

## Guidance for Group Discussion (2)

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### 1. Introduction

Teacher Employment Examinations (TEEs) in Japan have placed great importance on the personalities of examinees. This means that current teachers are expected to have abilities to manage many problems such as bullying, school non-attendance, disruption of class, school violence, delinquency, and a decline in scholastic ability. Since examiners have difficulties in judging whether an examinee has the qualities and abilities which a teacher needs only from the grade of written examinations, they intend to observe the examinee carefully in several ways, such as in an essay examination, an interview, and a group discussion. Aihara (2010) observes the guidance for group discussions given to university students in 2009. In this paper, we shall focus upon group discussion again because it is open to further discussion.

### 2. Outline of Ibaraki TEEs

#### 2.1. Preliminary Examination

We have mentioned that interviews have lately attracted considerable attention in TEEs because examiners need to judge whether an examinee has abilities to manage many problems which he/she would face at the chalk-face. In fact, interviews have been introduced into TEEs in most prefectures. We will take Ibaraki TEEs for example. In this Prefecture, an applicant for a junior high school teacher of English first takes a preliminary examination. If he/she passes the preliminary examination, he/she acquires the right to take a secondary examination. If he/she passes the secondary examination, he/she will be registered as a candidate for teacher of English. At the preliminary examination, the examinee takes two types of written examinations and one oral examination. The allotment of points in the preliminary examination is shown in Table 1.

**Table 1: The Allotment of Points in Ibaraki TEE (Preliminary Exam) (2011)**

Written Examination		Oral Examination	Total
General Education Teaching Profession	English Language		
300 points	200 points	200 points	700 points

In the oral examination, two subjects are assigned to the examinee. As for the first subject, he/she is given thirty seconds to read a short article written in English silently. After grasping the outline of the article by reading it silently in thirty seconds, he/she next reads the article aloud in front of three examiners. Lastly, an examiner asks a question about the article and the examinee answers the question in English. The topics are from general news pages, such as an emergency landing of a plane on the Hudson River, the prevalence of influenza (2009), an earthquake in Haiti, the FIFA World Cup, new Course of Study (2010), a cave-in of a mine in Chile, a Nobel Prize, and a drought of Lake Chad (2011). By observing the examinee's reading and answering, examiners will judge whether the examinee could correctly read and comprehend a short essay written in English. As for the second subject, the examinee is handed a piece of paper on which a topic is written. He/she gets his/her ideas organized on a given topic in sixty seconds. After sixty seconds, the examinee talks about his/her opinion on the given topic in sixty seconds. By observing the examinee's speaking, examiners will judge whether the examinee can explain his/her ideas in English. The topics given in Ibaraki TEEs (2009-2011) are shown in Table 2.

**Table 2: Topics of Oral Examinations in Ibaraki TEEs**

Year	Topics
2009	What made you happy recently? What is the most impressive food for you? What is the most impressive scene for you? Who has really influenced you?
2010	What did you want to be when you were a child? How do you get rid of stress? What is important for you? What was your memorable school event? How do you treat a foreigner who visits Japan?
2011	What is your favorite book? What is your happiest experience? Why do you want to become a teacher of English?

## 2.2. Secondary Examination

The examinee who passes the preliminary examination takes a vocational aptitude test, an essay examination, an individual interview, and a group discussion as a secondary examination. We see that two types of interviews are introduced into the secondary examination. According to Onuki (2009), there are five types of interviews; individual interview, group interview, group discussion, micro-teaching, and role-playing. It is helpful to describe five types of interviews before observing the secondary examination. Individual interview is a meeting in which one examinee is questioned by two or three examiners. In group interview, examinees are questioned

by two or three examiners. In group discussion, examinees talk about a specific topic to exchange ideas or to reach a decision, and two or three examiners observe them. In micro-teaching, an examinee gives a lesson for about ten or fifteen minutes. In role-playing, an examinee acts out or performs a particular role in accordance with the perceived expectations of society in regards to the teacher's behavior in a particular context.

Table 3 indicates the allotment of points of the secondary examination in Ibaraki TEE (2011). This table shows that 240 points are assigned to the individual interview and 120 points to the group discussion. They account for seventy percent of the total points. We see that interviews represent a high percentage in the secondary examination of Ibaraki TEE (2011).

**Table 3: The Allotment of Points in Ibaraki TEE (Secondary Exam) (2011)**

Individual Interview	Group Discussion	Essay Examination	Total
240 points	120 points	160 points	520 points

Let us survey each interview. The individual interview begins by a three minute self-introduction of an examinee. After his/her introduction, three examiners (two Japanese teachers and one native teacher of English) ask several questions to the examinee for about twenty minutes. The questions are put on a wide range of subjects, such as about the examinee himself/herself, school life, image of the ideal teacher, teaching English, class management, student instruction, and so on. We show thirty questions which were actually questioned in Ibaraki TEEs (2008-2010) below. By observing the examinee's replies, examiners judge whether the examinee can understand the importance of the teaching profession, declare his/her determination to become a teacher, be sensible, be emotionally stable, be ambitious, work well with others, have leadership ability, and take such steps as an occasion demands.

### **Questions in Individual Interview (Ibaraki TEEs)**

- 1: Why do you want to be a junior high school teacher of English?
- 2: Why do you want to become a teacher in Ibaraki Prefecture, not in other prefectures?
- 3: What do you want to become if you cannot become an English teacher?
- 4: What is your ideal teacher?
- 5: What do you do in order to become a teacher?
- 6: What did you learn in your university?
- 7: What did you learn in volunteer work?
- 8: What do you do with English in your daily life?

- 9: What's your hobby? Can you make use of your hobby in your classes?
- 10: You were the manager of the club, right? How did you bring the members together?
- 11: What was the hardest for you during your stay in the U.S. as a student?
- 12: How do you get rid of stress?
- 13: When do you feel stress?
- 14: Is your English speaking skill high? Can you use English to communicate with foreigners?
- 15: What is your ideal class?
- 16: Which club do you want to be in charge of?
- 17: Which is more important for you, English classes or club activities?
- 18: How do you keep the balance in listening, speaking, reading, and writing in your classes?
- 19: What do you do when you cannot make arrangements with an ALT?
- 20: How do you guide your student who does not come to school?
- 21: How do you guide your student who needs to change his/her clothes?
- 22: How do you deal with parents who raise an objection to your guidance?
- 23: What do you do when the students make noise in your class?
- 24: What do you do when a student goes out of the classroom in your class?
- 25: What do you do to the students who do not like studying English?
- 26: How do you find something had happened to your students?
- 27: What do you do to solve the problem of bullying in your class?
- 28: What do you say to the parents who cannot pay an entrance fee for their sons or daughters?
- 29: Teachers sometimes must say or do something even if it makes them disliked by their students. Can you do that?
- 30: What is the most difficult work for teachers?

Let us next turn to group discussion. In this interview, eight examinees sit in a circle and discuss on a given subject for forty-five minutes and three examiners observe the discussion to judge whether each examinee has the necessary elements to be a teacher. Firstly, an examiner announces the subject which examinees will discuss and examinees are given five minutes to get their ideas organized on the subject individually. Then each examinee states his/her opinion one by one in two minutes. After all examinees give their opinions, they begin to exchange their ideas to reach a decision. Lastly, one volunteer summarizes the outline of their discussion. The subjects which were actually introduced into Ibaraki TEEs (2008-2011) are shown below. A and B are the subjects discussed in 2011, C in 2010, D in 2009, and E in 2008. By observing what the examinee says and does in the discussion, examiners will judge

whether he/she could behave suitably for the occasion, have a good relationship with others, communicate with others, and have good leadership ability.

### **Subjects in Group Discussion (Ibaraki TEEs)**

- A: We feel apprehensive about the fact that many students today have less physical strength than they used to have. What do you think about this fact? How do you grapple with this problem?
- B: Children today are expected to have various experiences. What do you think about this? What do you do for them?
- C: Many children today cannot have good relationships with others. How do you lead these children?
- D: Many children today have no confidence. What do you do to make them gain confidence?
- E: Many children today are not good at communicating with others well. How do you lead these children?

## **3. Group Discussion**

### **3.1. Group Discussion in Ibaraki TEEs**

Let us focus upon group discussion. It may be useful to look at some of the important features of group discussion. This will help us to understand that it is considerably complicated for examinees to be successful in group discussion. Firstly, group discussion is peculiar on the grounds that an examinee can be successful in this examination with the other examinees' cooperation, not only by his/her own talent. In the individual interview, the examinee could be successful if only he/she states his/her opinion clearly. In group discussion, however, he/she is also expected to listen carefully to other opinions carefully, to exchange ideas with other examinees, to adjust the flow of discussion, to help other examinees, to arrange the opinions, and to reach a decision. Some might be hard for examinees. In fact, the university students from the class *Teaching of English II* <sup>1)</sup> could express their own opinions but they had difficulties in adjusting the flow of discussion, helping other examinees, and arranging the opinions in group discussions. The main reason is that many university students have little experience discussing problems and consequently they do not know what to say or do in the discussion.

Secondly, the examinee is expected to show off his/her strong points in group discussion. To put it more concretely, he/she needs to impress on the examiners that he/she has the necessary qualities and abilities to be a teacher. Generally speaking, a teacher is expected to understand the importance of the teaching profession, to strengthen his/her determination to become a teacher, to be sensible, to be emotionally stable, to be ambitious, to work well with others, to have leadership ability, and to

take such steps as an occasion demands. It is not easy for the examinee to carry the discussion forward. It might be much harder for the examinee to show that he/she is well suited for teaching while discussing.

Thirdly, the subjects introduced into group discussion of TEEs may be hard for the examinee to deal with. By observing five subjects shown above, we see that they are very practical, in other words, they adapt to meet the needs of the times. This means that the examinee has to give concrete solutions which are consistent with reality. Taking the subject D as an example, he/she needs to have understood the fact that many children today have no confidence and to look for an effective way of making the children gain confidence. For example, it may be effective for teachers to set up the aim of a lesson fit for their students' abilities and situations, to prepare some activities in which students can realize that they achieve their aims, and to praise the students for their efforts. However, it is not easy for the examinee to give concrete solutions which are consistent with reality because he/she has had little experience in teaching English at the chalk-face. We should add that he/she needs to have extensive knowledge, to put it plainly, to give more than one solution in order to get ready for the situation in which his/her idea is proposed by other examinees.

### **3.2. Guidance for Group Discussion**

From what we observed above, we can say that it is rather difficult for examinees to be successful in group discussion. We here consider what examinees should learn for group discussion by observing the guidance for group discussion which were introduced into the class *Teaching of English II* given to university students in 2011.

#### **3.2.1. Actual Practice of Group Discussion**

Firstly, we pay attention to the first problem shown in 3.1. Examinees need to practice carrying the discussion forward in order to learn what to say and do in a group discussion. University students from the class *Teaching of English II* practice discussing four times as shown in Table 4. In the first and second discussions, they discuss on given subjects in fifteen minutes. In the third and fourth discussion, they discuss in twenty-five minutes. By extending the time step by step, they could discuss in the same way as in TEE. The subjects assigned in the second and fourth discussions are familiar for the students because they had already written papers on these subjects in the class. The other two subjects are new for them because they need to broaden their knowledge, and these subjects were actually introduced into Ibaraki TEEs in 2008 and 2009. By observing four group discussions, we noticed that students gradually improved themselves in carrying out the discussion step by step.

**Table 4: Guidance for Group Discussion**

No.	Number of discussants	Time	Subject
1	5	15'	Many children today have no confidence. What do you do to make them gain confidence?
2	5	15'	What is the ideal proportion of Teacher Talk to Student Talk in your English lesson?
3	6	25'	Many children today cannot have a good relationship with others. How do you lead these children?
4	6	25'	What is a good point of learning a foreign language?

### 3.2.2. Valuation Basis of Group Discussion

Let us turn to the second problem shown in 3.1. Examinee needs to impress on the examiners that he/she has the qualities and abilities which a teacher needs. To be successful in group discussion, it is not sufficient for the examinee only practice carrying the discussion forward over again and again. He/she is also expected to be conscious of how he/she appears to the examiners. In order to be highly evaluated by the examiners, he/she should understand the valuation basis of a group discussion. Onuki (2009) shows six valuation bases as shown below:

**Judgment:** to understand a given subject well, to form a fair judgment, and to judge his/her situation properly

**Cooperation:** to express his/her opinion democratically, not self-righteously, and to listen to the other opinions or objections

**Expression:** to express his/her opinion effectively, with proper expressions or episodes

**Contribution:** to make a major contribution toward facilitating proceedings to reach a decision

**Leadership:** to take initiative in facilitating proceedings to reach a decision and to conduct other members to a decision through mutual agreement

**Inventiveness:** to make plan for a successful group discussion, to express his/her opinion intentionally, and to be attentive to other members

It is effective for the examinee to evaluate himself/herself in terms of these valuation bases while carrying the discussion forward. Students from the class *Teaching of English II* grade themselves and their classmates according to three ranks (A, B, C) for four valuation bases, Judgment, Positivism, Cooperation, and Contribution with the evaluation cards shown in Table 5.

**Table 5: Evaluation Card**

Judgment	Can you understand a given subject well and form a fair judgment? Can you state your opinion clearly?	A · B · C
Positivism	Can you discuss a subject positively? Can you listen to other opinions?	A · B · C
Cooperation	Can you express your opinion democratically? Can you be attentive to other members?	A · B · C
Contribution	Can you make a major contribution toward facilitating proceedings to reach a decision? Can you conduct other members to a decision through mutual agreement?	A · B · C
Comment		

Let us observe the first group discussion shown in Table 4. In this discussion, five students discussed what teachers should do in order to make their students gain confidence in fifteen minutes. This subject was introduced into Ibaraki TEE in 2009 and reflects contemporary social conditions in which many children today have no confidence. Table 6 roughly shows what the students said in this discussion.

**Table 6: Outline of Discussion (1)**

A-1	Today we will discuss what teachers do to help their students gain confidence. What will you do?
B-1	I think it is important for teachers to understand why the students have no confidence.
C-1	I think it is important for teachers to praise their students. If students are praised effectively, they will take a positive attitude toward everything.
A-2	Yes, they will. If we succeed in something, we try to challenge another thing, don't we?
B-2	Yes, we do. Even if a student is not good at studying, he could be good at sports. Every student has a realm in which he can play an active role. If he is praised, he could gain confidence.
C-2	Being praised by teachers has great significance for students, doesn't it?
D-1	I think so, too. I am very happy when I am praised by teachers.
E-1	I don't think so. I am happier when I am praised by my friends. I think it is not surprising that teachers praise their students.
C-3	There is some truth in what you say.
B-3	Teachers need to prepare as much opportunity as possible in which students can recognize each other.
C-4	Group work is useful, I think.
B-4	I agree with you. Group work is very useful.
C-5	I think it is also important for teachers to help their students avoid losing confidence. They should assist their students who lose confidence. They should make their students be aware of their abilities. What do you think, Mr. A?



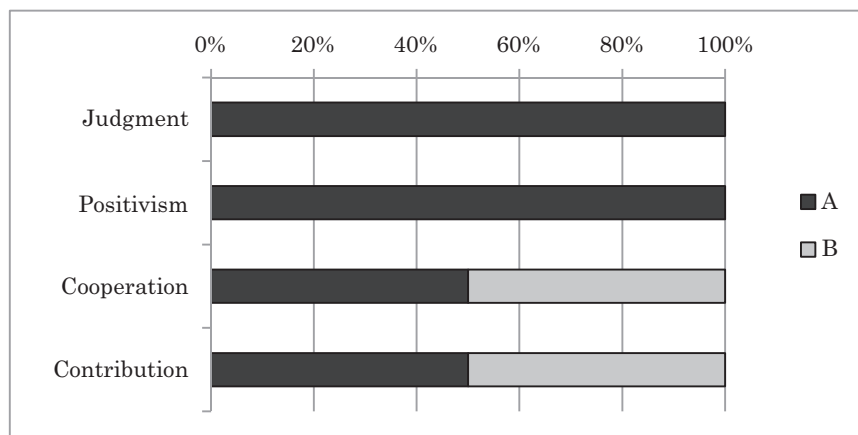
A-3	When I went to a school for handicapped children, I reconfirmed that every student has strong points as well as weak points.
B-5	Although a student cannot play an active role in English classes, he can in other subjects.
C-6	It is important for teachers to communicate with other teachers. By exchanging information, they can notice other sides of students' characters.
E-2	Students cannot necessarily achieve their aims. So teachers need to praise their process, not their result.
B-6	I think so, too.
C-7	And teachers need to praise their students concretely.
D-2	If a student cannot do something, teachers should praise his effort.
B-7	I think that students are divided into two types. One can improve when he is praised. The other can improve when he is scolded. This means that teachers should scold their students as the need arises.
E-3	When teachers praise their students too much, students are not thankful for their praises. It is not good for teachers to praise too often.
B-8	The essential thing is to observe their students and to understand their personalities.
D-3	If teachers understand their students well, they can bring out their latent abilities.
B-9	And they can let their students know that they can improve more.
A-4	It is more effective for students to be praised properly.
E-4	It is also important that teachers have confidence. If a teacher has no confidence, his praise is not effective.
B-10	Yes. What should teachers do in order to gain confidence?
E-5	Teachers should always be doing research in teaching.
B-11	I agree with you. By the way, I think that the atmosphere of the classrooms is not good in Japan. For example, students hesitate to make mistakes in classes.
C-8	Teachers should create a good atmosphere in which students can tell their opinions frankly.
A-5	One of my teachers introduced some wrong answers humorously. I think this helps students not to hesitate to make mistakes.
D-4	Some of the students may feel unpleasant. So teachers should be careful with students' mistakes.
Time's up	

Let us first observe student B. We can say from Table 6 that he took a positive attitude in this discussion. He seemed to understand the subject well and could state his opinions positively, clearly and concretely. As shown in Table 7, he graded himself "A" on Judgment. Let us look at other students' evaluations. Figure 1 shows that all of the other students graded him "A" on Judgment and Positivism. Student B reflected that he talked too much and was not attentive to other members, so he graded himself

“B” on Cooperation and Contribution. Half of the other students also graded him “B” on Cooperation and Contribution.

**Table 7: Student B’s Self-Evaluation**

Judgment	Can you understand a given subject well and form a fair judgment? Can you state your opinion clearly?	A
Positivism	Can you discuss a subject positively? Can you listen to other opinions?	B
Cooperation	Can you express your opinion democratically? Can you be attentive to other members?	B
Contribution	Can you make a major contribution toward facilitating proceedings to reach a decision? Can you conduct other members to a decision through mutual agreement?	B
Comment	I talked too much. I’d like to listen to other opinions more in the next discussion.	

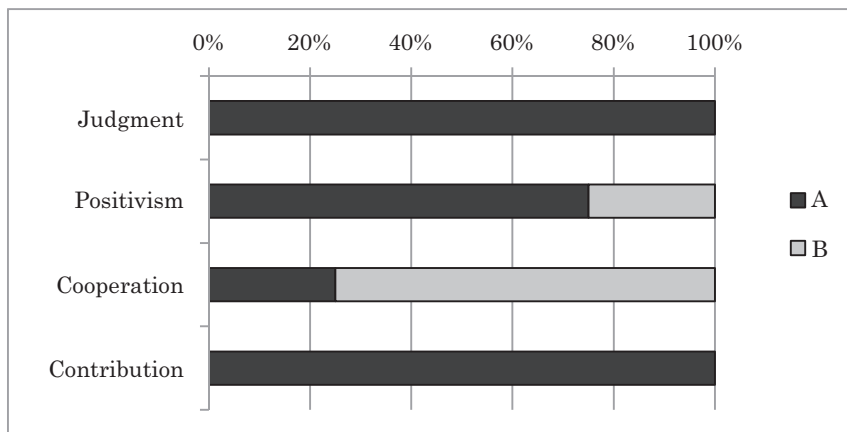


**Figure 1: Students’ Evaluation of Student B**

Let us next observe student E. She did not state her opinions so frequently, but she had the ability to judge coolly. Table 8 shows that she graded herself “A” on Judgment, Positivism, and Contribution. She reflected that she could not think of anything but giving her own opinions and she could not be attentive to other members, and she graded herself “B” on Cooperation. Other students evaluated her as shown in Figure 2. They graded her “A” on Judgment and Contribution but only 25% of them graded “A” on Cooperation.

**Table 8: Student E's Self-Evaluation**

Judgment	Can you understand a given subject well and form a fair judgment? Can you state your opinion clearly?	A
Positivism	Can you discuss a subject positively? Can you listen to other opinions?	A
Cooperation	Can you express your opinion democratically? Can you be attentive to other members?	B
Contribution	Can you make a major contribution toward facilitating proceedings to reach a decision? Can you conduct other members to a decision through mutual agreement?	A
Comment	I only stated my opinions. I'd like to ask other members' opinions in the next discussion.	

**Figure 2: Students' Evaluation of Student E**

By evaluating themselves in terms of Judgment, Positivism, Cooperation, and Contribution while discussing, students could be conscious of how they appear to examiners.

### 3.2.3. To Search for the Concrete Solutions

Let us next focus upon the last problem shown in 3.1. Examinees have difficulties in giving concrete solutions which are consistent with reality. In order to solve this problem, the examinee first needs to understand the fundamentals of teaching English, such as the purpose of English education, objective of teaching English, factors of learners, teaching of four skills, roles of teachers, preparation for lessons, and so on. On the basis of these fundamentals, he/she also needs to deepen the knowledge of teaching English and put the knowledge to practical use. By considering

several educational problems and giving concrete solutions which are consistent with reality, he/she could form a fair judgment and discuss on a given subject positively. Students from the class *Teaching of English II* have already learned these fundamentals in the class *Teaching of English I* in the previous year. They next consider the educational problems and search for the concrete solutions which are consistent with reality. Some of the subjects are shown below.

- A: International Understanding should be introduced not only into English lessons but also into other lessons such as in social studies. What type of International Understanding could be introduced only in English lessons? (Purpose of English Education)
- B: Four skills of English (listening, speaking, reading, and writing) will not be developed independently. How are they related to each other? (Teaching of Four Skills)
- C: What is the difference between teaching English to primary school and to junior high school students? (Factors of Learners)
- D: We often lose our nerve when we speak English in front of the audience. How do you overcome this mental pressure? (Teaching of Four Skills)
- E: What are the merits and demerits of Japanese teachers of English and Assistant Language Teachers? (Roles of Teachers)
- F: How does the Oral Introduction influence the learning attitudes of students? (Preparation for Lessons)

Let us observe the fourth discussion shown in Table 4. In this discussion, six students discussed what the good points of learning foreign languages are in twenty-five minutes. Students should understand the purpose of learning foreign languages. Oshiro & Naoyama (2008) point out that the purpose has three points. Firstly, learners can develop their understanding of languages and cultures through various experiences. Open-mindedness and understanding other cultures, the development of a respectful attitude toward these cultures and qualities, and the development of the abilities to live together with people from different cultures are necessary for students living in an international society. In addition, understanding their own culture and the establishment of a strong sense of self and sense of being Japanese are important for them to better appreciate the concept of international understanding. The third is to foster a positive attitude toward communication. Development of the ability to communicate with others for the purpose of expressing their own thoughts and intentions while respecting the positions of others is one of the important factors in promoting international understanding. Table 9 roughly shows what the students said in this discussion.

**Table 9: Outline of Discussion (2)**

A-1	We will discuss the good points of learning foreign language. I think that we can understand foreign cultures when we learn foreign languages. What do you think?
B-1	When we understand foreign cultures, we can also notice that we have a small circle of acquaintances.
C-1	When we use foreign languages to communicate with others, we notice the value other cultures have. We can also notice the value we have. In that way, we grow up to be fine people. It is important for teachers to teach their students how to live as human beings.
D-1	Learning foreign languages broadens our outlook remarkably. In fact, I was surprised that international students spoke up in class positively.
C-2	You had a good chance to look at yourself again more carefully, didn't you?
E-1	There are many students who will not visit foreign countries. I'd like to show them some good and bad points of Japanese culture by comparing Japanese culture with foreign cultures. Food is one good example.
B-2	When we learn foreign culture, we can also learn our own culture, can't we?
F-1	Yes. It is good to look at our country again more carefully.
A-2	Teachers need to have a lot of knowledge.
C-3	Yes, they do. They need to study a lot on what they intend to teach. They had better study abroad if they can.
B-3	It is important for teachers to teach grammar. But it is effective for them to introduce foreign culture into their classes. What do you do?
A-3	I'd like to make a good use of ALTs.
E-2	Good idea. And I'd like to use movies.
B-4	Movies are persuasive.
F-2	Students are interested in movies.
C-4	I'd like to introduce movies into my classes. Students will understand actual usage of English in movies. They think that they are cool if they can speak English like actors or actresses in movies. This motivates them to learn English more.
B-5	There are many students who don't like to learn English. Movies can help them to be interested in teaching materials.
D-2	I'd like to use actors' or actresses' lines. The teacher shows a movie halfway and students guess the continuation of the line. Does anyone have other ideas?
B-6	Your idea is interesting. Some lines are interestingly translated into Japanese. Students are interested in these examples.
C-5	I'd like to have my students role-play. But it takes for many hours.
A-4	We can also use English songs. Students listen to a song and fill in the blanks. If teachers introduce familiar songs, students will be interested in them.
F-3	When students watch movies, they will notice English varieties, for example, American English, British English, Canadian English, and so on.
C-6	When we learn foreign languages, we sometimes need to guess. Students need to guess the meanings of words when the pronunciations are different from the ones they know.

E-3	Besides movies, quotes from famous people are useful, I think. For example, speeches of US President Obama.
D-3	I think so too.
C-7	Students need to be interested in foreign countries. They need to consider what to do in the world.
A-5	By learning foreign languages, they can increase their choices for their jobs.
B-7	One of my friends in my university made me aware of that fact.
E-4	English is important. But other foreign languages are also important. For example, Chinese and Korean.
A-6	Teachers need to bring learning English and their dreams closer.
F-4	Teachers need to give a lot of information to their students. Students often have wrong information. For example, some of them think that they do not want to go abroad because foreign countries are dangerous. Teachers should revise their misunderstanding.
A-6	It's about time for us to conclude. In this discussion, we see that students can understand foreign cultures, broaden their outlook, and increase their choices for their jobs. Teachers are expected to have enough knowledge to guide their students.
F-5	It is important that students themselves understand the importance of learning foreign languages.
E-5	It is not sufficient for students to be taught by teachers. They need to learn by themselves.
A-7	It is important for them to be interested.
F-6	It is also important for them to state their opinions to others.
Time's up	

By observing this discussion, we see that students gradually improved themselves in carrying out the discussion. In the first discussion, many students evaluated themselves low in 'Cooperation' and 'Contribution.' They actually could express their own opinions based on the actual facts, but they did not try to draw a decision. It is because they were eager to express their own opinions and they could not bring their own opinions and others together. What has to be noticed in the fourth discussion is that students did not only express their opinions. They could relate other opinions to their own opinions, develop the discussion, and try to draw a decision. The extensive knowledge they have gotten by considering the educational problems and searching for concrete solutions might cause them to be successful in facilitating proceedings to reach a decision. For example, when student A pointed out that learners could understand foreign cultures by learning foreign languages (A-1), students B, C and D agreed with student A and developed the discussion. Student B added that learners could understand their own culture when they learn foreign languages (B-2). When students had fully expressed their opinions, student B asked other students to show some concrete examples in which teachers introduce foreign cultures into their classes

(B-3) to change the subject. Student A suggested that teachers could make good use of ALTs (A-3). Student E suggested that teachers could use movies (E-2). Students F, C, B, and D developed the discussion by adding other examples in which teachers use movies. Students A and E added that teachers could use English songs (A-4) and quotes from famous people (E-3). Examples which they showed are considerably concrete and consistent with reality.

Student A contributed to putting all opinions in order to conclude this discussion (A-6). What has to be noticed is that some students (A and F) referred to the abilities and qualities which teachers need to have. They have learned that Lindsay (2000) shows good teachers from the students' views as follows:

***Patience:*** Students do not want to feel stupid if they don't grasp the meaning immediately. Teachers should be willing to explain the point as many times as necessary.

***Sincerity:*** Students want teachers to show genuine interest in their needs. Students expressed a strong dislike of teachers who put on a false show of friendliness.

***Organization:*** Students expect teachers to have well-prepared lessons and to have a sense of purpose and direction for the course as a whole.

***Punctuality:*** Students expect lessons to start on time even if other members of the class are not punctual.

***Awareness of needs:*** Students expect teachers to be aware of their difficulties and problems. They want teachers to deal with questions as they arise rather than keeping rigidly to the lesson plan. They also want teachers to monitor their progress or lack of progress and to give equal attention to all the individuals in a class.

***Flexibility and imagination:*** Students do not want a book-bound teacher. They want teachers to use textbooks with discrimination and to bring other materials to supplement or replace unsuitable or uninteresting textbooks.

***Variety and balance:*** Students want teachers who provide a varied "language diet" of grammar, vocabulary, listening, and speaking practice. They don't want an overload of fun and games, or the reverse (too much grammar and sourcebook material).

***Approachability:*** Students want teachers who can be like counselors - someone they feel at ease with when they need to discuss their learning problems.

***Professionalism:*** Students expect teachers to be professionals who are committed to their progress and satisfaction. Teachers who are too easy-going or lacking in purpose are not usually respected.

***Control:*** Students expect teachers to have control of a lesson through planning and staging. Teachers must be able to direct the learning.

**Knowledge:** Students expect teachers to have knowledge of the language, especially a competent grasp of the grammar. Teachers should be able to explain or demonstrate concepts clearly and concisely.

**Stimulation:** Students want teachers to be stimulating, motivating, and able to create a cooperative classroom atmosphere. Students expressed a strong desire for teachers who show genuine interest in the lessons and in them.

**Security:** Students generally need and want a teacher they can rely on: a person who takes responsibility, can direct their learning, and is committed to helping them with their learning problems.

After practicing discussion four times, students certainly improved themselves in carrying out the discussion. They could express their opinions clearly and concretely, be attentive to other members, and try to draw a decision. They, however, still do not have confidence in ‘Cooperation’ and ‘Contribution’ as shown in Figure 3. It seems to be no simple matter to acquire these abilities.

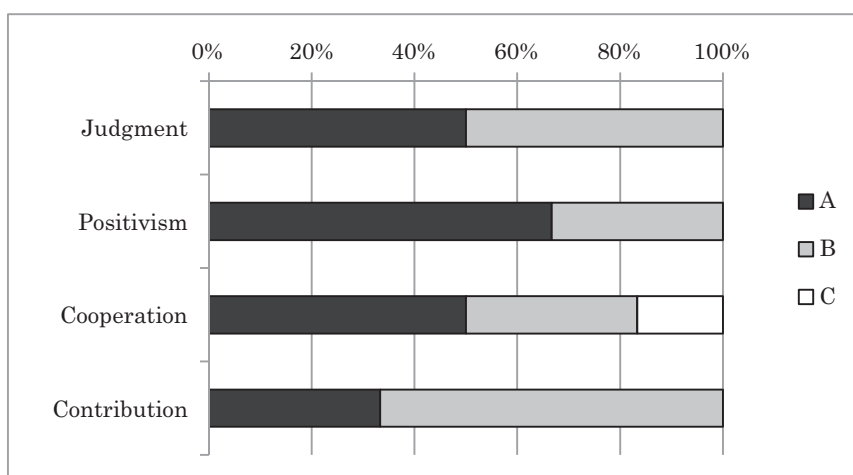


Figure 3: Students' Evaluation

#### 4. Conclusion

This paper focuses upon the preparation for Teacher Employment Examinations (TEEs), especially on group discussions because TEEs have recently placed great importance on this examination. School teachers now face many problems at the chalk-face and they need to have abilities to manage these problems. Examinees are observed in group discussions and judged whether they have the qualities which teachers need, because examiners cannot judge the personalities of examinees only from the grade of written examinations. It is not easy for examinees to prepare for



group discussions because they cannot practice alone. In the guidance which we observed in this paper, students practiced group discussions four times. They learned how to carry out the discussion, how to impress on the examiners that they have qualities and abilities which teachers need, and how to put their knowledge to practical use. After experiencing discussions four times, students have gradually understood what they should say and do in group discussions.

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### Notes

- 1: This class was given to the students from Ibaraki University in 2011. The purpose of this class is to deepen the knowledge of teaching English by considering several educational problems. After deepening the knowledge of teaching English, students learn what to say and do in a group discussion.

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### グループ・ディスカッションの指導 (2)

相 原 和 恵

教員採用試験のポイントが人物重視に移り、筆記試験だけでなく、小論文、グループ・ディスカッション、個人面接など、さまざまな角度から受験者を評価し採用を決める都道府県が増えている。相原は2008年度から茨城大学文学部の「英語科教育法Ⅱ」で、グループ・ディスカッションに向けての指導を行っている。本論では、2011年度の指導を取り上げ、グループ・ディスカッションにむけての指導の一例を示した。