

## HOW TO DEVELOP A DISCUSSION

### Article Particulars

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### Abstract

*Developing a discussion is a distinctive trait which needs close attention and objectivity. No discussion is a live one unless the objectivity is properly addressed. In fact, team spirit is well-exposed when each member has yielded sufficient space for incorporating the other side of each point. The discussion is, in effect, developed into a healthy one when the listener is keeping space within himself for the being of each individual of the group he belongs. This can be true when the continuity of a discussion should be based on the objective grounds. No other pressing reason could be a good catalyst in exploring the territory of someone. This paper focuses on the two criteria, close attention and objectivity and how their pivotal roles enliven the discussion significantly.*

**Keywords:** *Objectivity, close attention, lacuna, missing gap.*

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Group communication is an integral part of any organization which embraces the concept of an open organizational climate and participative management. It is vital to take major decisions and cope up with difficult problems for the better functioning of the organization. Though sharing and exchanging of information and ideas is the sole purpose of the discussion, it is meant for many other purposes including collecting information or feedback on any undertaken task, arriving at a decision on important issues, solving a particular problem concerning the organization as a whole and discussing issues for the benefit of a large audience.

Whatever the purposes be of the discussion, the core objective of the group communication is to elicit the views of each member on the matter on which the discussion is underway. It is possible to grasp the views or ideas of other's perception only when each member has sufficient knowledge about the matter. Bringing out the maximum stock of knowledge each member has over the matter depends on the

development of the discussion. More insights one has on the subject, deeper the discussion be, if each member knows how to develop. This is an essential condition that facilitates the participant to keep the discussion live and effective.

For the development of the discussion, it is sorely needed to watch the gap in one's contribution which is a key site to be explored. He whose perceptions penetrate deeper on the subject can not only sense the lapse in the contribution to the discussion but also identify the unconscious registers in the mind of the contributor, which remain untapped so far. This is more important as each member is given room for correcting and disillusioning himself from false conceptions; even such meaningful sitting would broaden and deepen one's perception with considerable elevation on his stance.

Developing a discussion is a distinctive trait which needs close attention and objectivity. No discussion is a live one unless the objectivity is properly addressed. In fact, team spirit is well-exposed when each member yields sufficient space for incorporating the views of other member of the group. The discussion is, in effect, moving into a healthy direction when listener is keeping space within himself for the being of an individual. It is appropriate to cite the words of Eskerte in "the Power of Now", while referring to the art of listening:

"When listening to another person... You are giving the other person space –space to be. It is the most precious gift you can give. Most people don't know how to listen because the major part of their attention is taken by thinking. They pay more attention to than to what the other person is saying, none at all to what really matters: the Being of the other person underneath the words and the mind."(105)

His perception about the inclusiveness of the being of other member in the process of listening is much true for the continuity of the healthy discussion. No other pressing reason could be a good catalyst in exploring the territory of someone. If any other reason is applied, the very reason is becoming a kind of violence that stops the flow of the discussion and offends some other team member.

Thus, if objectivity is a kind of bond to be adopted naturally amidst the team members, which plays a key role in the development of the argument, close attention is a vital intellectual requisite and a sorely needed skill to be developed for the discussion. Close attention means watching 'the lines between' in the perception or contribution of other people in the discussion.

Watching in the sense is not just looking into the missing points in someone's contribution but also an inclusive attempt to place oneself in the territory of others. However, watching other's contributions in one's own perception does not lead to any healthy direction but to the revealing of one's act of self-aggrandizement. It is indeed more adverse than not providing any contribution to the discussion. Because being silent is in some way to yielding more space to other people, which may be due to some weakness, for example, the lack of communication skills despite the fact that the group communication constantly demands honing the skills by improvising oneself in

the varieties of situations. But, trying to flaunt knowledge at the cost of one's weakness is something intolerable and adverse in the development of the discussion.

In this sense, close attention is more or less a kind of awareness that looks at what is to be filled, not what is lacking. It is searching not for the fissure in one's perception, but for the right filler to be inserted in the contribution of the one. It is not an intersection of the palimpsest over another palimpsest, but a palimpsest leaf coming out nearby to keep the discussion-tree stronger and healthier. If the main root has been built by the seeds of objectivity and close attention of each one in the group, then its branches may be called the products of the developments in the discussion. The branches would bloom unless any conspiracy disturbs the growth of the tree. Its growth is natural and spontaneous if water (objectivity) and sun rays (close attention) are provided properly.

Exploring the missing gap, thus, is the key procedure for the development of the discussion. It can be done through some exemplification or elucidation, or even strengthening the contribution of the one by giving some justification. At sometimes, it may open up new avenues. Those new avenues should be looked at for the wholeness of the discussion. The discussion will become beneficial when the wholeness is to be taken into account by the members. That is the fundamental purpose of any discussion.

Moving into the next aspect of the discussion is a matter of choice, which is unpredictable in the development of any discussion. Some can come forward to proceeding the discussion. It is like turning into the next page after reading the content of the page at hand. The choice is in the hand of the one who finishes the wholeness of the particular aspect of the topic, which has been discussed so far. Which aspect is to be discussed next could be given to the flow of the discussion if close attention and objectivity are significantly taken care of. If love is a common bond, then intelligence is taken care of easily. Logical sequence is appropriate and the aspects to be addressed are in the right queue. The only work the participant has to find out the missing gap in someone's perception and develop the discussion in the clear direction. The rest will be easily settled by the genuine team spirit of the discussion as a whole.

Let us look into a sample discussion on the topic "How to curb terrorism"

**A:** Terrorism is a violent act intentionally meted out to create and underscore fear to the society. However, in my perception, it cannot be restrained to a group but its principal root starts from the violent mind of an individual. The absence of one's intelligence is the cause of the individual moving towards to indiscriminate violence and whipping up the others of the same constellation. The violence in my sense is the individual's disruptive moments from the principles of the universe. The inappropriate complementary half of the micro organism with the other half of the macro organism (universe) leads inevitably to the acts of violence.0

### **The part of the discussion**

**B:** Your perception is the general account of the scourges for the acts of violence in terms of the universe as well as an individual. But, in my point of view, the problem is the early state of a child as he is vulnerable to external stimuli. What is thrust on him or her is becoming a permanent register in its growth. It poses an unconscious barrier for the intellectual growth of the child. Language experts very often argue that the stuff that has been first registered in the initial stage of the child has a deep impact on him. Such a child may become an easy victim of the ideology of any extremism.

**C:** This is true. However, it is also true that the adolescent can get rid of the false convictions if he or she puts on himself or herself some reasonable amount of speculation in the course of time. Certainly, he can become a man of good discernment with sharp insights to find out what is true and what is false for himself. When his emotional aspect is balanced by intelligence, then no outside stimulation could be a threat.

**A:** I don't agree with you on this point. My view is that anything which is emotionally associated during the learning process of a child in its early stage cannot be removed intellectually. It is showing its ugly head very often.

### **Elucidation on the discussion**

#### **A's stance:**

'A' takes up his stance on the untapped intelligence of the individual that has been lain dormant. If he avails his sense and sensibility considerably in understanding the nature of life and the demands of life, he will never resort to any act of violence.

#### **Lacuna in A's argument:**

A's stance seems to be spiritual as well as social. The individual who is balanced between intelligence and emotion can easily realize the feelings and emotions of other people. He can easily get into the shoes of other people and become empathetic. He has not any disruption with the deals of the outside world nor any rupture with the people outside. His fellow feelings are quite natural and his intellectual understanding is unshakeable that he is never carried out by any so-called 'isms' in society. The argument is profound but centers on the individual's intelligence. However, the argument is missing the different factors that affect and act as barriers in administering one's intelligence. This leads to questioning the vulnerability of the child's intelligence in many external stimuli.

#### **B's stance:**

B's stance is on the vulnerability of the growing nature of one's intelligence in lifetime. He focuses on the state of the child who is a beginner in the life journey.

#### **Lacuna in B's argument:**

B's argument about the child's vulnerability is unquestionable as the registers during those times are enduring scars of their zero-resistance receptivity. However, there is

always a possibility to take stock of the old patterns and convictions and make room for corrections for the human being who is given high intelligence and the power of 'now' to think rightly to decide what is good for life and what is not. This shows the way for the possibility of the adolescent to enhance himself in life. The argument is one-pointed around the child's vulnerability.

**C's stance:**

'C' sides his argument on the prospects of the adolescent in life for refining his intelligence sharply if he puts in serious efforts in harmonizing himself with the needs and demands of the life.

**Lacuna in C' argument:**

'C's argument highlights the prospects of youngsters and elders in sensibly tapping their intelligence in the right direction. No one can stuff any one's mind with any improper knowledge that is unchecked also adverse to society. The argument clings on to the intellectual level of the adolescent in general.

**A's stance:**

A's stance is now on the emotional need of the child. 'A' now seems to have refined his stance more that he had incorporated B's perception about the child in his stock of ideas. His adoptability has a sense of appreciation

**Lacuna in A's argument:**

A's argument seems to suggest that he looks now more realistic rather than an ideal pursuer. Besides giving his perception, he seems to give contribution to strengthen the perception of the member 'B', exploring the gap in C's argument.

From the above conversations, it is clearly understood that exploring the missing gap is the key procedure for the development of the discussion. The discussion will become live and healthy only when the development of the discussion is seriously addressed. For this, 'the lines in-between' is the key site.

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