

## Openness in an Art of Asking Questions : A Phenomenological Explication of a Master Teacher's Practice

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"Asking questions" or "Questioning" is one of the universal modes of human interaction. The nature of questioning, however, varies according to the nature of the context in which the questioning is situated. We may think of questioning in such situations as : philosophical dialogues, therapeutic interviews, qualitative research "Inter-Views" (Kvale, S. 1996). We may also imagine questioning in : police interrogation, medical diagnosing, court cross-examination, entrance examination, opinion poll, market research, asking the way to a bus stop, and so on. In particular, asking good questions is the essence of doing a good Human Science Research, so it seems to have been implied in the works of Husserl, Heidegger, Gadamer, Merleau-Ponty, E. Straus, and A. Giorgi, for instance.

In education, questions are extensively used to invite and lead children into various new worlds present in teaching materials. A teacher, in teaching, asks children questions to help them "perceive, feel and think" ("perfink" by J. S. Bruner) in newer perspectives and to lead them into a new lived-world. Particularly in teaching children a literary work of art, a teacher asks children questions to help them to enter the new imaginary world of the work of art.

This study attempts to clarify the meaning of "openness" in the art of asking questions, by explicating the structure and meanings of a series of questions prepared by the late Japanese master teacher Tsuneo Takeda (1929-1986). Twenty-five questions were prepared just for teaching a short paragraph of a novelette "Run, Melos!" by Osamu Dazai (1909-1948). Takeda has left us many narrative records of his own classroom teaching experiences. This particular narrative record, published in 1964, was prepared at the peak of his teaching career and is considered as one of the best among many of his works. The record describes his anxiety and expectation, his understanding of the novelette and its characters, probable interpretations by children, his prepared questions along with the possible answers expected of children, the intentions of asking particular questions and so on.

The paper introduces Takeda's works and records, and then attempts to explicate the meaning of the

"openness" in the art of asking questions in teaching literature, using, as a concrete example, the series of questions in Takeda's teaching of the novelette "Run, Melos!".

Some 23 kinds of "openness" in asking questions were identified, each kind being considered as a dimension of "Openness" in general of teaching. The meaning and structure of "Openness" in teaching-learning and in education in general was explicated. The relationship between the explicated "Openness" and the four successive stages of helping learners' growth in education has been discussed.

In conclusion, the implications of the explicated "Openness" were pointed out, in relation to the teachings on "Unfettered Mind" inherited from some masters of traditional Japanese martial arts.

Yoshida, Akihiro (1992) : On the Why-What Phenomenon : A Phenomenological Explication of the Art of Asking Questions. vol. 15. no. 1. *Human Studies*. 35-46.