AI writing tools is tempting. It is probably prudent to take off the glasses, though. Late last year there were already reports of and confessions from students who had discovered AI writing technology and started using it to do homework for other students and make money in the process (Dysart, 2022,). And future potential problems indirectly related to education are already predicted. Goshen also observes, for example, that although AI won't replace writers, the writers who use AI will replace the writers who don't. A two-year study by Manyika et al. (2022) claims that intelligent agents and robots could replace up to 30% of the world's current workforce by 2030. More ominously, OpenAI's managers were concerned about the generator being used to create fake material, such as reviews of products or election-related commentary. So much so, in fact, that they had originally refused to release GPT-3 (Mak, 2019). While the creation of fake media and its repercussions are outside the scope of this paper, Mondschein claims that "professors have nothing to worry about: artificial 'intelligence' is, in fact, quite stupid." While he admits that AI can produce a paper "about on par with an uninterested first-year student

who went to a good school system and turned out an essay by rote, maybe looking up the assigned reading on CourseHero or something similar,” it falls short when asked to generate anything more specialized. It makes mistakes, makes things (facts) up, seems relentlessly politically correct and optimistic, and writes robotically (ha!) and repetitively, without wit or humor (2023). For how much longer will that be the case? And is not the fact that it at present makes things up and is “overly politically correct” disconcerting? And what about ESL/EFL teaching and learning? I personally *am* bothered that AI can write a paper “about on par with an uninterested first-year student,” because those students might be like many of my 4<sup>th</sup> year, senior thesis-writing, EFL students.

I decided it would be fun to consult an alternate perspective, or more accurately, an alternate *source*, on the future of writing assessment. Wouldn't it be interesting to read what OpenAI's ChatGPT-3 itself had to say? I plugged the following into <https://chat.openai.com/> (this was in January 2023):

*What changes should university educators make regarding writing assessment in the new landscape of advanced AI writing software?*

Here is its initial response (ChatGPT-3 users can always refine by asking for length, style, and content changes later), produced within seconds (in stark contrast to the time I have spent writing so far):

*There are a few key changes that university educators may want to consider regarding writing assessment in the face of advanced AI writing software:*

1. *Emphasize the importance of originality: As AI writing software becomes more advanced, it is increasingly important for students to understand the importance of producing original work that is not simply a reassembled version of existing content. This may involve emphasizing the importance of proper citation and avoiding plagiarism.*
2. *Focus on higher-level writing skills: While AI writing software can be very useful for proofreading and correcting basic grammatical errors, it is not as effective at helping students develop more advanced writing skills such as*

*critical thinking, analysis, and argumentation. Educators may want to focus on these higher-level skills in their writing assessments to help students develop more robust writing abilities.*

3. *Encourage the use of AI writing software as a tool: While it is important for students to understand the limitations of AI writing software and to focus on developing their own writing skills, it can still be a useful tool for improving the quality and clarity of their writing. Educators may want to encourage students to use AI writing software as a way to identify and correct basic errors, but to also be mindful of its limitations and not rely on it too heavily.*
4. *Consider alternative assessment methods: In addition to traditional written assignments, educators may want to consider using alternative assessment methods such as oral presentations, group projects, or online discussions to help students demonstrate their writing skills in different contexts.*

At the time of writing this paper, OpenAI does not have access to data more recent than 2021(ChatGPT FAQ); it cannot release digital spiders out to probe the more recent publications I discovered when writing this paper. Of course, that is one of the many things that will likely change with the release of GPT-4, which has already come out in March 2023 for beta testing. But one thing is certain: it appears from the above that I am not alone in trying to keep up with the literature. ChatGPT answered adeptly, all things considered.

I believe this new AI is indeed disruptive to writing assessment; we will have to change at least some of our teaching and evaluation methods, whether we try to prevent student use of AI tools or encourage them to embrace it. There will always be free riders in all aspects of any given society, and shortcut-taking students are no exception. Older types of services exemplified by companies such as Chegg, Course Hero, and Coles Notes offer students, for a price, the temptation to bypass the challenging processes of reading, understanding, thinking, and writing. Such companies now have stiff competition that can produce work for students at lightning speed, and at least for the moment, at no cost. The new AI competition simply makes the issue harder to ignore, pushing educators once more to refocus on the ultimate goals of student writing – to demonstrate understanding

and judgement.

When I worked as a level one EIKEN (*Jitsuyo Eigo Gino Kentei*; Test in Practical English Proficiency) examiner, I noted how the rubric was constructed in a way that a test-taker who didn't quite have the ideal proficiency levels in vocabulary, grammar, and pronunciation could still pass, so long as they had something of value to say, whereas a test-taker with flawless skills who produced nothing of substance could still fail. I feel this is as it should be. Work produced by AI tends to produce essays that may show a lack of regard for the truth and/or demonstrate a lack of understanding. Moreover, AI writing, unsurprisingly but importantly, simply does not care (White & Skorburg, 2023). Even as ESL/EFL educators, for whom the mechanics of writing may seem more important, we must reflect on why we are teaching writing skills to begin with, and address forebodings about fairness and integrity. We should concern ourselves with *how*: How we can encourage and maintain academic integrity alongside the proliferation of fleets of intelligent robot writers, how we can best help students to work with AI writing tools to help them write better and produce better work, how we can properly credit the software when used, and finally, how we are going to be able to work with AI writing tools in the future, as the technology continues to further improve, in a way that maintains authenticity and legitimacy.

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## Book Review

*East Asian Perspectives on Silence in English Language Education*. Edited by Jim King and Seiko Harumi, Multilingual Matters, 2020.

### Reviewed by Ellen Head

In the course of getting acclimatized to teaching in Japan, ELT professionals frequently come up against silence from students. We develop strategies for dealing with it, asking students to “Discuss the answer with your partner first”, “Write it down before you speak” and so on. But there are still times when teachers may ask a question and get no response and not know why. *East Asian Perspectives on Silence in English Language Education* aims to address that question. The book brings together eight studies, offering an excellent overview of research in this area. The papers in this book help us to understand that silence does not necessarily mean failure, but at the same time there are potential interventions which could make for more productive classrooms. The editors have both been involved in researching silence in Japanese ELT classrooms for a substantial period of time, with Seiko Harumi completing doctoral research on the topic in 1999 and Jim King in 2011. King published the results of his thesis in 2013. It was an influential study of 48 hours of class video-observation across 900 university students, showing that that talk initiated by students only accounted for 0.24% of the lesson (p. 124), and 20% of lesson time was silent. The current volume attempts to broaden the context, both in terms of geographical scope and theoretical base. Two of the studies are based on research in China, five on Japan and the remainder include informants from Mongolia and South Korea, in the context of study abroad. Notably, there are two contributions involving researchers known for studying willingness to communicate (Tomoko Yashima and Jian E. Peng), which look at silence as the obverse of WTC. Peng’s observation-based study highlights the state of “Willing Silence and Silent Willingness to Communicate” as part of a dynamic system and suggests positive ways that teachers can help students who are “silent but yearning to speak” by simple interventions such as offering a smile or waiting longer for a response (p. 161). Yashima contributes to a group paper with King, Humphries, Aubrey and Ikeda about a longitudinal study aimed at reducing speaking anxiety by having students do a fun, social activity outside class (p.

60-79).

In the introduction, Harumi and King lay out the groundwork for the whole book, with the suggestion that silence is a complex phenomenon which may arise from very different situations: a sign of linguistic or psychological difficulties; an expression of solitary, reflective activity; or a signal which has social or cultural significance. Interestingly, none of these three possibilities are quite the same as unwillingness to communicate. Harumi and King refer to silence as “an interactional resource” (p.1), reminding us that the effect, meaning and interpretation are highly context dependent and silence is not inherently negative. They claim that “education-oriented research into ... silence has the potential to have a significant impact not only on second-language acquisition theorists but also on classroom practitioners and education policy planners alike.” (p.1) The introduction offers a historical outline of research into silence with an emphasis on intercultural factors, citing studies such as Yamada (1997), which found that the average waiting time in a Japanese meeting was 5 seconds, as against less than 1 second in an American business meeting (p. 4). However, they caution against stereotypes of East and West, pointing to findings suggesting a longer wait time in Finnish culture (p.4), among others. Each chapter has several prompts for self-reflection to assist the reader in applying the findings to their own experience.

Two of the chapters offer particularly interesting data about silence from the point of view of language learners. Chapter 2 “Silence, talk and in-betweens: East Asian Students’ Responses to Task Challenge in an Australian University” by Dat Bao, reports on an interview study in which he asked students to describe the reasons for their choice of speech, silence or what he calls “in-between” combinations in which speaking is preceded or followed by reflection, in relation to particular tasks. He highlights the importance of “the productive silent moment” (p.31). This was especially interesting in relation to “tasks which require alternation between silence and talk” such as problem-solving or discussion. For these, most students preferred an “in-between” mode such as self-talk or whispering to one’s neighbor, in other words “neither public talk nor complete silence” (p.27). Bao points out that these choices relate to the ecology of the classroom, including peer dynamics and teacher factors, and calls for teachers to monitor more carefully: “to allocate processing time, monitor it well, follow up on it in a timely manner,



demonstrate receptivity and organize discussion.” (p.29). One interesting finding was that students generally try to adapt to the communicative norm of the host country (p.30).

Bao suggests that tasks should include instructions about learning strategies or performance strategies which incorporate time for thinking and rehearsal (p.31). His paper offers the strongest reminder that silence is an essential concomitant to meaning making in the classroom. “Pedagogy founded on a profound understanding of productive silence can liberate learners from the constraint of having to produce impulsive, low-quality participation.” (p.32). This statement is quite inspiring. However, the reader has to remember that the interviewees were all postgraduate students on master’s degrees in education. The same strategies might not work successfully with teenagers in compulsory English classes with little knowledge of English. Secondly, the use of L1 was not discussed, but presumably when students are planning how to do a cognitively challenging task, L1 talk is one of the resources which they might use.

The other chapters in the book are set in EFL rather than ESL contexts, and many of the authors mention the social norms of deference to the teacher and allegiance to the group as creating a cultural tendency to silence. Chapter 5 “Examining L2 Learner’ Silent Behavior and Anxiety in the Classroom using an Approach based on Cognitive Behavioral Theory” by Kate Maher gives striking insights into a single learner who suffered from extreme anxiety about speaking English. During the course of work as a learning advisor, Maher had the chance to prepare an intervention to help the student to analyze the reasons for her anxiety and identify behavioral changes which she could implement. This chapter exemplifies the potential of a single case study to reveal insights which are highly relevant to teachers and learners. If we have never agonized over our self-expression in a foreign language, it is hard to realize how frequently classroom silence may be the result, not of laziness or stupidity, but of debilitating anxiety. Here is Maher’s interviewee: “I stayed up until 2 am practicing what I wanted to say, but when I went to class and sat with my group, I looked at their faces and imagined what they were thinking about me. Then it was gone. I didn’t speak.” (p.80).

During the course of four interviews, the researcher created a visual model to help the student clarify her beliefs, thoughts and feelings in the moment of stopping speaking or deciding not to speak. (p. 95). The diagram has a space for “feared

predictions”, “self-focus image”, “safety behaviors” and “somatic and cognitive problems”. Maher explains the theory from Cognitive Behavior Therapy which underlay her intervention. After analyzing thoughts and behaviors, one can look for alternative behaviors and explanations, offering a way out of the cycle of anxiety. In addition, Maher asked the student to make a graph showing how her confidence fell during the group work with classmates who made her shy, and increased again next day. This kind of task helped the student to realize that the anxiety is limited in scope, and to expand the thoughts which do not lead to anxiety (p.99). Such an approach might be difficult to realize in class, but approaches or tools from language advising can be used if there are supportive relationships between classmates, or in one-to-one situations if teachers notice that a particular student needs help with anxiety. In addition, the chapter is a salutary reminder of just how deeply some students may fear that speaking out will expose them to censure or ridicule, and refrain from speaking, not due to laziness or apathy but due to fear.

*East Asian Perspectives on Silence* is highly recommended to everyone teaching in East Asia. It is hard to do justice to the book in a relatively short review. That said, there are two areas of which would be interesting to see more consideration in relation to silence: mindfulness approaches, and the question of proper use of L1. Movements such as mindfulness-based teaching (Zeilhofer, 2020) and mindfulness in language advising (Mozzon-McPherson, 2019) offer helpful approaches to understanding silence and overcoming the barriers which lead to unproductive silence. Secondly, it seems that the use of L1 was not seriously considered as a possible tool for facilitating classroom learning. Although outside the scope of this book, there is evidence that L1 can help put students at ease and signify a willingness to accept their culture, reducing the defensiveness which some groups feel about foreign culture and language. (Carson and Kashihara, 2012, p. 42). In addition, as Carson and Kashihara, remark, “L1 can assist when L2 examples cannot alleviate confusion.” (Carson and Kashihara, 2012, p. 48). I mention these points, not because they seem to be omissions from the book but to give a sense of how, after reading *East Asian Perspectives on Silence*, I found myself thinking about silence in a new way and making new connections.

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