

# CONSCIOUSNESS RAISING AND IT'S RELEVANCY FOR JAPANESE UNIVERSITY STUDENTS

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## Abstract

Consciousness Raising (C-R) is a traditional approach to language and learning that has been neglected in current popular methodologies and textbooks. This is unfortunate because it can offer an effective pedagogical support for Japanese University students as they undergo the conflict of trying to embrace new innovative approaches to improve their English but at the same time struggle to equate their new learning system with an older system that still contains value for them. This paper defines C-R and explains how it is entirely relevant to a Japanese teaching context. It supports its theoretical assumptions with practical examples.

## 1 Introduction

'The history of consciousness-raising in language pedagogy is.... as long as the history of the field itself. Moreover, it is obvious that C-R does not necessarily mean the same thing for different researchers and practitioners' (Rutherford 1987 : 100)

This quote contains two undercurrents that are essential to a full understanding of the term Consciousness Raising (C-R). The first is the ancient pedagogical tradition that it is beneficial to raise learner's awareness of the structure of language through self-discovery (Rutherford 1987 : 70). However this position, ostensibly logical and sensible, is controversial. Controversy, rages around definitions, (what is meant by 'awareness' and 'structure' of language?) and methods (how are learners to be made 'aware'). This healthy controversy has created a pedagogical tradition that is, in recent times, undergoing transformation and change. Such a dynamic environment has produced the second undercurrent essential to an understanding of the term C-R. The definitions of C-R in the

literature, while sharing essential pedagogical features, give different emphasis to different aspects of language and learning. C-R, then, for the classroom practitioner does not represent a fixed methodology but rather a way of teaching that can be adapted to suit the needs of the learning situation.

Therefore, although C-R is rooted in tradition this does not imply that it is an old approach. On the contrary C-R, like any tradition, has undergone transformation and change. Indeed, my understanding of the term C-R is that it incorporates many of the innovations and developments that have occurred in TEFL teaching in recent years. These ideas will be summarized in section two, which will offer a general definition of my understanding of C-R.

Section Three will illustrate how, even though there are certain core ideas central to C-R, there are differences in opinion as to how these ideas translate into classroom practices. It will be shown, that, because C-R is in a state of change and development, there is an inherent conflict in C-R between those 'researchers and practitioners' who see it as building on traditional methods and those who see it as a challenge to those older approaches. This tension between old and new is what makes C-R entirely relevant to my teaching situation in Japan.

The conflict inherent in C-R is in many ways a parallel of the conflict Japanese students must undergo as they try to embrace new innovative approaches to improve their English but at the same time struggle to equate their new learning system with an older system that still contains value for them. C-R, in my understanding of the term, with its pedagogically sound yet pragmatic approaches, offers an ideal way to resolve this conflict through allowing the new to build on the old. At an early stage, when the learner is only aware of English through the Japanese education system then C-R activities that build on traditional methods of instruction are entirely relevant. As the learner's experience of language and learning grows more innovative approaches can be introduced. These points will be explained and demonstrated in sections four and five. Section four will introduce my teaching situation using three groups; first, learners with little experience of innovative C-R approaches, (1st year University students); second, learners at the Intermediate stage, (2<sup>nd</sup> year University students); third, learners with advanced language and learning systems, (3<sup>rd</sup> year University students). Section five will illustrate these three stages of development with C-R activities for each stage.

## 2 A General Definition of C-R

### 2.1 C-R and an Awareness of Language Form

Ostensibly C-R is linked to the teaching of the formal rules of grammar. However, for C-R these rules do not serve as useful pedagogical tools in themselves because they do not accurately describe language. Language is too complex. Consequently, in order to deal with the inherent complexity of language the goal of C-R teaching is to equip the students with the *skills* to recognize those rules and patterns in language that are most salient to them. These points will be explained in more detail in this section.

The traditional rule based approach to teaching grammar can be seen as limited because it only works at or below the level of the sentence. Sentence level grammars, grammars working at the levels of morphology and syntax, while useful, only have real relevance, in a pedagogical sense, when they are seen to be working with language at a discourse level (Celre-Murcia and Larsen-Freeman 1999 : 2-3). In order to describe language in actual use a grammar system has to look at language across the traditional boundaries of lexis semantics and discourse, (Rutherford 1987 : 100, Brown 2001 : 362, Widdowson 1990 : 79-98 McCarthy 1991) Thus in C-R grammar is viewed as working together with other aspects of language to achieve meaning. This 'inter-related' position is not significantly acknowledged by a traditional rule based approach.

This failure of traditional grammar to describe the relationship between the different aspects of language is further illustrated by the increasingly lexical view of language that has developed (McCarthy 2004). A fundamental pedagogical concept behind the rule based approach to learning is that through learning the rules of language students can generate and understand a potentially infinite number of sentences, Sinclair's open principle (Sinclair 1991 : 109-121). However it has been demonstrated, (Pawley and Syder 1983, Sinclair 1991, Lewis 1993 Skehan 1998 : 29-41,) that in order for students to effectively and quickly process language they have to deal with a large number of lexical chunks, the idiom principle (Sinclair: Ibid) A rule-based approach alone does not allow efficient processing. Therefore, C-R teaching needs to raise learner's awareness of these complex relationships between words, lexical chunks, phrases and sentences.

This view has become increasingly relevant as grammar is viewed in 'real contexts'. The term real contexts (authentic texts, genuine communication in the classroom etc,) is used in a general sense here because debates surrounding authenticity (Widdowson 1990 : 67, Yuk Chun Lee 1995, Cook 2001, Willis 2001 : 70-76) are beyond the scope of this paper. However, the basic tenet underlying authenticity is relevant to C-R. Briefly, authenticity in the classroom demonstrates that when language is observed in real situations it becomes

apparent that many of the rules that were invented to describe language are not genuinely representative of how it is actually used. This is supported by corpus evidence, (Sinclair *Ibid*, Biber et al 1994, Willis 1993,). In addition, historically traditional grammarians were using Latin as base and had a natural tendency to find rules that fitted their ideas of how language should be structured (Leech et al 1982 : 11-14 and 172-182).

In the classroom, the fact that descriptive grammars do not actually describe language is very significant. Chalker summarizes this with reference to article use:

‘Unfortunately, whereas first and second mention are easy to explain, the other, overwhelmingly, more frequent, types of justification for using the are much more difficult to explain, which may account for what gets taught and what does not’ (Chalker 2000 : 69)

This problem is addressed by C-R teaching because it does not begin with the rules of language. Rather it begins with the language itself and the students reaction to it. Students are encouraged to observe language and create hypothesis based on the information (the data) in front of them. At best these hypothesis should be seen as ‘rules of thumb’, which may have to be revised as the students inter-language develops and more data is presented to them (Willis 1994 : 56, Leech 2003 : 24). Thus, as foresaid in the introduction to this section, C-R is about teaching a cognitive process (a mental skill) rather than just the formal knowledge of a grammar system.

Therefore, while an understanding of C-R includes the traditional concept of ‘grammar teaching’, it does not suggest teaching grammar in the traditional fashion. Indeed C-R can be seen to have grown out of criticism of these traditional approaches, which will be examined more closely in the next section.

## **2.2 C-R and Second Language Acquisition Research**

The type of grammar teaching advocated by C-R works in line with the findings of Second Language Acquisition (SLA) research that criticized the ineffectiveness of traditional methods of instruction. Section 2.1 explained that C-R is student centered and data driven. Moreover, any adjustments in the inter-language through C-R activities are long term (Ellis 1992). C-R’s underlying pedagogical principles, then, work in line with research that indicates student’s inter-language development does not follow a linear path but is varied and dictated by the students themselves rather than teacher led instruction techniques (Ellis 1985, Lightbown and Spada 1999, Long 2003). In addition C-R is clearly part of the acquisition process (Rutherford 1987, Willis J et al 1996, Widdowson 1990 : 97-98) which is supported by research that indicates a focus on form is beneficial as long as

it is part of a 'balanced diet' working with interactive activities (Nunan 1999 : 49, Lightbown and Spada 1999 : 168).

SLA research then, and C-R are tied together in support of a focus on form. However, in the modern TEFL classroom what are the exact benefits of formal instruction is an area of debate and this will be examined in the next section.

### **2.3 C-R and the Positive Effects of Explicit Instruction**

Central to the pedagogical theories underpinning C-R is the belief that learning the formal rules of language is an aid to acquisition. Clearly this is the polar opposite of Krashen's (1983), now widely discredited theory (Mc Laughlin 1987 19-58, Larsen-Freeman and Long 1991 : 245), that learning and acquisition are not permeable. However, while there is now a general consensus that formal instruction is beneficial (Yip 1994) the monitor theory did force a re-evaluation of form-focused instruction that has been positive (Larsen-Freeman and Long 1991 : 249).

Given the definition of C-R outlined in sections 2.1 to 2.2 it is difficult to see how the re-evaluated position of grammar teaching could not be seen as beneficial, not just by researchers but also by students and institutions. Traditionally students and institutions perceive a mixture of implicit and explicit instruction to be effective (Sharwood-Smith: 160, Leech: 18 respectively). Furthermore, Schmidt points out (summarized in Skehan: 56) that explicit knowledge can improve learner's knowledge of both what is being learned and as well as how to learn, so that they can use the instructions they are receiving more effectively. Consequently, C-R is aimed at improving the learner's ability to create effective learner systems (Willis 1997 : 113 Ellis 1992 : 205-6 Leake: 1996 : 156).

Furthermore, central to the idea of C-R is the positive effect of comparison of one language system with another. This is twofold. First, students compare their own language with other classroom language (authentic texts, peer language, textbook language etc). This allows student centered error correction and positive re-enforcement. Second, students compare their L2 structures with L1. Analyzing both language systems may help prevent negative transfer and reinforce positive transfer, (Rutherford 1987 : 10-14, Shorthall 1996 : 31-41). This process allows the students to make effective judgments about their own inter-language development, which may help to prevent fossilization (Yip: 124-125). Again, while C-R is tied in with tradition, in this case contrastive analysis and error correction it does not incorporate the negative aspects of those traditions.

Overall, then, it can be concluded that the main area of debate between the positive effects of explicit instruction has shifted from an either or position, which Krashen's

Monitor theory forced, to one of how much C-R is most effective, when is it to be used in the classroom and what is its relationship between C-R and traditional methods. These issues will be examined in section three.

### **3 C-R as Defined by Researchers and Practitioners**

As reported in section 2 the long-term goal of C-R is to instill in the students the ability to make generalizations about language. However, when the literature is examined there are clearly conflicting views about how this goal is achieved. Sharwood-Smith summarizes the position.

‘Strictly speaking the discoveries of regularities in the target language whether blindly intuitive or conscious, or coming in between the two extremes will always be self-discovery. The question is to what extent that discovery is guided by the teacher. The guidance, where consciousness raising is involved, can take more or less time or space and it can be more or less direct and explicit.’ (65)

Thus for practitioners such as Sharwood-Smith and Hopkins and Nettle traditional methods (e.g. overt grammar explanations, the Present, Practice Produce lesson) are effective as starting points for C-R (Sharwood-Smith 1981 : 161) or as techniques that can be used in conjunction with C-R (Hopkins and Nettle 1994 : 158). However, for other practitioners (Ellis, Rutherford, Skehan and Willis) C-R directly questions the validity of the structural behaviorist views of language and learning underlying these methods. Clearly, under these broad categories opinions may differ (Skehan 1988 : 125-152,) but for the most part C-R is seen as an innovative approach that challenges traditional instruction (Ellis 1993) as part of Tasked Based Teaching (Skehan 1998 : 94-152, Willis J et al: 1996). Johns (1994 : 293-313), supported by Sheehan (2005), advocate perhaps the purist form of C-R, or the ultimate goal of C-R, where the students become researchers working together with the teacher to discover the relevant rules and patterns from real concordance data. For, Widdowson C-R supports communicative activities (perhaps of the kind advocated by Fotos 1994). Theoretically, then, there is conflict within the term C-R. However, this theoretical conflict can create harmony in the actual classroom because it makes C-R adaptable. Indeed, the adaptability of C-R activities to suit the needs of learners and learning institutions is why it is applicable to a Japanese teaching situation. This will be explained in the next section.

## **4 C-R in a Japanese University Teaching Context**

### **4.1 The Applicability of C-R**

C-R is entirely applicable to a Japanese University teaching context. As shown above, it is based on self-discovery and it teaches the formal structure of language in a meaningful way that incorporates the inter-related aspects of language. Moreover, it is student centered and it encourages long term learner training. However despite these sound pedagogical principles there are a number of challenges to introducing C-R in a Japanese teaching context.

### **4.2 Challenges to C-R in a Japanese Teaching Context**

There are major challenges to introducing any innovative techniques in teaching (Ellis 2003 : 61) and I can identify three that may work against C-R activities in my teaching context. First, students may find discovery approaches difficult because they are not prevalent in a Japanese education system. Secondly, many students may prefer teachers to make formal explanations of language points. Thirdly, institutional constraints may not allow C-R activities to be introduced extensively.

My teaching experience in Japan, 10years, supports the view, outlined by Saunders (2002) and Szirmai, (2002), that the majority of students leaving school are used to teacher centered methodologies that focus on L1 explanations of grammar points. Moreover, testing is highly regarded so students are encouraged to do activities that support short-term mastery. Moreover, Kasuya (2000) points out that most Japanese students are using one-word translation vocabulary systems and are not familiar with C-R vocabulary activities. Consequently, the Japanese students seem to be closer to traditional activities and methods (grammar translation, PPP) than self-discovery methods. C-R activities may, then, may present a challenge for students if they are unfamiliar with them.

Secondly, student preferences may work against introducing innovative C-R activities. Willing's 1988 study (quoted in Nunan 2005) suggest that many students, no matter what the educational background, prefer teacher led explanations to discovery techniques. While these results may not be conclusive as a teacher it is important to recognize that each group contains different styles of learners (Brown 2000 :142-168, Richards and Lockhart 1996 : 60) and careful consideration needs to be taken if all types are to benefit. Moreover, our third possible stumbling block against C-R, students enter into a contract with institutions when they decide to study courses, (e.g. a communicative course, a test preparation course) and any innovate techniques must be in support of that syllabus and the wishes of the students or desired outcome of the innovation cannot be achieved (White

2003 : 116)

All three challenges can be overcome as long as the C-R activity being introduced is relevant to the students learning context. For example C-R activities for students with only a Japanese education system background, little extrinsic motivation, and little access to English outside the classroom etc, must be different from C-R activities for students who are intrinsically motivated and studying to pass proficiency level tests. Therefore, in order to adequately illustrate how applicable C-R activities are, it is important to consider the students teaching context.

### **4.3 The Teaching Context**

The teaching context for the three levels that I will discuss in the next section, I feel, reflect the journey many students need to take to become self-sufficient language users and illustrate how C-R can be applied constructively to the Japanese teaching system. As foreshadowed, students leave school with knowledge of English based on teacher centered translation methods and have not developed independent learner systems; first year University students represent this group, (group one). These students need C-R activities that can be built on their previous knowledge and introduce them to new ways of looking at language. Once students have gained both knowledge of English and experience of learning they can be introduced to more innovative methods, second Year University students represent this group, (group two). Lastly, students who have gained a far high level of skill and have developed responsibility for their own learning will need a far greater degree of student centered methods, this is represented by group three, 3<sup>rd</sup> year University students on an elective course.

The following analysis rests on the assumption that the teaching context of each group dictates the measure by which C-R activities are relevant to the students. Therefore, the context for each group is summarized in Table 1. In the next section, (5) I will examine each group in turn and analysis applicability of the C-R activities to the situation.

## **5 Illustrative Examples of My Teaching Situation**

### **5.1 Illustrative Example Group One — Elementary Communication Skills**

#### **5.1.1 The Teaching Situation**

Group one, as can be seen from Table 1, represent students who haven't developed independent learning systems and therefore may find C-R activities challenging, which will be explained below. Moreover, the syllabus, prescribed by the University and based around the textbook, is communicative so activities must reflect these constraints.



Furthermore, testing is compulsory.

### 5.1.2 C-R Method

This activity is based around a communicative review game (Gershon and Mares 2002), where the students move around the board using the question prompt to create mini-conversations. The students have completed the unit and the review game in groups of threes or fours. Figure 1 shows selected examples of the game for analysis, the complete

**Table 1** The Teaching Context

	University Communication Skills Group	CALL Academic Writing Group	Third Year Elective Students
Level+ Number Of Students	Elementary 18	Intermediate 22	Advanced 4
Motivation	Extrinsic	Extrinsic	Intrinsic
Language Experience	Japanese school system only	Have studied first year University English Program	Have achieved a high level of proficiency.
Classroom Interaction	Adapt to individual pair or group work	Inadaptable like to work individually or with friends only	Can work in any situation
Hours of English	3hrs per week	3hrs per week	5hrs per week
Self-Accesses System	nil	Have built up self-access system	Have built up self access system.
Personal Study System	Only Japanese style note-taking (e.g. one word vocabulary sytems)	Trained and graded on vocabulary note-books / journals	Have developed their own system
Syllabus	Set by University textbook driven	Set by teacher authentic -text driven	Set by teacher and students.
CR-Relevancy	Traditional	Traditional mixed with Innovative	Innovative

game has 42 questions (Lambert, Gershon and Mares 2002). Table two explains the C-R stages and goals. The following section (5.1.3) gives an analysis of the main points the activity illustrates. The activity is based around Willis (1998).

**Figure 1** Game Examples

Start	1 What did you eat for breakfast today?	2 You walked to the store. Go to 5	3 How many hours of sleep did you get last night?
7 What do you like to do in your spare time?	6 How long do you use the Internet each week ?	5 What sport do you like to play the best?	4 What is the best kind of exercise?
8 How much alcohol do you drink in typical week?	9 Miss a turn	10 You ate a lot of vegetables today. Go to 15.	11 How often do you usually go to bed at 1 am.

**Table 2** C-R Activity Goals

Activity	Goal
1) <i>Compare numbers 3 and 8 why does one use much and the other many.</i>	To activate the students previous knowledge of count/un-count grammar patterns. To establish a questioning rather instruction approach and that LI is acceptable.
2) <i>Using the whole game how many what questions are there?</i>	To establish that the text uses three types of what questions 1) 'What' + aux (do/did) + pronoun (you) + phrase.
3) <i>How many different types of what questions are there?</i>	2) What + aux (is) + phrase (the best...) or your....
4) <i>Can we sort these questions into groups and agree?</i>	3) What + noun (sport) + aux (do) + pronoun (you) + phrase
5) <i>Can we write these groups on the board?</i>	
6) <i>Can we make rules for each type of 'what question'?</i>	
7) <i>Record these patterns in your notebooks using 'what' as your key word. Can you think of any other expressions using 'what'?</i>	To establish review and consolidation to produce more advanced vocabulary systems.
8) <i>Each group take a chapter in the textbook, search for different 'Wh' questions? How do the patterns compare?</i>	

### 5.1.3 Synopsis of Activity

This activity illustrates

- *Building on previous knowledge*- activity 1 uses a clear grammar pattern I know the students have studied in their high school and are still aware of. It is used to establish the technique of independently finding patterns and making explanations. In this case the students are falling back on grammar translation knowledge, but it is a starting point and they are using the knowledge in a meaningful way (Sharwood-Smith 1981). In my experience, an activity such as number 3 is an example of a C-R tasks that students with little experience of discovery methods may find difficult because they are uncertain what the purpose of the activity is and it is a large undertaking. Beginning with number 1 efficiently establishes the goals.
- *C-R supporting other activities*- the main focus, 'Wh' questions, is generated from errors the students made during the communicative activity not assumed grammar errors, although the final decision is still controlled by the teacher. The textbook becomes the 'pedagogical corpus'-activity 8 (Willis, J 1996 : 67-68). By extension any activity can become a vehicle for C-R and it can be included at any stage in any lesson (Hopkins and Nettle 1994)
- *C-R bridging between L1 and L2*-, students use both languages to discover and explain patterns together. (Shorthall 1996, Rutherford 1987)
- *Adapting C-R to suit students preferences*- each lesson stage can be modified to suit students/groups who require more, or perhaps less, overt formal explanations or more traditional methods (drills) could be included. (Willis, D 1996, Hopkins and Nettle 1994)
- *Developing learner systems*- activity 8 encourages a lexical record of patterns emerging from 'Wh' questions rather than single vocabulary items the students are used to (Kasuya 2000, Thornbury 2004 : 184-185). Moreover, it expands the uses of 'What' to include other phrases. It can also form the basis of effective testing, which the syllabus requires.

## 5.2 Illustrative Example Group Two- Intermediate Academic Writing Group

### 5.2.1 Teaching Situation

This group, 2<sup>nd</sup> year University students, has had one year's experience using task and C-R activities they are developing effective learner systems and they have access to excellent self-access systems in the University and online. The course is an elective, computer assisted learning course, still in its experimental stages. The course has a

reading component, where the students research topics using authentic texts and a writing component, where the students use the researched material to write an academic essay. The computer program assists process writing by giving unlimited feedback as the students write the essay. The course is fertile ground for C-R activities.

### 5.2.2 C-R Method

The students have read and discussed the online article (Chen, S 2005)- appendix 1- about the flooding of a dormitory in a previous lesson. The C-R activities are based on a comparison of the chronological sequence of events (Fig 2) with the reported events. Figure 3 is an extension for a theme/rheme activity that is explained in the C-R synopsis (section 5.2.3.)

**Figure 2** Chronological Sequence of Events

<i>Sequence of logical events</i>	<i>Sequence in text</i>
Sprinkler breaks because Skull's roommate puts hanger on it.	Second
The dorm gets soaking wet	Third
Freshman Jenny Skull wakes up, screams	First
The alarms ring and the fire engines arrive	Seventh
The fire department turn off the sprinklers	Eighth
Students return to their rooms	Ninth
Dorm residents help clean up the rooms	Sixth
Students are concerned about the insurance claim	Fifth
Resident co-coordinator advises together information about the damage	Fourth

**Figure 3** Theme/Rheme Comparison Activity

<p>“Freshman Jenny Skull did what most people would <b>do</b> when the black liquid started pouring down from the sprinkler. ‘I didn’t know what it was, and a million things went through my head. ‘she said’ ‘I just started screaming’</p>	<p>“Freshman Jenny Skull did what most people would <b>do</b> when the black liquid started pouring down from the sprinkler. ‘I just started screaming’ she said. ‘I didn’t know what it was, and a million things went through my head.</p>
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**Table 3** Group Two C-R Activity Table

<i>Activity</i>	<i>Goal</i>
1) <i>Place the strips of the chronological sequence of events next to the events as they are reported in the article.</i>	To raise awareness of how newspaper articles are structured.
2) <i>Why do you think the writer chose to report events in this way?</i>	To attempt to illustrate that the article is written to maximize the readers interest, not the sequence of events
3) <i>Underline all the uses of past tense, present perfect and past perfect in the text. What rules can you remember for these tenses?</i>	To raise awareness of the limited role of grammar in the text.
4) <i>Do these grammatical devices, or any others, help us to sequence events ?</i>	The text uses past tense consistently, the events are sequenced through context, not a relationship between past tense and present perfect
5) <i>The idea of water coming out of the sprinkler and the effect it has is central to the text. How many different words can you find that convey this idea?</i>	(pour liquid, spew liquid, torrent, standing water, flood, drench, submerge in, it)
6) <i>Why does the writer use many different words?</i>	To raise awareness that different words carry similar ideas across sentences and paragraphs in an interesting way.
7) <i>How is 'it' used in paragraphs 1-3?</i>	
7) <i>Can we summarize what we have discovered so far?</i>	
8) <i>Look at examples of writing in your academic textbooks, using the ideas you have summarized what things are different, what are the same.</i>	To raise awareness of the differences in structure between academic and writing and newspaper writing in both L1 and L2.
9) <i>At home read a Japanese newspaper and academic text from one of your Japanese classes. Make a short summary and compare. Your findings with activity 8.</i>	

### 5.2.3 C-R Synopsis

The activity illustrates the following ideas

- *C-R and the relationship between semantics and discourse*- the ideas in the text are carried through context and lexical cross-reference (Rutherford 1987 : 100, Willis et al 1997 : 170) rather than simple grammar rules. These ideas can easily be expanded e.g. collocations could be focused on (in = drenched, submerged) (Rutherford 1987 : 86). Another example would be rewriting the paragraphs to highlight theme and rheme relationships, see fig 3 (Ibid 68-83). Students compare the two excerpts and decide which one is better and why.

- *C-R and stylistic variety*- comparing and contrasting academic and newspapers writing will help to raise awareness of incorrect/correct transfer from one style to the other, especially relevant to this course. A fun follow up computer writing activity is to cut and paste the student's latest essay into an online corpus (Compleat Lexical Tutor <http://132.208.224.1310>), which can then highlight the academic words in the text and give a percentage score. The students then try to increase the score.
- *C-R an Language Universals*- activities 8 and 9 may help to raise awareness of the discourse differences between Asian languages and western ones (Quinn1996:116)

### 5.3 Illustrative Example Group Three-Third Year University Students

#### 5.3.1 Teaching Situation

Group three, as table one shows, have achieved a high level of independence both linguistically and educationally. Teaching a high level course I avoid the trap, (outlined by Wharton:1996 156-157) of introducing a presentation-based methodology, rather classroom time is spent collaboratively developing learner's skills to analyze language.

#### 5.3.2 C-R Method

I regularly run concordance on language points generated by the students. The students' peer correcting their own essays generated the language point in this analysis. The language point is developed from questions about how to use 'percentage' +in / +of.

#### Figure 4 Concordance for Percentage (source: Bank of English)

country's currency by the same percentage as the country's inflation. This is better to rent) House prices; percentage change Mortgage rate per cent + century, there must have been some percentage of middle-class youth that of total spending on science as a percentage of gross domestic product. It to these substances. A small percentage of the children certainly rose moisturiser containing a tiny percentage of lactic acid. This has a mild Dems have shown is that the high percentage of Lambeth parents who have ratio (which measures capital as a percentage of risk-weighted assets) would be 30, 1998. <p> Gross margins as a percentage of net sales for the third CDSC of 1%. cdscs are charged as a percentage of the dollar amount subject to The amount of the sales load as a percentage of both the offering price and CCF consistently declined in its percentage of votes in all federal elections game. It involves a small percentage of a contract with NRL clubs more of the premiums and a higher percentage of each medical bill. The Doctor' older adults make up an increasing percentage of the U.S. population, this in improving their schools. 'What percentage of parents are actively engaged houses would receive a fixed percentage of the proceeds. The reports will

average is 32,661 euros. The percentage of pay taken by ‘social’ costs polls taken in Rio today gave a 3 percentage point advantage to Cesar Maia, rates are to be cut by one percentage point to fourteen per cent at the rates yesterday, lopping almost a percentage point off its fixed rates. <p> It its domestic market share 1.3 percentage point from a year ago to 25%. will calculate the variable annual percentage rate by adding 9.4% to the U.S. card with one of the lowest annual percentage rate APR) currently available. valued on dividend and the payout percentage suggests they offer good value.

**Table 4** Group Four C-R Activity and Goals

<i>Activity</i>	<i>Findings</i>
1) Gave students the concordance for <b>percentage</b> (Fig 1)	Students noted the absence of <b>percentage in</b> , the prevalence of <b>percentage of</b> , and also <b>percentage rate/point/change/</b>
2) Gave students the concordance for <b>percentage of</b> (Ap2)	Students analyzed the key pattern to be the same as ‘number of’ /‘a lot of’ which led to a discussion of ‘a little of <i>the</i> ,/ ‘a few of <i>the</i> ’.
3) Students crosschecked with dictionaries (Longman 1987) and grammar books (Thomson and, Martinet 1960, Thornbury 2004).	The clearest example to support students findings was found in Thornbury P 106, Longman suggested ‘ <b>no percentage in</b> ’ as common. (Ibid: 762)
4) Gave students concordance for <b>percentage in</b> (Ap3) and collocates of <b>percentage</b> (Ap4) which suggest that <b>percentage in</b> is not as common as perceived.	Students could discern clear clear and useful patterns for each example of percentage (a percentage point/annual percentage rate/percentage in that/in such/in the) and were interested in the fact that ‘no percentage in’ is not frequent
5) Gave students concordance of <b>percentage rate</b> (Ap5) and <b>percentage point</b> , (Ap6) which are far more common according to the corpus..	
6) Informed students (one week later) that ‘no percentage in’ only produced three examples	

### 5.3.3 C-R-Synopsis

These activities illustrate:

- *C-R and student centered learning*—the students are creating hypotheses about language items and observing the most relevant patterns for themselves (Johns 1994: 297). ‘Percentage in’ appears not to be common in the data and both the

teacher and Longman are fallible, in the sense that we both would have given more emphasis to 'percentage in'. This can only be positive; it gives more power to the students and their own relationship with language. In this case, because the activity arose from students selecting their own errors it seemed that they would rather like to use 'no percentage in'. Whether or not it becomes part of their active inter-language is left to the students and the future relevancy of the language item to their needs. Thus, the C-R activity creates a process where the user is making choices based on what they think is appropriate from the researched facts. This process, I would argue, is closer to what native speakers do when choosing a language item (a choice based on preference and relevancy) than teacher led instruction methods can create (a choice based on teachers and textbooks perceived wisdom).

- *The interchangeable nature of C-R activities*– this student centered data-driven learning approach may be not be transferable in the form presented here to groups one and two but it can easily be adapted, e.g. selected concordance examples of 'percentage of' can be given to students to expand the teaching of determiners, count/uncount, prepositions etc. Therefore, just as grammar can be seen to be interchangeable across traditional lexical and discourse boundaries so to are C-R activities interchangeable, in simplified forms, across level and learner awareness boundaries.

## 6 Conclusion

My understanding of C-R is that, while it is rooted in the older pedagogical goals of grammar teaching and self-discovery, it is a very modern term. The term C-R incorporates many of the dynamic changes that TEFL teaching has undergone in the past 35 years. Given this condition of dynamism different people can interpret C-R in different ways. Although these differences represent theoretically conflicting positions, in my teaching situation they can be translated into meaningful activities because Japanese students face a similar conflict. A Japanese student must be able to reach an equilibrium between the language system they have been taught in Japanese schools and the different approaches represented by Western TEFL practices. C-R, therefore, is entirely relevant to my situation because it can bridge the gap represented by these two pedagogically distinct systems.

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## Blackwell damage nearly cleaned up

by Saidi Chen

Geoff Bass/THE CHRONICLE  
Duke University police officers and  
Durham firefighters responded to  
flooding in Blackwell last Thursday.

[Print Article](#)  
[E-mail Article](#)

Freshman Jenny Shull did what most people would do when black liquid started pouring down from the sprinkler in her Blackwell dorm room Thursday night.

"I just started screaming," she said. "I didn't know what it was, and a million things went through my head."

The sprinkler head in Blackwell Dormitory's room 206 broke when Shull's roommate put a hanger on it, causing it to spew a flame-retardant liquid that was a combination of sulphur and water, Shull said. After 40 minutes the torrent subsided, leaving Blackwell residents with the unpleasant task of cleaning up inches of standing water and the resulting damage.

Because the flooding was relatively shallow, most of the damage was restricted to things that had been on the floor, like books and clothing. Residence Life and Housing Services provided residents with free laundry services Friday to help them clean up and ensure that mold would not grow. Blackwell Graduate Assistant Sarah Andrews said as of Sunday night, the dorm was declared "almost 100 percent dry."

Residence Coordinator Clay Adams sent an e-mail to Blackwell residents urging them to "take pictures, log detailed notes, and hold onto any items that you may wish to claim against a parent's homeowners insurance policy."

Although Duke holds insurance for the building itself, residents said they were not aware of a policy covering their personal possessions. This is the third time a dorm has flooded in recent years—Keohane Quadrangle in 2002 and Randolph Dormitory the year before. After the previous incidents, students complained that the University was not responsive enough and did not cover all of the damages.

Dorm residents worked for three hours Thursday night to clear the standing water from dorm rooms and hallways into bathroom drains or down stairwells and out the building's side exits.

"The RAs and residents who helped to clean the standing water saved a huge amount of money with their efforts," Andrews said. "By the time the cleanup crews got here, there was almost no standing water anymore. They just had to dry out the carpets."

The University contracted AfterDisaster, a company that specializes in flood and fire cleanup, to deal with the aftermath of the flooding. The company arrived at Blackwell about two hours after the sprinkler broke and proceeded to install industrial-sized fans and dehumidifiers in the affected hallways and dorm rooms.

In total, about a dozen rooms on the second floor and about seven rooms on the first floor were flooded. For the past few days, residents in those rooms have slept in other rooms on campus or in commons rooms.

“There’s a lot of damage in my room. It got everything in the closets drenched with sulphur and water,” Shull said. “I still can’t get on my laptop because my power cords were underwater. All my hair appliances and cords and things like that don’t work.”

When the sprinkler broke, fire alarms throughout the dorm sounded and Blackwell residents evacuated the building. They waited outside for 45 minutes while the Duke University Police Department and the Durham Fire Department responded to the flooding.

“There’s a fire safety issue with turning off the sprinklers,” Andrews said. “You can’t turn off that one sprinkler, you have to turn off the entire system.” After the emergency crews determined that there was no threat of a real fire, they shut off the water flow to the building.

When students were finally allowed to return to the dorm, the hallway with the broken sprinkler and the first-floor hallway directly beneath it were submerged in a few inches of water. “I was walking through Blackwell when they allowed us to go back in, and everything was dry. Suddenly we turned the corner and our hallway was completely flooded,” second-floor resident Joy Basu said. Article

## Appendix 2

century, there must have been some percentage of middle-class youth that the industrialized world in the percentage of families that are headed by a lot was said this week about the percentage of our military forces as being given to each angler based on the percentage of fish they catch compared to <f> Distribution in foods <f> as percentage of total fatty acids): herring 13. in her life, the higher the percentage of male characters in her dreams. feed. I use one that has a high percentage of potash, to promote flowers party points out: the overall percentage of black and ethnic minority non-the Citroen Xsara Picasso. Will a percentage of the money Claude has made on shied away. In 1986 it trimmed the percentage of final salary that pensioners tax laws, combat evasion IMD Percentage of labour force working in the conditions, and are based on a percentage of the fund's net assets unless Portfolio will hold a higher percentage of its assets in fixed-income bidder or issuer to calculate the percentage of securities held by U.S. Owner of the greater of A) the percentage of the outstanding stock of the and lard-free bread for the large percentage of Canadians with milk allergies. holders were required to give a percentage of prize money back to the Due to the use of a high percentage of pure materials our futons act from operations, expressed as a percentage of sales. To improve margins, a offered it to advertisers for a percentage of the advertising costs. Rowell' and is typically equal to some percentage of weekly earnings, such as 50 to franchisees, it pays Burger King a percentage of its sales. In Japan, where U. last year, revealed that a large percentage of the women he takes back to to stay in Edinburgh, but the percentage of players who arrive on a loan out that over the long term the percentage of fund managers outperforming

### Appendix 3

1,613 (eighth) for a .558 winning percentage. In addition to his seven 38% of respondents — the lowest percentage in Australia — said they were represents the historical average percentage (in decimal-equivalent form) of for this service by deducting a percentage (in his case 15%) of the value of sized companies, and a smaller percentage in large companies, than their managers might invest a higher percentage in less risky bonds and a smaller Banks are, and shareholders see no percentage in poverty. Researchers from which in turn will hold a higher percentage in such securities and Underlying which in turn will hold a higher percentage in such securities and Underlying which in turn will hold a higher percentage in such securities and Underlying of a class, based on each class' percentage in that Portfolio represented by of a class, based on each class' percentage in that Fund represented by the of a class, based on each class' percentage in that Portfolio represented by of a Class, based on each Class' percentage in that Fund represented by the are above their national percentage in the New York City metro area of a class, based on each class' percentage in the Fund represented by the of a class, based on each class' percentage in the Series represented by the of a Class, based on each Class' percentage in the Series represented by the of a Class, based on each Class' percentage in the Fund represented by the of a Class, based on each Class' percentage in the Fund represented by the of a class, based on each class' percentage in the Fund represented by the the last four goals to boost their percentage in the race for a finals spot. 'I the shares rising by a similar percentage in the period to 247.5p. of the new company, what's the percentage in trading a solid job with an and 1996, it has risen by the same percentage in women. Smoking among men has

## Appendix 4

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mortgage	domestic	assets			
measures	declined	house	increasing	NODE	
advantage	currently	offering			
currency	involves	1	higher	NODE	
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sales	receive	the	high	NODE	
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parents	sales	bill			
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Appendix 5

or decrease in the variable annual percentage rate takes effect on the first rate feature, and the annual percentage rate (APR) can change daily as a

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An increase in the variable annual percentage rate means you will pay a higher other than a change in the Annual Percentage Rate), and you decide, as a daily periodic rate is the annual percentage rate divided by 365. <p>

zbull; special offer to lower your annual percentage rate to 5.9% for 6 months. <p> A low 9.9% introductory Annual Percentage Rate (APR) <p>

The option to pay Fee, a low 9.9 # fixed annual percentage rate (APR) on all purchases and a

uses to decide how much the annual percentage rate will change over time. <p>

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ACTIVE LINE </h> <p> Annual Percentage Rate for Purchases 8.9% until May

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In Washington State, the ANNUAL PERCENTAGE RATE is based on the value of the

<p> zbull; Your annual percentage rate (APR) may vary. The APR for

factor but as the APR <p> Annual Percentage Rate of Interest) is usually package currently had an Annual Percentage Rate (APR) of 28.8. At Byte of the lowest AAPR (average annual percentage rate), mortgage originators were

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of Pounds 10,000 with an Annual Percentage Rate (APR or true rate) of 20 per

Flat rate taxes levy the same percentage rate on all income earners and

## Appendix 6

1/2 bid, yielding 7.32%, up 0.07 percentage point from late Friday. Florida Inc., said a rise of 1/2 percentage point would be too small to rein that virtually all the 1.4-percentage-point decline in annualised than the rest by about half a percentage point at 6.45%. But what about a True, a cut of a mere quarter of a percentage point is hardly likely to have rate by three-quarters of a percentage point, to 8.75 # its highest to each other - by a quarter of a percentage point to 5.5%. But that decision key bank rate by one-quarter of a percentage point to 5 percent, effective the RBA would cut rates by half a percentage point to 7 percent. <p> There's effect: 'A few tenths of a percentage point change in the number of is going to be revised up about a percentage point,' predicted Mr. Plocek. the offering, which was .02 of a percentage point higher than it was Friday affordable level since every percentage point on pay next year will mean retail sales were up by a full percentage point in May, saying it's one 3.7%. Another cut, even of a full percentage point, is by itself unlikely to yesterday with a call for a full percentage point reduction in rates today. of 1999. Asda has gained a full percentage point, to 14.7 per cent, and rates might have to rise a further percentage point. But there are plenty of Lombard rates by a generous half-percentage-point each, to 4.5% and 6% able to borrow money at only one percentage point above LIBOR. They may then GDP varied by little more than one percentage point each year between 1990 and has dropped slightly more than one percentage point, to 7.95%. In addition, 90-repayments. Rate: interest is one percentage point above the base rate for the Rates have now fallen by one percentage point since the start of the tax rate was kept to a single percentage point. Those with joint taxable