

# 1 ディベート教材

## 1 <表現>

### Expressions for Debate

#### For Constructive Speech

- **We are going to argue for[against] the idea that .....**  
**We believe that ... for three reasons.**  
**The first reason is that.....**  
**The second reason is that .....**  
**And the final reason is that .....**

#### For Rebuttal

- **You said that ... but we think ....**
- **We agree[disagree] with the opinion that .....**
- **We see your point, but .....**
- **We think your idea[argument] is wrong because.....**
- **Your idea is not realistic in that~**
- **It is true that..., but ...**

#### Conclusions

- **For these reasons our conclusion is that ....**

## 2 <ディベート題材>

### ① 「通勤に車か電車か」 ディベート資料

#### Proposition

"Cars are better than trains for commuting."

Conditions:

- (1) You have to commute from OmiHachiman to Maibara.
- (2) Your house is one kilometer from OmiHachiman Station.
- (3) Your office is 500 meters from Maibara Station.

#### Constructive Speech

Affirmative Side:

- (1) You can commute very comfortably.
- (2) You can bring many things to the office and to your house.
- (3) You can leave your office at any time.

Negative Side

- (1) You can leave your house and arrive at your office at the same time every day.
- (2) You can sleep or read books in the trains.
- (3) In the train you will meet your old friends or someone that may change your life.

#### Rebuttal

Negative Side:

- (1) You get tired from driving and if you have to be careful not to cause an accident or if you are caught in a traffic jam, you cannot feel comfortable.
- (2) You bring things that are not necessary for your job, but if you commute by train, you will select only necessary things.
- (3) If you can leave your office at any time, you will be given a lot of work till late.

Affirmative Side:

- (1) If you get up or leave your office a little late, you will arrive at your office or at your house very late.
- (2) If you sleep through your stations, it take a lot of time to come back.
- (3) You also meet people you don't want to.

② 「高校生が髪を染めるのは是か否か」 ディベート資料

**The idea: It is OK to change your hair color.**

**Assignment** If the statements are for the idea above, write **F**.  
If they are against it, write **A**.

1. ( ) The color of your hair is important, so you should not change it.
2. ( ) Hair color is an important part of a person, so you should express your individuality in any color you like
3. ( ) It's OK to have colored hair in formal occasions. because hair color has nothing to do with your personality.  
(\*have nothing to do with... 「...と無関係である」)
4. ( ) No serious student would dye his or her hair, because they don't want to waste time and energy on their hair.
5. ( ) People who look different are strange in Japanese society.
6. ( ) It's a good idea to look the same as your friends.
7. ( ) People whose hair is strange sometimes make trouble.
8. ( ) Dyeing our hair is not accepted by many people in Japan.
9. ( ) Dyeing your hair costs a lot of money.
10. ( ) It is foolish to change your hair color.
11. ( ) If you do the same thing as other people, you cannot express your own personality.
12. ( ) We are expected to conform with others in Japan.
13. ( ) Refusing to conform with others is a sign of anti-social behavior.
14. ( ) Only juvenile delinquents or criminals dye their hair.
15. ( ) Recently more and more people, not only young people but elderly people, dye their hair as part of being fashionable. It is beginning to be accepted.
16. ( ) It is a very conservative idea to think that everybody should look the same.
17. ( ) It is a foolish idea to change your own hair color, because your natural hair color is part of your personality.
18. ( ) Not to follow fashion is a sign of your individuality.
19. ( ) Dyeing your hair can damage your hair and your health.
20. ( ) It doesn't harm anybody else even if you dye your hair.
21. ( ) We should experiment with different hair colors to see what suits us best.
22. ( ) You have your own freedom of choice about what you look like
23. ( ) Dark hair looks gloomy.
24. ( ) You will behave differently because your new hair color will change your personality.
25. ( ) Changing your hair color is a creative way to express your personality.

### ③ 「ビデオか映画館か？」のディベート資料

Advantages of watching a movie on video

1. You can lie down and watch videos.
2. It's very comfortable to watch movies in your living room.
3. You can watch movies again and again.
4. Video tapes are cheap to rent. / Rental charges for video tapes are low.
5. You can watch videos anytime you like.
6. You can stop the tape and go to the bathroom.

Advantages of watching a movie at a movie theater

1. You can enjoy watching movies on a big screen.
2. You can enjoy good sound at the movie theater.
3. You can buy a program when the movie is over.
4. Movie theaters are a good place for date.
5. It's more exciting to watch movies in a movie theater than on video at home.
6. You can easily be absorbed in the world of the movie.

Rebuttal

Against the Video people

- 1. You will fall asleep while watching movies.
- 2. It's too relaxing and you will not concentrate on watching them.
- 3. If you know you can watch them again and again, you will not watch them so seriously.
- 4. It's true, but if you show you student ID card, you can watch movies cheaply in a movie theater.
- 5. It's true, but if you know you can watch them anytime, you will not see them within the rental period.
- 6. Yes, you can, but when you go to a movie theater, you will go to the bathroom before watching the movie.

Against the Video people

- 1. The most important thing about movies is the story, not the pictures.
- 2. Sound is a trivial factor in movies.
- 3. If you buy a program, you will not try to understand the movie because you know you will understand them later with a program.
- 4. But you cannot see each other in the movie theater. There are better places for date.
- 5. If you really concentrate while watching a video,, you will find it exciting.
- 6. You can also be absorbed in it with a video tape if you shut yourself out of everything in your room..

#### ④ 「修学旅行は廃止すべきか」 ディベート資料

**Proposition: School trips for high school students should be done away with.**

Procedures:

The 1st period - Reading the material.

Pair debate

Dividing the class into pros and cons.

Thinking of three reasons and put them into good English.

The 2nd period - Thinking of the rebuttals for the opponents' oppositions

Completing rebuttal sheet.

The 3rd period - Debate.

#### **Reading material**

Almost all high schools have a school trip for their students. All the classes in the same grade, usually 2nd years, go on a four-or five-day trip together. Some high schools even take their students abroad to South Korea, China, or Singapore. There are also schools that go to ski resorts in winter. Some schools even use airplanes for domestic trips. Whether they go abroad or whether they travel by plane, school trips cost a lot of money for their parents. There are many types of school trips. In some trips, students study the local history

or people's way of life in the places they visit. They study at museums and listen to local experts on the topics they have researched beforehand.

In foreign trips, many schools have opportunities to do something with the local students, holding so-called international meetings or sports games. These days, do-it-yourself trips are popular. In them, students experience various things they like, for example, horseriding, making pottery, mountain-climbing and so forth. The good thing about it is that they can make choices. But the majority of school trips focus on sightseeing. Students just visit famous places in a large group, led by "bus guides." The most popular school trip spot is Tokyo Disneyland. In the big amusement park, there is a large teachers' room, and it is always filled with tired-looking teachers waiting for their meeting time to come.

School trips started in the Meiji Period. In those days, people had fewer

chances to go out of their areas. They don't know much about their own country. So in order to broaden the children's outlook, the Ministry of Education designed the big event of taking them to far-away places. This tradition has been maintained until the present day. No other country has this kind of mass travel in their schools. In that sense, school trips are a typically Japanese "educational" activity. Are Japanese students really lucky?

### Rebuttal Sheet

Opponents' Possible Arguments	Rebuttals against Opponents' Arguments

## November 12th 1-5 Discussion

**Situation1: Your friend Keiko has come to love Tomoko's boyfriend. All of you have been friends for many years. She calls you and asks for your advice. What do you think she should do?**

**Situation2: You are now dating your boyfriend (girlfriend). You go out very often and talk on the phone every day. Your parents don't like it that you are dating him/her and ask you to stop. What would you do?**

Homework: Get ready to express your ideas on both of the situations above.

Note: Like the other debate classes, you are not allowed to look at anything except for the notes you take during the discussion Prepare to speak in easy English so that everybody can understand you.

### Procedure for the November 12th class

1. Pair work
2. Group discussion about the topic to make your group decision.
3. Presentation of the outcome of the group discussion to the rest of the class.

⑥ 「女性の社会進出」に関するディベート資料

## Disadvantages and Problems of Equal Employment

1. Companies have to provide special child care, which costs a lot of money.
2. Companies have to give women maternity leave and/child care leave. This is a great loss for them.
3. Women in managerial positions cannot take maternity leave.
4. It can destroy social traditions when women are accepted into come into traditionally male only jobs.
5. If companies treat both sexes equal, they may promote women equally into managerial positions. For married women this carries too much responsibility.
6. More women tend to remain single, which causes fewer children to be born.
7. Women, like men, have to work overtime. This is quite hard for women, who are physically inferior, especially for those who have small children.
8. A husbands' dignity will be lost because women will claim their rights at home too.
9. Since the traditional senses of value are still deeply rooted, women will face a lot of difficulties at home and in communities.
10. Many women are still not conscious enough of the idea of "equal chance and equal responsibility".



## Debate Class November 13th and 15th

Does Ichiro have to step into his fathers shoes?

Ichiro Tanaka is a high school student and he will soon have to decide which university to apply to. His father is a very successful doctor and would like Ichiro to go to university and study medicine also. His father built his own clinic and would like Ichiro to take over the business. Ichiro is the only child in his family, so if he doesn't become a doctor, then his father will have to close his clinic down. The people in his town really rely on this clinic because it is the only medical facility in the area. Ichiro is a very intelligent student and could be accepted to a good medical college; however, he is more interested in English than science. His dream is to become a diplomat for Japan. He would like to travel and live in a new place instead of staying in a small town in Japan. When he told his father about his dream, his father became very angry and looked very disappointed. He even said that he would disown Ichiro if he didn't step into his shoes. Ichiro now faces a very important and difficult decision in his life. What should Ichiro do?

Affirmative: He should step into his father's shoes.

Negative: He should follow his own dreams.

⑧ 「英語教育は必修にすべきか？」のディベート資料

## Word Source for debating about English teaching

必修教科 a compulsory subject

選択教科 an elective subject

英語を使う機会[必要]がない have no opportunity[need] to use English

時間[労力]の無駄である be a waste of time[energy]

マスターするのが難しい be hard to master

全員が学ぶ必要はない Not all the students have to study...

日本人にとって難しい be difficult for Japanese

すぐ忘れる forget ... very easily

将来英語に関わる has something to do with English in the future

必要な人だけが使えばよい It's OK if only those who need English can use it.

入試のために勉強する study to pass the entrance examination

コミュニケーションの道具として学ぶ study ... as a means of communication

...を学ぶことは意義がある It is meaningful to study ....

外国の文化を知る learn about foreign culture

いろいろな考え方を理解する understand many ways of thinking

さまざまな価値観を知る know various senses of value

将来もっと英語を使う機会は増える In the future we will have more opportunities to use English.

日本語について知る to know about our own language

教養を深める become more educated

Topic : **All students must study English at junior high and high school level.**

## Teaching English at elementary school

### Reasons for teaching English

1. It can help motivate the children to learn more English.
2. It can help the children learn English pronunciation more easily.
3. It can make children less afraid of speaking English.
4. It can enable children to speak English more actively.
5. It can help children get used to speaking with native speakers.
6. Young children learn more quickly.
7. Young children feel less shy.
8. It can make it easier for children to start learning English in junior high school.

### Reasons for not teaching English

1. Appropriate methods to teach English to young children are not fully established.
2. It is dangerous for any unqualified teacher to teach English.
3. Children learn different things in different schools, so junior high teachers will have difficulty teaching.
4. If not taught properly, children may come to dislike English.
5. Cram schools will use it to attract people and may start teaching English for the exams.
6. Even though they know some conversational expressions, it does not mean that they have understood English.
7. Children have not developed any analytical ability of the language. At this stage, it will make a very small difference if they know some English.
8. It is more necessary at this stage to improve the children's thinking ability through their native language.

## Propositions

*Affirmative: Japan should accept unskilled foreign workers freely, not to mention those in professional and technical fields.*

*Neaative: Japan should not accept any unskilled workers, though it's OK to accept those in professional and technical fields.*

## Material

In recent years, Japan's society and economy has become more international, and there has been an increase in the number of foreign workers in Japan. In 1998, the total number of legal and illegal foreign workers was about 670,000, which is more than 1% of all the employed workers in Japan. Under these circumstances, the following measure has been taken since 1989. The basic policy of the Japanese Government is to accept foreign workers in professional and technical fields as much as possible, but to be careful about accepting unskilled workers, because such acceptance may have a serious influence on our country's economic and social conditions. They only accept foreigners of Japanese descent or those who are married to Japanese citizens.

— Reports from the Ministry of Labor and Welfare

Japanese warming to foreign residents with conditions

TAKUSHI OHNO

Asahi Shimbun recently conducted a survey on how Japanese feel about accepting foreign workers into their society, and found the younger generation to be largely in favor.

More than 15 years have passed since foreign workers from elsewhere in Asia and the world began to enter Japan in large numbers. Today, they make up 1 percent of the nation's working population.

Currently, about 126,000 foreigners hold work permits in Japan, and about 60 percent of them are from Asia. These people are working in places in which they require special skills or knowledge. Foreigners without such skills are not given work permits in Japan.

\*work permit 「就労許可証＝就労ビザ」

Of those surveyed, 64 percent agree that unskilled laborers should be accepted under certain conditions. More than 70 percent of respondents in their 20s to their 40s agree to it, but the percent falls to 50 among those over 60.

\*Of those surveyed 「調査に答えた人々の中で」  
under certain conditions 「ある条件のもとで」

But 26 percent of those surveyed nationwide are opposed to letting in any non-Japanese manual laborers. Opposition surpasses 30 percent in the agricultural sector.

Whether respondents agree that manual laborers should be granted entry depends fundamentally on how they perceive the impact of such workers on society here.

\*whether...entry 「回答者が肉体労働者を受け入れるべきかに同意するかしないかは」

Many of those who favor accepting manual laborers feel that unskilled labor, especially from other Asian nations, offsets a shortfall of such workers within Japan and enhances

Japan's society and culture.

Those who would lower the boom on the influx fear that allowing foreign workers in will lead to a deterioration in Japanese working conditions and stir up trouble within the community at large.

Asked what the government should do about illegal workers, 46 percent of respondents say it should crack down on them, up significantly from the 34 percent who expressed a similar sentiment in the last survey to pose such questions, back in 1989.

Substantial support (39 percent) emerges for the proposition that illegal workers should be allowed to stay on and work legally, although such a view was even more popular (45percent) at the time of the previous survey.

More than 250,000 foreigners whose visas have expired are said to be residing in Japan illegally. That level is slightly below the 1993 peak of roughly 300,000, but it remains fairly high, nevertheless. Included in the definition of illegal workers are foreigners who work while illegally resident in this country.

Foreign workers are no doubt also members of the community here, which means they have a call upon various multilingual services, including education, Japanese language lessons, and medical attention. Many local governments have been scrambling to provide such services.

Asked whether local and central governments should provide comprehensive services for unskilled laborers, 64 percent say yes, 24 percent no.

Again, the younger generation accounts for the bulk of those sympathetic to the proposition: More than 70 percent of respondents in their 20s, 30s or 40s support it.

Men (70 percent) are more open to the idea than women (58 percent).

By profession, about 70 percent of those in administrative and technical positions, as well as in the manufacturing and service sectors, favor the provision of community services to foreign workers and their families.

Measured by respondents' residence in a city or the countryside, the figure is lower yet remarkably constant, hovering around 60 percent. The response is - drastically different when people are polled on whether they would still support making such services available if doing so would increase the burden on taxpayers.

That would be problematic, according to 63 percent of respondents, including 81 percent of

women in their 60s. Just 30 percent of all those surveyed say that making such services available in such circumstances is acceptable.

Seventy percent of all women who took part in the survey would be against providing services in this context, including 73 percent of homemakers whose sensitivity to paying out more is probably sharpened by - their control of the domestic purse strings.

In the manufacturing and service sectors, 68 percent of respondents would withdraw services if their provision meant higher taxes.

The proportion of those willing to shoulder the taxpayer burden is, variously: 40 percent of all men surveyed; 47 percent of men in their 50s; more than 40 percent of Tokyo residents; and 39 percent of workers in the manufacturing and service sectors.

Among those who oppose accepting any manual workers from overseas, 78 percent come out against increasing the taxpayer burden; 36 percent in the pro-laborer ranks would tolerate an increase.

Japan has no immigration quota for foreigners in quest of permanent residency. With the declining-population scenario expected to become reality within the next few years, some industries are calling on the central government to begin accepting immigrants.

The Asahi Shimbun survey posed three questions on the issue of immigration. The overall results show that the pro- and anti-immigration camps pull slightly less than 20 percent support each.

So, no clear-cut immigration policy appears to be around the corner. On the other hand, more than half (57 percent) of all respondents say immigration should be put on the agenda of issues up for future consideration. That means about 75 percent of all those surveyed including those who would - support an immediate start to immigration can be presumed to harbor no - hostility to the future advent of a Japanese immigration policy.

The older generation is more cautious both about accepting immigrants and about considering immigration as an item on Japan's future political agenda. By contrast, more than 60 percent of those aged 20 to 59 would be happy to envision such a development.

Even 60 percent of those who say giving foreigners permanent residency would pose trouble for the community concede that immigration should be a policy issue for the future.

Similarly, many of those who are against enfranchising foreigners feel immigration should

be on the nation's future agenda.

The most prominent finding about the state of opinion on allowing long-time foreign-born residents the right to vote in local elections is that more than 60 percent of all those surveyed favor the idea.

On the question of extending their political rights, 41 percent feel that long-time foreign residents should be allowed only to vote in local elections, while another 23 percent making 64 percent overall think they should also - - be allowed to run as candidates.

When it comes to granting both rights, 27 percent of male respondents approve, compared with 19 percent of their female counterparts. Slightly more women than men (43 percent, against 39 percent) would restrict the foreigners' franchise to casting ballots.

More than one-quarter of the survey group (28 percent) is against granting foreigners any electoral rights. About 28 percent of all respondents were against granting them any.

Supporters of both the Liberal Democratic Party (36 percent) and Social Democratic Party (29 percent) are more averse than affiliated party supporters in general to the notion of giving foreign-born residents even such a partial involvement in Japan's political process.

Such resistance stands in stark contrast to the 23 percent of Minshuto (Democratic Party of Japan) supporters, 20 percent of Japanese Communist Party supporters and 19 percent of New Komeito supporters who would deny the foreigners such a participatory role.

Annual Reports 2001 : Archive



## 「外国人労働者」問題 Debateのための表現集

- ・ 日本における外国人労働者 **foreign workers in Japan**
  - ・ 不法外国人労働者 **illegal foreign workers**
  - ・ ブローカー (外国人労働者のあっせんをする人) **a broker**
  - ・ 単純労働従事者 **unskilled workers**
  - ・ 知的労働従事者 **professional workers**
  - ・ 有効なビザ **a valid visa, abolishing a three-year statute of limitations and**
  - ・ 日系ブラジル人 **Brazilians of Japanese descent**
  - ・ いわゆる3Kの仕事 **the so-called 3-K jobs**
  - ・ 日本語を話さない外国人 **non-Japanese speaking foreigners.**
  - ・ 仕事上での事故 **work-related accidents**
  - ・ 人権問題 **human rights problems**
  - ・ 外国人によって犯される犯罪 **crimes committed by foreigners**
  - ・ 日本の法律では **under Japanese law**
- .....
- ・ 誰もしたいとは思わない仕事をするために雇われる  
**are hired to do the jobs no one else wants to do,**
  - ・ 雇い主の思うままにされる **are at the mercy of employers**
  - ・ 困難に直面する **face difficulties.**
  - ・ 差別される **are discriminated against**
  - ・ 社会的な接触がない **lack social contacts**
  - ・ 搾取の対象になる危険性がある **are at risk of becoming victims to exploitation.**
  - ・ 日本社会からのけものにされる **are excluded in Japanese society**
  - ・ 法律によって保護されない **are not protected by law**
  - ・ 労働条件が悪い **Working conditions are bad.**
  - ・ 生活条件を改善する **improve living conditions**
  - ・ 安い賃金で雇われる **are hired for low wages**
  - ・ 観光ビザで入国する **enter Japan on tourist visas**
  - ・ 日本人との偽造結婚をして入国する  
**enter Japan through a sham marriage with a Japanese**
  - ・ 彼らに再入国を5年間禁止する **ban them from returning to Japan for five years.**
  - ・ (仕事を失って) 地位が脅かされる **find their positions at risk.**
  - ・ 入国管理法をゆるめる **relax the immigration laws**
  - ・ 国内労働力が弱まる **domestic labour force shrinks**
  - ・ もっとたくさんの外国人労働者を入国させる  
**allow more foreign workers into the country**
  - ・ 経済を活性化するためにもっと外国人労働者を受け入れる

**accept more foreign workers to revitalise the economy.**

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- ・失業率が上がるだろう。

**Unemployment rate will rise.**

- ・入国管理法が厳しい。

**Immigration laws are tough.**

- ・現在日本は55の職業で外国人を受け入れている。

**Currently, Japan accepts foreign workers in only 55 business areas.**

- ・日本の失業率は今年最も高くなった。

**Japan's unemployment rate hit its highest level this year.**

- ・多くの不法女性労働者はホステスカウエイトレスをしている。

**Many female illegal workers are hostesses or waitresses.**

- ・1995年には288,000人の外国人がビザが切れても日本にとどまった。

**288,000 foreigners did not leave Japan even though their visas expired in 1995.**

- ・ほとんどの不法男性外国人労働者は建設業か工場労働に従事している。

**Most male illegal foreign workers are in construction or factory jobs.**

- ・不法労働者を雇わずにはやっていけない会社もある。

**There are many companies which cannot do without illegal workers.**

- ・現在の法制では、（日本で受け入れることができる）外国人労働者はジャーナリズム、学会、ハイテク分野などの特殊な分野で働く人に限っている。

**Present rules limit foreign workers to those who work in specified fields such as journalism, academia and some high-tech fields.**

- ・日本人が嫌がる仕事に携わる労働者に対する需要が高まっているので、就労ビザのない人々を含めて、外国人労働者が多くなっている。

**Rising demand for workers in jobs which Japanese prefer to avoid has led to an increase in the number of foreigners here, including many without proper visas.**

- ・現在日本にはどれくらいの外国人労働者がいるのか？

**How many foreign workers are there in Japan at the present time?**

- ・ある報告によると、1989年の終わりには1,510,000人の外国人日本で登録されている。そのうち約27万人の人々が就労ビザなしに日本で滞在しているものと考えられる。

**A report says that 1.51 million foreign nationals were registered in Japan at the end of 1998. Among them about 270,000 more are believed to be here without proper visas.**

- ・高齢化と出生率の低下により、今後労働力がますます低下すると予測される。

**Ageing and falling birth rate mean the labour force is expected to start**

**shrinking more in the future.**

・労働省によると、もし（日本籍を取った）永住外国人と配偶者が日本人である外国人を除いて、約67万人の外国人労働者が日本にいる。

**According to the Ministry of Labor, there are about 670,000 foreign workers except permanent residents and the spouses of Japanese nationals.**

・日本が外国人労働者を受け入れてこなかった理由はいくつかある。その一つは、労働市場が混乱すること。二つ目は犯罪や社会的な摩擦が増えそうなこと。

**There are many reasons why Japan has not accepted unskilled foreign workers. Among them are fears that the labor market will be confused. In addition there is a fear that crime and social friction is likely to increase.**

・日系でなければ建設現場や工場で働きたいと思っても入国を許可されない。その結果、観光ビザで入って、有効期限が過ぎても日本にとどまって不法労働する外国人はとめどなく増えている、調査によると、そのような労働者は25万人以上で、外国人労働者の40%近くを占める。

**People without Japanese decent who work at construction sites or in factories are not allowed to enter Japan. As a result, there is no end to the flow of foreigners who arrive here on tourist visas, overstay, and work illegally. According to estimates, there are more than 250,000 such workers today, which amounts to nearly 40 percent of the total number of foreign workers.**

・経営者にとって、不法労働者を雇い入れるメリットは賃金を安く抑えられ、いつでもクビにできるということである。

**The merit for employers in hiring illegal workers is that their wages can be cheap, and are easy to fire.**

## **Should Japan incorporate a listening comprehension test into the “Center Test”?**

It is often said that Japanese students can read and write English, but they can't speak and listen. Furthermore, Japanese people's inability to communicate in English puts them at a disadvantage in business negotiations and political talks. As it is now, Japanese TOEFL scores are among the worst in the world, and nearly the last in all of Asia.

What is responsible for this serious situation? There are many different theories. Some say that the way English is taught at school is not communication-oriented and thus produces students who can't even speak easy English. Others say that the shyness of the typical Japanese person causes them to be unable to express themselves and communicate in words. Some experts believe it is natural that Japanese people be poor at English, since the Japanese language is completely different from English, in its grammatical construction, pronunciation, and vocabulary.

Taking this situation very seriously, the Ministry of Education and Culture, Sports, Science and Technology released drastic plans titled "The Strategy to bring up Japanese who can use English." In this strategy the Ministry declares its goals to enable all high school graduates to communicate in English and all university graduates to use English in business. Some of the proposed policies are included in this strategy: teaching English at the elementary school level, improving English teachers' communicative skills, sending as many as 1000 high school students to English-speaking countries and the SELHi Research Program like the one at Maibara Senior High School

A hotly debated issue along this national strategy is whether to incorporate listening tests into the National Center Test for University Entrance Examination. The report from University Education Committee, who are currently discussing this issue at the request of the Ministry, says that listening comprehension tests should be incorporated into the Center Test to measure the examinees' communicative abilities and help promote communication-oriented ways of English teaching at the high school level.

In fact, the Center Test of English has been changing its style to measure the students' communicative skills. Look at the questions of the actual tests. If you compare these two, you will find some improvement in 14 years. Here we can see the test-makers efforts to create questions which are based on real communication and their attempts to assess the test-takers' communicative skills.

This reform is welcomed by many English teachers. Supporters say that this is a great step for moving English teaching in Japan toward a more communication-g geared style. Just as junior high school English teachers have come to include more communication activities in class since listening comprehension questions were incorporated into high school entrance examinations, they hope that a listening comprehension test in the Center Test will change how English is taught at the high school level. In South Korea, whose average TOEFL scores are much higher than ours, one-third of the standardized test is spared for listening comprehension questions. This proposal will be put into effect in 2006. The full marks for the listening section are 50 (for the written test, 200), and all the examinees who take the English test are required to take this listening test, too. The Ministry is planning to give each examinee their own audio player to improve fairness of the exams.

This proposal to provide audio players with the examinees was in response to the problem of varying sound quality in the facilities used by universities around the country. It is being considered as one of two possible solutions. The other solution is to move the exams to high schools, which generally have smaller and better equipped classrooms. But universities have objections to both proposals and they want to continue carrying out the testing in their own facilities. They say it would be impractical to collect the disposable players after the test, thus creating huge waste, They also find it difficult to deal with individual technical problems or claims of faulty equipment. They claim it would also increase the financial burden on examinees - the 2000 yen cost of the disposable players would be covered by an increase in the test fees from the current 16000 yen. It is expected that they will have more to do to prepare for the English test.

There are many technological and physical problems to overcome, but the largest issue of debate is whether or not this kind of listening comprehension test can really measure the examinees communicative ability. And will it be possible to improve high school students' communicative skills by preparing for this test? Will it change the way English is taught in high school?

## What would you decide?

### Cases:

Takeshi is 20 years old and lives with his mother and younger sister. When Takeshi was 15 years old his father died. Several years later Takeshi's mother married another man and that man came to live with the family. Soon after, the step-father began to come home drunk. Sometimes when Takeshi's step-father was drunk he would yell and hit Takeshi's mother. One day Takeshi's step-father hit his mother so hard that she almost died and had to go to the hospital. Takeshi was very worried, he talked to people about the problem but he could not find an answer. He asked his mother to divorce his step-father but she said no. Takeshi did not know what to do.

One day Takeshi was coming home from his part-time job, when he entered the house he heard yelling and crying coming from the kitchen. He was scared And he ran into the kitchen and saw his step-father hitting his mother. She was on the floor and there was a lot of blood. Takeshi panicked; he thought his mother was going to die. So, he picked up a knife from the sink. He ran to his step-father and stabbed him three times with the knife. Takeshi's step-father died.

Later in court, Takeshi was found guilty of killing his step-father. His punishment was 8 years in prison.

### Activity:

Please imagine you were a member of the jury. Your job is to listen to the facts and decide. Debate whether Takeshi is guilty or not guilty? Why?

### ⑬ 留学すべきかディベート資料

## ディベートの手順

1. 肯定側立論 6分
2. 否定側反対尋問 3分
3. 否定側立論 6分
4. 肯定側反対尋問 2分
5. 否定側第1反駁 4分
6. 肯定側第1反駁 4分
7. 否定側第2反駁 4分
8. 肯定側第2反駁 4分

\*立論：論題に対し，それを支持する，または支持しないということを，根拠をもとに主張する。肯定側は，立論の中で，論題の定義をし，論題の内容を実現するための具体的なプランを示さなければならない。

\*反対尋問：相手の主張に対してわからなかったことを質問したり確認する。ここでは質問のみにとどめ，反論をしてはならない。

\*反駁：相手の議論を批判しながら，自分の主張が正しいことを訴える。立論の中で出された議論以外の新しい議論を提示するのはルール違反となる。ディベートの試合では，反駁の優劣が勝敗を左右する。

.....

本日のディベート

論題：英語を学ぶには英語が使われている国に留学すべきである。

肯定側(Affirmative) 山岡

否定側(Negative) 森谷

①定義：留学とは，経済的・時間的余裕があるという条件で，少なくとも1年以上の期間，その国での教育機関に籍を置いて学ぶことを指す。日本人だけを対象とした会話学校などで学ぶことは除外する。英語が使われている国とは，母国語として英語を使って

いる国を指す。

②プラン：全ての大学生に4年生になる前に留学を義務づける。

③メリット

1. 英語が話される環境に身を置くことで、英語に触れる時間が圧倒的に多くなる。  
exposureやinputが多くなると当然outputも多くなる。
2. 日本では、実際に英語圏で使用されている英語に触れることが少ない。留学すると、そのような実際に使われている英語に触れられる。
3. 留学先の学校では、英語で授業を受けるから、単に英語に触れるだけでなく、専門的な講義を聴いたり本を読んだりして、英語で知識を得たり問題を解決したりすることになる。英語を学ぶということは、単に日常会話ができるようになるだけでなく、英語を使って高度な活動をすることであるから、それは日本という環境では無理である。

言葉の壁を乗り越えたり、culture shockに出会うことが言語能力を鍛える。survivalのための英語は本物。授業で意見を述べたりプレゼンテーションをする場面に追い込まれる。これが英語力を鍛える。

「英語力」とは何かの定義が必要。

### 3 <評価>

## JUDGE PAPER

Group	amount of speech	logic	delivery	team-work
For				
Against				

Winners Group \_\_\_\_\_



4 < 「校則について」 コミュニケーション活動 >

1. What rule didn't you like when you were in junior high school?

2. Are these school rules necessary?

1. Bringing cell phones to school is prohibited.
2. Students have to wear school uniforms even when they go out on Sundays.
3. Chewing gum or eating snacks is strictly forbidden at school.
4. Students are supposed to come to school by 8.30.
5. Students are not allowed to wear skirts above the knee.
6. Students' hair must not be longer than the neck.
7. Uniforms must be worn tidily: shirts must be tucked in, no printed shirts are allowed and socks must be pulled up..
8. No student is allowed to ride motorcycles to school.
9. Students are required to stay in the school building during school hours.
10. Students must not keep their textbooks, notebooks and dictionaries at school.
11. Students are required to pass all the tests with 60 percent or higher in order to advance to the next grade.
12. No student is allowed to attend after-school cram school(*juku*).

3. What rules do you think reasonable?

What should penalty be for breaking the rules?

( )

( )

( )

( )

( )