

ABSTRACTS

On a Game-Theoretic Concept of “the Best Response” in Phonology

TAKAHASHI Yukio

The standard assumption of the framework of the phonology of language is that the phonological component is interpretive in the sense that the lexical component of a language internalizes sets of underlying representations that are to function as proper inputs to sets of rules of the phonology of the individual language. We argue that the outputs from the phonological component of the language should appropriately be identified as those that describe sets of the best response of a specified phonological gadget to an independent phonological gadget.

There are cases in the Tohoku variety, in which the strongly palatalized fricative facilitates the devoicing of the front high vowel [i], while in the Tokyo variety, the front high vowel is not devoiced due to the following voiced consonant, as observed in the case [çidai] “enlarge.” In game-theoretic terminology, in the Tohoku variety, the devoicing of the front high vowel [i] is the best response to the coloring of the palatal fricative, while in the Tokyo variety, the strategy of the voicing of the front high vowel is the best response to the strategy of non-palatalized variety of the palatal fricative [ç].

Implementing the CEFR-J Can-Do List into university curriculum redesign for an English Language Program

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Regarding English education, Japanese students in Japan globally rate quite low for English language ability. This has caused MEXT to act and to further redesign its current educational policy and create the CEFR-J, a modified version of CEFR. While the focus of implementation has been on the lower to middle levels of education, more consideration needs to be given as to how we can incorporate the CEFR-J and its Can-Do List into university level classes.

Considering the above, in order to remake the process for teaching English that is currently being used at a university and that can a) prompt more rapid growth and b) adhere more closely to the CEFR-J Can-Do scale, there are two major factors that need to be addressed: ability testing and curriculum design. While the former falls outside the scope of this paper, the latter will be the focus of discussion.

This paper aims to evaluate preliminary data that has been collected by having students conduct self-evaluations using the CEFR-J Can-Do List to provide a simple curriculum redesign that can better address the needs of the students by introducing the instructional concept of 'Active English'.

A Review on Online Live Interactive Lessons Conducted for One University Semester

WANG Hui Ling

This paper aims to give a report on the first-ever online instruction conducted by the author for a full university semester in 2020 for eight courses in two universities, using an online survey conducted after the semester was over. There is first a background explanation on the pandemic situation that resulted in the transition from brick-to-mortar lessons to online lessons. Next, a literature review attempts to capture some definitions of trending terms in studies on online teaching, to provide background on the different combinations of online teaching methodology available. The paper finally presents data analysis taken from a feedback survey by students who attended the online lessons. It was shown that students did not prefer the new educational trend in the new normal and the majority expressed a desire for things to go back to the normal brick-and-mortar classroom. If there was no choice but to attend lessons online, there was a slight preference for on-demand lessons over live lessons. However, it would be concluded that a mixture of both types of lessons is necessary and the strive for balance would inevitably be the ultimate challenge, taking into consideration the hints raised in the survey conducted in this paper as suggestions for improvements for future online teaching.

L'Action française et les intellectuels chrétiens : autour de Maurras, Maritain et Gide

NISHIMURA Akie

Il est bien connu que l'Action française a affirmé la présence importante dans la société française de la fin du 19^e siècle au début du 20^e siècle. Sa position politique était caractérisée par le royalisme et le nationalisme d'extrême-droite. Comme Charles Maurras (1868-1952), le pivot de ce groupe, était le critique éminent de cette époque, l'Action française a déployé des activités non seulement dans le domaine politique mais aussi dans celui de la critique littéraire. Dans ce contexte, un grand nombre d'intellectuels ont été attirés par l'Action française.

Parmi ces intellectuels, nous avons traité Jacques Maritain (1882-1973) un philosophe catholique, et André Gide (1869-1951) un écrivain protestant. Étant donné que l'Action française a prétendu être le seul groupe qui protégeait l'Église catholique, Maritain, un catholique pieux, a accordé son appui à l'Action française dans les années 1910. Pourtant, il a changé sa position vers 1926. Quant à Gide, tandis que l'Action française et son chef Maurras n'ont pas hésité à manifester leur position anti-protestante, il a apprécié Maurras et son groupement. Ainsi, en remarquant ces deux intellectuels chrétiens, l'un catholique et l'autre protestant, nous avons examiné les deux questions suivantes : pourquoi Maritain s'est éloigné de Maurras et l'Action française, même s'ils ont pareillement attaché de l'importance à l'Église catholique ? Pour quelle raison, Gide a-t-il été attiré par Maurras et l'Action française ?

Pour comprendre ces questions, nous avons examiné dans un premier temps les arguments de Maurras à propos du christianisme. Il a prétendu qu'il fallait reconstruire l'Église catholique pour restaurer la bonne vieille France. Ainsi, pour lui, la restauration catholique n'était pas un but mais un moyen pour le rétablissement de l'ordre social et le régime qu'il voulait atteindre.

Dans un deuxième temps, nous avons étudié l'attitude de Maritain envers l'Action française. En effet, chaque attitude de Maritain a totalement correspondu à l'attitude de la Curie romaine par rapport à ce groupe politique. Dans ce sens, il a agi en tant que catholique fidèle et soumis au pape.

Troisièmement, nous avons examiné le cas gidien. Gide a adhéré l'Action française sous l'influence de Maurras sur le champ de la critique littéraire. Mais les différences de leurs points de vue littéraire, fondés sur leurs idées religieuses, ont causé finalement leur rupture.

Ainsi, nous avons montré qu'autour de l'Action française, il existait des relations diverses qui ne pouvait pas être saisies par un grand axe d'opposition, comme le catholicisme contre le protestantisme. Pourtant, étant donné que Maurras ne croyait pas en Dieu, il n'a pas pu longtemps avoir de l'influence sur les intellectuels chrétiens comme Maritain ou Gide.

How effective is active learning for undergraduate students ?

SATO Koji

The purpose of this study was to examine empirical researches that focused on active learning in an undergraduate university setting and to obtain suggestions for its future usage and evaluation in university education.

We primarily focused on studies that dealt with group work, flipped classroom teaching, and PBL to examine the validity of our hypothesis, which claimed that the students' accumulation of experiences of being active in class provides them the ability to actively solve problems that they are confronting.

Through this study, no research results were found to fully support the hypothesis. However, this is not a final conclusion, and more appropriate quantitative indicators need to be developed in order to further clarify the effects of active learning. If the above hypothesis is correct, we should consider the importance of the contents and tasks covered in classes instead of focusing solely on the class format. This is because activeness in a class should be based on the desire stimulated by obtaining knowledge that is related to the learning materials.

A Content Analysis and Future Issues of Alternative Training to Internships at Residential Childcare Facilities During the Spread of the COVID-19 Infection

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Due to the COVID-19 pandemic, Designated Nursery Teacher Training Facility (D.N.T.T.F.) students were prevented from taking part in childcare internships. In particular, facility-based training, which is an alternative location to care for children, faced more difficulties in accepting students for practical training. As a result, alternative classes were implemented. Therefore, we examined two studies: Study 1 was a survey of 52 D.N.T.T.F. teachers that was conducted to see how they responded to the situation. In particular, good practices from the alternative classes were collected to further explore the possibility of using them in future teaching. Study 2 proposed an intercollegiate student forum using a remote videoconferencing system, which had never been attempted before. The results showed that the students were nervous but enjoyed interacting with other students from different regions, and it gave them an opportunity to renew their own self-awareness.

**Points for teachers to keep in mind when teaching a multi-grade music class :
Toward the creation of training materials for teachers**

YAMAGUCHI Ryosuke

According to the 2020 School Basic Survey, there are 4,443 multi-grade classes nationwide. There have been few previous studies of music instruction in such multi-grade classes, and the materials published by the Ministry of Education in 1995 were the last common guidelines provided in the whole country. In this study, in order to create and share training materials for teachers who teach music in multi-grade classes, we focused on learning guidance materials for multi-grade classes that are currently available on the Internet, organized their contents, and also interviewed teachers of such classes. In most cases, instructions for the same units and the same teaching materials were mentioned. However, teachers find it difficult to teach in situations where there are differences in skills depending on the grade, such as when playing the keyboard-harmonica and recorder, so in this study, we clarified points to be noted for resolving these problems.

For interpreting “詩經” (*Shijing* or the *Classic of Poetry*)
—On the meaning of “周南·關雎篇「窈窕」” (*Odes of Zhou And The South*, Guan Ju, ‘Graceful’)—

FUKUMOTO Fumiko

The poems in *Shijing* were written by the ancient people of China and passed down from generation to generation. Without understanding what those ancient people were thinking and for what purpose they composed these poems, it is impossible to truly understand the original meaning of the poetry. Therefore, researchers who try to interpret *Shijing* should seek help from other fields of study, such as the archaeological study of “Oracle bone script” and “Chinese bronze inscriptions,” theology, ethnology, folklore, sociology, and history. Moreover, in the academic study of *Shijing*, there has also been an approach to *Shijing* using perspectives of Confucianism. Given this interdisciplinary nature of the study of *Shijing*, when interpreting these poems, it is essential for a researcher to clarify their own academic standpoint or framework. If not, the interpretation the poems of *Shijing* should not be deemed relevant.

This research paper first introduces and explains the various theories from the Han dynasty to the present day concerning the word “窈窕” in the “周南·關雎篇” of *Shijing*. Through the process, the paper clarifies the characteristics of the various theories in each period and analyzes the historical developments of the literary interpretation. Furthermore, the validity of the historical interpretations is examined comparing them with the academic literary interpretations of contemporary researchers.