

C1

Discussion-based

4-Skills English

2019

The aim of argument, or of discussion, should not be victory, but progress.

Joseph Joubert

Name _____

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Introduction

1. What is the concept of the course?

Communication involves all 4 language skills: reading, writing, speaking, and listening. A discussion-based course can develop all of these skills. Discussion is something that you actively do and the key to having a good discussion is doing good preparation. The preparation involves reading, listening, and writing. If you discuss a topic multiple times you can develop your thinking and become comfortable with the language related to a topic. A timed written reaction is a fair way to evaluate how much you have developed your thinking about a topic and how well you know the language related to a topic.

2. What do students do in class?

The main activity involves students doing discussions about a topic in groups of 3 or 4. Normally, students do three discussions. Following the discussions students individually write a reaction (exactly 15 minutes).

3. What are the 3 Steps of Discussion?

1. **Preparation:** students read an article or watch a video about a topic and complete a preparation worksheet.
2. **Discussion:** students do three discussions in groups of three or four people that are approximately 15 minutes long.
3. **Reaction (15 minutes):** students write a reaction in English focusing on the discussion topic.

Preparation STEP

1. What do students do for the Preparation Step?

For the preparation step you read an article in Japanese or English, or watch a video as input about a topic. The purpose of this input is to get you to think about the topic and to introduce some vocabulary related to the topic. In the case of an article, you are not expected to translate the article, and there will be no test about your understanding of it. Think of the input as a starting point for developing your thinking about a topic and evaluating your ability to discuss this topic in English.

2. Completing the Preparation Worksheet

A. Useful Vocabulary: Write your answers to problems 1-16.

B. Discussion Questions

1. Write about your general impressions of the article you read.
2. Questions 1 – 4 are required questions.
3. Select one question from #5 and write your answer.

C. Original Question

You should think of a question appropriate for this discussion and write the question in English and your answer to it. Other students will be answering your question so take that into consideration when making it. You should write your original question on the blackboard at the beginning of class.

3. How is the Preparation Worksheet evaluated?

At the start of class the teacher visually checks your preparation worksheet and stamps it with either an **OK** or **X**. Experience has shown that students who are prepared are capable of having a high level and interesting discussion in English. Students who are not prepared cannot discuss well which negatively affects the improvement of other students.

About being absent

If you were absent you can earn up to 8 points if you turn in a completed preparation worksheet immediately at the start of the next class for the discussion you missed.

Discussion STEP

1. What do students do for the Discussion Step?

Students are assigned to a group and go to their assigned group. The members of the group select a leader and the leader starts the discussion. All students participate about equally.

2. Warmup for discussion

Students warm up by reading their preparation worksheet out loud. (2-3 minutes)

3. What are the instructions for the 3 Discussions?

Discussion 1

Discuss all of the questions. If time permits, talk about additional original questions.

Discussion 2

Discuss the questions you are interested in as fully as possible. Be sure to talk about your original questions.

Discussion 3

Discuss your original questions and the questions on the blackboard. Discuss the questions you are interested in as fully as possible.

4. How is a student evaluated for their discussion participation?

The teacher observes students during the discussion activity. At the end of the activity students are required to complete the Self-evaluation Score form. The teacher compares their evaluation done during the discussions with what the student gave for their self-evaluation. The general rule is that if a student participates normally in all 3 discussions they will achieve a score of 8.

5. What is expected of the leader during a discussion?

The leader starts the discussion, ensures that each person has an equal chance to speak, ensures that each person can be heard, advances the discussion, and talks to the teacher if there is a problem.

6. What is expected of participants during a discussion?

Each participant, including the leader, is expected to have a fully completed preparation worksheet, treat each participant in a discussion with respect, speak in a voice that other participants can hear, listen attentively to others and make comments and ask and answer follow-up questions.

7. Discussion Self-evaluation

Following Discussion 3, you should write your score in the Self-evaluation Score box.

3回目のディスカッション終了後すぐに自己評価を記入してください。

Self-evaluation Score	
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Self-evaluation criteria

1. Effort to express your thinking
2. Effort to respond to comments by other students
3. Effort to expand the discussion
4. Effort to get other students involved in the discussion
5. Effort to speak only English
6. Effort to appropriately use your voice and body

自己評価基準

- 自分の考えを表現する努力
他の学生のコメントに応える努力
ディスカッションを拡大する努力
ディスカッションに他の学生を関わらせる努力
英語だけで話す努力
自分の声と身体を適切に使う努力

Score

- 10 points (Above Average for All Criteria)
9 points (Some Criteria Above Average)
8 points (Normal)
7 points (Some Criteria Below Average)
6 points (Arrived Late to Class)

評価

- 10点 (全基準項目が平均より上)
9点 (いくつかの項目が平均より上)
8点 (普通)
7点 (いくつかの項目が平均より下)
6点 (遅刻した)

Reaction STEP

1. What do students do for the Reaction Step? リアクションステップ

The reaction form is used to write a reaction. When you pick up the reaction form you should immediately write your name and name card number.

リアクション用紙を使って感想を書きます。リアクション用紙を手にしたらすぐに名前とネームカード番号を書いて下さい。

You have exactly 15 minutes to write a reaction in English. A reaction should focus on the topic and content of the discussion and be logically organized and written in paragraph form. You should demonstrate your knowledge of vocabulary related to the topic and freely share your opinions, experiences and information regarding the topic.

英語で感想を書く制限時間は 15 分です。感想はディスカッションのトピックと内容に焦点を当てパラグラフ形式で理論的にまとめます。各自はトピックに関連する語彙の知識を示しながら、トピックに関する意見、経験、情報を自由に記述します。

2. What resources can you use when you write a reaction? 感想を書くときに使ってもよい資料は？

You are allowed to use any resource you want. For example, you can use your preparation worksheet, dictionary, or cell phone. However, you should not copy directly from a resource.

どんな資料を使っても構いません。例えば、プレパレーションプリント、辞書、携帯電話などを使用できます。ただし、使用している資料から直接内容をコピーしてはいけません。

3. How is a reaction evaluated? 感想はどのように評価されるのか？

The teacher reads a reaction and scores it based on the quantity and quality of the content. The teacher is looking for a clear expression of your knowledge and thinking about the topic and your reaction to what other students said during the discussion time. The use of English that is specific to the topic will improve the evaluation.

教師は感想を読み内容の量と質に基づいて採点します。教師は本人の知識、考え、他の学生の発言に対する意見などが書かれているか確認をします。トピックに関連する重要な英語の語彙を使用すると評価に有利です。

4. What is the grading scale for a reaction? 感想の評価基準は？

感想の評価基準は以下の通りです。

AA: 10 A: 9 B: 8 ~ 7 C: 6 D: 5 ~ 0

5. What should you write in a reaction? 感想には何を書くか？

These are the kinds of things you should write in a reaction:

1. Your thinking, impressions, and opinions about the topic of the discussion
2. Your reaction to what classmates said during the discussion
3. Your experience
4. Some interesting information that you know
5. Comparing and contrasting two things

感想に書く事柄は以下のようなものがあります。

1. ディスカッションのトピックについて自分の考え、感想、意見
2. ディスカッション中に他の学生が発言した内容に対する自分の反応
3. 自分の経験
4. 自分が知っている興味深い情報
5. 二つの事柄の比較または対比

ASSESSMENT

1. What factors determine a student's grade? 成績の評価項目は何ですか。

1. Total Preparation Worksheet points プレパレーションワークシートのトータルスコア
2. Total Discussion points ディスカッションの参加
3. Total Reaction points 感想の評価
4. Supplementary Activities
5. Making Discussion Homework
6. Attendance (In this course there is no test. Students receive points for every class. Therefore, each class a student misses means they will not receive the points for that class. It is typical that a student's grade drops one level for each absence.)

出席率（このコースにはテストがありません。代わりに学生は各授業でスコアを取得します。従って、授業を欠席するたびにその授業に対するスコアを取りそびれることになります。通常、一回欠席するごとに成績が一段階下がると思って下さい。）

2. Grading Guidelines 成績のガイドライン

	Grade		
	AA-A	B	C
Total Points Preparation Worksheet + Discussion + Reaction + Supplementary Activities + Discussion Homework	約 90%～	約 70%～	約 50%
Attendance	欠席 0-1 回	欠席 1-2 回	3 分の 2 以上に 出席する。

2019 Recommended Internet Sites

1. Prager University
<https://www.prageru.com/>
2. TED (**T**echnology, **E**ntertainment, **D**esign)
{TED offers lectures by leading people in their field on a wide variety of topics.}
<https://www.ted.com/#/>
3. America's Heartland
{This is a professionally produced TV program introducing agricultural related topics. }
<http://www.americasheartland.org/>
4. Singularity University
https://www.youtube.com/channel/UCglYNR2_f3pUL0Ff9d_FkkQ
5. RSA: Royal Society for the encouragement of Arts, Manufactures and Commerce {British English}
<https://www.thersa.org/>
6. Justice with Michael Sandel {Michael Sandel teaches at Harvard University.}
<http://www.justiceharvard.org/>
7. VOA Voice of America {American English with some English subtitles & scripts available}
<https://learningenglish.voanews.com/>
<https://www.youtube.com/user/VOALearningEnglish>
8. Battle of Ideas {British English – many debate-type topics}
<https://www.battleofideas.org.uk/videos/>
9. Education Channel
https://www.youtube.com/channel/UCQFKQXI3EhSSWSwODomZ_aw
10. Folk Streams {Documentary films about American culture}
<http://www.folkstreams.net/>
11. Democracy Now {Professionally produced TV program about covering various topics in depth.}
<https://www.youtube.com/user/democracynow/videos>
12. Big Think {recommend Big Think's Top 10 videos / some scripts available}
<https://bigthink.com/videos/>
13. MITOpenCourseware {Massachusetts Institute of Technology courses for free.}
<https://ocw.mit.edu/courses/> <https://www.youtube.com/user/MIT>
14. Videojug is a site with lots of daily life related videos
<http://www.videojug.com/>
15. NASA video gallery
<https://www.nasa.gov/multimedia/videogallery/index.html>
16. Academic Earth {Online courses from the world's top scholars.}
<https://academicearth.org/> <https://academicearth.org/playlists/>
17. Weather Channel
<https://weather.com/>
18. C-SPAN TV {Live TV/Radio; Go To Video Library}
<https://www.c-span.org/>
19. Euronews {European news in a variety of languages; Watch Euro News Live}
<https://www.euronews.com/>
20. Reason TV {recommend Drew Carey videos Ep. 1-26}
<http://reason.com/reasontv>

Discussion Topics

Model Topic: Creativity

Video: Ken Robinson says schools kill creativity (19:29)

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Discussion questions

Required

2. What do you think it means to be intelligent? What do you think it means to be creative?
3. How do you feel about your experience as a student? What good and bad experiences have you had as a student?
4. What problems do you see in the education system in your native country?

Choose One Question

- 5a. How would you change the educational system in your native country to improve it?
- 5b. What do you think teachers can do to foster creativity in their students?
- 5c. What can we do to make creativity as important as literacy as the speaker suggests?

Topic 1: World War II: Chiune Sugihara - a Japanese hero!

Video: George Bluman: The story of a Jewish family saved by Sugihara Visas (19:06)

<https://www.youtube.com/watch?v=yIPQ5lrYUpU> (English)

<https://www.youtube.com/watch?v=3ICYDvoHKQE> (Japanese)

Discussion questions

Required

2. How do you think the holocaust has affected the history of the last 70 years?
3. How do you think World War II has affected Japan in the last 70 years?
4. What conflicts in the world today do you think are a threat to world peace? Why?

Choose One Question

- 5a. What do you think about U.S. military bases being in Japan?
- 5b. What do you think about Japan revising article 9 of the Japanese Constitution?
- 5c. What do you think of the Japan Self-Defense Forces?

Topic 2: Robots, Automation & AI (Artificial Intelligence)

Video: Robots And AI: The Future Is Automated And Every Job Is At Risk (15:11)

<https://www.youtube.com/watch?v=rnBAdnNIIXk>

Discussion questions

Required

2. What do you think about robots taking over blue collar / white collar jobs?
3. How should the government regulate the use of technology?
4. What do you think about the military using robots to fight wars?

Choose One Question

- 5a. Should engineers and scientists be permitted to develop humanoid robots with AI?
- 5b. What do you think about a society that has robots taking care of the elderly?
- 5c. What do you think about autonomous cars, trucks, trains and airplanes?

Topic 3: Death & Dying

Video: Peter Saul: Let's talk about dying (13:17)

https://www.ted.com/talks/peter_saul_let_s_talk_about_dying

Discussion questions

Required

2. How have you learned about death? What are the customs related to death in your country?
3. What do you think about abortion and euthanasia?
4. Is talking about death acceptable in your society? Why do you think it is this way?

Choose One Question

- 5a. What do you think you become after death? Why?
- 5b. What do you think of the funeral customs in your country?
- 5c. Do you believe there is an afterlife?

Topic 4: Creating Change in Your Life

Video: Matt Cutts: Try something new for 30 days (3:27)

https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days

Discussion questions

Required

2. Have you ever created a new habit? What is something new that you want to try to do?
3. How did your life change when you became a university student?
4. How would you describe your lifestyle now? What is your vision for how you want to live after you retire?

Choose One Question

- 5a. Have you ever tried something new but given up before completing it?
- 5b. When you want to continue something new, how do you keep motivated?
- 5c. Have you ever felt like you are stuck in a rut? What did you do?

Topic 5: Eating Healthy & the Food Economy

Video: Jamie Oliver: Teach every child about food (21:50)

https://www.ted.com/talks/jamie_oliver

Discussion questions

Required

2. What do you think about fast food? Give examples.
3. How have you learned about food and cooking?
4. What regulations do you think there should be for food labeling?

Choose One Question

- 5a. Would you buy your favorite products if they were made with genetically modified plants?
- 5b. How concerned are you with food safety or the types of additives in the foods you eat?
- 5c. What do you think about the cafeterias at Tohoku University?

Topic 6: Media in Society

Video: Sharyl Attkisson: Why No One Trusts the Mainstream Media (5:20)

<https://www.prageru.com/videos/why-no-one-trusts-mainstream-media>

Discussion questions

Required

2. What do you think is the role of the television media in your country?
3. What do you think of the newspapers in your country?
4. Give an example of “fake news” in your country. What do you think of it?

Choose One Question

- 5a. How do you get news in your daily life? What types of news are you interested in?
- 5b. Give an example of investigative journalism from your country.
- 5c. What are the major news websites in your country?

Topic 7: Working

Video: Mike Rowe: Don't Follow Your Passion (5:18)

<https://www.prageru.com/videos/dont-follow-your-passion>

Required

2. What experience have you had working for money or volunteering?
3. What do you think about the employment situation in Japan and the world today?
4. What do you think about the problem of NEET people in Japan?

Choose One Question

- 5a. What do you think about the job-hunting system in Japan?
- 5b. What is your ideal future job? Where do you want to work?
- 5c. What have you learned from seeing your parents or other adults work?

Topic 8: Leadership

Video: American History: The Greatest Speeches (1933-2008) (21:09)

<https://www.youtube.com/watch?v=vnVwvPpdFeY>

Discussion questions

Required

2. Which speeches did you find the most and least impressive? Why?
3. What speeches are famous in your country? Tell about them.
4. What do you think makes an effective leader?

Choose One Question

- 5a. Why do you think these speeches are considered great in America?
- 5b. What makes a good speaker? What issues result in great speeches?
- 5c. Who are the best leaders in your country today? Give examples.

Discussion Model

Beginning of Class

- ① Preparation Check: At the start of class the teacher checks and stamps your preparation worksheet.
- ② Write Original Question on the Blackboard.
- ③ Group Assignment: the teacher assigns students to groups.
- ④ Warm-up: Students read their preparation worksheet out loud.

Part A: Leader **Part B:** Participant **Part C:** Participant

- 1A First, let's share our impressions and opinions about the video. **C**, what do you think about Ken Robinson's presentation?
- 2C *His presentation is very interesting. But, I couldn't grasp everything, so, I couldn't laugh when the audience laughed. I agree with him that every education system on earth has the same hierarchy of subjects. It's true that a fixed education system kills creativity, but I think it's necessary for children to adapt to this kind of society.*
- 3A I couldn't grasp everything either the first time I watched it. But, the second and third time I could laugh a little. You said that "it's necessary for children to adapt to this kind of society." Would you please explain what you mean by this in more detail?
- 4C I know I sound strict, but I think no society exists where everyone can do only what they want. I have seen my parents and know that there is little freedom in a job.
- 5A **B**, what do you think about this presentation?
- 6B *I also think schools squander the creativity of children. Today, lots of students seek to find only one right answer and after that they stop thinking. However, creativity is different from that situation. Finding various answers or ideas to a problem is a way to improve your creativity. Thinking about things like children is the best way to develop creativity.*
- 7C I think this is a big problem. I also want to find the one correct answer to a problem. I feel I have been trained this way. This is a kind of mind control which negatively affects creativity.
- 8B I am the same. But, now in university I am trying to change this habit.
- 9A For question 1 my answer is: *I agree with this presentation. I think schools kill creativity, too. In fact, children have extraordinary capacities for innovation. I like children, because when I talk with children, they often say something funny or clever that I think is creative. In school, adults and teachers judge a student by their score. So, those things that are easy to give a score to become important. I think this kills creativity.*
- 10B I have a little brother and he always surprises me by saying some really clever things. I wonder when this will change and he will lose his creativity.
- 11A My little sister is the same way.
- 12C I agree with you that schools focus too much on scores, but I also believe scores are important. If there were none, I think there would be chaos.

- 13A There is some truth to that. It is my belief that the balance has to be changed. Now, let's talk about question 2. **B**, what do you think it means to be intelligent? What do you think it means to be creative?
- 14B *I feel that intelligent and creative are a little different. Intelligent people know a lot of things such as history, science, and so on. In contrast, creative people invent surprising things and I think innovation is a kind of creativity. Creative is similar to making something new.*
- 15A My answer is very similar. *I have studied in school most of my life. So, I tend to think that an intelligent person is a person who gets a high score. But now, in university, I have met a lot of different types of people and I notice that intelligence does not only mean getting a high score. I think creative people tend to do things that ordinary people can't do.*
- 16C We all think the same. My answer is: *I think to be intelligent means having good abilities to understand, think, and find an answer to a difficult problem. To be creative means having good ability to invent something that other people have not thought of.*
- 17A Do either of you know someone who you consider to be creative?
- 18B Yes. One of my grandfather's friends is 90 years old. He is a self-taught artist and has won some awards. I really like his paintings and I think he is creative.
- 19C I have a friend who loves computer programming. He is always trying to create new apps. I think he is very creative. What about you, **A**?
- 20A I don't really know anyone who I think is creative like those people. Now, let's share our answers for question 3. How do you feel about your experience as a student? What good / bad experiences have you had? I'll begin. *I am mostly satisfied with my experience as a student. When I was younger, I was disappointed that I couldn't draw well or sing well, but when I got a good score it made me and the adults around me happy. My one bad experience was that everyone assumed that I would go to university. I am happy to be at Tohoku University, but I don't think it is necessarily good to force a student to go to university.*
- 21B How did you decide to come to Tohoku University?
- 22A My father studied here, so he just assumed I would study here as well. Fortunately, I am interested in engineering, so Tohoku University is a good place for me. But I didn't even think about going to a different university. What about you?
- 23B I really wanted to go to Tokyo University, but my scores weren't good enough so I came here. My answer is: *During my student life I can experience many wonderful things. Studying and making new friends are the main point of my life. A good point is that I can get a lot of information about the world through classes. However, I feel I studied too much when I was a high school student. I should have played with my friends more.*
- 24C Did you really study so much?
- 25B Yes, I studied until late every night and then I attended special classes every Sunday to prepare for the university entrance exam.
- 26A How did you answer number 3, **C**?
- 27C *I don't have a bad impression of school. There were many rules but they were not so strict. So, I wasn't uncomfortable in school. But my junior high school and high school were both all boys so it was very boring.*
- 28A Why did you go to such a school?
- 29C It was a family tradition, so I didn't really have any choice.

- 30A Now, let's move on and talk about the problems in the education system. **B**, what problems do you see in the education system in your native country?
- 31B *Among the subjects I have studied, I think English is the most important. A lot of Japanese students can read English, listen to conversation in English, and write in English, but we cannot speak English since it is not an essential part of the education curriculum. So, I feel the Japanese government should change the education system in such a way that we can become better speakers of English.*
- 32A Did you have any communication classes in high school?
- 33B No, all of my classes were focused on grammar to pass the Center test.
- 34A I wrote about the university entrance exam. *I think the university entrance examination system is a bad point in Japan. We study for the examination, and succeeding is the main goal. The point of education, especially in high schools, is to study for the university entrance exam. Schools do not encourage students to study something they are interested in. I think this is a very bad situation.*
- 35B That's exactly what I think.
- 36C My answer is a little bit different. *In junior high school and high school there is no discussion class. I think this is one reason that Japanese are not good at discussion. There is also a problem with English education. Nowadays, many elementary schools teach English. I oppose it because I think elementary school students need to develop their ability to use Japanese.*
- 37A I agree with you about the discussion class, but I disagree with you about studying English in elementary school.
- 38B Me, too. I think we should first learn discussion skills in Japanese before discussing in English. But since we don't, we have to learn discussion using English. As for studying English in elementary school, I think it's OK. I think there is research that shows it is helpful to learn languages when you are young.
- 39C I would like to know about that research. I'm sure we need to improve how Japanese is taught. I will check about that research.
- 40A We have surely identified some problems. Now, let's talk about the other questions. Did anyone answer question 5a – How would you change the educational system in your native country to improve it?
- 41B *Yes. Recently, elementary school students have started to study English and this is good for them to improve their English skill. In addition, schools should give students more opportunity to speak English because people who can speak English are able to use English as a tool.*
- 42C As I said earlier, my opinion about studying English in elementary school is different. I don't think English needs to be studied in elementary school. I think the reason that Japanese are not good at English is because of the way of education, not the number of English classes.
- 43A Surely, only studying something a lot does not always lead to good results. We have to consider other factors when finding solutions.

I answered question 5b: What do you think teachers can do to foster creativity in their students? *I think teachers should give us opportunities to use the methods described in the article. Actually, I have used "brainstorming" in one of my writing classes, so I can understand how much it can help. I would never have come up with such good ideas without using it. I also think it would be easy for teachers to provide opportunities to use "problem reversal" and "lateral thinking" in the classes by guiding the students with the right questions.*

- 44C I answered question 5c: What can we do to make creativity as important as literacy, as the speaker suggests? *The first thing is educating people about creativity and how to develop it. Administrators and teachers need to be aware of the importance of creativity for success in life and need to be trained in ways to develop creativity in their students. The methods in the article are a good starting point, but teachers should be required to attend workshops to practice using these methods.*
- 45B I definitely agree that teachers should be better educated about developing creativity in their students.
- 46A Now, let's talk about our original questions. My original question is "What did your parents do to help you become more intelligent and creative?" *My parents wanted me to meet different kinds of people and experience different ways of thinking, so they enrolled me in an international preschool. I think this helps me to be creative because I often think differently from my classmates. To help with intelligence, my parents made me go to cram school and various other activities.*
- C** what do you think about the way your parents educated you?
- 47C I like the way my parents educated me. My father was very busy but when he was home, he talked to me a lot about my studies and about my future. My discussion ability comes from talking so much with my parents.
- 48B I felt a little pressure from my parents to always study.
- 49A What is your original question, **B**?
- 50B Do you think of yourself as being an intelligent or creative person? *I think of myself as being more intelligent than creative. But I need to be more creative because my dream is to start my own company after I finish university. Sometimes I try to think about something creatively, but I usually fail. Maybe by practicing the techniques mentioned in the article, I will be able to improve. Being creative in business is so important, but Japanese have little experience with this.*
- 51C Me, too.
- 52A Me, too. What's your question, **C**?
- 53C What activities in junior high school or high school helped you develop creativity? *My science teacher pushed us to think of original ways to do things or to try to explain why something happened rather than just telling us the reason why. For example, he had us mix various chemicals together and try to explain why we thought a certain reaction happened. It was really difficult, but really interesting because groups came up with very different answers.*
- 54B I had a couple of really good teachers, who had us work in groups to come up with answers. I really learned a lot from my classmates. These activities also helped me make some good friends, so I really enjoyed my school life.
- 55A We have a couple of more minutes so let's talk about the original questions of some other students.

Choose some questions from the Original Question List and talk about them.

Original Question List

1. What do you think about Japanese education?
2. What do you think is the problem with English education in Japan?
3. What kind of education do you want to see in junior high and high school?
4. Do you think clever and creative are opposites?
5. Have you ever been taught by a very good or very bad teacher?
6. What decision would you make to change the education system?
7. What subjects do you think are important for your own life?
8. Have you studied any kind of art outside of school?
9. If you become a teacher, how will you teach?
10. In the future, how should we bring up children?
11. Do you want to be a teacher?
12. Should we increase the amount of time students study technical subjects?
13. Which subjects did you like in high school?
14. What do you think about achievement tests?
15. What do you think about the way your parents educated you?
16. What do you think about home education?
17. Did you like your junior high and high school?
18. How will you teach your children?
19. What is your image of a good teacher?
20. What do you think of Japanese universities?
21. If you have a certain specialty or skill, would you still go to university?
22. What do you do to develop your creativity?
23. Do you think that art and music should be required subjects in university?

Name: _____ Name Card # [_____]

- 100% English Positive Contribution to Discussion
- Verbal Expression Physical Expression

Self-evaluation (student)	
Reaction Score (teacher)	

Write in paragraphs in English.

Through today's discussion I developed my thinking ① about what motivates students to learn, ② the pressure for Japanese students to go to university, and ③ what my talents are.

① First, in a discussion about what motivates students to learn we identified a major weakness of Japan's system of compulsory education. In this system only the grades of certain subjects are important for a student to advance to the next level and all other subjects become unimportant. This is the reason many classes related to the arts or vocations are disappearing. This system kills the motivation of those students who are not good at the highly regarded subjects. I can't believe Ken Robinson would support this idea.

② Another thing I talked about with my classmates was the high rate of going to university in Japan. Unfortunately, in today's Japan a university education is viewed to be an extension of high school. Even if a student is not really interested in studying, they are expected to be enrolled in a university. This places a huge and unnecessary financial burden on parents. I think there should be more educational options for people depending on their future plan and financial situation.

③ Finally, it was really interesting for me to consider what my talents are and discuss about them with other students. I am confident in my communication ability and today I tried really hard to talk to and listen to other students. It was especially interesting to learn what other students think about themselves. I was surprised at how many students said they have no talent. This seems strange because Tohoku University is such a highly rated university. I need to examine this more.

I am still a student and someday might have a job related to education or have children of my own, so considering what education is and how it should be done is very important. I believe that comprehending my own abilities and working to develop them gives me the best chance for future success.