

# C2

## Discussion-based

### 4-Skills English

#### 2019

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

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Name \_\_\_\_\_

**Table of Contents**

Introduction	
1. What is the concept of the Discussion-based Communication Course?.....	1
2. What do students do in class? .....	1
3. What are the 3 Steps of Discussion? .....	1
Preparation Step	
1. What do students do for the Preparation Step?.....	1
2. Completing the Preparation Worksheet.....	1
3. How is the Preparation Worksheet evaluated?.....	1
Discussion Step	
1. What do students do for the Discussion Step? .....	2
2. Warmup for discussion.....	2
3. What are the instructions for the 3 discussions?.....	2
4. How is a student evaluated during the discussions?.....	2
5. What is expected of the leader during a discussion? .....	2
6. What is expected of participants during a discussion? .....	2
7. Discussion self-evaluation .....	2
Reaction Step	
1. What do students do for the Reaction Step?.....	3
2. How is a reaction evaluated? .....	3
3. What is the grading scale for a reaction? .....	3
4. What should you write in a reaction? .....	3
5. Hints for writing a reaction.....	3
Assessment	
1. What factors determine a student's grade? .....	3
2. Grading Guidelines .....	3
3. What does the teacher do during class? .....	3
2019 Recommended Internet Sites .....	4
Discussion Topics	
Model: Creativity & Learning.....	5
Topic 1: Impact of Plastic on the Environment .....	5
Topic 2: Motivation.....	5
Topic 3: The World is Speeding Up .....	6
Topic 4: Economic Status .....	6
Topic 5: Living Forever .....	6
Topic 6: New Manufacturing Revolution .....	7
Topic 7: World Affairs .....	7
Topic 8: Revitalizing Rural Areas of Japan .....	7
Discussion Model	
Discussion Dialogue.....	9
Original Question List .....	13
Reaction .....	14

## Introduction

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### **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

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### **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

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### 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**

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### **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

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### 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
<b>Total Points</b> 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](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](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 & Learning**

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### **Video 1: Bring on the learning revolution! Ken Robinson (17:50)**

[https://www.ted.com/talks/sir\\_ken\\_robinson\\_bring\\_on\\_the\\_revolution](https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution)

### **Video 2: Ramsey Musallam: 3 rules to spark learning (6:30)**

[https://www.ted.com/talks/ramsey\\_musallam\\_3\\_rules\\_to\\_spark\\_learning](https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning)

#### **Discussion questions**

##### **Required**

2. What do you think about the pressure for everyone to go to college in Japan?
3. What do you think are your talents?
4. How would you change the educational system in your native country to improve it?

##### **Choose One Question**

- 5a. What do you think about Ramsey's rule 1: Curiosity comes first?
- 5b. What do you think about Ramsey's rule 2: Embrace the mess?
- 5c. What do you think about Ramsey's rule 3: Practice reflection?

## **Topic 1: Impact of Plastic on the Environment**

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### **Video: Capt. Charles Moore on the seas of plastic (7:20)**

[https://www.ted.com/talks/capt\\_charles\\_moore\\_on\\_the\\_seas\\_of\\_plastic](https://www.ted.com/talks/capt_charles_moore_on_the_seas_of_plastic)

#### **Discussion questions**

##### **Required**

2. What do you think about our mass consumption society?
3. What do you think about the recycling system in Sendai? Do you follow the rules?
4. What actions do you think the government/industry should take to protect the environment?

##### **Choose One Question**

- 5a. What are the good/bad points of plastic shopping bags?
- 5b. What actions do you take to protect the environment?
- 5c. How can people's consumption habits be changed?

## **Topic 2: Motivation**

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### **Video 1: Simon Sinek: How great leaders inspire action (18:05)**

[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action?language=en](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en)

### **Video 2: Derek Sivers: How to Start a Movement (3:10)**

[https://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement)

#### **Discussion questions**

##### **Required**

2. Who do you think is a great leader in the history of your country? Why?
3. What kind of experiences have you had with being a leader or follower? Explain.
4. Give an example of a movement in your native country. How did it start?

##### **Choose One Question**

- 5a. What skills do you think a good leader should have?
- 5b. How would you describe a bad leader? Give an example of a bad leader.
- 5c. What company in your country do you think is innovative and why do you think so?

### **Topic 3: The World is Speeding Up**

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**Video: Peter Diamandis | The Future Is Faster Than You Think (Singularity University) (22:00)**

<https://www.youtube.com/watch?v=FTTgdtl8FvM>

#### **Discussion questions**

##### **Required**

2. What experience have you had working for money or volunteering?
3. What do you think about how Japan is changing?
4. What companies do you think are innovative? Give examples.

##### **Choose One Question**

- 5a. What do you think of crowdfunding? Give examples.
- 5b. What have you learned from seeing your parents or other adults work?
- 5c. What do you think of society becoming cashless and the use of cryptocurrencies?

### **Topic 4: Economic Status**

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**Video 1: There Is Only One Way Out of Poverty (4:10)**

<https://www.prageru.com/videos/there-only-one-way-out-poverty>

**Video 2: Income Inequality is Good (4:38)**

<https://www.prageru.com/videos/income-inequality-good>

#### **Discussion questions**

##### **Required**

2. Do you think there is social mobility in your country?
3. What do you think about the economic gap between developing and developed countries?
4. What do you think about the economic gap between rich and poor people in your country?

##### **Choose One Question**

- 5a. What do you think should be done to make your country a better place to live in?
- 5b. How would you describe a middle-class person in your native country?
- 5c. How is success defined in your country?

### **Topic 5: Living Forever**

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**Video: Michael Sandel: Amsterdam VPRO- Should we try to live forever? (7:00)**

[https://www.youtube.com/watch?v=Q\\_eUXvUcnAM&feature=youtu.be](https://www.youtube.com/watch?v=Q_eUXvUcnAM&feature=youtu.be)

#### **Discussion questions**

##### **Required**

2. Would you like to live forever? Explain why or why not.
3. What do you think of the concept that death gives meaning to life?
4. What do you think about Japan's health care system?

##### **Choose One Question**

- 5a. What would you do if you knew you would live for 1,000 years?
- 5b. What do you think gives meaning to life?
- 5c. Should scientists be permitted to do research to enable people to live longer? Explain.

## **Topic 6: New Manufacturing Revolution**

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### **Video: Olivier Scalabre: The next manufacturing revolution is here (10:26)**

[https://www.ted.com/talks/olivier\\_scalabre\\_the\\_next\\_manufacturing\\_revolution\\_is\\_here/transcript#t-109643](https://www.ted.com/talks/olivier_scalabre_the_next_manufacturing_revolution_is_here/transcript#t-109643)

#### **Discussion questions**

##### **Required**

2. What do you think about the 4<sup>th</sup> manufacturing revolution?
3. What technological invention has had the most influence in your life so far?
4. What technologies do you think will have the greatest impact on society in the future?

##### **Choose One Question**

- 5a. What invention do you wish had never been created?
- 5b. What invention would you like to see created?
- 5c. What inventor do you admire the most?

## **Topic 7: World Affairs**

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### **Video 1: Boyd Varty: What I learned from Nelson Mandela (14:59)**

[https://www.ted.com/talks/boyd\\_varty\\_what\\_i\\_learned\\_from\\_nelson\\_mandela](https://www.ted.com/talks/boyd_varty_what_i_learned_from_nelson_mandela)

### **Video 2: Hyeonseo Lee: My escape from North Korea (12:15)**

[https://www.ted.com/talks/hyeonseo\\_lee\\_my\\_escape\\_from\\_north\\_korea](https://www.ted.com/talks/hyeonseo_lee_my_escape_from_north_korea)

#### **Discussion questions**

##### **Required**

2. What do you think about capitalism, communism, and socialism?
3. What word do you think is beautiful in your country? Why?
4. What kinds of discrimination are a problem in Japan?

##### **Choose One Question**

- 5a. What do you know about the present situation in North Korea?
- 5b. What do you think about the current world political situation?
- 5c. What should be done to help refugees who escape from oppression or war?

## **Topic 8: Revitalizing Rural Areas of Japan**

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### **Video: Pros and Cons of Life Outside Tokyo | Rural Japan (13:28)**

[https://www.youtube.com/watch?v=xJc-lBbZ\\_Ao](https://www.youtube.com/watch?v=xJc-lBbZ_Ao)

#### **Discussion questions**

##### **Required**

2. How would you describe rural life in your country? Give concrete examples.
3. How would you describe urban life in your country? Give concrete examples?
4. What do you think about the problem of abandoned houses (空き家) in Japan?

##### **Choose One Question**

- 5a. How can local governments encourage people to move to rural areas?
- 5b. What do you think about farming in your country?
- 5c. Share some experiences you have going to a rural part of your country.

# 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 Today's discussion topic is about creativity and learning. Let's share the answers we have prepared for this discussion.
- 2A **C**, what do you think about the source material?
- 3C *Ken Robinson's 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. I wish I had a teacher like Ramsey when I studied chemistry. This presentation was much easier to understand than Ken Robinson's presentation. His 3 rules are very useful for those people who want to be a teacher. I hope that all teachers find ways to promote the curiosity and passion of their students.*
- 4A **B**, what do you think about the source material?
- 5B *I agree with Ken Robinson that 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. Ramsay's explanation of his experience and what he learned from it was easy to understand. I think his 3 rules can be applied to many situations. In particular, I believe that Rule 3: "Practice reflection," is useful to my life now. I am now experiencing many new things but I should also reflect about some of these experiences to see how I can improve my life.*
- 6A *It seems we all had a similar impression of the videos. I agree with Ken Robinson that schools kill creativity, too. In fact, children have extraordinary capacities for innovation. 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. I was impressed with how Ramsey Musallam learned through his experience. I believe it is important to have as many experiences as possible. I also want to keep my sense of curiosity alive as much as possible.*
- 7B The key words are creativity and curiosity.
- 8C Yes, creativity, curiosity and passion.
- 9A Now, let's move on to question 2. **C**, what do you think motivates students to learn?

- 10C *The first thing is curiosity which both of these speakers talked about. Another thing that I think is important is for students to receive praise. Praise can come in many forms but I think this can really motivate some students and is not given enough by teachers in Japan. I also think clearly giving students standards for grades is helpful for university students.*
- 11A *I have a similar idea. I think occasional rewards will motivate students to learn. If students don't get any reward regardless of their effort they lose motivation to learn. But, if students are rewarded every time they learn something they will lose motivation, too. So, "occasional" is the point. This is proved by psychological studies.*
- 12B Have you ever had a teacher who was good at giving occasional rewards?
- 13A Yes, I had a science teacher who was very good at giving us rewards when we finished a difficult experiment. But she didn't give rewards for easy experiments. **B**, what do you think motivates students to learn?
- 14B *I think having experiences is what motivates students to learn. For example, when a student studies Japanese history they should visit famous castles or ruins. This will stimulate their curiosity and interest. Just listening to lectures about things is too boring for students.*
- 15C I think this is one of the reasons many schools take a school trip to Nara and Kyoto for their school trip. Experiencing Japanese history is very important.
- 16B Unfortunately, today some schools don't do a school trip.
- 17A My high school didn't have a school trip. That made me sad.
- 18A Let's share our answers for Question 3: what do you think are your talents?
- 19C What is your answer?
- 20A *I am good at doing sports. I started playing soccer in elementary school and loved it. In junior high school and high school I was the captain of the soccer team. But, I'm not artistic which makes me sad sometimes. I can't draw or sing. In the future I want to try and learn to draw. This would be a useful skill.*
- 21B I am completely the opposite. I am not good at sports but I am good at drawing.
- 22A Please teach me to draw.
- 23B *Okay. My answer is: I think my biggest talent is my flexibility. I can get along with people in any situation at school or at work. I also think I am very persistent. I do not give up when I am faced with a challenge. For example, I studied for two years to enter this university.*
- 24C *Flexibility and persistence are good talents. I have a talent for communication. I'm able to talk with any kind of person and find the topic suitable for the situation. I don't know why, but I really enjoy talking to people. Recently, I have been talking to some old men I met in West Park. It is very interesting to hear about their experiences when they were young.*
- 25A What do you talk with them about?

- 26C They like to tell me about their experiences when they were university students. One of them went to Tohoku University and was active in the student demonstrations.
- 27A I think each of us has good talents.
- 28B Me, too.
- 29A Now, let's talk about question 4.  
What do you think about the pressure for everyone to go to college in Japan? What is your answer,  
 C
- 30C *I think this is a big problem. In my high school even the student whose dream was to be a chef entered university. When I heard that I wondered why he had to go to university. I think going to a vocational school or being an apprentice in a restaurant would be more effective to become a chef.*
- 31A *I agree. 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.*
- 32B My father didn't go to university, but he insisted that I go. I think my parents assume I will be successful if I go to university.
- 33C I think that kind of thinking is common but misguided.
- 34A  B, what is your answer for question 5a: what do you think about his statement that we need a "revolution" in education?
- 35B *I totally agree with his opinion. But, it is very hard to make a real revolution in education because everyone is used to the current system. It is always more comfortable to continue doing something familiar even if it is bad than to make a change. I think the first step is to promote the idea that there is a need for change.*
- 36A Do you think Tohoku University needs a "revolution" in education, too?
- 37B Absolutely, especially the English classes!
- 38C Yes, I think there needs to be a "revolution" in education that begins in elementary school.
- 39B Your statement relates to my answer for question 5b: how would you change the educational system in your native country to improve it? *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.*
- 40C I think there needs to be a "revolution" in junior high school and high school. *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. I think discussion classes in Japanese should be introduced. This would help us do discussion in English in the future.*

- 41A Question 5c is, what do you think about Ramsey's 3 rules? *I could easily understand Rule 1: "Curiosity comes first," and Rule 3: "Practice reflection." But it is a little difficult for me to understand Rule 2: "Embrace the mess." In particular I think that Rule 3 is a part of Japanese culture where kaizen is commonly practiced. I hope that Rule 1 is promoted by more teachers in junior and senior high school.*
- 42B That's exactly what I thought, too.
- 43C Me, too.
- 44A Let's talk about our original questions, now. What is your original question, **B**?
- 45B Do you think of yourself as being an intelligent or creative person? *I think of myself as being more creative than intelligent. But I need to be more intelligent because my dream is to start my own company after I finish university. Sometimes I try to think about something intelligently, but I usually fail.*
- 46C I hope you succeed. My original question is: did you like your junior high school and high school?
- 47A That's a good question. What is your answer?
- 48C *I spent six years with only boys. It was very boring. But I made many good friends so I like my schools. However, now in university I find it is sometimes difficult for me to talk with girls. That is a pity. I think it is more natural for a school to have both boys and girls.*
- 49B Wow, my school had about the same number of girls as boys. A lot of my friends were girls.
- 50A My school was a co-ed school, too. My original question is: what do you think about the way your parents educated you?
- 51B What is your answer?
- 52A *My father is an elementary school teacher so he has a lot of confidence that he knows everything about education. But I don't like the way he treated me. He never thought about my feelings and always thought he was right. Even when I know he is right, I think he should listen to my opinion, too.*
- 53B My parents put a lot of pressure on me, too. But, I'm thankful for how they support me, now.
- 54C My parents didn't have any expectations of me.
- 55A That's unbelievable.
- 56A We have a couple 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.