

## The Explanation-Inducing Questions and the Understanding-Inducing Questions:

A Phenomenological Explication of a Master Teacher's Practices

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In teaching a literary work of art, teachers ask children questions regarding the behaviors/experiences of the characters in the work, in order to help children obtain deeper and richer reading experiences. This article proposes to distinguish between two kinds of questions: the Why-question and the What-question. Typically, the Why-question asks; "Why does this character do this?," whereas the What-question asks; "What does this character perceive/feel/think (perlink: J. S. Bruner), when s/he does this?" Based upon a phenomenological explication of some detailed records of teaching practices by a Japanese Master teacher Tsuneo Takeda (1929-1986), the Why-questions are explicated to be tending to induce Explanation from children, whereas the What-questions are to induce Understanding, while the distinction being closely related to the historically traditional contrast between the two in natural sciences and human sciences. The above distinction between the two kinds of questions asked by teachers while teaching children literary works of art was shown to be also applicable to the questions asked by the researchers investigating teaching records, for the purpose of explicating the lived-experiences of children and teachers in the classrooms.