２０２２年度　大学院入学試験問題【Ⅱ期】

国際日本学研究科　国際日本学専攻（博士後期課程）

科　目：　英　語　【ポップカルチャー研究分野】（辞書使用不可）

［問題番号　Ｄ１］　藤本　由香里 教授　研究指導志願者対象

注意）解答用紙は，指定された用紙を使用しなさい。

　　次の英文を読み、400 字程度で要約しなさい。その上で、BL の場合と百合（GL）の場合では、appropriations of representations の問題にどういう違いがあると考えられるか、具体例をあげつつ、自分自身の見解を日本語で述べなさい。

Objectives

　　Before we turn to concrete discussions, I wish to address the objectives of this chapter in more academic as well as social terms. In the age of globalization, any studies that do not take into account the conditions of postcoloniality are considered suspect. Needless to say, analyses of appropriations of representations constitute one of the main objectives in those disciplines of the humanities and social sciences that maintain a close correlation with postcolonial conditions. However, it seems that critical insights into issues of representational appropriation are not altogether shared among fans or by critics of yaoi/ BL. Even if some critical voices appear, they are often overlooked in the end. For instance, although there is a humble recognition of the tremendous terror and violence born from nationalism and war, many fans of yaoi and BL are enthusiastic about Hetalia, a gag comic which anthropomorphizes the nations of the Axis powers, and puts those nations' characters into homoerotic relations. Some go so far, in some online forums, as to render the relationship between airplanes and tower buildings in a somewhat homoerotic and sexual way, through anthropomorphizing those objects. Needless to say, this is inspired by the terrorist attacks of 9/ 11, even though the writers well know the number of causalities and the grief caused by the attacks. Further still, the popularity of one recent BL genre called Arabu-mono, meaning "things Arabic," is on the rise, although those fans can be assumed to be aware of the harsh conditions facing people with homosexual orientations in many Islamic countries. To be fair, it is true that there exists a gesture of apology for all this in meta yaoi/ BL discourse. However, it seems to me that this apology is always just a formality without any sincerity. Worse still, some even appear to be adopting a "so-what" attitude when making apologies. I am not offended by the attitude; I am rather intrigued. I am most intrigued by the fact that their apologies are always accompanied by a discourse of shielding and self-protection. In this chapter, I focus on the ways in which critical issues of representational appropriation are belittled by way of both apologetic gesture and shielding. This chapter's analysis is twofold. While critiquing the separation between fantasy and reality ── "they do not represent gay men in reality" ── my aim is not to merely attack the genre of yaoi and BL, but rather to critically reflect upon this perspective in order to better understand the elements intrinsic to the genre.

Source:ISHIDA HITOSHI "REPRESENTATIONAL APPROPRIATION AND THE AUTONOMY OF DESIRE IN YAOI/BL" *Boys Love Manga and Beyond: History, Culture, and Community in Japan*, Mark McLelland, Kazumi Nagaike, et al.(eds.)

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国際日本学研究科　国際日本学専攻（博士後期課程）

科　目：　英　語　【言語・国際交流研究分野】(辞書使用不可)

［問題番号　Ｄ２］　廣森　友人 教授　研究指導志願者対象

注意）解答用紙は，指定された用紙を使用しなさい。

次の英文を読み，400字程度で要約したうえで，自分なりの考察や見解について論じなさい。

How to enhance motivation meaningfully, without carrots and sticks

Using 'carrots' and 'sticks'—that is, incentives and punishments—as motivational tools has been an age-old practice, so what's wrong with them? That is, why would it be not meaningful to offer someone a reward for accomplishing something, and why would we want to do away with the threat of the 'stick' when someone fails to reach a target? These questions feature prominently in modern educational psychology and we should be clear on one point to start the discussion with, namely that 'not meaningful' does not mean 'doesn't work.' Carrots and sticks can enhance achievement—and therefore, they can motivate—irrespective of the nature of the task. Indeed, monetary rewards (financial enticements, bonuses, tips, bribes, etc.) are known to work as powerful incentives and can get jobs done; likewise, educational rewards (grades, prizes, certificates, etc.) have been used—along with their negative counterparts, such as various forms of penalties—as some of the chief engines of institutionalized learning for several millennia. And yet, there is a serious problem with these practices. If we think about it, offering a reward is an implicit acknowledgement that achieving the outcome of a task would not be rewarding enough in itself; therefore, the task needs to be reinforced externally, by tagging an additional prize to its successful accomplishment. However, by offering grades and prizes, we are not making the learning activity itself any more rewarding but are simply offering a compensation for the engagement. In fact, grades can actually divert attention away from the task, which becomes evident when learners spend more creative energy figuring out how to maximize their rewards without any additional learning effort than how to master the material. Covington (1999) rightly points out that school children can become obsessed with grades: "many students are grade driven, not to say, 'grade grubbing,' and this preoccupation begins surprisingly early in life" (p. 127).

The main point for the current discussion is that while the 'carrot and stick' approach may work in the short run, rarely does it lead to genuine, long-term commitment. This being the case, what would be a 'meaningful' approach to motivating learners? Following the logic of the above discussion, such an approach would need to turn the learning activity itself into being more rewarding. Admittedly, this would be a tall order at any time, but achieving it has become even more of a challenge in our current age when students are continuously bombarded with information and communications through multiple channels, all intended to captivate their attention and offer immediate gratification. All is not lost, however: there have been several successful attempts in education to combat this negative trend, and the three innovations described below offer concrete ways of enhancing motivation meaningfully.

Innovation 1: Applying motivational strategies

Boo et al.'s (2015) review of the L2 motivation literature between 2005 and 2014 concluded that published papers on the theory of motivation outnumbered the articles that discussed issues on how to increase the learners' motivation in some practically minded manner at a ratio of 2:1. Yet, if we look back at the history of motivation

research in psychology, the (perhaps) surprising fact is that, as Danziger (1997) explains, the initial driving force for introducing and exploring the notion of 'motivation' in the first decades of the 20th century was the desire to understand how people could be motivated:

> The specific reference of this term was at that time directed at the growing literature on the improvement of advertising and salesmanship, industrial efficiency, teaching practice, and personal advancement. It was recognized that these improvements could not be achieved simply by force or by the manipulation of the environment. One had to play upon what individuals wanted, what they were interested in, what they privately wished for. Everyday terms like desire, want, interest, and also motive, were used to represent what it was one had to influence. (p. 113)

Thus, as Danziger (1997) continues, the main demand for a theoretical psychological account of motivation came from professionals who were interested in influencing and controlling human behavior and who wanted to have a scientific basis to build their practical strategies on. With the growing sophistication of the field of psychology, the scientific accounts of motivation became increasingly elaborate, theoretical and diverse, yet the field never lost touch with practical implications. Furthermore, educational psychology has always been at the forefront of motivation research, keeping thus alive the need to generate applicable knowledge for classroom practitioners. This being the case, there has been a steady flow of works in motivational psychology offering strategies to motivate learners.

Within the field of SLA, motivation researchers interested in educational applications traditionally faced two challenges. First, because of the peculiar circumstances of the genesis of L2 motivation research pioneered by primarily Canadian social psychologists, the initial emphasis was not so much on educational factors as on psychological variables implicated in the macro-context of L2 learning such as attitudes towards the L2 and identification with the target ethnolinguistic communities. When I entered the field in the late 1980s, there had been no synthesis of the educational psychological work on motivation that was relevant to SLA. Therefore, practically minded motivation researchers had to draw on the psychological literature for resources in this respect, which in turn led to the second challenge: how to select from the wealth of potentially useful material and how to offer a cohesive account of this for language teachers? The Dörnyei and Ottó (1998) process model offered a comprehensive framework in this respect, as it allowed me to organize the relevant strategies along the progression from the initial arousal of the motivation to the completion and evaluation of the motivated action. Accordingly, in a book-length overview of motivational strategies (Dörnyei, 2001a), I took the main stages described in the process model and then added a preliminary stage whose aim was to create appropriate classroom conditions for motivation to thrive. The result was the following framework of four broad clusters, which comprised over 35 strategies that were further broken down into over 100 specific motivational techniques:

1. Creating the basic motivational conditions. Motivational strategies cannot be employed successfully in a motivational vacuum; certain pre-conditions must be in place before any further attempts to generate motivation can be effective.
2. Generating initial motivation. Unless we are singularly fortunate with the composition of our classes, student motivation will not be automatic for everybody; consequently, we need to actively generate positive student attitudes towards L2 learning.
3. Maintaining and protecting motivation. We can initially whet the students' appetites with appropriate motivational techniques, but unless motivation is actively maintained and protected, it is likely to decrease in strength over time and can even disappear altogether.
4. Encouraging positive retrospective self-evaluation. The way learners feel about their past accomplishments significantly determines how they approach subsequent learning tasks. However, the students' appraisal of their past does not depend purely on the absolute, objective level of the success they have achieved but also on how they subjectively interpret their achievement. Using appropriate strategies, teachers can help learners to evaluate their past performance in a more positive light, take more satisfaction in their successes and progress, and explain their past failures in a constructive way.

This compilation filled an existing gap in the L2 literature and was well received by classroom practitioners. It also initiated a growing body of research investigating how a motivational teaching practice can have a significant positive impact on student motivation.

Innovation 2: Focusing on 'student engagement'

One of the most influential innovations in looking at L2 learner characteristics in the 1990s was the introduction and conceptualization of the 'willingness to communicate' (WTC) in the L2. As MacIntyre et al. (1998) observed, there are numerous L2 learners who tend to avoid entering L2 communication situations even though they possess a high level of communicative competence in the L2. This warranted, we argued, the introduction of a further layer of mediating factors between having the competence to communicate and putting this competence into practice. In other words, because communicative competence did not in itself guarantee that language learners were ready to engage in L2 communication in the L2, WTC was introduced to bridge the gap between proficiency and actual L2 use. The rational by Mercer and Dornyei (2020) for the introduction of student engagement in the SLA literature has been similar: in the current era, even if someone has a high level of L2 motivation, this will not necessarily translate into actual language learning behavior unless the person gets actively engaged in the learning process. The reason for the changing perspective has been the exponential growth of academic distractions, as illustrated by Duckworth et al. (2019, p. 378):

> Although the academic duties of students are quite similar across generations, the digital distractions that now compete with them have evolved dramatically in recent years. In one study, undergraduates reported spending more than 7 h per day on their phones. In another study, 92% of undergraduates admitted to sending or receiving a text message during class. Students aged 13 to 18 now spend more than 5.5 h per day using entertainment media, including television, videogames, laptops, mobile phones, and tablets and excluding reading time; students aged 8 to 12 average more than 3.5 h of entertainment media per day… Often, when students are on screens, they are also multitasking with academic work. While doing homework, for example, many teenagers simultaneously check their social network accounts (50%), watch television (51%), and send and receive text messages (60%).

Within the classroom, the frequent use of laptops further adds to the problem. Although laptops and tablets can be beneficial for note-taking and online research, Duckworth et al. (2019) report on a study in which more than one-third of the participants' online activity was spent checking email, messaging friends, reading the news, shopping, watching videos and playing games. And this happened despite the fact that students were aware of the fact that their in-class usage was being monitored! As mentioned earlier, in today's globalized, digital age, people are continuously bombarded with information and communications through multiple channels, and the pace of social life has been intensified by social media in an unprecedented manner, resulting in simply too many competing influences on an L2 learner's mind at any time. This has created a new L2 educational landscape, in which even strong motivation can be hijacked by the plethora of other pressing and ever-salient distractions. Therefore, we need to ensure that the students' positive disposition is realized in action; as Mercer and Dörnyei (2020, p. 6) state, "motivation is undoubtedly necessary for 'preparing the deal,' but engagement is indispensable for sealing the deal."

Engagement can be thus understood as a kind of 'motivation plus,' with the 'plus' element referring to the behavioral outworking of motivation. This is clearly summarized, for example, by Martin, Ginns and Papworth (2017, p. 150): "motivation is defined as the inclination, energy, emotion, and drive relevant to learning, working effectively, and achieving; engagement is defined as the behaviors that reflect this inclination, energy, emotion, and drive." Henry and Thorsen (in press) have put it this way: "since motivation rarely flows completely unhindered into action, it is the behavioral outworkings of various motivational sources that are captured in the engagement construct." This being the case, the main benefit of exploring the notion of 'engagement' over motivation from a practical perspective is that it allows us to address both the motive and its activation together, in a unified concept: when students are 'engaged,' they are inevitably fueled by some motivation that has given direction to their action, but the fact that they became engaged also means that this motivational drive has succeeded in cutting through the surrounding multitude of distractions, temptations and alternatives.

A final benefit of focusing on student engagement comes from the fact that, as Mercer and Dörnyei (2020) argue, using the verb 'to engage' offers a valuable benefit in that it is an active verb that can be followed by a target within the phrase 'to engage with TARGET.' This allows for a systematic coverage of a target domain by breaking it down into specific facets. For example, I have argued elsewhere (Dörnyei, 2019b) that the L2 Learning Experience component of the L2 Motivational Self System may be defined as the perceived quality of the learners' engagement with various aspects of the language learning process, with the following aspects in particular to engage with:

(a) school context (e.g. various aspects of belonging to the school community, adopting school norms and developing general academic confidence);
(b) syllabus and the teaching materials (e.g. curiosity about and interest in the content; match between the syllabus and the students' needs; ownership and personalization of the materials);
(c) learning tasks (e.g. utilizing the principles of task-based language teaching; application of project/ problem-based learning; goal setting and progress checks);
(d) one's peers (e.g. relevant areas of group dynamics/classroom management, particularly social acceptance, group cohesiveness, norms of cooperation and tolerance);
(e) teacher (e.g. student-teacher rapport; utilizing insights from leadership models; conflict resolution).

Innovation 3: Capitalizing on role modelling

Ever since Bandura's (1977) seminal work on social learning theory, role modelling has been seen in psychology as a powerful teaching tool for passing on knowledge and skills, and role models have also been found to be able to exert considerable influence in shaping others' values, attitudes and beliefs. People continually and actively search for models they perceive as representative of what they wish to achieve, and doing so, Bandura concludes, "guides and motivates self-development" (p. 88). Within the context of SLA, research on role models still needs to reach its full potential, but there have been some promising initial findings. In their pioneering study, Murphey and Arao (2001) have for example argued that role models who are similar to the learner in many ways tend to have the greatest effect, and their research has thus highlighted the significance of 'near peer role models' as "people who might be 'near' to us in several ways: age, ethnicity, sex, interests, past or present experiences, and also in proximity and in frequency of social contact" (p. 1). A recent large-scale survey involving over 8,000 participants by Muir, Dornyei and Adolphs (in press) has confirmed the relevance of 'near peer role models': although the largest category of role models consisted of famous people such as politicians and celebrities, personally known role models also made up a significant proportion (36%) of the specific cases mentioned by the respondents.

An important aspect of our recent findings was that many of the 'near peer role models' identified by the participants were the learners' teachers, thereby underlining the fact that role modelling can be an important part of a motivational teaching practice. Also, in accordance with Bandura's (1977) suggestion that some people are more likely to be susceptible to modelling influences than others, it was found that certain participant subgroups in our study displayed marked preferences for specific role model types. This points to the conclusion that there is a dynamic interaction between at least some of the characteristics of the role models and the recipients. Intriguingly, survey participants from the two largest countries of the world, China and India, displayed a different response pattern to that observed in the rest of the sample: rather than identifying native speakers of English, these respondents tended to have non-native-speaking role models and they also valued communicative ability over native-like pronunciation. It seems therefore that learners in the two most populous ethnolinguistic communities of the world placed more importance on 'local heroes' than on western celebrities.

(Adapted from Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation* [pp. 53-59], Routledge)