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Consciousness-Raising (C-R): Its Background and Application

1. Introduction

Insights on how languages are acquired have cast doubt on the value of learning grammar rules, and in some circles has led to a complete rejection of explicit grammar teaching in foreign/second language pedagogy. However, what is termed a ‘consciousness-raising’ (C-R) of language features is useful in that it draws attention to forms, which can aid the learner in forming initial hypothesis about meaning-form relationships, or enable a conscious practice to take place which may help the learner build implicit knowledge. Even more tenable than this, however is the hypothesis that C-R will aid the learner’s noticing of targeted features in further input where a more natural acquisition of the form can begin to take place. In this way C-R differs from traditional grammar instruction in terms of expectations, and as such, application within a methodological framework. In this paper I will explain the background and uses of ‘consciousness-raising’. Following that I will describe some such activities I have created and comment on their relative value and success in the classroom.

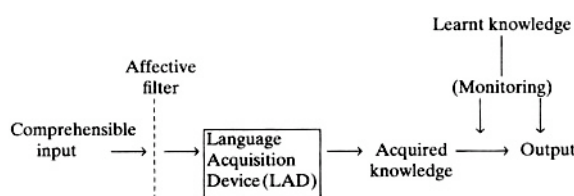
1. Review of the Literature: What is meant by the term ‘Consciousness-Raising’

The term ‘consciousness-raising’ (C-R) exists within the argument for or against an explicit calling of attention to form in foreign/second language pedagogy in light of current research and theories into the process of second language acquisition (SLA). In short, a C-R activity is basically another term for a grammar activity, or as Thornbury (1999) frankly puts it, “a smart term for what was once called grammar presentation” However, in order to define the term more precisely, a brief explanation of the arguments underlying the use of this term is necessary.

1.1 Acquisition theory related to the teaching of grammar.

Chomsky's argument for the existence of a Universal Grammar (UG) (Chomsky, 1981) and a Language Acquisition Device (LAD) (Chomsky, 1986) changed thought about how children learn their native language (L1). According to Chomsky's theories, instead of language being a "system of habits" (Lado, 1957), an innate grammar exists in all humans from birth (UG) as do powerful tools in our subconscious (the LAD) that enable us to work out patterns, or 'parameter settings' within the specific actualization of that universal language that our group of humans happens to inherit and further create. Evidence for the existence of UG is the structural-dependence of all human languages and the existence of an LAD is supported the ability of children to create an infinite variety of language from a limited amount of examples in spite of a lack of negative evidence. In other words, children are never given examples of what they can't say in a language, they are just given samples of what is possible and from this they are able to piece together utterances, or even constructions that they have never heard.

More specifically related to the teaching of grammar, Krashen's 'Input Hypothesis'(fig. 1) (Krashen, 1982) posits that foreign/second language acquisition occurs in much the same way, via unconscious access to the LAD driven solely by comprehensible input.



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Fig.1

Furthermore, the 'Acquisition-Learning' hypothesis (Krashen, Terrel, 1983) sees 'acquired knowledge' (a bank of knowledge unconsciously gathered and processed by the LAD) and 'learned knowledge' (explicit, conscious awareness of grammar and structure rules) as being mutually independent systems having no interface. In other words, 'classroom learning', or explicit knowledge of grammatical rules has no effect on the real-time ability to speak and understand except as an after-the-fact 'monitor' of spontaneous utterances which all originate exclusively from acquired knowledge and comprehensible input alone constitutes both the necessary and sufficient conditions for the development of this acquired knowledge. Evidence for this was found in the fact that learners could often recite a rule correctly, but weren't able to correctly apply it when thrown back on spontaneous communication tasks, and, on the reverse

side of the coin, were able to manipulate certain forms without being able to correctly recite the rule.

To further downplay the role of explicit rule knowledge in SLA, the 'Natural Order Hypothesis' (Krashen, 1985) posits that forms are acquired in a predictable order determined by the LAD. In other words, the LAD has its own agenda in terms of what order structures are assimilated into acquired knowledge and this order is incapable of being altered by pedagogic intervention or overt teaching of structures; teaching programs only advance the learners' interlanguage to the extent that they provide comprehensible input for the LAD and thus what is focused on in a grammar activity is not necessarily what is learned from it. This hypothesis was supported by morpheme acquisition studies of children second language (L2) English learners with different mother tongues. Determining factors put forth for the order of acquisition vary from mere frequency in input (Larsen-Freeman, 1976) to 'processability', or level of complication involved in manipulating the L2 morpheme within a sentence or phrase. (Meisel, Clahsen, Pienemann, 1981), however the lasting claim was that regardless of native language or learning context (formal or informal learning), "there (did) seem to be a common order of acquisition for certain structures in L2 acquisition." , and level of development was only observed to correspond to length of residence (in other words amount of comprehensible input). (Dulay & Burt, 1973, p. 256).

These observations made questionable the value of learning grammar rules as a goal of language teaching and brought to light the inefficiency of the grammar-translation method which was, according to Sharwood Smith (1981), flawed (and inefficient) in that it demanded the learners develop the 'special linguistic ability' of describing explicitly language features using abstract grammar terminology, all of which does not enable the learner to use or comprehend the language any more efficiently if there is no interface between learned knowledge and acquisition, and acquisition is solely guided by a discrete LAD. Also, the assumed availability of Chomsky's UG to foreign/second language learners would render pedagogical grammatical descriptions redundant to the extent that they assumed learners lacked the ability to infer grammar rules or 'reset parameters' for themselves via positive evidence alone. In some styles of language teaching this led to what many (Ellis, 1997 Thornbury, 1999) label using an umbrella term, "the zero position" which rejects all overt grammar instruction or focus in isolation and instead replaces such classroom time with acquisition fostering activities which provide comprehensible input and/or chances for communicative use of language.

The role of explicit, or learned knowledge in the acquisition process remains hotly debated, but many of the propositions regarding acquisition outlined above serve as a backdrop for the ongoing discussion of what, if any, kind of grammar focus should be included in foreign/second

language pedagogy. Much of the discussion centers around whether or not an interface exists between the conscious and unconscious, referred to in language pedagogy literature as learned knowledge and acquired knowledge, explicit knowledge and implicit knowledge, or declarative knowledge and procedural knowledge.

‘Noticing’ has put forth as the interface between the two (Fotos, 1993), or at least the initial condition for the incorporation of a structure or language item into learner language (Schmidt, 1990), (Gass, 1988), (Skehan, 1998). A ‘consciousness-raising’ activity aims to foster or encourage this noticing, even if as only a first step. I will outline the idea of noticing in relation to acquisition later, but first I will briefly review the positions of the two researchers, Sharwood Smith and Rutherford. who according to Ellis (2000) coined the term ‘consciousness-raising’ by means of suggesting the value of a focus on grammar in light of its unpopularity at the time given the insights of SLA.

1. Conscious-Raising Theory

1.1 Sharwood-Smith

Sharwood Smith (1981), speaking against one of the earlier versions of the ‘zero-position’, the Direct Method, proposed that a consciousness-raising of form, or explicit knowledge may have a role in the development of implicit knowledge. His ‘Interface Hypothesis’(fig.2) proposition is that explicit knowledge can guide formal practice which consequently is then processed as ‘comprehensible input’ by the learner and in doing so contributes to implicit knowledge.

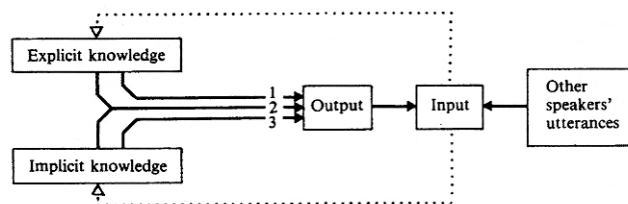


Fig.2 Sharwood Smith's 'Interface Hypothesis', Sharwood Smith, 1981

As he puts it “explicit knowledge may aid acquisition via practice”, and in this way often “learning proceeds acquisition.” He recognizes that this route to implicit knowledge may not be as direct, but may be equally as fast since the input created from practice is more focused. This is especially true of adolescent or adult learners in possession of the cognitive maturity to

perform such operations. Similar to this is the idea of ‘comprehensible output’ (Swain, 1985) which, according to Ellis (1993) combined with comprehensible input are “the two most powerful ideas to come out of SLA studies”. Sharwood Smith by way of clarifying that not all focus on form involves the metalanguage of grammar-translation, uses the term ‘consciousness-raising’ to refer to any kind of grammar focus utilizing varying degrees of ‘explicitness’ or overt rule stating and/or ‘elaboration’ or inductive presentation. It is interesting however, to note that while Smith implies with his ‘via practice’ Interface Hypothesis that any such consciousness raising needs to be accompanied with practice, Ellis (1993, 2000, 2003) at present uses the term specifically to mean a grammar focus activity that doesn’t require the learners to produce sentences in the target right away but simply aims to foster noticing which I will explain further later. In modern versions of task based learning (Willis, 1996) (Ellis, 2003) this is also true.

3.2 Hypothesis formation and Rutherford

William E. Rutherford’s claim to the value of grammar focus has to do with the nature of the learner’s ‘approximative system’ (Nemser, 1971) or ‘interlanguage’ (Selinker 1972). Distinct from both L1 and the target language (TL), progressive development of this separate ‘interlanguage’, involves learners purposively looking for language norms in input and drawing conclusions based on those in a continuous editing process as interlanguage gradually comes nearer to resembling TL.

Rutherford sees this editing process as ‘organic’ or ‘holistic’ and notes the difficulties learners have in relating newly noticed ‘unfamiliar’ features to the ‘familiar’ ones that exist in the bank of usable language they possess (Rutherford, 1987). Sometimes a rearrangement is necessary to make the new concept fit. He rejects the ‘accumulated entities’ model of language learning that assumes that highlighting features one by one in isolation will, in the end somehow enable a learner to use all of the features ‘full-blown’ or in appropriate interrelation. This ‘mechanical’ view of learning, according to Rutherford, dooms the learner to futility. Instead, he sees this accommodation of the new into the known as the central task for the learner as their interlanguage becomes more ‘grammaticized’ employing structures with less and less direct syntactic-semantic relationships. In this sense, Rutherford sees consciousness raising as “...a facilitator of language learning, or as a means rather than an end...” (*ibid.*).

Addressing a pure input-based approach, Rutherford claims that although learners do form generalizations from exposure to data (language), in contrast to the acquiring of our native language, when learning a foreign language in a classroom setting or otherwise, “ we have

considerably less than the necessary range of data for making appropriate generalizations,” and he sees the role of C-R as “organiz(ing) the data in a controlled and principled fashion allowing the learner to form (these) generalizations”. Furthermore, by presenting language, or creating exercises in an inductive fashion the teacher is freed from a dependence on metalanguage or explicit rules that s/he may or may not be confident of because “...we may not always fully know the correct generalization to be made, (but) we do know many of the data over which the generalization probably holds.” In this way the learner is encouraged to discover the form-meaning relationship of a feature for themselves.

3.2 Discovery in Data Driven Learning

Another type of consciousness raising, Data-Driven Learning (DDL), such as that of Tim Johns (1991) pushes the discovery to another level where even the teacher herself does not know what will be discovered. By having students compare samples of usage of a feature or item using the key-word-in-context (KWIC) function of a computer-based English language corpus, it aims at “stimulating enquiry and speculation on the part of the learner, and helping the learner also to develop the ability to see patterning in the target language and to form generalizations to account for that patterning.” Although the teacher may arrange the sample sentences in a fashion making differences more salient, the teacher acts merely as a “director and coordinator of student-initiated research” imparting no knowledge at all, but merely using the corpus to “provide the evidence needed to the learners questions and rely on the learners intelligence to find answers.” Johns notes that as a result of this, the learners “often notice things that are unknown not only to the teacher, but also the standard works of reference on the language.”

3.2 C-R in TBL

The justification for C-R of grammar within task-based learning (TBL) such as proposed by Willis (1996), Skehan (1998) or Ellis (2003) also is somewhat based on encouraging hypothesis formation. As Willis (1996) states “If we believe that the successful learner is actively involved in looking for regularities in language data and in drawing conclusions from those regularities then we have an obligation to encourage this process.”, however the role of C-R within TBL differs from methodological frameworks such as ‘*presentation, practice, production*’ (PPP) in

that as opposed to the ‘*presentation*’ of PPP, the C-R of TBL does not dictate the ‘*production*’ within the task cycle but rather occurs post-task cycle, or post-*production*. (see fig. 3).

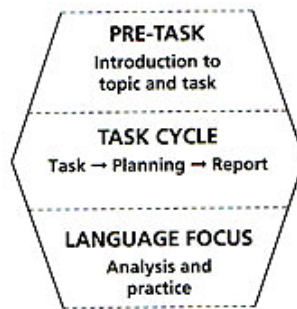


Fig. 3 Willis's Model of Task-Based Learning (TBL), Willis (1996, p.60)

Thus, I believe that within TBL the benefits of C-R are perceived to be more from a subsequent noticing of features focused in communicative practice or natural input occurring much later. Herein lies the distinction between a ‘grammar presentation’ and a ‘C-R activity’. It is this ‘noticing’ that I will explain next.

3.2 The role of noticing in acquisition.

Addressing the Input Hypothesis and regarding the unconscious acquisition of language, Schmidt (1990) summarily states that “subliminal language learning is impossible”. Schmidt’s Noticing Hypothesis asserts rather that ‘*noticing*’ or ‘*focal awareness*’ of a feature is an initial predecessor to acquisition, especially for adults whose attention tends to be focal not dissimilar to a spotlight in the dark. He proposes that the difference between ‘*input*’ and ‘*intake*’ lies here; *intake* is what is noticed. Gass (1988) (fig. 4) makes the same distinction. In her terms, ‘*apperceived input*’ is the first step into the conscious realm after ‘*ambient speech*’ and then followed by ‘*comprehended speech*’ leading to *intake*, *integration* (into learner language) and finally to *output*.

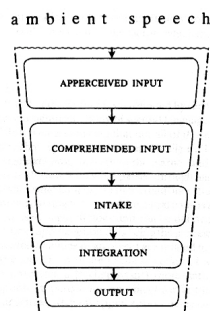


Fig. 4 Gass's model of consciousness in acquisition (Gass, 1988)

Schmidt does not mean to lessen the role of input in acquisition. Indeed, in a study documenting his acquisition of Portuguese during a five month stay in Brazil (Schmidt & Frota, 1986), he observes that language forms found in his output were exclusively ones he had noticed people saying to him, whereas ones explicitly taught to him in a formal classroom situation did not necessarily surface (fig. 5). In terms of reception however, he recalls, at week 21, how he suddenly began to hear things he had been formally taught. The focus in class had sensitized him to the forms later noticed in real-time which he then put to experimental use in output and finally acquired. It is interesting to note here that before experiencing the forms in use in genuine interaction, he had been suspicious of them as perhaps being ‘classroom fiction’, but nevertheless what aided him in starting to put together a usable concept of the forms in question was a *raised consciousness*, which Thornbury (1999) defines as “the state of remembering, having understood something.”

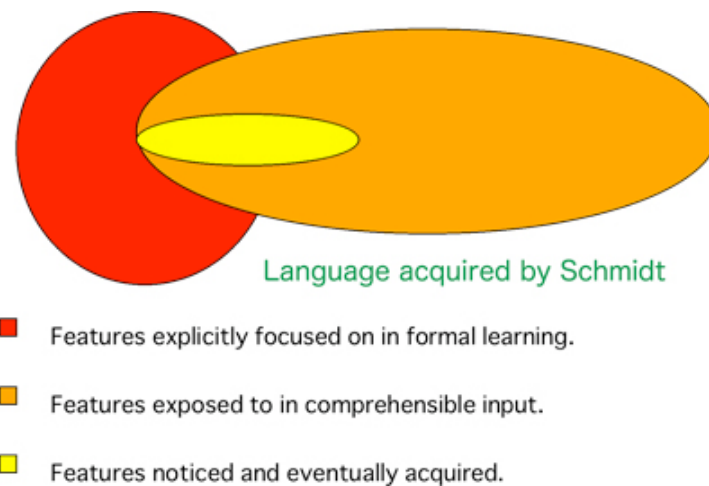


Fig. 5

Schmidt’s anecdotal evidence is testimony to the fact that, as Hinkel and Fotos (2002) state, “Once a learner’s consciousness of a target feature is raised through formal instruction...the learner often tends to notice the feature in subsequent input” and this noticing is thought to be the gateway to acquisition. In relation to Sharwood Smith’s (1981) claim that ‘learning proceeds acquisition’, in Schmidt’s story, much of what was acquired was in fact preceded by a focus in formal learning (and much not), but acquisition did not simply take place ‘via practice’ as in Smith’s model. Rather, I’d venture to say it was via practice prioritized by the LAD and triggered by repeated exposure to in comprehensible input. In this way, the desired results of what is termed ‘C-R’ does not include an expectation that mastery of the feature can occur as a direct outcome, rather only that this initial noticing may be facilitated at some later point in further input where an acquisition process may ensue. It is the recognition of these hopeful benefits that serves as a justification for consciousness-raising activities in foreign/second language pedagogy and thus the reason for using such a term.

2. The applicability of C-R to my teaching situation.

Any evaluation of C-R to be used in my teaching situation must take into account my role within the students' language learning environment. The students I teach at high school in Japan receive an over-adequate amount of explicit grammar focus, and the entire teaching community from the national Ministry of Education down to my colleagues perceives the need for the learners to have more of a chance to develop their interlanguage in a more 'natural' way. As such, I, as a native English teacher (NET) mainly teach classes that have been purposefully placed into the curriculum to fill the need for communicative activities, meaning-based instruction, or chances for production. My role is to complement the plethora of grammar presentations the students receive elsewhere and encourage my learners to further discover meaning-form relationships through use, including receptive use, as well as provide fluency practice in whichever of the skills are supposed to be developed in the course. For this reason, I am always wary of any language focus encroaching too much into a lesson in terms of time and attention. In the classes I presently instruct, I employ C-R activities in two areas, one is within the syllabus for a writing class. In this class, the presentations are rather explicit and overt because my learners have little knowledge of English language features and conventions beyond the sentence level. The other area I use C-R is within a task-based learning (TBL) format as a supplement to a series of communicative activities. In the next section I will present the activities as I used them.

3. C-R activities I have developed.

3.1 Background information

The activities were used for 2 different groups in the same Japanese high school, each consisting of 4 classes of 40-41 students in classes that were held once a week for 50 minutes. Activity 1 was used for students in the 10th grade in a course entitled 'Oral Communication' which focuses on speaking and listening. Activity 1 was the final 'language focus' in a TBL type class for this group. Activity 2 was used in a writing course for 11th graders. The writing class, every other week, utilizes an online computer essay writing evaluation system aimed at developing the ability to write a timed 250-400 word argument or opinion essay such as is often required in standardized testing. Activity 2 was part of this essay-writing portion of that class.

3.2 C-R Activity 1: By, In, and On in context. (See appendix 1)

3.2.1 Tasks preceding C-R activity 1.

A jigsaw reading of sorts precedes the C-R activity. Learners receive one of a set of 2 similar texts written by the instructor describing one non-government organization and its role in aiding the victims of the Dec 26th 2004 tsunami in Asia. After using the text to fill in a grid of key information about the NGO described in the text, learners ask a partner for the information about the NGO described in the other student's text. After this, learners are asked to report one piece of information about the other NGO using a microphone. The C-R activity takes place after these tasks have been completed.

3.2.2 The C-R activity. (appendix 1)

The C-R activity takes place in two stages. Learners first look at an authentic text describing Kofi Annan's visit to Aceh, Indonesia, the area worst effected by the tsunami, and while listening to it being read out loud by the instructor, fill in numbered blanks in the text where 'by', 'in', and 'on' have been left out. The next stage involves them comparing the usages in the text with definitions and example sentences of several different usages of 'by', 'in', and 'on' found underneath the text. Two meanings for each of the prepositions and a seventh classification, '*part of the idiom*' are listed. Learners simply need to place the number of the blank within the text into a box next to the definitions and example sentences found below the text.

This activity is similar to an 'interpretation task' (Ellis, 2003) in that it "obligate(s) learners to process a specific feature in oral or written input." (ibid.) and is typical of C-R in that it does not require that learners produce the target.

Because explicit definitions are provided to aid the learners in comparing the usages, to avoid the danger observed by Ellis (2000) that learners may mistake such definitions for the point of the exercise, after completion of the task, it was made clear by the instructor that the definitions were merely an aid in this exercise of analyzing 'by', 'in', and 'on' in use, comparing language data, and guessing at meaning from context.

5.2.3 Evaluation of C-R activity 1

Learners seemed thoroughly engaged during the task. The initial cloze exercise was exceedingly easy for them but the interpretation activity that followed appeared to be challenging. A poll taken of a sampled group of 71 students after completion and feedback revealed an average of 6.5 correct answers out of ten. (See fig. 6 below.)

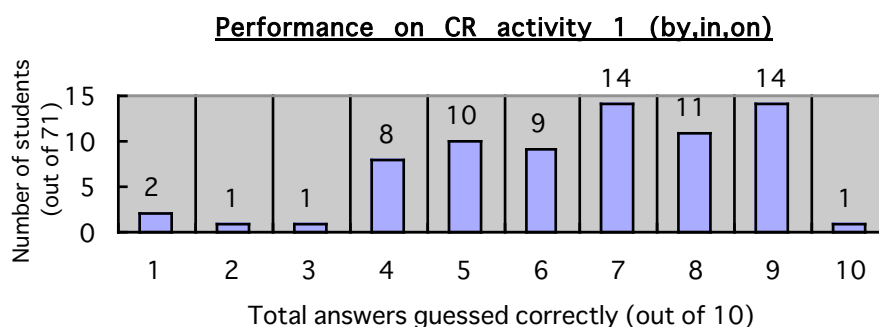


Fig. 6

Because the text used for the C-R was authentic, and different from the ones used in the jigsaw stages, it would be difficult to say it was completely processed for meaning by the learners in the short time allotted to it, but the gist was easily ascertained because of the preceding tasks. The C-R activity did however challenge them to examine parts of it closely and this was one way in which it was successful. In terms of the prepositions focused on, in my opinion, it was particularly challenging for them to decide whether the preposition did actually carry a meaning or if it was merely part of the idiom, the last choice of classifications on the worksheet (appendix 1). The achievement of a focus on the meaning of the prepositions selected, and by extension, idioms, was another way the activity was successful.

5.3 Activity 2: Cohesion (See appendix 2,3,4)

This activity will be presented in relation to the problem encountered in the writing class it was meant to address.

5.3.1 Problem:

In the classes preceding this activity, some brainstorming techniques were utilized with the aim of learning how to avoid redundancy. This was in reaction to the software's penalization for using the same word more than once within a text. Several of the essay questions in the software asked the writer to compare and contrast, or choose between 2 things so a pre-writing brainstorming task to come up with alternative ways of saying the two things seemed an easy enough solution. The use of pronouns, substitute words, general terms, and specific examples had been presented and illustrated as ways of avoiding using the same word, but the mistake had been made of mentioning the use of an online thesaurus to find a synonym or closely related word. As a result many of the students were exclusively relying on it, ended up using the thesaurus vocabulary inappropriately, and had not grasped that the point of referring to things in different ways to create cohesion between sentences. They were using words they didn't know and had focused on paraphrasing as an end in itself.

5.3.2 Treatment.

It was decided that more than just the brainstorming of alternative phrases, the students needed to see in context how anaphora create cohesion in a text. This would hopefully give the learners a better idea of how and why pronouns etc. are used to create cohesion and at the same time how this avoids redundant use.

The C-R activity happens as a lead-in to the next writing assignment.

Here is an outline:

- 1) Ss read the web page with the initial presentation and examples of linking with anaphora. (appendix 2)
- 2) Ss listen to the instructor verbally summarize the page.
- 3) Ss link from that page to a multiple-choice quiz. (appendix 3)
- 4) After completing the quiz, Ss read explanation of answers on class web page. (appendix 4)

5.3.3 Stages in further detail.

5.3.3.1 The initial presentation (appendix 2).

This web-page presents reasons for, and examples of using anaphora for cohesive linking. Font color changes, bold fonts, line breaks, and italics have been used in order to make features more noticeable, a strategy similar to those of '*enhanced input*' suggested by Rutherford and Sharwood-Smith (1985), or *enriched input* outlined by Ellis (2003). While not all of typographical adjustments enhance grammatical features, some simply serve to make key information more obvious.

5.3.3.2 Structure of the multiple-choice quiz.

The multiple choice quiz (appendix 3) is the most engaging part of the C-R activity. 2 paragraphs are cut up and numbered into a nonsensical order of sentences. The answer options are sequences of numbers (5-6-4-2-1-3, etc.). Students are asked to choose the correct order. The incorrect answer options are arranged so that the anaphor in the later sentence would have to point to a word or phrase in the former that it didn't agree with. After this problem, students are asked to read the paragraph in its entirety and choose an appropriate title from a list of options. Only one matches the gist of the paragraph. This cycle repeats one more time. The first paragraph is about a recent school excursion, and the second is on the topic they will be writing about. These topics were chosen for relevance (the recent excursion), and activation of vocabulary and ideas that will come into play in the following writing assignment. Willis (1996) suggest that texts to be used for C-R should be taken from materials already used in class, or ones that will be used soon. While the students will not create the same paragraph as the second one in the quiz, it was thought useful to expose learners to a text similar to what they would then create.

5.3.3.3 Explanation of answers (appendix 4).

The explanation of the answers found back on the class web page again utilizes font and color changes indicative of *enhanced input* to make cohesive linking more salient. This final stage will be the third time they read the paragraphs so any meaning processing should be very much

in the background in accordance with Schmidt's (1990) observation that learners "can acquire forms only when processing for meaning is automatic and freed resources can be devoted to communicatively less informative aspects of input."

5.3.4 Evaluation:

The students were intensely engaged in the quiz and seemed very satisfied when they got an answer right. The explanations following the quiz also did seem to give them a focus on the use of anaphora and they sustained interest in reading them. Concerning the writing assignment that followed the C-R, a dramatic increase in scores from the evaluation software was not observed, however during the writing most of the students ceased in their dependence on the online thesaurus having apparently seen the larger picture of how cohesion is created and why redundancy is avoided. This was the ultimate success and the reason the activity had been created.

6 Conclusion

This paper has outlined the insights of SLA that led to a 'zero-position' which rejects any explicit focus on grammar in foreign/second language pedagogy. After doing this, I have outlined the new role of grammar in teaching, a role that takes into account the findings of SLA and puts grammar back into the classroom, but with different expectations as to what it aims to achieve. Sharwood-Smith's Interface Hypothesis, Rutherford's organic incorporation of the unfamiliar into the familiar, and Schmidt's Noticing Hypothesis all see a grammar focus not as producing instant mastery, but rather as something that aids the learner in the long gradual process to acquisition, a process that involves meaningful input, hypothesis formation and testing, practice, and the individual development of implicit knowledge of meaning-form relationships. I have presented and evaluated two simple C-R activities that I have developed in order to help my students along this journey if not as a cure-all with an immediate effect, then as an ever-so-slight push along the road with accumulative benefits hopefully appearing sometime thereafter.

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Appendix 1

MSF Aids the Tsunami Victims

Information source: <http://www.msf.org/>

Doctors Without Borders, or in French, *Médecins Sans Frontières* (MSF) was founded in 1971. It was originally started by a small group of doctors in France that believed that all people have the right to medical care. Now, the organization has over 17,500 staff and volunteers working in 80 different countries around the world. They have two main goals: to provide emergency medical assistance and to let the world know about the people who are suffering.

The MSF is helping the victims of the tsunami in Indonesia and Sri Lanka. So far, more than 150 international aid workers have been sent to the areas by the MSF. They are focusing on providing water and medical aid to the people. The MSF is very big so they have their own planes, helicopters and cars, but getting to the worst areas is very difficult. So far they have delivered over 400 tons of aid supplies to the area, but much work remains to be done.

	Greenpeace	Doctors Without Borders (MSF)
Start date:		
Started by who		
Place started:		
Reason started		
Number of staff		
Number of countries working in:		
Goals of group		
Number of people helping tsunami victims:		
Areas helping		
Goal in Tsunami aid		
What have they delivered/carried?		

Rainbow Warrior helps MSF

Information source: <http://www.greenpeaceusa.org/>

Greenpeace started its activities in 1971. It was originally started by a small group of people who wanted to protest underground nuclear weapons testing in Alaska. Now, the organization has over 1000 staff members working in 41 different countries around the world. Over 2.8 million people support Greenpeace by giving donations. They have two main goals: to protest against the destruction of the environment and to let the world know about the crimes being committed.

Greenpeace is not an aid organization but they are helping with the disaster caused by the tsunami in Asia. Greenpeace's main ship, the Rainbow Warrior and its crew of 19 are helping the MSF (Doctors Without Borders/ *Medicins Sans Frontieres*) to bring food, medical supplies, and medical staff to the areas that you can get to only by ship near Aceh, Indonesia. Greenpeace is worried about the environment in the area after rebuilding starts, but for now their main goal is to help the MSF help the people who are suffering.

	Greenpeace	Doctors Without Borders (MSF)
Start date:		
Started by who		
Place started:		
Reason started		
Number of staff		
Number of countries working in:		
Goals of group		
Number of people helping tsunami victims:		
Areas helping		
Goal in Tsunami aid		
What have they delivered/carried?		



UN leader Kofi Annan visits Aceh.

Source: <http://news.bbc.co.uk/2/hi/asia-pacific/4153473.stm> BC News

Mr Annan said he was "shocked" (1) the devastation, having toured the west coast of Aceh (2) helicopter.

"It's a tragic event. We've seen miles and miles of destroyed shoreline," he told reporters (3) the western town of Meulaboh.

He said Meulaboh, which was particularly badly hit (4) the earthquake and tsunami, was beginning to get back on its feet but that it was still (5) dire need of support.

"There we saw people begin to pick up the pieces and get on with their lives and of course it shows about the resilience of the human spirit. And I believe that (6) time, given the support and efforts (7) the government and the international community, the people will be able to pick up and carry on."

For the moment, much of the survivors' rehabilitation is taking place in informal refugee camps as aid workers have only managed to so far bring a limited amount to Meulaboh, and have not yet reached other communities (8) the west coast.

UN emergency relief co-ordinator Jan Egeland said that there may be some 200 improvised camps (9) Aceh, with hundreds of thousands of people in them.

Aid agencies have called on Jakarta to set up official camps which meet international standards of hygiene, and the government said (10) Friday that dozens of such camps would be operational within a week.

The camps will be a start, but it will take years before things return to normal.

How were By, In, and On used? Write the number next to the definition..

Through the agency or action of: *was killed by a bullet.*

With the use or help of; through: *We came by the back road.*

Within the limits, bounds, or area of: *was hit in the face; born in the spring; a chair in the garden.*

From the outside to a point within; into: *threw the letter in the wastebasket.*

Used to indicate location at or along: *the pasture on the south side of the river*

Used to indicate occurrence at a given time: *on July third*

Part of the idiom: *turn on, stand by, fill in*

Appendix 2

(as on the web site for the class)

Cohesion (結束性) / Flow

Last time we learned about redundancy and paraphrasing. You can avoid using the same word by using:

Pronouns

Substitute words

General terms

Specific examples

This also helps a text flow by **connecting the sentences together**. Take a look at these 3 sentences:

Being a leader has many advantages. One of them is learning how to make decisions for yourself. This is an important skill in our personal lives as well as when we work within groups.

Can you see the **connections**? Here they are:

'many advantages' **equals** *'one of them'*

'how to make decisions for yourself' **equals** *'an important skill'*

Now, look at these sentences:

Being a leader has many disadvantages. For example, the responsibilities of being a leader can be a burden. Decisions you make will effect others. Thinking about them takes more time than if you were only concerned about yourself.

The connections here are:

'many disadvantages' **equals** *'the responsibilities'*

'decisions' **equals** *'them'*

'burden' **equals** *'decisions'* and *'them'*

Now go to quizlab and do the quiz called Cohesion/Flow

GO Straight in! ([Click here](#))->> [quizlab login](#) , or

Click [here](#) for directions to 'Quizlab'

After you are finished, read the answers and explanations.

[\(Click here\)](#)

(appendix 4)



Appendix 3

(as on the quiz site for the class)

Quiz Name: Cohesion/Flow

Instructions: These paragraphs have been cut up into sentences of a different order. Can you guess the correct order?

Question 1: This is a paragraph of connected sentences. What is the real order?

- 1) Japan is home to many of these sites.
- 2) In mid-May many students from this school visited these places and carried out mini-research projects on them.
- 3) The organization, which is branch of the United Nations, collects information and makes a list of places of special interest to humanity.
- 4) Through this experience, the students were able to understand the message of UNESCO's project and will be able to share this with other people in the future.
- 5) The World Heritage List is a project of UNESCO.
- 6)The majority of the ones here are temples or buildings of historical or religious importance.

Circle Your Answer

5-6-4-2-1-3

5-3-1-6-2-4

5-6-3-4-1-2

5-3-2-4-1-6

Question 2: Here is the real paragraph, Choose a good title.

The World Heritage List is a project of UNESCO. The organization, which is branch of the United Nations, collects information and makes a list of places of special interest to humanity. Japan is home to many of these sites. The majority of the ones here are temples or buildings of historical or religious importance. In mid-May many students from this school visited these places and carried out mini-research projects on them. Through this experience, the students were able to understand the message of UNESCO's project and will be able to share this with other people in the future.

Circle Your Answer

UNESCO attacks Iraq.

World Heritage is being lost!

The 'Obakeyashiki' at Ikeda-Fuzoku is named a World Heritage site!

Ikeda-Fuzoku H.S. Joins the UNESCO mission.

UNESCO creates the World Heritage List.

Question 3:

This is a paragraph of connected sentences. What is the real order?

- 1) In this way, being a leader helps us learn to help ourselves.
- 2) Being a leader is much better than simply being a member of a group.
- 3) We need to take all decisions seriously and consider things before we act.
- 4) Usually, when we make decisions, they effect our own lives only, but being a leader forces us to think more deeply about decisions because they may change many people' s lives.
- 5) It has many advantages.
- 6) Thinking about things seriously like this is an important thing for us to learn how to do.
- 7) This is an important skill in our personal lives as well as when we work within groups.
- 8) By doing this, we can improve our own situation.
- 9) For this reason, being the leader of a group is an invaluable experience worth much more than merely being a member.
- 10) One of them is learning how to make decisions.

Circle Your Answer

2-5-7-10-4-6-3-8-1-9

2-5-10-7-8-6-3-4-1-9

2-5-10-7-4-6-3-8-1-9

2-1-10-7-4-6-3-8-5-9

Question 4: Here is the real paragraph. Choose a good title.

Being a leader is much better than simply being a member of a group. It has many advantages. One of them is learning how to make decisions. This is an important skill in our personal lives as well as when we work within groups. Usually, when we make decisions, they effect our own lives only, but being a leader forces us to think more deeply about decisions because they may change many people' s lives. Thinking about things seriously like this is an important thing for us to learn how to do. We need to take all decisions seriously and consider things before we act. By doing this, we can improve our own situation. In this way, being a leader helps us learn to help ourselves. For this reason, being the leader of a group is an invaluable experience worth much more than merely being a member.

Circle Your Answer

Leaders become bad people.

Being a leader is not worth it.

Learn to lead yourself.

Leaders can become rich.

Members have all the fun.

Appendix 4

(as on the web site for the class)

Answers and explanations from the quiz:

Here are the paragraphs from the quiz:

The World Heritage List is a project of **UNESCO**. **The organization**, which is branch of the United Nations, collects information and makes a list of **places of special interest to humanity**. Japan is home to many of **these sites**. The majority of **the ones here** are **temples or buildings of historical or religious importance**. In mid-May many students from this school visited **these places** and carried out **mini-research projects** on **them**. Through **this experience**, the students were able to understand **the message of UNESCO's project** and will be able to share **this** with other people in the future.

Can you see the **flow**? It goes like this:

UNESCO->the organization

Places of special interest -> these sites

these sites -> the ones here

temples or buildings of historical or religious importance -> these places

mini-research projects -> this experience

Paragraph 2

Learn to Lead Yourself.

Being a leader is much better than simply being a member of a group. **It** has many **advantages**. **One of them** is learning **how to make decisions**. **This** is an important skill in our personal lives as well as when we work within groups. Usually, when we make **decisions**, **they** affect our own lives only, but being a leader forces us to think **more deeply** about **decisions** because **they** may change many people's lives. Thinking about things seriously **like this** is an important thing for us to learn how to do. We need to take all decisions seriously and **consider things before we act**. By **doing this, we can improve our own situation**. In **this way, being a leader helps us learn to help ourselves**. For **this reason**, being the leader of a group is an invaluable experience worth much more than merely being a member.

Can you see the flow? It goes like this:

Being a leader -> It

advantages -> one of them

how to make decisions -> this

decisions -> they

more deeply -> like this

consider things before we act -> this

we can improve our own situation -> In this way

being a leader helps us learn to help ourselves -> this reason

Using different words for the same thing to connect your sentences like this helps your paragraph flow nicely, and you can avoid using the same word twice!