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**“LANGUAGE AWARENESS IN TEACHING ENGLISH FOR B1
KARAKALPAK LEARNERS”**

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INTRODUCTION

In a continuously changing society in which multilingualism, critical thinking and creativity become ever more important, education should prepare students as best as possible for their role in contemporary and future society. Accordingly, numerous countries worldwide have reshaped their general education curriculum over the past decade in order to meet new standards associated with globalization. Foreign languages are essential for people who want to participate in today's global society. Foreign languages play a central role in national and international initiatives set up to develop curricula and the development of future-oriented and challenging foreign language education is indispensable.

Current educational process demands highly developed and accurately arranged teaching system which involves effective approaches, innovative methods and techniques for training foreign language by dent of its importance in all spheres of education. President of Uzbekistan Shavkat Mirziyoyev signed a decree "On Uzbekistan's Development Strategy" that has approved Uzbekistan's Five-Area Development Strategy for 2017-2021. The fifth area is called "Priority areas in the fields of security, inter-ethnic harmony and religious tolerance, and implementation of balanced, mutually beneficial and constructive foreign policy". According to this area foreign language plays an important role in connection of nations, interaction between countries, the work of foreign policy of the country.

[1]

Works on the sphere of foreign language are being carried on the fulfillment of decree № PD 1875 "Measures on improvement of learning foreign languages" by the first President of the Republic of Uzbekistan on 10th of December, 2012. [2].

Taking into consideration abovementioned tasks, requirements and description, foreign language learning stands in the prime position of educational system that clamors for relevant teaching approaches, interactive methods, efficient techniques which ensure great opportunity and adequate way for learners to study and produce the language fluently and effectively. For realization of the tasks teachers take responsibility for involving learners into foreign language learning by

offering them the opportunity to develop their own strategies for success. On purpose of gaining effectual foreign language teaching and learning, raising learners' language awareness is considered significant and indispensable way of foreign language teaching and learning process.

The actuality of the work is determined by the fact, that language awareness is a modern concept which is based on effective language learning, teaching and language use. It has been studied in recent years and it is required to broaden the utilization of the Language Awareness in the curriculum of teaching process. Raising learners' and teachers' language awareness plays an important role in acquiring the language and this work justifies the essence of Language Awareness in teaching and learning Foreign Language.

The object of the work is English grammar and vocabulary, designed and selected activities, linguists' and scholars' works, articles and views on Language Awareness.

The subject of the research work is B1 Language Learners and Language Stands' Teachers of higher education

The aim of the Master's Dissertation is to study the extent of B1 Karakalpak learners' language awareness and to scrutinize the implementation of Language Awareness in EFL classes.

Novelty of the research work is illustrated through the research investigated in B1 Karakalpak learners and introduced the concept of Language Awareness and its relevance to teaching and learning Foreign Languages in accordance with the learners' first language and target language level. We have implemented Language Awareness focused on confirmed theories, views and data about the significance and effectiveness of Language Awareness by linguists and scholars. We have justified the investigation by selecting relevant activities for raising learners' language awareness and recommended several techniques.

The work is based on **the hypothesis** that thanks to the use of language awareness in EFL teaching, learners' language level and knowledge about language will increase.

In accordance with the aim and hypothesis, it is necessary to solve a number of **tasks**:

- to define the concept of Language Awareness;
- to study linguists' theories and views on Language Awareness
- to investigate the impact of Language Awareness in teaching and learning English;
- to identify appropriate research methods;
- to depict the procedure of the research investigation;
- to take questionnaires and interviews from EFL teachers of higher education;
- to observe teachers' EFL classes;
- to conduct student survey on B1 Karakalpak learners;
- to identify learners' awareness of English grammar and vocabulary through quiz tests;
- to select and design grammar and vocabulary activities for B1 level learners
- to involve B1 Karakalpak learners to do awareness-raising activities;
- to determine learners' language awareness;
- to demonstrate the results of the analysis learners' task completion;
- to justify the importance of awareness-raising activities;
- to recommend relevant activities for improving learners' language awareness;
- to suggest Language Strands' Teachers to use Language Awareness in EFL teaching.

The theoretical basis is based on the works, articles of linguists and scholars Bolitho R, Borg S, Carter R, Donmall B, Garrett P, Hawkins E, James C, Schmidt R, Tulasiewicz W, and Wright T. Scrutinizing the works we have acquired essential data and utilized in our work focusing on the relevant views and demonstrated own justifications.

Methods used in the research work. The research work actively involves the methods: descriptive-qualitative (observation, surveys), descriptive-quantitative (participants of observation) and experimental which is very effective in analyzing the linguistic features and distinguishing the practical value of activities in involving language awareness in teaching foreign language.

The theoretical significance of the work is in the following: on the base of much material: works, researches, theories and scientific articles of scientists and linguists on language awareness, selected information can be relevant for using as an effective source in order to acquire necessary data on Language Awareness.

This work can be useful for utilizing as prime and additional material in teaching foreign language.

The practical significance of the work is determined as the materials of the Master's Dissertation can be used at the courses of Grammar in Context, Vocabulary and at the lectures and seminars in methodological subjects especially Teaching Integrated Skills, Approach to Language Teaching, at the higher educational establishments. Especially, the selective activities in accordance with language awareness on purpose additional material for raising learners' language awareness is relevant for the university curriculum and self-development for students.

The structure of dissertation consists of Introduction, three chapters, Conclusion, References and Appendix.

Introduction briefly justifies the work involving the main points.

Chapter I discusses the linguists' and scholars' views and theories about the essence of Language Awareness.

Chapter II discusses the methodology of the investigation, observation the use of Language Awareness in EFL classes.

Chapter III discusses implementation of Language Awareness into EFL classes. We analyze the results of experiments on the use of Language Awareness and at the end we give some suggestions and recommendations.

In **conclusion**, the results of the investigation are summarized and the generalization and conclusions emerging from it are made.

Reference gives a wide view of literature used during the investigation.

CHAPTER I

THEORETICAL FRAMEWORK OF LANGUAGE AWARENESS

1.1 Theoretical Background of Language Awareness

Language is present in our everyday lives in almost everything we do. We use language as a tool in various situations, such as for expressing thoughts and emotions, giving and receiving information or for constructing our thoughts. When we speak, think, write or listen, we are using language. Moreover, language consists of many aspects and it is used as a way of connecting with the social world. Language allows people to share understanding and meaning. Furthermore, knowing a language requires knowing the meaning of a word, how to use it appropriately in different kinds of social situations. The relationship between language and education should not be undervalued, even though it is common to think that language in education is merely about learning to read, write or about formal language teaching. Nevertheless, language has a much broader role in teaching and learning [43:9].

It is a cognitive tool through which all learning takes place and a tool for a teacher to teach. Language is also used as a medium of thinking, learning, sharing or instruction. Teachers use language to communicate about the content of the lesson, maintain interaction, administer discipline, create opportunities to learn and assess students' learning and performance. Similarly, the learners use the language to communicate about the content of the lesson and to interact with the teacher and peers. Furthermore, language is also central to the ways in which pupils and teacher communicate and cooperate and the primary resource for teachers and pupils with which to achieve educational goals [9:8].

The role of language in education has been a key interest in research for a number of decades and has been studied from various perspectives. Educational

researchers all over the world have been interested in this area. Many ways have been developed to investigate how language is addressed in education. Researchers have been interested in overall language development, as well as foreign and second language learning. Another area related to the role of language in education that has received an increasing amount of attention is language awareness. The curriculum states that a language aware teacher is a model for language and a teacher of subject specific Language. The current demand for more challenging, creative, and future-oriented language education calls for a more holistic view on language teaching and learning. A holistic view on language education should take into account linguistic, sociocultural and personal aspects and should pay attention to 'real-life language using situations where listening, speaking, reading and writing interact and intertwine'. Language awareness, defined as 'explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use', fits with this holistic view on language teaching and learning. Language awareness aims to complement language learning by learning about language, it promotes linguistic reflection and it stimulates the use of higher-order and creative thinking skills.

The notion of "Language Awareness" was made popular in the 1970s by Eric Hawkins, a pioneer of the "British Language Awareness Movement". Hawkins

[32:4-5] sees the ultimate goal of LA to be revitalizing the mother tongue (MT) education as well as bridging the gap between the MT and the foreign language (FL)

education. Specifically, he elaborates the objectives of LA to be as follows:

- 1) to bridge the transition from primary to secondary school language work;
- 2) to offer teachers a meeting place, and students a common vocabulary, for discussing language in the independently pursued fields of language education, including mother tongue English (EMT), English as a foreign language (EFL), English as a second language (ESL), ethnic minority mother tongues, and Latin study;

- 3) to challenge students to inquire about language,
- 4) to prepare the way for a language element in the 'child-care' courses to explore how young parents affect infants' language development;
- 5) to encourage open discussion of language diversity to combat linguistic prejudice and parochialism;
- 6) to foster students' confidence in grasping language patterns through contrastive study;
- 7) to develop students' listening skills, and confidence to read and motivation to use written languages.

Hawkins' functional objectives are primarily a response to the malfunctioning British language education and the attendant social problems in the 70s and 80s, a period witnessing school leavers' underachievement in MT literacy and an appalling number of drop-outs from foreign language courses among secondary school pupils [35:3-4].

The National Council on Language in Education (NCLE) Working Party on Languages Awareness has put forth the following succinct definition of LA: 'Language awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life' [20:7], and further specified three broad parameters, in which language learners' sensitivity and awareness develop: the cognitive parameter (e.g. being aware of language patterns), the affective parameter (e.g. developing positive attitudes towards foreign languages and their speakers), and the social parameter (e.g. enhancing learners' effectiveness in such social roles as citizens and customers) [35:3-4].

Compared to Hawkins' broader educational concerns and objectives, the NCLE parameters appear to emphasize more on language learners' affective and social development. Similar to Hawkins' notion of LA, however, is the NCLE Working Party's focus on language in use: 'the teaching of LA in schools involves both making explicit and conscious the knowledge and skills pupils have themselves built up in the course of their experience of language, and developing

powers of observation and analysis of language in their immediate environment and more widely in the world' [21:108].

According to Little [43:93], there are at least two broad senses of LA: the psycholinguistic sense, and the educational sense.

The Psychological Sense of LA

According to CoBins Cobuild English Language Dictionary, 'being aware of something' implies knowledge or realization of something at two levels: first, you know about it, either because you have thought about it or because you have just noticed it; secondly, you realize something because you hear it, see it, smell it or feel it. And according to Longman Dictionary of Contemporary English, being 'aware' means 'having knowledge or understanding' and 'showing understanding of oneself, one's surroundings, and other people', i.e. being sensitive.

To elaborate, an awareness in a language learner begins with attending to a language phenomenon, noticing its feature, thinking about it, and understanding or having knowledge of it. The psycho linguistic sense of LA can also be seen in the role of awareness in learning. Schmidt [51:1] identifies two levels of awareness. The lower, subjective level of awareness is represented by the closely related "attention" and "noticing"; the higher level of awareness is represented by "consciousness" and "understanding". Schmidt earlier claimed that 'those who notice most learn most, and it may be that those who notice most are those who pay attention most.' What

we can deduce from the literature is that learning presupposes understanding and awareness, which in turn presuppose noticing, and noticing is closely related to attention. This psychological process can be diagrammatically represented as follows:

Diagram 1.1

The psycholinguistic sense of LA



In the educational sense, LA refers to 'a person's sensitivity to and conscious awareness of the nature of language and its role in human life' or even more precisely, 'a person's relationship to language'[22:7]. LA is here interpreted as an incremental human quality closely knitted with the real use of language. As outlined by Little [43:93], the educational sense has shaped and given significance to the LA movement in language education, extending from the United Kingdom to such countries as France, Germany, and Canada where "knowledge about language" (KAL) or LA entered into the school curriculum in a major way. It has become the basis of curricular initiatives designed to introduce secondary pupils to language acquisition, language use, language variation and language change, thereby fostering their interest in these areas and imparting to them knowledge about language through schooling.

The contemporary views of the educational sense of LA have branched out to a profusion of domains. To maintain a direct bearing on the study, we will center on four perspectives of LA in the educational sense: LA as a developmental quality, as a curricular component / a language education, as a methodology, and as a critical inquiry into the socio-cultural domain.

Whichever stance in the broad educational context one may take, it is generally agreed that LA is a quality which involves learners' acquisition of knowledge about language and reflection on language, and a quality which can be developed and enhanced curriculum planning and formal instruction. Nicholas

[47:78] points out the educational sense of LA is oriented towards macro-human development and contends that 'increased conscious reflection on language by students and teachers leads to improved language use and better overall education'.

To summarize, advocates of LA as a developmental quality and as an educational practice share some attributes: they value the target language(s), the target language users, and the target culture; they believe that the heightened LA would benefit the learner's cognitive-linguistic and socio-psychological development; they view LA holistic ally; and they believe that LA can be developed, enhanced and promoted in an educational context.

1.2 The Role of Language Awareness in Foreign Language Teaching

LA as language education was first formally examined in the context of British mother tongue education, where LA, as a curricular component, juxtaposed with "knowledge about language" (KAL). LA, as a close cousin of KAL, was initially defined as:

Language and its study based upon the linguistic principles is placed upon the English teaching agenda, and to a lesser extent upon that of modern foreign languages and other subjects teaching While teaching the use of English as a tool of effective communication, the cultural and social aspects of language are introduced alongside the more specific grammatical and stylistic elements used to improve language skills [57:394].

LA and KAL have been proposed as explicit parts of the British English as a mother tongue (EMT) and English as a modern foreign language (MFL) syllabuses since the late 1980s'. Tulasiewicz [57: 398] has drawn a clear distinction between KAL and LA: language programmes form 'a more cognitive approach in the case of knowledge' (KAL) and 'a more attitudinal one in the case of awareness' (LA). This contrast becomes blurred when the two curricular concepts enter the classroom, since both consist of 'a linguistic study of the language learnt by pupils'. To elaborate, Bilash and Tulasiewicz later specified four areas pertaining to development of the curriculum of language study:

KAL/LA is a syllabus of (1) content about language; (2) language skills; (3) attitudinal education; and (4) metacognitive opportunities to reflect on the processes of language acquisition, learning and language use, all designed to be completely integrated into existing subject areas and taught in student-centred classrooms according to student readiness. Related to language education is "LA as an educational practice". According to Tulasiewicz & Adams LA means 'a more informed understanding of the ways languages work' which can be developed and engendered in the school curriculum. A broader, humanistic scope of LA as multilingual education is captured in the following quote:

Language Awareness becomes a tool where language learning includes the study of the phenomenon of language itself and an interest in the cultures associated with the languages being studied ... such study is enhanced by using the students' language as a language resource, a teaching recognised and practised in multicultural and multilingual classrooms.' [6:33]

That LA is a study of language itself and a culturally-laden element appears to address all the issues pertaining to language phenomena, language experience and use, competence and performance, language learning and teaching, the role of language in a pluralistic socio-cultural context. With this comprehensive and sophisticated view, LA is no longer' a tool' but a language education:

Language Awareness represents language education which makes us aware of the language around us and enables us to become articulate and critical in terms of language. This means efficient use of language which is clear about its purpose and the ability critically to assess the language of others for its intentions Critical is taken to mean being constructively and openly critical in all communication exchanges so as to enable Language Awareness to be used in intercultural education.' [6:35]

LA as language education is aimed at fostering learners' ability:

- 1) to use language efficiently and purposefully;
- 2) to critically assess language use;

3) to appreciate other languages and their users in multicultural and multilingual communities.

The principles underlying this threefold focus are oriented towards cognitive, intellectual and affective growth of learners.

All in all, LA is intrinsically a language education which involves the study of language as an entity in its own right, as well as every aspect of language related to human life.

LA as a methodology has been advanced by Wright and Bolitho, Borg, and Gnutzmann focusing on LA in language teacher education. Wright and Bolitho [62: 299-300] view LA as 'a methodology with which to explore language and language use, and its connections with and implications for classroom practice'. Their methodological framework of LA activities, targeted at ELT teachers and teacher trainers, is built on the fundamental knowledge about language (KAL) of the teaching profession, which is crucial yet often underdeveloped. LA work sensitizes teachers to linguistic phenomena and inspires their inquiry into language, 'by exploring language, by reflecting on discoveries and previous knowledge, by seeing language in different ways'. With the conviction that only a linguistically-aware teacher can enhance language learning, Wright and Bolitho promote LA with a top-down approach: first experimenting possibilities of LA activities and demonstrating them for teachers, then inducing principles of their design, and eventually equipping teachers with the necessary expertise and an expanded and enriched knowledge base to apply LA work in their language classrooms.

Derived from Wright's and Bolitho's [63] views, Borg [13:62] looks into the principles underlying LA as methodology in foreign language teaching. Different

from the general understanding of LA as a concept, his view gives insights into the characteristics of both LA methodology and LA-oriented teacher training. His central claim is again the importance of exploration of the ever-changing language, stating that 'learning about language- is the on-going investigation of a dynamic phenomenon'. He depicts how 'discovery-oriented tasks which are both affectively

and cognitively motivating' can foster learners' explicit understanding of language and an awareness of their own learning.

The main features of his LA methodology include:

- 1) 'learning about language as an on-going investigation of a dynamic phenomenon';
- 2) 'talking about the language' as the indispensable means of learning a language;
- 3) 'learner-centred exploration and discovery' as the most effective process;
- 4) learners' affective and cognitive engagement for effective awareness-raising;
- 5) development of learners' 'knowledge about language' and 'skills for continuous autonomous learning'.

In his later attempt to promote collaboration between language educators and linguists, Borg [13:120] reiterates LA as 'a pedagogical tool - a methodology in the sense of a set of processes through which learning about language can be promoted'. The underlying linguistic, educational and psychological principles are predominantly classroom-oriented, justifying the need for LA as a pedagogical approach and highlighting some characteristics of LA-oriented teaching.

Borg identifies the following defining features of LA as a methodology:

- 1) LA enables learners to perceive language meaningfully by evaluating their preconceptions about language;
- 2) LA allows learners to use language accurately and creatively for self-expression and social interactions, by incorporating cognitive and humanistic views of language and language learning, and by making learning about language motivating and cognitively challenging;
- 3) LA makes language study interactive by encouraging learners' investigation into language and sharing their findings;
- 4) LA fosters learners' examination of their own understandings of language by encouraging them to analyze language data and to test and revise their hypotheses continually;
- 5) the multi-dimensional LA work, embracing every aspect of language - morphology, phonology, semantics, syntax, etc. - permits language analysis from a

multitude of perspectives;

6) LA fosters learners' personal attachment to and ownership of their work by actively engaging them in exploring language;

7) LA develops learners' skills for continued autonomous learning by giving them access to resources for language study.

In a review of effective LA as a methodology in teacher training, Borg lists the demands of LA from language teachers in order to become effective in teaching. Borg firstly refers to the need of teachers themselves to be linguistically aware of the teaching content. In order to achieve this, teachers should develop skills that will convey the understanding of subject matter into classroom practice. Lastly, Borg's summary of what LA demands from teachers. The table below identifies the foundation for identifying content relevant to LA-oriented training:

Diagram 1.2 Range of demands of Language Awareness

Awareness of Language

- Grammar
- Phonology
- Lexis
- Discourse

Awareness of Learning

- Theories of learning
- Learner-centredness
- Collaborative learning
- Autonomous learning

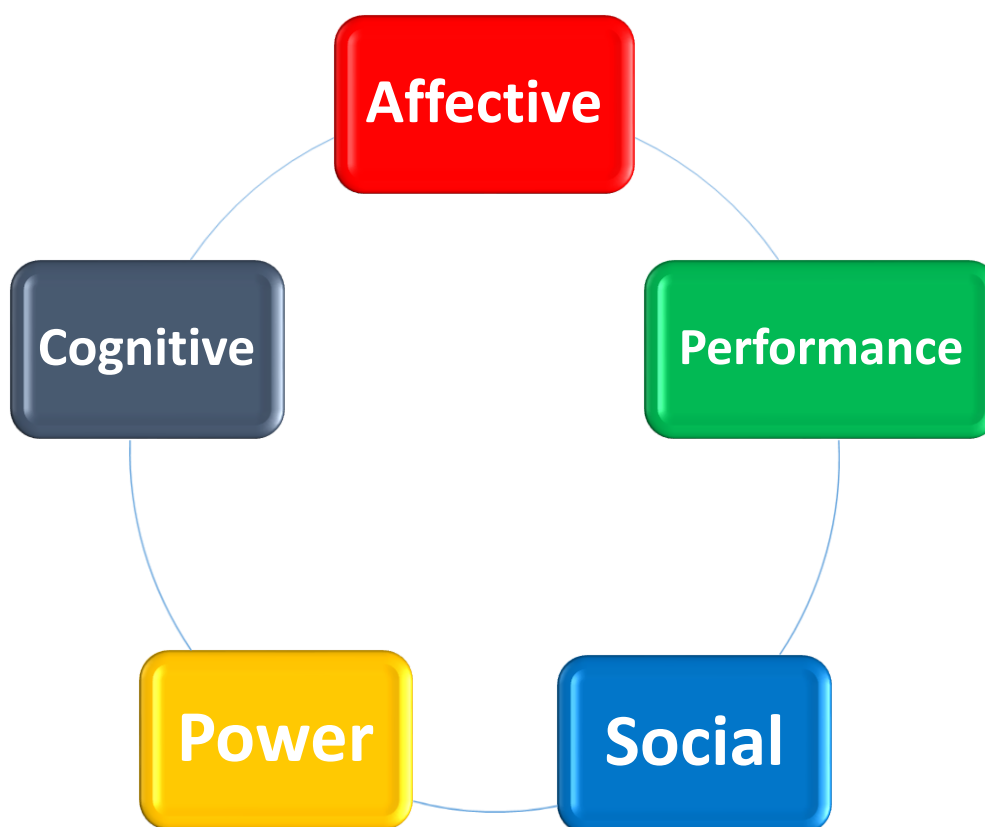
Awareness of Teaching

- Language analysis
- Task design
- Managing interactive learning
- Accepting notions of :
- Language as an object of study
- Teachers as facilitators
- Teaching as learning

James & Garrett [35], both lecturers in Linguistics at the University of Wales, describe the holistic concept of language awareness in Language Awareness in the Classroom where they divide the concept of LA into five

different domains, which are: The affective, social, power, cognitive and performance domain (Diagram 1.2).

Diagram 1.3 Five Domains in Language Awareness concept



Firstly, the affective domain, which also could be discerned from the definitions of ALA deals with the relationship between the learner's feelings and mental thinking. From this perspective, the language awareness approach seeks to consider the learner's entire person by encouraging him/her to contribute experiences and personal relevance in the learning process. The affective domain also includes the feeling of knowing in language learning contexts.

Secondly, the social domain looks at the consequences of our globalizing society where problems often arise from ethnic diversities, due to cultural and linguistic frictions. A way of tackling these problems, through a language

awareness approach, is to see the cognitive and cultural benefits of multilingual classrooms.

In the Power domain, James and Garrett look at the language as an instrument of manipulation and refer as such to the term conscientisation, formulated by the social engineer Freire. This term, quoted in James & Garrett [35:14] involves alerting people to the hidden meanings, tacit assumptions and rhetorical traps laid by those who traditionally have most access to the media for verbal communication. These may be governments, bureaucracies, the Church, commerce, or, worst of all, unscrupulous individuals. The Power domain of language awareness is habitually called Critical Language Awareness (CLA), which normally is a term in literature and deals with for example the reader/writer relationship and interpersonal meanings. However, concerning language awareness and the abovementioned power domain, CLA underlines for example that communication performances in learning contexts could include discussions how language attitudes and values are formed socially and politically and how minority languages and their speakers are represented. For example, in the classroom it could involve that pupils discuss what kinds of cultural representations that are presented in the textbooks in order to see if and why there are any minority cultures that are excluded or majority cultures that are overrepresented.

As previously been mentioned and what James & Garrett also make an account for, the cognitive domain deals with the relation between language and thought where metalinguistic awareness, reflection and analysis are highlighted. James & Garrett also bring up learner's reflection in his/her own learning process. Finally, the performance domain deals with language in use, communication strategies and the activity of talking about language with a more or less formal metalanguage. (See Table 1.2).

Table 1.1 Specifications of the five domains of Language Awareness

Domains of LA	Specifications of the domains
Affective	<ul style="list-style-type: none"> • forming attitudes, awakening and developing attention, sensitivity, curiosity, interest and aesthetic response
Social	<ul style="list-style-type: none"> • fostering better relations between all ethnic groups by arousing pupils' awareness of the origins and characteristics of their own language and dialect and their place in the wider map of languages and dialects used in the world beyond • fostering linguistic tolerance by laying systematic stress upon the regularity of usages • fostering social harmonization through understanding of language variety
Power	<ul style="list-style-type: none"> • being aware of the use of language as an instrument of manipulation • alerting pupils to the mendacity of language deceit / linguistic beguilement and developing pupils' sensitivity to further such encounters
Cognitive	<ul style="list-style-type: none"> • developing awareness of pattern, contrast, system, units, categories, rules of language in use and developing the ability to reflect upon them • talking about language(s) as legitimate objects of study • getting pupils aware of the forms and functions of language to help them function intellectually • getting pupils to make overt comparisons between languages they know, so that they see the general principles of language structure and use through a coherent and consistent approach • developing-pupils' metacognitive strategies through language analysis
Performance	<ul style="list-style-type: none"> • A contentious issue: whether knowing about language

	improves one's performance or command of the language
--	---

Language awareness does not use the same traditional techniques used to teach grammar that one finds in structural grammar books. The differences between language awareness and traditional grammar teaching were summarized by Bourke [13:14-15] as follows:

- LA differs fundamentally from the repertoire of structures and functions found in an itemized syllabus. LA is the sum of the enabling strategies one uses to get a handle on the language system. It employs cognitive strategies, such as noticing, hypothesis testing, problem-solving, and restructuring.
- LA is not the same thing as practice. It is about input processing, noticing certain patterns or relationships, discovering rules and noticing the differences between current interlanguage and the target language system and as a result subconsciously restructuring ones still evolving grammar system. As Schmidt says, noticing is the necessary and sufficient condition for the conversion of input into intake.
- Whereas traditional grammar was a group of classes, LA is a grammar of meanings, functions, and form-function mapping.
- LA is multi-faceted. It goes beyond the raising of grammatical consciousness to include all linguistic components - vocabulary, morphology, phonology, and discourse.
- The aim of LA is to develop in learners an awareness of and sensitivity to form, and not just to learn a long list of grammatical items. According to Schmidt, there can be learning without intention, but there can be no learning without attention.

LA is data-driven. Learners are not told the rule, but are given a set of data from which they infer the rule or generalization on their own way. They check their tentative rule against other sets of data and then see if it still holds in a number of contexts of use.

CHAPTER II

METHODOLOGY OF THE INVESTIGATION

2.1 Research methodology

Numerous curriculum reforms are currently taking place across the world and they all have in common that they are close-fitted with (changes in) modern society and that they aim to equip students with the knowledge, skills and attitudes necessary for their academic performance and their post-academic professional development. In light of these changes, language curricula are also being adapted to meet the challenges of today's rapidly changing society. Similar to reforms in other international contexts, language awareness has gained renewed interest and given a central role in shaping new foreign language curricula. In this study, we will explore a language awareness approach in the context of teaching English as EFL.

As teachers play a significant role in the actual implementation and success of a new approach, it is important to investigate their practices with regard to such an approach. The success of curriculum reforms often depends on the compatibility with the existing educational context and the amount of support teachers receive to implement such an approach. Furthermore, teachers' understanding of the new approach constitutes a key aspect to successful change. In this study, we will therefore explore teachers' self-reported teaching practices to investigate whether, and if so, how and to what extent, language awareness is present in the current EFL classroom in Karakalpakstan.

In order to advance students' thinking and learning within a particular school subject, a better understanding of how teachers (could) implement and stimulate such thinking skills in the domain-specific context of their everyday teaching is

needed. Thinking skills involve processes such as interpreting, analyzing, formulating thoughts, reasoning, evaluating and making decisions. As such, these skills also play an essential role in the language learning process. Recent research places increased emphasis on the development of thinking skills in foreign language education. Such skills can support students' language development by helping them to communicate in the foreign language and provide opportunities to creatively use the language. At the same time, they can facilitate the learning process by drawing inferences, considering other perspectives, reflecting on links between languages and the student's language learning process. These skills take center stage in a language awareness approach which aims to stimulate students' thinking about language.

Language awareness, defined as 'explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use', is an approach that 'attempts to develop learners' explicit understanding of language as well as an awareness of their own learning by involving them in discovery-oriented tasks' [13:70]. By doing so, a language awareness approach can contribute to the development of students' thinking skills within the foreign language subjects, can support students in gaining insight into their own language learning process, and help them connect the various aspects of language learning.

Language awareness covers a wide spectrum of fields, including cognitive, social, power, affective and performance domains. Two of these domains, the cognitive and the social domain, appear to dominate language awareness research. More recently, however, the scope of language awareness has been widened to the social domain, including a focus on multilingualism, linguistic and cultural diversity, and citizenship. Topics fitting in with these domains and frequently concerned in language awareness research include the four language skills, language structure (grammar, vocabulary) and language varieties.

Language awareness is operationalized by domain-specific processes such as analyzing and reflecting on forms and functions of language, applying new insights

and knowledge to new languages, sharing perceptions about language and discussing (other students') ideas.

Svalberg has named such processes 'engagement with language'. Whether engagement occurs in classroom practice is largely determined by the level of teacher language awareness. In other words, the implementation of language awareness in the classroom depends on the teacher's ability to provide instruction that engages and supports students in their language learning process and to recognise possibilities to generate discussion about language. It is for this reason that this study examines teachers' self-reported language awareness practices.

Successful language awareness practices can be identified by several instructional components, the most important of which include talking (analytically) about language, verbalising ideas, engaging students, involving them in student-centred discovery and exploration, and autonomous learning. These instructional components can roughly be divided into a situational and an operational category. Situational awareness-raising components describe the learning environment in which a teaching practice is situated. An awareness raising learning environment includes aspects such as authentic contexts, facilitating student-centred discovery and exploration, autonomous learning, and student engagement. Its counterpart, a non-awareness raising learning environment, includes teacher-centred instruction, focuses mostly on the outcome and often includes working with typical coursebook exercises. In this study, an awareness-raising learning environment is labelled as 'student-centred', and a non-awareness-raising learning environment as 'teacher-centred'. Operational awareness raising components describe the process of talking about language, also called 'languaging'. Languaging is defined as 'the process of making meaning and shaping knowledge and experience through language' [56:156] that is by talking (analytically) about languages, verbalising thoughts, and through interaction and discussion. In this study, languaging is marked as 'present' for awareness-raising instruction and as 'absent' for non-awareness-raising instruction.

The success of curriculum innovations largely depends on teachers' beliefs about a particular topic, language awareness appears to be a broad field 'allowing for considerable flexibility' [35:20] and covering a wide range of topics. This is why it is not only important to explore what teachers know and believe in relation to the topic of language awareness, but also find out how their beliefs might affect the inclusion of language awareness in foreign language education. To our knowledge, only a few studies have addressed teachers' beliefs in relation to language awareness, but these studies examined beliefs with a narrower focus and intercultural competence, rather than beliefs about language awareness as an approach. In a broader perspective, studies on teachers' beliefs have also reflected on educational values and difficulties with communicative language teaching as a curriculum innovation. An in-depth analysis of teachers' beliefs about language awareness as a concept, however, has not yet been carried out. Research has shown that the construct of teacher beliefs is broad and that definitions of beliefs vary considerably. In the context of language education, teacher beliefs are often described as a proposition held by a teacher which is true for that particular teacher, while s/he also recognises that alternative beliefs may be held by other teachers.

In this study, we will follow the given descriptions as:

- 1) referring to ideas which are considered to be subjectively true for a particular individual,
- 2) having cognitive and affective dimensions,
- 3) being stable and only likely to change because of relevant experiences,
- 4) influencing teachers' engagement with practice.

Another reason why it is particularly important to identify teachers' beliefs in relation to the topic of language awareness is that teachers' beliefs might be difficult to change. Recognizing those beliefs that require extra attention might help to successfully include this approach in foreign language education. With different teachers possibly holding different beliefs, it is useful to understand if and if so, how these beliefs differ. Teachers' beliefs are therefore central to this study

to help indicate the possible challenges related to the inclusion of language awareness in teaching practices.

A qualitative, exploratory, multiple-case study approach was adopted, on the one hand, to collect multiple perspectives on the topic under investigation and, on the other, to capture the complexity of teachers' beliefs. Post-lesson observation interviews were used for data collection. A coding scheme was developed to analyse the interviews. Finally, the various cases were compared in order to explore differences and similarities in teachers' beliefs.

This study reports on teachers' self-reported teaching practices aimed at stimulating students' language awareness. It investigates whether, and to what extent, awareness-raising practices are currently implemented in the teaching of English as a foreign language (EFL), how these practices can be characterized when taking into account awareness-raising instructional components, and how awareness-raising practices can be developed and further integrated into foreign language education. In a semi-structured interview, ten teachers were asked to provide examples of teaching practices which they believed stimulated students' awareness of language. Analysis of teaching practices revealed that approximately half of all self-reported practices could be characterized as awareness-raising. These practices often integrated multiple topics, included authentic contexts, back-and-forth interaction and provided students with the opportunity to reflect on their own and other students' language difficulties. At the same time, numerous practices which were reported as awareness-raising could not yet be characterized as such, indicating that teachers' notion of what constitutes an awareness-raising practice may be incomplete.

Nevertheless, these practices provide interesting leads for awareness-raising opportunities. In sum, analysis of practices presents a valuable opportunity for teachers to discuss their notion of awareness-raising practices. In addition, such analysis could support teachers in adjusting their own teaching practices. A qualitative, interpretive approach was chosen to collect and analyze teachers' self-reported practices. This approach was chosen because it seeks to understand a

phenomenon from an individual's perspective and best facilitates the construction of an in-depth understanding of teachers' everyday classroom practices. Self-reported teaching practices were collected by means of a semi-structured interview. By collecting qualitative self-reported practices, we aimed to elicit examples that arose directly from teachers' own teaching context and were linked to their personal experiences.

2.1 An Overview of the Procedure

In the part of Data Analysis we pointed out the analysis of all selected data basically the results of research methods we have used during the investigation. This study was conducted in the context of higher education in Karakalpakstan. The participants of the survey are MA students who have been working in higher establishments.

Table 2.1 Overview of teacher characteristics

No	Teacher	Age	Teaching experience (in years)
1	Venera	32	5
2	Bibiruza	29	5
3	Khurliman	28	4
4	Mirkabil	26	3
5	Musa	25	2
6	Aysulu	24	4
7	Dilnura	24	2
8	Mekhriban	24	1

Data were collected through a semi-structured interview that built on class observation. Each teacher was observed teaching one EFL class in order to gain a better understanding of their teaching and to create a point of reference during the interview. Notes on awareness raising occurrences or opportunities taking place in the classroom were reported during each observation and, if applicable, were referred to during the interview, for example to encourage teachers to elaborate more on what they find important or to stimulate teachers to further explain.

The interview began with basic questions of teachers' backgrounds, including years of teaching, possible specialization, the grades that have been

taught and the current grade. The first actual section of questions aimed to find out what kind of support pupils need to develop their language skills and what kind of methods the teachers have used to succeed. In addition, the teachers were asked about their material use and how they view, for example textbooks, from the language learning perspective. The questions aimed to guide the participant to give practical examples of language aware practices they use in classroom.

The aim of the study is to learn how teachers conceptualize language awareness (declarative knowledge) and how they practice language awareness in the classroom (procedural knowledge). The precise formulation of the research question was developed in response to the teachers' contributions to the study (i.e. the data) but that data was generated because of initial interest towards concept of language awareness. Gathering different types of data was intended to provide a broad overview of the declarative and procedural knowledge of teachers, as well as present the key features of teacher language awareness in Karakalpakstan.

We focus on the practice of classroom teachers as it is in teachers' practice that understanding and awareness of pedagogical considerations come to life. The questions aim to explain this question from different perspectives.

Interview questions:

1. What kind of approaches, methods and techniques you mostly use? Why?
2. What does Language Awareness mean to you?
3. How do you visualize Language Awareness in your own teaching process?

The questionnaire taken from teachers involves five items that are based on classroom observation:

1. task
2. material
3. teacher's role
4. student's role
5. assessment

The results demonstrate how effective the lessons will be, in what extent teachers are aware of their students' level, needs and interests and how learners acquire and produce the language.

From the replies of the participants it is clear that they choose the teaching methods in accordance with the level, needs and interests of the learners and the type of language skill and language system in the lesson.

Mekhriban mentioned that she uses Presentation Practice and Production method (PPP), because in a PPP lesson there are 3 stages: 1st the teacher presents the target language; then, students practice the new language items; and finally they use their own ideas to talk about themselves. Besides, she chooses direct method as this method is based on the direct involvement of the student when speaking and listening. Consequently, there is a lot of interaction without translation.

Aysulu conducts her lessons focusing on Direct method, communicative method and inductive method if she teaches grammar.

Venera said: "Communicative approach- as a teacher, my responsibility is to give the students as much opportunity to give and receive meaningful communication as possible. Sometimes I use grammar translation method. Besides I use the most effective, tried and tested methods: brainstorming and debates. A debate helps learners to inspire their imagination, be creative and knowledgeable as well".

Dilnura explained that interactive methods are aimed at a broader interaction of students not only with the teacher, but also with each other, as well as increasing the activity of students in the learning process. There is a wide variety of interactive methods to teaching foreign languages, as warming-up activities (creation of communicative atmosphere); working in small groups; discussion of issues and problems of current importance; educational games (role games, imitations, business games, etc.); project methodology; using of audio and video materials intended for real communication, etc. These are some examples of interactive methods that can be used by teachers in foreign language classroom.

From the responses it is clear that teachers choose the approaches in accordance with the curriculum and courses, the selection of the methods based on the topic, aim of the lesson, students' age, level, needs and interests, and techniques focus on the types of the tasks and activities. All the teachers utilize relevant approaches, effective methods and suitable techniques which help teachers achieve the aim of the lesson, conduct effective lessons, improve learners' language skills and language system, increase learners' motivation, raise their awareness, get high results, involve all the learners during the lesson.

The relevant utilization of the methods can be seen in every teachers' responses. Interactive methods are selected by every teacher who prefers student-centered classes in which students play main role and have more chance to learn independently and practice the language. The selected techniques are various in number and their impact on learners' motivation, awareness, task-fulfilment, language production is valuable.

What is important to highlight is that teachers know the significance and peculiarities of approaches, methods and techniques and aware of selecting appropriate approach, relevant method, effective techniques to obtain productive procedure, get high results, raise learners' language awareness and motivation.

Responses to the second question indicate that teachers have own understanding about language awareness and explained its importance in teaching and learning the language. Teachers hold a wide range of beliefs about language awareness. Teachers were interviewed to describe the beliefs held by teachers about language awareness in relation to their everyday teaching practices. The majority of teachers' beliefs about language awareness could be characterized as falling within the cognitive domain, and all individual teachers made reference to the cognitive domain when elaborating on their beliefs about language awareness. References to grammatical aspects, gaining insight into language as a system, and understanding the structure of the language to be learnt were evaluated as beliefs fitting within the cognitive domain. The following definition by Dilnura is an example of a belief characterized as fitting within the cognitive domain:

“It is the knowledge of how well people know and understand about one language”.

Musa noted that “Language Awareness is having enough ability to do tasks, communication and understandings in Foreign Language.”

In addition to cognitive reflection, many beliefs were related to the performance domain. Reading and writing were frequently mentioned skills in relation to language awareness, with writing being part Venera’s belief about language awareness:

“For me, it is a mixture of a content about language and language skills. More broadly, it is the state or quality of being aware of something.”

The dimension of performance domain was referred by most teachers as Aysulu pointed out that “To be able to receive and understand the language and also to produce it in oral or written speech”.

Bibiruza replied: To be able to speak, write, read and think in that language without any difficulties.

Mehhriban’s response demonstrates the affective domain of Language Awareness: “Being language aware means you understand the possible challenges that language presents to learning.”

Teachers’ beliefs fitting in with the social and power domain were less prominent. It appeared from the results that sociocultural matters were less often associated with language awareness. Beliefs fitting the social domain were brought up once and highlighted multilingualism, multiculturalism and immigration. Mirkabil explained that the language you speak influences your thinking and influences your behaviour, so then the whole cultural aspect follows as well.

Khurliman ties in the social with the affective domain by relating language awareness to students’ lifeworld and in doing so, aiming to motivate them:

Language awareness is curiosity. And I think students should realize that language is very broad, that is what they should realize. Actually, the fact that language plays a role in all school subjects and in all aspects in life. And for me it would be really nice if they develop a certain curiosity towards languages.

Overall, then, teachers' interpretations of language awareness resulted in a wide variety of beliefs. The examples revealed that teachers pay attention to students' thinking about language and that they do so in a diverse and varied manner. The cognitive and performance domains of language awareness were most prominently reflected in teachers' beliefs. The affective, social and power domain were referred to less often.

We focus on the practice of classroom teachers as it is in teachers' practice that understanding and awareness of pedagogical considerations come to life.

Third question demonstrates that how teachers involve Language Awareness in their teaching process, to what extent it is important for them, how they improve learners' language awareness.

Venera: "Using many activities that can be done as class to help students increase their own language awareness."

Mekhriban: "These challenges might arise because a student is learning a subject through an additional language or it might be the first time a student has come across certain vocabulary or structures in their first language. A teacher who is 'language aware' understands why students face these difficulties and what they can do to support students."

Dilnura: "Providing students with qualitative knowledge, engaging students in learning more."

Aysulu: "Language awareness is the ability of perceiving and using language."

Musa: "I conduct the lessons with visual aids and authentic materials"

Mirkabil: "I pay attention to how well my students speak and write in L2 in my classes and to what extent they express their opinions."

Bibiruza: "Language Awareness activities are important in teaching process as they help to raise learners' language skills and I normally use various kind of awareness raising activities."

The replies prove that each teacher has own method of teaching and has individual understanding about Language Awareness, selection of activities and materials which are significant for raising learners' language awareness.

Through taking an interview we aimed to deepen the understanding of language awareness in the context of EFL education, to achieve a better insight into teachers' beliefs about language awareness and the differences within these beliefs, and to facilitate the discussion about the implementation of language awareness in (foreign) language curricula. From the responses of the participants it is clear that language awareness is not perceived as a uniform concept with a shared understanding among teacher. Another finding is that the cognitive and performance domain were most prominently reflected in teachers' beliefs. The recurring references to these domains can probably be explained by taking into consideration the communicative language teaching approach and the EFL curriculum, in which grammar and the development of the four language skills receive much attention.

In addition to analysing teachers' beliefs in relation to the five domains of language awareness, we analysed the differences in teachers' beliefs about language awareness. Such a dialogue could support teachers in developing a better understanding of their own and other teachers' beliefs about language awareness, help teachers and schools find out how language awareness fits best within the existing EFL curricula, and support teacher educators in drawing attention to these areas that require extra attention in pre- and in-teacher training.

Furthermore, this study indicates that language awareness is not a one-size-fits-all approach. We would argue that in order to make language awareness workable in EFL education, the approach requires closer inspection by and with teachers. It is important to realize that teachers may hold a wide variety of beliefs about language awareness, based on their own experiences and classroom practices. Hence, mapping teachers' beliefs about language awareness is essential to facilitate the practical implementation of such an approach.

2.3 Language Awareness from Teacher's Perspective

Second survey that we have included in our paper is questionnaire which help to identify teaching process especially the task varieties, used materials, assessment, teacher's and student's role. From the given responses we have known that teachers pay great attention to the learners' language awareness by designing awareness raising activities, using appropriate methods and techniques, focusing on student-centered classes, motivating with positive feedback and evaluation.

Teachers should be able to see and understand what is happening with the language in their classrooms. Teacher's personal understanding of language is one of the keys for successful teaching and has an effect on everything that occurs in the classroom. It is important that teachers become aware of how they use language to communicate in classrooms, how language affects learning and what the pupils need in terms of language learning and use.

A language aware teacher is able to 'filter' in 'real time' and react spontaneously and constructively to the language content issues arising in the classroom. The careful preparation of the lesson is not always enough to help the teacher meet the challenges that may occur during the lessons and spontaneous actions are needed as well. Teachers need to have awareness and knowledge of the language in general and consider their own beliefs about language and to be able to intentionally use this as part of their pedagogical practice.

One of the main aims of the teacher is to select the appropriate task for learners including all the necessities as learners' needs, interests, level, the aim of the lesson, objectives of the theme, social, educational and cultural connections and impacts.

The selection of the task types highly depends on the teacher: how she/he can focus on audience, to what extent knows the language, if he/she sets goals and gets results, knows what kind of methods and techniques need to be used, has assessment criteria, builds inspired, friendly, motivated and learner-centered atmosphere.

The questionnaire consists of five items, which are highly connected with the importance and implementation of language awareness, that precisely describe teacher language awareness in the teaching process and learners' attitude to the language learning. The first item is type of the task which is done during the lesson and its effectiveness for learning and teaching the language.

Table 2.2 The task varieties

Teacher	Type of the task
Venera	Mainly according to the text books and topics. But if I find one of them not appropriate I'll try to take from other sources. For example: matching, true/false statements, multiple choice questions
Bibiruza	Games, role-plays, interviews,
Khurliman	Mostly I pay attention to the independent tasks as project works, essay writing which help to improve learners' awareness and critical thinking
Mirkabil	Matching, filling in the gaps, multiple choice, heading
Musa	Communicative tasks, student-centered and in writing written tasks in group or individual, type: writing composition, paragraph and full essays
Aysulu	Try to focus on all skills
Dilnura	Paraphrasing texts, summary completion, completing table, true, false not given, yes, no, not given activities, matching paragraphs etc .
Mekhriban	Discussion, Gap-fill, Matching, Labelling

The types of the tasks are variety in number. Venera mentioned that she chooses the task in accordance with the topic and justified various task types which are effective in teaching and productive in learning. Aysulu tried to integrate all the language skills which is significant in raising language awareness and knowledge. Mirkabil, Mekhriban and Dilnura specified and paid their attention to the reading task and it helps to improve reading skill which gather necessary knowledge for productive skills as writing and speaking. Musa demonstrated that he focuses on

writing skill that most learners face with some difficulties in writing. Bibiruz and Khurliman focused on productive skills writing and speaking.

The selection of the tasks is highly connected with the courses they conduct at the institute as Musa teaches writing courses and his preferable task types are devoted to this course. Aysulu has courses on Integrated Skills and she tries to include all the language skills that need to be integrated.

From the justifications it is clear that teachers choose the task type according to the course they are conducting and the objectives of the lesson.

Second item on the questionnaire is about the materials that teachers use during the lessons. The impact of Teacher Language Awareness is present, if the teacher acts as a bridge, connecting the language content of the learners and the materials. The teacher should aim to make the key features of the grammar field noticeable for the learners. However, if the teacher does little or nothing to make their pupils pay attention to the key features of the grammar, the impact of Teacher Language Awareness is not present. A Language aware teacher acknowledges that there might be inaccuracies or misconceptions in materials when 'filtering' the content to pupils. Teacher language awareness determines the extent to which a teacher is able to critically analyse materials, to locate potential places that might lead to confusion and to take whatever action to ensure language input in the materials is made available and comprehensible in order to reduce the risk of forming incorrect interpretations. Different textbooks have different ways to handle the subject contents along with the language contents. The way in which textbooks present the language content is likely to influence the way teachers conceptualise the possibilities of handling the language content during their lessons. The longer the teacher works with the same textbook, the greater the influence of that book will be. In addition, the continuous development of teacher's language awareness is affected by the way textbooks present the language. However, in her article Aalto states that a teacher should be able to define the key content from the material and have the focus on the ways a pupil can reach and understand the content by reading the textbook. The teacher should provide pupils

with the tools with he/she is able to recognize the kind of language that is used to explain the key contents in writing and verbally. In conclusion, a LA teacher has to engage with the content of learning in published materials in a language aware manner rather than leaving all content-related responsibility to the textbook, even though the materials have been carefully designed and structured. Good guidance through the material leads pupils to present and produce the information in a manner that is typical for the subject that is studied.

The types of texts and the interaction around them affect what kinds of readers and writers, pupils become. Teachers should provide pupils with a variety of texts and language models which enable to enrich the pupils' language identity and enlarge the perspectives for language. Teachers has a great deal of freedom whether or not to use and/or to which extent they will use the books in their teaching. On the one hand, books have an effect on the content of teaching and socialize the pupils to read and work with texts in a certain way. On the other hand, some teachers may regard published materials as very limited source of information or uninspiring.

Table 2.3 The range of materials

Teacher	Materials
Venera	Textbooks, slides, pictures and internet materials
Bibiruza	Visual aids and textbooks
Khurliman	Authentic materials, realia
Mirkabil	Printed materials, handouts and coursebooks
Musa	Tips of writing with ppt, sample essays
Aysulu	From course books
Dilnura	Handouts, presentation, computer, books, audio, video etc
Mekhriban	Powerpoint presentations, videos, handouts related to the lesson.

On material designing Khurliman feels much responsibility that she actively uses authentic materials which are interesting and productive for learners to acquire the language and become motivated to learn and participate in the lesson. Furthermore, the essence of realia is that learners face with the language in real life as they use it productively in life and produce the language effectively.

Mekhriban, Dilnura and Musa regularly use visual aids, audio and video materials, various handouts and modern technologies. The other teachers mostly use coursebooks which include the necessary materials in gathered form without any searching, selecting from other sources. The advantages of the course books that teachers can find the essential data from one particular source and the most important thing is that teacher should select the suitable one including all necessities.

The third point is student role in Foreign Language education. As an important aspect of TLA teacher should always analyse the language from the perspective of a learner or learning. Filtering the learner output means that the teacher takes the learners' perspective into account as well. The mediation between the learner and the teacher is correct, precise, pitched at the learner's level and structurally accurate. In contrast, the teacher's mediation of learner output can be incorrect and structurally inappropriate, if TLA is not enacted in pedagogical practice. There are various kinds of talk in the classrooms, used for social as well as educational purposes. Most classroom talk is asymmetrical, meaning that the teacher has the more authoritative and powerful role. However, it is important that the learners have chances to use language amongst themselves, to make the best use of it. When learners participate in talk and activities, they start making purposes and practical categories as their own. In this kind of learning, not only the forms of words and sentences are important, but the meanings and purposes the speech represent. Yet, the teachers hold an important role in 'filtering' the written and spoken contributions of learners. The way the teachers behave in the lessons, is central to how pupils will approach learning and thus, what they learn.

Teachers have the complex task of developing the range of literacies that the pupils from diverse backgrounds need in order to effectively learn in curriculum areas. The first step for of teaching any subject is to find out what the learners' existing knowledge of the area is, as well as their own interests or outside institute experiences of the topic. The teacher as an expert then scaffolds these learning experiences and makes the pupils aware of his or her understanding of the task and how it can be connected to other aspects of learning. Scaffolding is a process, where

the pupil's entry to knowledge is made easy by setting up the situation, preparing the way for child to manage the task or content on his or her own. In the study of Pöyhönen & Saario it was found that in order for the learners to understand instructions of a task, it was not enough that the learners only know what separate concepts mean. The learners also needed to grasp the meaning of the instruction, scaffold their previous knowledge and connect it with information from the textbook. Furthermore, in this example, pupils also needed to write their answers in the notebooks and then after, when going through the task together with the class, they needed to discuss their answers. The teacher's role here is to act as an authoritative, but not authoritarian, manager of pupil's learning, filtering the learner output.

The sociocultural perspective on language views the work of the teachers as creating and supporting the classroom communities, where the learners joined in collaborative situations learn new. The embracing foundation of teacher's work, from a sociocultural perspective, means creating such settings for the learners that they can interact and negotiate through the understanding and concepts of language. Most importantly, the impact is more on the "who the learners are" than in the "what they know". In fact, the relationship with the pupil is the most important tool for teacher. Tactful teachers not only understand that every learner is unique, but that situations within a day are unique as well. Pedagogical thoughtfulness comes from seeing, listening and responding to a particular learner

in these situations. Through the thoughtfulness, tact in the relationship with learners may grow.

Learner-centered classes are effective in teaching process as it gives opportunity for learners develop their language skills, become more autonomous, improve other transferrable skills, acquire the language effectively and produce fluent and accurate language. The following responses indicates learners' role in teaching process.

Table 2.4 The role of student

Teacher	Student's role
Venera	Maintain discipline in the class Complete the assigned work on time Be helpful Be active Focus for learning
Bibiruza	The become active in the lesson
Khurliman	Do peer correction, give feedback
Mirkabil	Do the given task following the task type
Musa	Be active and fulfill the given task on time
Aysulu	Student's role is quite vital for me as i try the to become more independent
Dilnura	Being punctual, attending classes, doing tasks, working on themselves, respecting teachers
Mekhriban	The student generally has to understand the objectives and learning outcomes of a study course. Active participation of the students is required. A student is expected to be involved in interactions with students and teachers alike in any class discussions. In this way a student will go a long

The presented answers justify that teachers prefer the student-centered classes in which lesson is interesting, learners are motivated, language learnt accurately and fluently. Teachers have demonstrated the role of students in task completion and also the duties of learners as a student especially their competence as a student.

In the process of English learning, students are the main body of learning. Students' mastery of basic knowledge of English and their emphasis on learning have the most direct relations with their English learning achievements. In the actual process of learning, if the students lack learning activeness, and learn just for the sake of learning and learning, and even appear resistance for learning English, which will all influence their learning effects without doubt. And all these need the teacher's correct guidance and the student's active cooperation. Therefore, apart from emphasizing the awareness of language learning, teachers should also help students to persevere and have a correct understanding of the importance of language awareness.

The fourth point depicts the teacher's role in task fulfilment and teaching. In the English teaching activities, the teachers are the main body of the teaching, who play the role of the guides and is very important role in the teaching. In the course of teaching, English teachers' own English level has the most direct impact on the quality of teaching, which also affects the cultivation of students' language awareness. In most cases, the teaching process of many teachers is still on the level of imparting knowledge to students just as that in the past. They are only concerned with finishing their teaching tasks, but pay little attention to how to learn, why students learn and how to cultivate their students' language awareness. In the long run, due to the lack of inculcation and guidance of students' English application ability and consciousness, the students' enthusiasm will be gradually eroded, which as a result make the main goal of college English study is for credit.

As a qualified English educator, they should have two language awareness and a good sense of English. Because only when the teachers have the good sense of language, can they create the reasonable teaching atmosphere according to the teaching contents, and can students be exposed to this good atmosphere and use the language awareness to use English and improve their language awareness through practicing. Based on that, we should improve teachers' language awareness from the following three aspects.

First, English teachers should constantly improve their professional knowledge. In addition to English vocabulary and grammar, teachers should have a certain sense of English culture and language. Teachers can improve the teaching quality of English by constantly improving their professional knowledge.

Second, teachers should constantly improve their English communication skills. In the course of English teaching, teachers should be able to communicate effectively with students in English, and can impart their professional knowledge to students to the maximum extent, which enables students to achieve the maximum comprehensible input so as to achieve the purpose of teaching. In practical teaching, if the teachers' communicative ability is weak, it will directly affect the language awareness of the teachers themselves, which will affect the input quality of the students.

Third, raise the consciousness of improving the teaching methods. In the course of actual teaching, teachers should consciously train students' English consciousness and cultivate their sense of language through subtle influences. In teaching, we should discard the traditional "cramming" teaching method. Learning should be based on students, guiding them how to collect data, how to realize the cultural differences between east and west, to carry out effective interaction between teachers and students, and pay equal attention to applying language knowledge teaching and language teaching. In a word, improving the language awareness of teachers can provide more favorable help and source for English teaching.

Teachers are in position to create opportunities for pupils to demonstrate what all different languages and different experiences of language learning have in common, in order for them to receive a holistic view of language and to benefit from the activities that engage them deeper with language. The table demonstrates the teacher's description about the role of teachers in teaching process, task completion, classroom management, assessing, motivating and inspiring to acquire the language.

From the table it is clear that two teachers Venera and Mekhriban widely described the teachers' role in class especially involved most of the essential peculiarities of the teacher. As teacher serves various role in teaching process in accordance with the aim of the subject, objectives of the lesson, level, age, needs, interests of the learners. Taking into consideration all points teachers play different role in teaching process, not only focusing on particular role.

Table 2.5 The role of teacher

Teacher	Teacher's role
Venera	-organizing courses -setting goals and objectives -creating a learning environment -facilitator -evaluating students -controller Sometimes being participant
Bibiruza	To balance the class
Khurliman	To take everything under control
Mirkabil	To check and provide feedback
Musa	Instruct the students
Aysulu	Teacher gives directions and corrects some mistakes

Dilnura	Educating, motivating, encouraging, supporting
Mekhriban	The role of the teacher is in classroom to create; engaging environment inducing creative and innovative ideas of learning. Teacher needs to facilitate brainstorming of new ideas for quenching students' curiosities. The teacher should develop lesson plans which are grounded in desired outcome of attitudes. Teachers are designers of project based assignments through relative thinking.

The last point is assessing learners based on teacher's own criteria and learners' participation for the lesson and task fulfilment. From the table below it is clear the replies of the teachers on how they assess their learners for their participation to the lesson and what kind of points they focus on.

Table 2.6 The assessment criteria

Teacher	Assessment
Venera	I try to assess them according to their creativity, speaking abilities, working with in groups and preparing portfolios. And I use these ways to assess them: <ol style="list-style-type: none"> 1. Oral interview 2. Making presentations 3. Different kinds of tests 4. Role plays 5. Writing samples
Bibiruza	According to the task response and active participation
Khurliman	Learners' attitude to learn
Mirkabil	Formative

Musa	Based on the curriculum
Aysulu	Sometimes i assess individual tasks or group works and how well they can interact in a team as i think it's an important skill too
Dilnura	According to students' knowledge, active participation
Mekhriban	There are three types of assessments : continuous, mid-course and final assessments.

Assessment was held based on the factors as student participation, curriculum criteria, learner's knowledge, task response, learner's skills, transferable skills.

Our results revealed that approximately half of the practices could be characterized as awareness-raising. This seems to indicate that, despite the fact that teachers in this study were familiar with language awareness, their understanding of what constitutes an awareness raising practice is not always adequate. What might underlie our findings is a misconception of what comprises awareness-raising instruction. Therefore, more research into language teachers' (mis)conceptions about awareness-raising practices is possibly required. Previous research into teacher language awareness identified three roles a foreign language teacher must possess: the language user, language analyst and language teacher.

In this study, we have investigated the role of the language teacher, that is, we looked at the implementation of language awareness in the classroom. Looking at practices that could not yet be categorized as awareness-raising, findings from this study cast doubt on the teacher's role as a language analyst, that is, their ability to understand linguistics rules and systems from a student's perspective. Additionally, the role of the language user, that is, teacher's command of the language, was not taken into account in this study, as all teachers possessed a Master's degree in EFL teaching. As all three roles influence teacher's instructional decisions, more research into the joint nature of these teacher roles in relation to the

implementation of awareness-raising practices may be needed. Furthermore, insufficient knowledge about language and awareness of the language system might influence teacher's confidence and subsequently influence teaching practice. Inadequate understanding of the way language works could result in more teacher-centered practices, whereas a better understanding might lead to more confidence and more interactive and student-centered practices.

The implementation of awareness-raising practices seems to fit in with a general trend in education which aims to prepare students with thinking skills necessary for their academic and professional future. Our findings indicate that awareness raising practices offer the opportunity for students to analyse language, formulate thoughts and reason about ideas, and in doing so, a language awareness approach could be a domain specific interpretation of thinking skills development in (foreign) language education. More research into actual student learning as a result of such awareness-raising practices would be necessary to reveal its effect. In addition, this study reveals that curriculum reform in general, and, more specifically, a foreign language curriculum, does not imply that such practices are not yet present in current teaching practices. This may help teachers to realize they (unconsciously) engage with such practices already and could focus on those aspects that need further development.

The present study investigated teachers' self-reported teaching practices aimed at stimulating students' language awareness. The purpose of examining teaching practices was not to look for best practices, but to investigate whether such practices are currently present and how teachers, who profess to familiarity with language awareness, integrate such an approach in their teaching practices. Our findings indicate that awareness-raising practices are, at present, integrated in almost half of the practices investigated. However, more than half of the practices examined in this study could not, or only partly, be labelled as awareness-raising. Changes to

learning environment and/or languaging components could modify non-awareness-raising practices into an awareness-raising direction.

CHAPTER III

THE IMPLEMENTATION OF LANGUAGE AWARENESS IN EFL CLASSES

3.1 A Survey on Student Language Awareness

The participants in this part of the research are students. These students were selected on the basis of having been taught by the teachers selected in questionnaire. This means that they are all in the first year of high school. Ninety students have taken part in the research by doing an activity. In order to identify students' language awareness we have designed an activity based on grammar and vocabulary. Students have done the task via telegram group which is convenient to do and check. A grammar activity is designed taking into account the level of the students and also it helps to increase and assess learners' language awareness including form, function and meaning of the language.

Grammar Activity

Find participles from the given paragraph and identify the function of these participles in sequenced order.

Jack is an intelligent and optimistic student. He often visits fascinating exhibitions. Swimming is his favorite sport. He enjoys playing the piano.

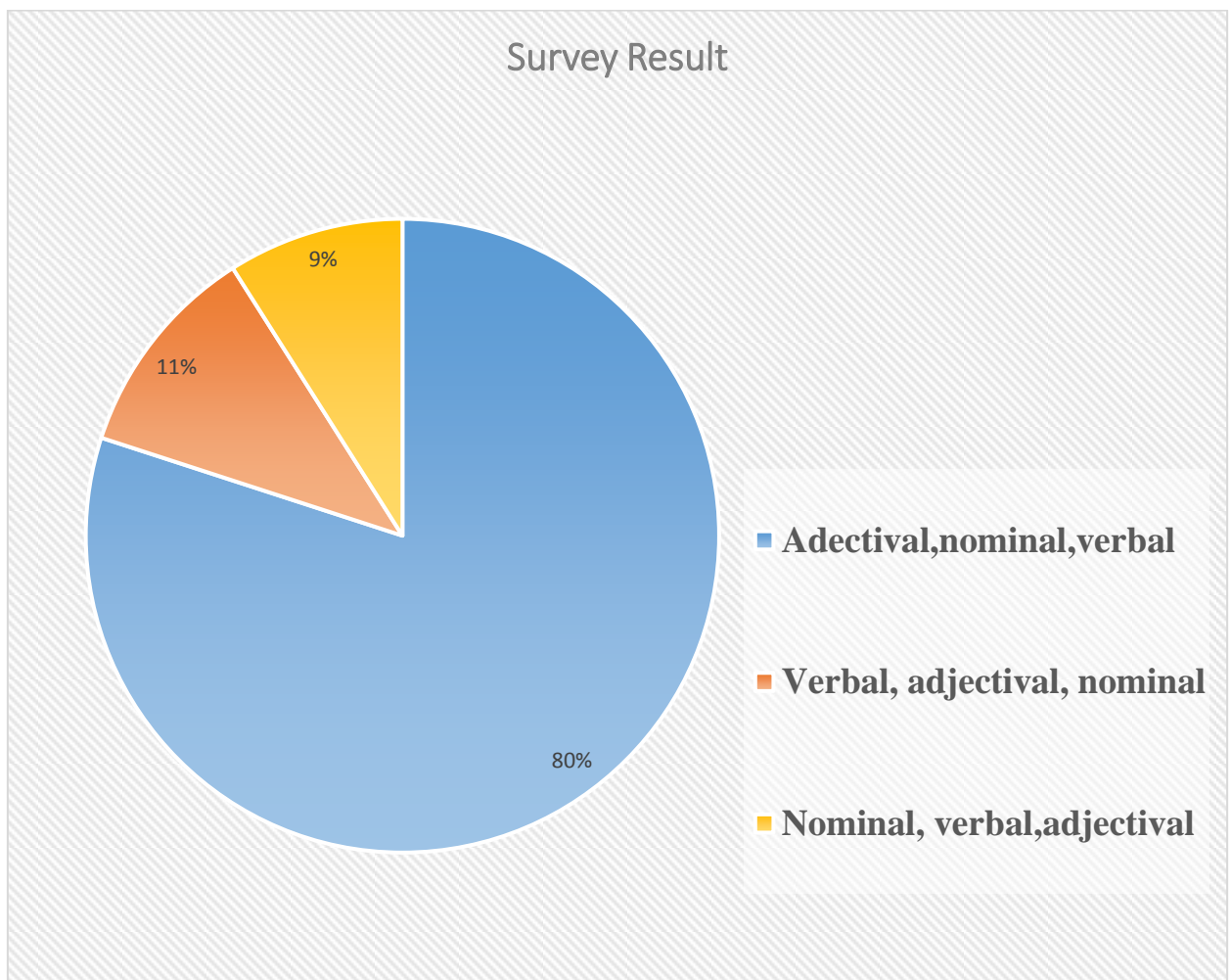
This activity is not just grammar activity but awareness-raising activity and the following steps justify the reasons why it raises learners' language awareness:

1. Reflect on the form of participles;
2. Notice them in the sentence;
3. Revise the functions of the participles
4. Identify the types of participles;
5. Differentiate the usage of participles

6. Analyze each sentence
7. Find the types of participles.
8. Put in sequenced order

Following these steps learner raises language awareness as it gives opportunity to revise the form, function and meaning of the participles that makes the students aware of the ways in which a certain participle can be used. Furthermore, it makes the students compare the uses of participles, this makes students aware of the different usage of participles and gives opportunity to see the difference of participles in terms of function and use.

Diagram 3.1 The Survey Result of Grammar Activity



The task has been taken from 90 students via telegram through quiz test in the format of multiple choice. From the participants 71 students (80%) have the correct answer adjectival, nominal, verbal, other 20 percent students have the other wrong two answers: 11 students have the answer verbal, adjectival nominal and 9 students have chosen the answer nominal, verbal, adjectival. From the results of the quiz, it is clear that most students are language aware but it needs to improve students' language awareness as the question is based on grammar which they have been learnt grammar in order to pass entrance exams and they have the course grammar in context during their first year. It proves that even they have been teaching language system particularly grammar, students' language awareness should be raised. Mainly the results of the quiz test justify that language awareness is required to have for all learners despite their language level. The exemplification of our proof is the results of the quiz as 71 from 90 students get the correct answer and it needs to raise their language awareness especially grammar awareness as they have the course grammar in context in their first year.

With only a few minutes of study, learners can learn how to form questions and response in English. But think of how hard it is to learn how to use questions appropriately for all the purposes they are put by native speakers. Also, responses should be relevant to questions. We use questions to find out information, express sarcastic disbelief, make people feel better, make people feel uncomfortable and unwanted, avoid talking about a given topic, encourage someone to continue talking about a given topic, express solidarity, express snobbery, show off, and demonstrate humble or false, ignorance. At the same time answers need to follow the questions and respond to the given point. As we know, a perfectly well-formed question can be incorrect indeed: "How old are you?" is not what you ask when being introduced to an adult; "Oh, really?" is not considered much of response to "I love you"; "When are you going to have children?" is not the thing to say to a bride. Questions and responses are important part of the language that need to be taught and learned effectively in order to form correctly, use appropriately,

describe real picture and have and continue the conversations productively, and get the sense of interaction.

In order to identify learners' understanding of appropriateness of using questions and responses and make them develop and practice their awareness of language use we have designed vocabulary activity (Appendix 1) focused on the meaning and usage of the questions and answers. By doing the activity they have identified their level of forming questions and answers and develop their awareness.

Table 3.1 The Survey Result of Vocabulary Activity

Question	The percentage of Correct answer	The percentage of Wrong answer
1	78%	22%
2	75%	25%
3	55%	45%
4	78%	22%
5	67%	33%
6	64%	36%
7	77%	23%
8	76%	24%
9	71%	29%
10	68%	32%

The results of the activity demonstrate that students need to practice on their vocabulary and study to use utterances to do things with languages, form questions and give appropriate responses on different purposes that people pursue in real life.

Speaker or writer may use language in a particular circumstance to speak sincerely or sarcastically, and it is up to the listener and reader to interpret the pragmatic force of his statements. Students need to be taught to understand the meaning, form accurate sentences, and use the language in order to produce the language appropriately, form the statements that make relevant sense, function particular purposes, build clear conversation. Students have gained the correct answer from 55 percent to 78 percent and average percentage of 10 questions was 71 percent. The results prove our justification and need to develop and raise learners' language awareness, enrich their vocabulary and reach accurate and appropriate language use.

The results of the multiple choice activity done via quiz test in telegram.

3.2 The Implementation of Awareness -Raising Activities

The importance of Language Awareness has been justified through the activities which have been done by the first year students. The activities have been designed in order to prove the significance, identify and raise learners' language awareness. 25 students have participated and done 2 activities which are devoted to grammar and vocabulary.

Read the conversation. Does this make complete sense to you? Which words could you add to make sense of it? Use determiners and articles and complete the conversation.

First task is that students should read the conversation, identify the meaning and notice the omitted words which are essential to make the full sense and complete the conversation with appropriate determiners and articles. (Appendix 2)

Students have read the conversation in pairs and then they have been given time to identify the meaning of the conversation. After getting the meaning they have filled the conversation with the necessary words themselves, then they have been informed to use determiners and articles to complete the conversation. After completing it, they have read it again with full meaning and compare it with the

first one and analyzed the importance of determiners in sentence. The following table demonstrates the correct answers given by students and from the results learners' language awareness have been identified.

Table 3.2 The Result of Grammar Activity

No	Correct answers	Number of students
1	Hello, is this the lost property office?	20
2	I left my mobile phone on train morning	25
3	Which train?	18
4	The 6.30 from Liverpool Street to Norwich	16
5	Can you wait a moment please?	25
6	No nothing was found on that train	15
7	Do you think there is any hope?	23
8	Last week	24
9	someone handed in a wallet	17
10	the day after finding it.	25

After students have done the activity each answer has been analyzed in order to identify their awareness. Each answer has been justified by students as following:

Eleonora: In the first sentence definite article “**the**” is omitted as it must be used to show the certain place which is clear both to listener and speaker.

Twenty students have the right answer and other 5 students mentioned that demonstrative pronoun “this” is used to indicate the definite place and there is no need to use both article and pronoun at the same time in the sentence.

Ajiniyaz: In the second sentence possessive adjective “my” need to be added as it represents to whom the telephone belongs to and the possessive pronoun is chosen in accordance with the owner of the phone and need to be suite to the

subject pronoun. As subject pronoun is in the first person singular “I” and its possessive adjective is “my”. All the students have found the correct answer.

Nilufar: In order to choose the suitable question word, we have to read the answer first. The answer represents the train requires the question “Which”. 18 students have given the answer “Which” the others have chosen “Where” and “When”

Barno: Definite article “the” is used to indicate the exact train that answers the question “Which”. The train leaves from Liverpool Street to Norwich at 6.30. Most students used the preposition “at” for identifying the time but 16 students have the correct reply.

Lazzat: The indefinite article is used to mean “per”. All twenty-five students have the right answer. Everybody knows the grammar rule and can use.

Sahibjamal: Demonstrative pronoun “that” is used for past situations and in the sentence “that” describes the train which is mentioned before. 15 students agreed with the answer that, but 10 students used definite article “the” as they stated that the is used for the things that is clear and used for the second time. From this viewpoint and grammar rule they have written definite article “the”

Ramuza: “Any” is used with countable and uncountable nouns in negations and questions. “Hope” is abstract noun which is uncountable and sentence structure is question. According to the rule “any” is appropriate in this sentence. Except 2 students, who have not noticed the omission, have written the appropriate answer.

Kakabay: In the sentence the action was given in past form so the word that describes the time need to be in the past and chosen “last”. Except one student who has written “A week ago”, have the same answer with Kakabay.

Bibikhan: Indefinite article is used to talk about things in general. In the sentence “a” is used to state the unknown object which is not mentioned before and not obvious for the listener and speaker. 17 students followed this rule whereas the others left the word without noticing.

Dinara: Definite article “the” is used to talk about something specific. In the last sentence it is clear that “the day” represents the particular time which answers the question when. All the students have noticed and written the right answer.

After completing the conversation with determiners students have justified about the reason why they have chosen these determiners and discussed in class and after getting the full conversation students have acted once more and compared with both conversations based on its meaning and understood the importance of using determiners and articles. The complete version of the conversation is given below:

First aim of this activity is to check and identify learners’ language awareness and it has been achieved by making the students do and analyze the activity. It is clear that students are aware of the language as the rate of correct answers shows 80

percent and most of the students could prove their answer based on grammar rules and structures. They were able to notice omitted words and choose appropriate determiners and articles.

Furthermore, the activity helps learners notice and use the language. It forms and raises learners’ language awareness because they do the activity by noticing, analyzing, using the language, comparing the differences, building up meaning from sentence, creating cohesion, talking about language and grammar rules.

Teacher should into consideration that the aim of the grammar exercises is not only check and consolidate the topic but also raise learners’ grammar awareness, develop the ability of noticing, understanding, and producing the language effectively and accurately.

The second activity is based on identifying learners’ use of vocabulary especially collocations, enriching range of vocabulary and awareness of word choice. A simple, yet fascinating, word-level task for increasing language awareness can be seen in this activity. Students are asked to match a term in one column with one in other column and to explain their reasons for making each connection. The point of the activity is not to get the students to replicate exactly

the original set of connections, but to explore the variety of connections that can exist. Students are very attuned to the importance of the single word, but they often do not understand that lexical units may contain more than one word. A common and important element of vocabulary is the collocation: two words that typically occur together, in a fixed order and often with a somewhat figurative meaning.

This list deliberately includes many different kinds of collocations: collocations that are used literally (men and women), that have rich cultural associations (Adam and Eve) or that retain only figurative meanings (rock and roll).

First students were given the first part of the collocations and asked to find the second part themselves. They could form the collocations which they knew, used before and familiar to them. Then they were given the collocations in two columns to match

1. Try to find the components and form the collocation.
2. Each word in column A can be connected with a word in column B.

Find the pairs of the words and try to explain their meaning.

Column A	Column B
Adam and	Butter
Back and	eggs
Black and	Eve
Boys and	far
Bread and	forth
Cream and	fries
Friends and	gentlemen
Ham and	girls
Heart and	honey
Here and	ink
Ladies and	neighbors

Men and	paper
Milk and	pepper
Near and	roll
Pen and	soul
Pencil and	spice
Rock and	sugar
Salt and	there
Steak and	white
Sugar and	woman

The aim was to check their awareness and range of vocabulary. From the results it became clear that students find the collocations that they faced and used before especially the most common ones: Adam and Eve, black and white, boys and girls, here and there, bread and butter, ladies and gentlemen, men and women, near and far, rock and roll, pencil and paper, milk and honey. They have found the half of the collocations eleven from twenty. They have mentioned that they have learnt some of the collocations in their vocabulary course, have come across while doing activity and reading some kind of texts, also they have also tried to catch the meaning and write the part of the collocations. They have found the other 11 collocations after being given the second part of the collocations and did the task by matching. After forming all the collocation, students explained how they have found the second part and formed the collocation. Doing the activity in two steps gives the opportunity for students to identify their awareness and range of vocabulary. In discussion part students mentioned about as they stated how they have chosen the second part of the collocation and what they have paid attention for while matching the components.

The complete version of the collocations:

1. Adam and Eve
2. Back and forth

3. Black and white
4. Boys and girls
5. Bread and butter
6. Cream and sugar
7. Friends and neighbors
8. Ham and eggs
9. Heart and soul
10. Here and there
11. Ladies and gentlemen
12. Men and women
13. Milk and honey
14. Near and far
15. Pen and ink
16. Pencil and paper
17. Rock and roll
18. Salt and pepper
19. Steak and fries
20. Sugar and spice

The results of the activity and students' justifications prove that learners become language aware when they learn and practice the language in an effective way. They have learnt these collocations before by learning by heart, reading from different materials, doing exercises focused on vocabulary, coming across in various sources while surfing the net, reading novels, short texts, newspapers and magazines. And it was easy for them to find 11 collocations due to the fact that learners know and are aware of them. Particularly, these collocations are commonly used and familiar to them. They have become aware of the other nine collocations by doing the activity especially matching helped them find the complete version of the collocations. They mainly paid attention to the meaning and form of the components, noticed the function and based on their knowledge. Students

demonstrated their responses after completing the task. The more they notice the language, the better they produce the language. If students acquire the vocabulary not only by learning by heart collocations, words, set expressions but also just noticing and paying attention help learners to become aware of the language and use it effectively. We can clarify this justification thorough learners' answers after finishing the task and analyzing it.

Sulayman: Adam and Eve, boys and girls, ladies and gentlemen, men and women are the collocations that contain masculine and feminine genders. The male components were given so it was not so difficult to find their female partners.

Sayatkhan: I came across the collocation milk and honey in everyday life. It was written on the shampoo which I use regularly. When I did the activity the part of the collocation "milk and ..." given and without any hesitation I wrote the word honey and my answer is true. It is an example of learning English via authentic materials.

Aziza: What I have noticed from the collocations that they may consist of antonyms and the examples are: black and white, here and there, near and far, sugar and spice. Based on the understanding of antonym, we have formed several collocations.

Bakhitgul: After finding eleven collocations, we were given the collocations in two columns and it became us a bit easy to match the components. While matching we paid attention to the meaning, function, and word-group of the components. For instance, bread and butter, ham and eggs, steak and fries are the collocations whose components belongs to the same word group particularly food.

Kakabay: I have done the activity based on the knowledge about language focusing on what we have learnt, acquired, practiced in the courses at university, self-study and tried to notice the structure and meaning of the collocations. I presume that learners are aware of the language but need to work on themselves acquiring vocabulary, learning new words, and utilizing the language by practicing effectively.

Making students more aware that what they already know can help them use the target language more successfully. Taking an exploratory perspective on the language we are teaching can have a positive effect not only on our learners but our own actions and motivations as a teacher: encouraging our own curiosity to roam freely is sure to stir up the feelings of excitement about the language that probably lured us into language classroom in the first place. The deal paradoxical nature of language everyday- it is both objective of our instruction and the medium thereof- it must behoove us to recognize this duality from as many viewpoints as possible.

To give some specific examples of language practice activities that can serve as a basis for Language Awareness discussion, we tried to demonstrate the significance of developing learners' language awareness, language use and enrich vocabulary, produce accurate and fluent language. The learner is encouraged to adopt and adapt the ideas, it is important for the teacher to work through such activities beforehand in order to clarify which aspect of language is being addressed and how the material can be designed. It is essential to guide others in the raising of their awareness when teacher's own has been raised first.

3.2 Recommended Techniques and Further Exploration for Language Awareness Development

Language awareness is important to explore language and language use, which has many implications for classroom practice. It is not enough to study and teach the language systems (grammar, phonology, reading, writing) and language skills (listening, speaking, reading and writing) and lately discourse analysis. These components form the teacher's basic knowledge about language and how to teach it. Language awareness activities also deal with attitudes, feelings, choice of structure or vocabulary, body language, and not only. Language awareness embraces the idea that language is rich, complex and diverse and it does affect the teacher's perception of language, the way he/she describes it.

An interesting activity, a critical thinking exercise which could raise our students' language awareness

Why do language learners make errors? Correct the errors in the following sentences and write down what you think might have caused each of the following errors.

1. My father is a cooker.
2. I am seeing a lion in that cage.
3. He like football.
4. He leaves in a large house.
5. When I will go there tomorrow I will visit Mary.

Error correction is one of the effective task to develop learners' critical thinking and language awareness. While doing such kind of activity learners need to notice the language, focus on the meaning, form and function of the language, produce accurate and appropriate language. Teachers can design these kind of error correction task for various kind of grammar and vocabulary topics. They can design the activity including the necessary topic and focus on it.

As teachers of English, we often ask ourselves why learners make errors. In the activity above we could have our students answer this question. It is obvious

that the objective is for the students to correct the mistakes and then, with the teacher, think about *why* a learner might make such an error. This would lead to a greater awareness of types of errors learners make, and of the patterns of grammar and grammar errors.

The main focus of language awareness is individual exploration of language. Language awareness is created when learners are guided to focusing on a certain aspect of language and when they are encouraged to explore for themselves how language works, that is why learners should be given time for personal reflection and opinion forming, which helps increase their motivation to explore different aspects of language. Under no circumstance should the teacher's perspective be the only valid perspective in the classroom. How to become aware? As the needs of teachers, learners and groups differ, there is hardly a set of common activities to increase awareness. There are huge individual differences between learners. Some will learn by reading books, others will learn only by trying something themselves, some are reflective observers by nature, while others like to act. Also, things to be taught and learned differ. The students need to assume both theoretical knowledge and pragmatic skills. They need passive recognition skills as well as active, well-rehearsed routines. They need to be able to articulate well enough, but also to write comprehensible sentences. Some of the things may be of crucial importance, while others might be trivial. Learning how to make a plural form may require a dramatically different approach than learning how to articulate a sound foreign to one's mother tongue.

As the needs of teachers, learners and groups differ, there is hardly a set of common activities to increase language awareness, especially as things to be taught and learn differ. It is the teacher who should also try to motivate the students to make their own suggestions before introducing a new topic. One example would be pre-reading activities when dealing with any kind of text. If the teacher shows the title of a text to the students and asks them what they think the text is going to be about, students become quite keen to read the text in order to find out whether their suggestions came close to the real content or not.

We demonstrate techniques that raise language awareness for implementation in Foreign Language education. These techniques are very useful for utilizing during the lesson in order to improve Learner Language Awareness and acquire the language effectively and produce it fluently and accurately.

Technique 1: Linguistic problem-solving

You will read a passage in which certain grammatical phenomena have been underlined. For each item, find an example of the grammatical phenomenon from the underlined words and write the number of the word in the table below the text.

Example:

The inspector (0) opened the fridge, removed (1) the previous day's leftovers and put them (2) into the microwave. ...

	Which of the underlined words in the text is an example of	Answer
Example	a noun?	0
	Object pronoun	3
	Verb?	2

Technique 2: Error detection and correction

Noticing is also a key process in analyzing input and is essential for error detection and correction. An exercise which could be used with students is the one below, where students correct the wrong sentences - spelling and grammatical errors.

1. He is **hoping** to become a reporter.
2. They depend very much **from** the price.
3. If you **would have come**, you would have enjoyed it.
4. This is the book **which I** buyed.
5. We started reading it **for three weeks ago**.

Technique 3: Restoring C-texts

The standard C-text consists of four to six short texts which have been altered by deleting the second half of every second word and replacing it with a blank. The task is to restore the missing pieces by using a variety of conscious strategies, such as contextual inferencing and analogy, among others.

e.g. One o__ the argum_____ for a__ approach t_ testing thro____ teaching an__
 learning i__ that th__ teac_____ is i__ the bes__ position t__ know whi____ tests
 ar__ appropriate fo__ her cla_____.

Technique 4: Cloze procedure

Example

The third sentence above as a cloze would be: 'This contrasts with a _____
 exercise, where words are _____ and removed in order _____ practice a

specific language _____'.

A cloze is a practice exercise where learners have to replace words missing from a text. These are removed at regular intervals, for example every five This contrasts with a gap-fill exercise, where words are chosen and removed in order to practice a specific language point words.

Technique 5: Paraphrase

Paraphrasing is a very powerful pedagogical tool for syntactic and lexical exploitation. For example, having analyzed the form and function of the present perfect tense in English, one might devise various stimulus sentences related to a current task to elicit this tense, as in this example:

Instruction: Rewrite each sentence so that it means the same, or nearly the same, as the given sentence.

Tom no longer lives in Kuching.

He _____

[Answer: He has left Kuching.]

There isn't any food left.

Abu _____

[Answer: Abu has eaten it all.]

Technique 6: Propositional cluster

A propositional cluster is a skeletal sentence consisting of an unmarked verb and its associated noun phrases. The learner is given the discourse setting, and the task is to arrange the cluster into a well-formed sentence and to do so within the context indicated. For example:

Round the corner came a boy.

ride. he (boy). bicycle

The most natural realization of this cluster would be:

He was riding a bicycle.

Technique 7: Sentence combining

Sentence combining has been and still is extensively used as a pre-writing task.

It is a very effective way of raising students' consciousness of cohesion. Some learners tend to write a string of loosely connected sentences. For instance:

The girl arrived home. It was dark. The girl drank lemonade The girl was thirsty.

These four sentences can be more economically expressed in a single sentence:

After arriving home in the dark, the thirsty girl drank lemonade.

Technique 8: Grammaring

Teachers teach grammar, but learners need *grammaring*, which is the ability to access and use grammatical devices to make meaning. Many of these are lexical clusters to which grammar has to be added.

For example:

boy blue suit Carlos

One possible way of grammaring this set of lexical items is as follows:

The boy in the blue suit is Carlos.

Technique 9: Dictogloss

Dictogloss or Grammar Dictation is a technique that involves the teacher and students in communicative interaction, text reconstruction, and error analysis. There are four stages in the procedure:

1. Preparation: the learner finds out about the topic of the text and is prepared for some of the vocabulary.
2. Dictation: the learner hears the text and takes fragmentary notes. The text is dictated at a speed which allows only key words to be noted.
3. Reconstruction: students in pairs or small groups pool their resources to reconstruct their own version of the original text.
4. Analysis and correction: learners analyze and correct their texts.

Technique 10: Language games

One can easily devise game-like activities to elicit and use a particular pattern.

For instance, the pair work games such as Describe and Draw, Spot the Difference, and Board Rush, word games, puzzles, and problem-solving scenarios are popular with learners. One can find many stimulating games that focus on the language system.

Fruit machine: Is it a mistake? JACKPOT

<i>London's population not increased from 1955 to 1988.</i>	<i>The population no increased.</i>
<i>It did not happen</i>	<i>It didn't happen.</i>
<i>She didn't liked it.</i>	<i>She didn't likes it.</i>

<i>Why did they bought it?</i>	<i>Why they bought it?</i>
--------------------------------	----------------------------

This game contains eighteen sentences; some pairs consist of two correct sentences, some consist of two incorrect sentences, some consist of a correct and an incorrect sentence. Students, in pairs or in small groups, identify combinations of correct/correct, incorrect/incorrect, correct/incorrect and incorrect/correct pair of sentences.

Language awareness is an area of concern to language educators and that is why, in this paper, an attempt has been made to present an overall picture of what language awareness is, investigating the role of language awareness from a teacher's perspective and why it is important to give more attention to language awareness as a concept in order to enhance language acquisition. Teachers of English need to know how language works, as being able to understand and speak the language they are teaching is not enough. They can gain this kind of knowledge through analysis of samples of the language, and the tasks presented in this paper can be used to promote teachers' and learners' language awareness.

In summary, language awareness has to do with the raising of learners, awareness of features of the target language. The teacher is seen as a guide and a facilitator who helps learners deal with an unknown cognitive area, build their own knowledge of the new language system, then analyze any linguistic phenomena they may have observed and encountered. This way, learners become naturally involved in talking about the language, sharing their beliefs and expressing their conclusions. In other words, through language awareness work, such as discovery oriented tasks, learners' explicit understanding of language and an awareness of their own learning are developed in a motivating way.

Awareness of what it means to learn and use language has gained renewed interest in the field of foreign language education over the past decade. As a consequence, language awareness as a concept to foreign language education is gradually being implemented in many foreign language curricula around the world.

The chances of successfully integrating such an approach into the foreign language classroom increase when teachers are able to make sense of and carry out the intended curriculum reform in their everyday teaching practice.

The aim of this dissertation is to better comprehend language awareness as a concept to foreign language education by gaining an in-depth insight into teachers' current beliefs and practices and by acquiring a better understanding of how teachers' beliefs and practices change as they integrate language awareness in their own teaching context.

This dissertation shows that teachers' beliefs and practices can provide valuable and essential insights with regard to the concept of language awareness and the possible integration of a language awareness approach to foreign language education. This dissertation adds to the existing literature on language awareness by taking the perspective of teachers while making sense of an intended curriculum reform and integrating it to their everyday classroom context. Teachers' beliefs and practices put flesh on the bones of the language awareness concept, academically as well as practically.

To conclude, the results of this dissertation expand our knowledge of teachers' beliefs and practices with regard to language awareness as a new approach to foreign language education and as a proposed element in the current curriculum reform proposal. This dissertation adds new insights to the presence of existing beliefs and practices with regard to language awareness and discloses how beliefs and practices can change as a result of teachers' engagement with the new approach. Moreover, it reveals that by investigating beliefs and practices in a stepwise fashion and by gradually exploring possibilities for change, it becomes feasible for teachers to make sense of and engage with a new approach or curriculum reform.

This dissertation hopefully inspires EFL teachers, higher establishments, curriculum developers, educational publishers and other researchers to further explore the possibilities of a language awareness in the context of (foreign) language education. Additionally, this dissertation contributes to the status and

development of foreign language education and shows how language awareness can play an important role in the development of the foreign language curriculum.

CONCLUSION

Every teacher has their own individual teaching approaches and practices that are shaped by their life experiences and language repertoires. This is why the teachers should have time to reflect their own experiences, beliefs and attitudes towards language. Furthermore, language matters should have a place already in the teacher education in order them to become naturally part of teaching and developing own pedagogical practice. Moreover, even the teacher education includes a great deal of studying educational literature, the knowledge gained through reading theory stays external without practice. Besides the knowledge teacher gains from educational literature and practice, there is also internal knowledge, based on experiences and intuition, ‘tacit knowledge’ that teachers hold. As a part of tacit knowledge, teachers sometimes can be unaware of the knowledge they use to teach, and find it difficult to describe or explain their actions in the classroom. Acknowledging language awareness should follow any teacher through the teacher education into the practice, simultaneously growing with the teacher’s experience.

Teachers are in position to create opportunities for pupils to demonstrate what all different languages and different experiences of language learning have in common, in order for them to receive a holistic view of language and to benefit from the activities that engage them deeper with language. Teacher language awareness opens possibilities for recognizing how language is and should be present in the classroom and what is the role of a teacher in language and learning. Even though possessing different kind of knowledge is vital in teaching practice, it is the relationship between the teacher and the pupils that is in the heart of the teaching and thus the language awareness. In the end, it is the student who is in the center of the entire teacher practice.

The concept of language awareness has attracted much attention since its inception. It has been common belief that students can benefit from language awareness and that by getting insight from language awareness students and

specifically foreign language learners can critically get involved in four language skills. Such an understanding helps learners be aware of the effect of language on human beings. Furthermore, implementation of language awareness in foreign language courses enriches learners' experiences and knowledge regarding elements of language as well as the related culture. We have achieved to review the theories and works of the linguists who contributed for the enhancement of Language Awareness, defined the role of the method through own investigations, analyzed the selected data and give determination and approaches to the presented points and issues, demonstrated awareness raising techniques for grasping and utilizing the language, proved the role of language awareness through taking interviews, questionnaires and making observation.

During the practice we have reached to justify the effectiveness of language awareness and the significance of awareness raising activities through the theoretical presented information, the results of observations, interviews and questionnaires. We tried to contribute the methodology of language awareness among the learners and teachers, depicted the benefits and affections of the awareness raising activities, the impact of the method on teaching and learning process, stated the current issues and challenges of foreign language teaching.

Through our work we have reached to demonstrate the concept of Language Awareness, to introduce the role, importance, effectiveness of Language Awareness in EFL classes, to practice awareness-raising activities with B1 Karakalpak learners, to identify teachers' attitude to Language Awareness by taking interviews and questionnaires, to observe teachers' EFL classes and identify teachers' and learners' language awareness, to determine learners' language use, to select relevant materials and design appropriate awareness-raising activities, to provide opportunity for learners to analyze the activities from their viewpoint and knowledge and awareness of language, specifically the language system of grammar and vocabulary, to recommend various kind of awareness- raising activities for EFL teachers to use in their classes, to collaborate with teachers to share their views of foreign language teaching and introduce and them with the

concept and its effectiveness in teaching process and discuss their attitude to Language Awareness, to take quiz test on English grammar and vocabulary via telegram in order to identify the learners' language awareness and language level, to give suggestion and recommendation for EFL teachers of higher education on using and raising learners' language awareness, to give hypothesis and further exploration of Language Awareness in Foreign Language Study.

Concerning research on language awareness, it is of great importance that teachers follow the developments in research in order to see what is valuable for pupils' learning. It is the main concern that the concept of language awareness is incorporated into teacher education. Concerning the fact that many teachers find it hard to stimulate the pupils to become conscious learners, would require a precise methodology of language awareness given in both teacher education and as further teacher training. The fact that many teachers in this investigation experience metalanguage as something crucial in the explicit learning approach and many pupils express the need for metalinguistic knowledge, would suggest that activity of talking about language, with or without a formal terminology, should be included in language studies at an earlier age. In this way learners would become familiar with a language awareness approach as early as possible in their learning of foreign language.

The implementation of Language Awareness needs to be wide spread and utilized permanently as we have learnt from the researches and works of the linguists and scholars, analyzed the essence and peculiarities of the method, written scientific articles and thesis, designed awareness-raising activities.

The research work was undertaken to investigate the affective effectiveness of teaching grammar and vocabulary for Language Awareness within classroom context with a focus on learner perceptions. Research findings have showed that the participants displayed their positive changes in feelings of, attitudes towards, and consciousness in learning grammar and vocabulary. To a greater extent, the dissertation has been illuminative and provided research evidence on the affective effectiveness of implementing Language Awareness in the Foreign Language

curriculum. In the future, more research into Language Awareness in global foreign language teaching context will give better insights into its potentials, applicability and practicability in language classrooms.

Overall, this study shows that language awareness is a complex and multi-faceted concept. Teachers have described the concept extensively, yet no shared understanding of its meaning in our study. Nonetheless, discussing the topic during the interview led to new insights for many teachers, which seems a first step in raising teachers' awareness of the possibilities of language awareness in the EFL classroom.

This study has shown that when it comes to including language awareness in EFL education, the following aspects require extra attention: the link with other languages, teacher collaboration, curriculum and student competencies. Further studies are necessary to discover how this can best be accomplished. Nevertheless, explicating (the differences in) teachers' beliefs provides teachers with a common language to discuss language awareness and will facilitate the exchange of ideas.

By collaboratively focusing on the topic, teachers will gain a better insight into their beliefs and the role language awareness could play in their teaching practices.

There is a following proverb: "You can lead a horse to water but you cannot make him drink". As a final statement of the research work, we think that the horse must find his way to the water by himself and the role of the teacher should be clear the way. This is what exploring a language, through a language awareness, is essentially about.

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APPENDIX

Appendix 1

Read the conversations. Find the function expressed by the sentences in B in the conversation and choose the correct answer from the given multiple choices.

1. A: You have to see these pictures of my daughter Jean
B: Oh, she's absolutely adorable.
 - a) Boasting
 - b) Admiring
 - c) Encouraging
2. A: Everyone says that Mark got another job.
B: Really?! I just can't see him leaving the company willingly
 - a) Remorse
 - b) Surprise
 - c) Disappointment
3. A: Something must have happened to Sara. She's not answering
B: Oh, that doesn't mean anything. She usually keeps late.
 - a) Blaming
 - b) Predicting
 - c) Reassuring
4. A: What do you think of your new apartment?
B: It's everything I could have wanted, really
 - a) Hypothesizing
 - b) Regret
 - c) Satisfaction
5. A: I'm sorry I forgot our meeting time. I don't know what to say.
B: Actually, there's nothing you can say to make up for it. I sort of expected it, knowing you.
 - a) Criticizing
 - b) Refusing

- c) Instructing
6. A: I'm tired after work and don't have energy to do anything.
B: Why not to try out at a gym?
- a) Complaining
 - b) Suggesting
 - c) Offering
7. Are you sure that the water is here safe to drink?
B: I can't say I'd bet my life on it.
- a) Reporting
 - b) Reassuring
 - c) Uncertainty
8. A: I'm not sure I can handle this project on my own.
B: Don't worry, whatever happens, we're here for you
- a) Insisting
 - b) Encouraging
 - c) Sympathizing
9. A: Would you mind opening the window a little to get some fresh air?
B: Sure thing. Just a minute.
- a) Agreeing
 - b) Offering
 - c) Ordering
10. A: I was wondering if you'd like to go out for dinner.
B: Oh. I'll be working late tonight, I'm afraid.
- a) Complaining
 - b) Announcing
 - c) Declining an invitation

Appendix 2

Read the conversation. Does this make complete sense to you? Which words could you add to make sense of it? Use determiners and articles and complete the conversation.

- Hello, is this lost property office?
- Yes, Can I help you?
- I left mobile phone on train morning
- Train?
- 6.30 from Liverpool Street to Norwich
- Can you wait moment please?
- Sure
- No nothing was found on train.
- Oh dear! Maybe someone found it and liked it. Do you think there is hope?
You never know! Week someone handed in wallet day after finding it.

Appendix 3

1. Try to find the components and form the collocation.
2. Each word in column A can be connected with a word in column B.

Find the pairs of the words and try to explain their meaning.

Column A	Column B
Adam and	Butter
Back and	eggs
Black and	Eve
Boys and	far
Bread and	forth
Cream and	fries
Friends and	gentlemen
Ham and	girls
Heart and	honey
Here and	ink
Ladies and	neighbors
Men and	paper
Milk and	pepper
Near and	roll
Pen and	soul
Pencil and	spice
Rock and	sugar
Salt and	there
Steak and	white
Sugar and	woman

Appendix 4

I. Teacher Interview Questions:

1. What kind of approaches, methods and techniques you mostly use? Why?
2. What does Language Awareness mean to you?
3. How do you visualize Language Awareness in your own teaching process?

II. Teacher Questionnaire

No	Questions	Teacher's Answer
1	The types of the tasks you use in your EFL classes	
2	The variety of materials in your lessons	
3	Teacher's role in teaching process	
4	Student's role during the classes	
5	Assessment criteria	

Appendix 5

Find the participles and identify the grammatical functions of these participles in sequenced order.

Jack is an intelligent and optimistic student. He often visits fascinating exhibitions. Swimming is his favorite sport. He enjoys playing the piano.

Викторина 

11% Verbal, adjectival, nominal

80% Adjectival, nominal, verbal

9% Nominal, verbal, adjectival

In dialog, identify the function expressed by the sentence in B.

A: You just have to see these pictures of my daughter Jean. B: Oh, she's absolutely adorable!

Викторина 

8% Boasting

78% Admiring

14% Encouraging

In dialog, identify the function expressed by the sentence in B.

A: Everyone says that Mark got another job. B: Really?! I just can't see him leaving the company willingly.

Викторина 

8% Expressing remorse

75% Expressing surprise

17% Expressing disappointment

In dialog, identify the function expressed by the sentence in B.

A: Something must have happened to Sara. She's not answering.

B: Oh, that doesn't mean anything. She usually keeps late.

Викторина  

10% Blaming



35% Predicting



55% Reassuring



In dialog, identify the function expressed by sentence in B.

A: What do you think of your new apartment? B: It's everything I could have wanted, really

Викторина  

9% Hypothesizing



13% Expressing regret



78% Expressing satisfaction



In dialog, identify the function expressed by sentence in B.

A: I'm sorry I forgot our meeting time. I don't know what to say.

B: Actually, there's nothing you can say to make up for it. I sort of expected it, knowing you.

Викторина  

67% Criticizing



16% Refusing



17% Instructing




In dialog, identify the function expressed by sentences in B.

A: I'm tired after work and don't have energy to do anything. B: Why not try working out at a gym?

Викторина 

16% Complaining



65% Suggesting

19% Offering

REVEAL ANSWER

In dialog, identify the function expressed by sentence in B.

A: Are you sure that the water is here safe to drink? B: I can't say I'd bet my life on it.

Викторина 

6% Reporting



17% Reassuring


77% Expressing uncertainty

In dialog, identify the function expressed by sentence in B.

A: I'm not sure I can handle this project on my own. B: Don't worry, whatever happens, we're here for you

Викторина 

10% Insisting



76% Encouraging

14% Sympathizing

In dialog, identify the function expressed by sentence in B.


A: I was wondering if you'd like to go out for dinner. B: Oh, I'll be working late tonight, I'm afraid.

Викторина 


12% Complaining



20% Announcing



68% Declining an invitation




In dialog, identify the function expressed by sentence in B.


A: Would you mind opening the window a little to get some fresh air? B: Sure thing. Just a minute.

Викторина 

71% Agreeing



22% Offering



7% Ordering

