

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО  
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ  
УЗБЕКИСТАН**

**НУКУССКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ  
ИНСТИТУТ ИМЕНИ АЖИНИЯЗА**

**ФАКУЛЬТЕТ ИНОСТРАННЫХ ЯЗЫКОВ**

**КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ**

**ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ  
РАБОТА**

на тему: **LANGUAGE AWARENESS IN TEACHING ENGLISH**

Выполнила: студентка 4 «Г» курса

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Выпускная-квалификационная работа допускается к защите.

Протокол № \_\_\_\_\_ «\_\_\_\_\_» \_\_\_\_\_ 2018 г.

**НУКУС-2018**

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**NUKUS STATE PEDAGOGICAL INSTITUTE NAMED  
AFTER AJINIYAZ**

**FACULTY OF FOREIGN LANGUAGES  
DEPARTMENT OF THE ENGLISH LANGUAGE  
AND LITERATURE**

## **QUALIFICATION PAPER**

on the theme: **LANGUAGE AWARENESS IN TEACHING ENGLISH**

*Fulfilled: the 4<sup>th</sup> year student*

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The Qualification Paper is admitted to the defence.

Protocol № \_\_\_\_\_ «\_\_\_\_\_» \_\_\_\_\_ 2018.

**NUKUS-2018**

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## INTRODUCTION

Current educational process demands highly developed and accurately arranged teaching system which involves effective approaches, innovative methods and techniques for training foreign language by dint of its importance in all spheres of education. As the first President of the Republic of Uzbekistan I.A.Karimov in his works and speeches at the sessions of OliyMajlis emphasized that today every citizen living in our country must know foreign languages, especially English [Karimov 2012:35].

The Decree of the first President of the Republic of Uzbekistan “On measures to further improve foreign language learning system” adopted on December 10 in 2012 put some actual issues: to reform the curriculums and programs in foreign languages; to provide students and teachers with all necessary textbooks and manuals; to train highly-qualified teachers in foreign languages and other issues. President of Uzbekistan ShavkatMirziyoyev 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.

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 method which is based on effective language learning, teaching and language use. It is a new approach that 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 and awareness raising activities in teaching and learning grammar and vocabulary of English language.

**The main objective** of the Qualification Thesis is raising language awareness activities devoted to English grammar and vocabulary, designing a manual on the basis of language awareness, awareness developing exercises in comparison with the vocabulary of English and Karakalpak language

**The main aim** of the Qualification Thesis is to study the importance and effectiveness of Language Awareness in Teaching, prove the role of Language awareness activities in developing self-consciousness of learners and progressing teachers' creativity. Making an observation and taking a questionnaire from secondary school pupils and teachers to scrutinize the implementation of Language Awareness in the curriculum.

**The tasks of research work are the following:**

- to define the significance of language awareness in teaching and learning English grammar and vocabulary;
- to demonstrate awareness raising activities for grasping and utilizing the language;
- to prove the role of language awareness through using activities in practice, taking questionnaires and making observation;
- to analyze the selected data and give determination and approaches to the presented points and issues;
- to design manual for improving language awareness and selecting appropriate exercises and activities;

- to identify the impact of awareness raising activities by putting the designed manual into practice at secondary school.

**The object of the work** is grammar topics of English grammar, English and Karakalpak vocabulary: words and expressions, designed manual and selected activities.

**The subject of the research work.** In the Qualification paper we have applied for the works, researches, theories and scientific articles of scientists and linguists who have highly contributed to the field of language awareness. Our work is based on the designed manual, own written scientific articles, theses, and grammar and vocabulary books of English and Karakalpak language.

**Method used in the research work.** The research work actively involves the methods: descriptive-qualitative (observation, surveys), descriptive-quantitative (participants of observation) and experimental which indicates the usage of language awareness comparing the vocabulary usage and examples of English and Karakalpak language. The comparative method is very effective in analyzing the linguistic features and distinguishing the practical value of activities in involving language awareness in teaching foreign language.

**Novelty of the research work** is illustrated through the materials which are designed independently by selecting relevant activities and descriptive examples that proves the importance and effectiveness of Language Awareness; confirmed theories of linguists and scholars and the confirmed data of the authors of the paper justifies that Language Awareness is the recent field of linguistics which impacts effectively to the teaching process.

Language Awareness is one of the latest methods which is required to paid great attention to implement in the curriculum and made scientific researches, studied in a wide and deep range, put into practice in educational establishments. Having carefully scrutinized the research work, we attempted to contribute for the improvement of Language Awareness in the field of science and methodology. We have written scientific articles and theses based on Language awareness and participated in scientific conferences by making presentations and speeches. On the

basis of Language Awareness we have designed a manual that involves grammar and vocabulary topics and activities which works for raising awareness of teachers and learners.

**The theoretical significance of the work** is in the following: on the base of much material: defined examples, activities and grammar exercises 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 Qualification Thesis can be used at the practical lessons in English at the secondary schools, vocational colleges and academic lyceums, at the lectures and seminars in methodological subjects especially Teaching Integrated Skills, Approach To Language Teaching, Discourse Analysis at the higher educational establishments. Especially, the manual designed in accordance with language awareness on purpose additional material for raising learners' language awareness is relevant for the school curriculum and self-development for college and academic lyceum teachers and students.

**The approval of the work** is proved through the scientific articles and theses, designed manual on the basis of Language Awareness.

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## **LITERATURE REVIEW**

All human beings begin to acquire a language as they start to talk and get to a proficiency level when they are children, though this is an unconscious process. That is, they are able to use the language quite well but are not able, for example, to recognize the grammar or explain what they have used. However, learning another language when the students are adults becomes a conscious process for they have already learned their native language and had other background knowledge which may facilitate or interfere with their learning. Second language acquisition has been defined as the process by which someone learns another language after having learned his/her own language. "It is the study of how learners learn an additional language after they have acquired their mother tongue". It also means learning another language either in a natural environment or in a classroom and is related to the learning of syntax, morphology, phonology, semantics and pragmatics of the language. It is important to understand the process of second language acquisition for the learning of another language as well as for teaching it. Adult learners can acquire a new language when they need it so and when they are given the chance to do it. They are afraid of making mistakes and usually revise what they have said to improve it for the next time. They pay attention to what others say to incorporate it to their own repertoire and usually practice and rehearse the language before saying it. They usually ask when they notice something different about the target language that needs clarification. They need to be certain that the assumptions about the new language they have made are correct or not. So, it is very important that the teacher help them clarify any doubts explicitly. In other words, adult learners learn consciously, and noticing – a conscious process- is a necessary condition for learning, "Schmidt proposes the crucial construct of noticing to start to account for the way in which (a) not all input has equal value and (b) only that input which is noticed then becomes available for intake and effective processes"[Schmidt, 1993; 206-226].

He also considers that frequency and notability of the language item are two important components along with instruction for the learner to notice the form. The

tasks proposed for this study foster noticing which may allow students to be consciously aware of the differences between their outputs and the right form of the language item being studied as well as to analyze and process the context in which the language item is presented. Since the traditional methods in which grammar was seen as a set of rules that the learner had to master through meaningless practice and memorization, passing by the naturalistic methods that avoided grammar explanations and favored natural communication in the classroom, to more recent methods that see grammar as to be taught for the learners to use the target language fluently, accurately, and appropriately, grammar teaching and learning has always been a matter of great concern. In the 1980s and 1990s positive results for grammar instruction in the classroom were reported and “techniques were developed whereby students would be able to “notice” grammar, often spontaneously in the course of a communicative lesson, and especially if the grammatical problem impeded comprehension”. This process is called Language Awareness. That is, learners are able to notice and learn how a grammar feature works. It is clear then that grammar instruction should be considered a must in second language acquisition and the kind of activities in which learners should be involved should call for their reasoning raising their awareness “of important linguistic features, to see what attributes these features share, to notice how they differ from other related features, and, in time, to help learners construct their own grammar from personal exploration and trial-and-error tasks”.

The idea of awareness was introduced in the late 1950s by the linguists and researchers Hawkins and Halliday who gave the idea that the aim of language teaching is not only to help students learn the target language but also help them deal with language issues in general. Language awareness has become an effective method. Many linguists and researchers have defined the meaning of language awareness and stated the role and relevance of Language awareness to the language teaching, language learning and language use. Language awareness emerged as a movement in the UK in the beginning of the 1980s, founded by the linguist Eric Hawkins, mainly as a reaction to dominant theory about language

learning based on behaviourist principles of habit formation. Eric Hawkins known as the father of language awareness supporting the explicit reflection on both native and foreign languages since 1960s. He suggested a “trivium” of language studies that consists of mother tongue study, foreign language study and language awareness work. In this model learners would be helped to develop skills and linguistic intuitions, use their mother tongue and foreign language effectively. In this case language awareness is beneficial to understand how language works and effects human life [Hawkins 1999 124-128].

According to Carter Language awareness is defined as “development in learners of an enhanced consciousness and sensitivity to the forms and functions of language. In accordance with the definition of the linguist Carter that learners own particular notion about the language which they speak or learn and spontaneously utilize the function, follow the structures and produce the language as the result of this notion which appeared in individual’s mind. Language awareness directs the knowledge of learners to the correct utilization of the language and forms the effective production as background knowledge can help to develop consciousness and sensitivity [Carter 1999; 64-65].

Language awareness as a pedagogic methodology is characterized by two key features. Firstly, it is assumed that language awareness pedagogy can enable teachers and learners to learn beyond the surface of a language in ways which knowledge-based approaches alone can never reach. That indicates that the application of language awareness as a pedagogic approach may lead to develop learners’ mental attribute for better insights into how language works. As Tomlinson points out, language awareness is a mental attribute which develops through paying motivated attention to language in use, and which enables learners to gradually gain insights into how language works. It is also a pedagogic approach that aims to help learners to gain such insights. Secondly, language awareness „instruction“ is characterized as “a more holistic and text [discourse]-based approach to language”. Such approaches, according to Carter should “not just simply be at the level of linguistic form but should include awareness of language

as discourse and sensitivity to social and interpersonal functions of language". In addition, language awareness teaching is concerned with developing the active use of learners' cognitive learning strategies such as discovering the language, analyzing/ parsing the target language, comparing the differences and similarities between the target language and their mother tongue while constantly facing with language (i.e. texts, language samples, or terminology), and reflecting language use. Such cognitive development may lead learners to be more independent their learning and then facilitate language acquisition. In other words, the development of language awareness in second/foreign language teaching may result in a principled process or mechanism to allow learners to capitalize their knowledge about the target language for communication, learning purpose „language capabilities" and „linguistic/literary competence" [Carter, 2003].

Bourke defines language awareness as linguistic problem-solving. Moreover, he states that, "Language awareness is different in that it involves learners, individually or in groups, in exploratory tasks, very often on bits of language that need repair". Language awareness makes use of cognitive strategies such as noticing, hypothesis testing, problem solving, and restructuring to favor the students language learning. Language awareness techniques are based on the communicative and constructivist approaches to language learning which consider the student as the center of the learning process, so that he/she takes an active role in their learning. For these approaches, the teaching/learning process is dynamic, participative, and interactive. The teacher guides students once he/she has activated their previous knowledge, to construct new and significant knowledge to be incorporated into their long term memory. "Learning often involves five steps: doing something; recalling what happened; reflecting on that; drawing conclusions from the reflection; and using those conclusions to inform and prepare for future practical experience." [Bourke 2008: 12-21].

This implies giving our students opportunities to use the language and helping them in all the process by demonstrating or modeling, guiding, questioning, giving feedback, giving instructions, making them think and reflect

about the language and how it works, and last but not least, supporting them at all times. Language awareness takes cognitive theories that state that learning is a constructive internal process that the student follows by interacting with his/her environment. We understand that learning is a dynamic process and the student learns when he/she is able to elaborate about something through their experiences, interests, and previous knowledge. Learning by discovery is considered meaningful since it allows the learners to acquire knowledge by formulating and testing their own hypotheses. It is an inductive way of learning and teachers should guide students to explore, experiment, and promote reasoning and its analysis to find solutions to problems. Teaching means to facilitate and guide students to build their own knowledge by using strategies and supervising their own learning. Learning involves processing information that is how meaning is identified and understood, organized, stored, and retrieved when necessary.

Language awareness is aimed to raise learners' awareness of important linguistic features and help students construct their own grammar using personal exploration. As language awareness is essential in teaching, learning and using the language, there will be a need for increasing students' language awareness. In this case language awareness activities help to raise their own language awareness. Schmidt has explained the importance of language awareness as following: "Students have to explore structured input and develop an awareness of certain linguistic features by performing some activities" [Schmidt, 1993; 206-226].

Every language is learnt, taught and used completely by practicing more, doing various exercise and activities. Through activities learners raise their awareness of language that they are learning. The more do activities, the more aware of the language. In our work we have investigated the importance, types and elements of activities which raise learners' language awareness. Language awareness activities in our work devoted to the grammar. Through these activities students will be able to raise their awareness and language use. During doing activities learners should use their knowledge background of grammar.

Henry discusses that a “language awareness approach to teaching involves activities that concentrate on making learners aware of their mother tongue intuitions and increasing their explicit knowledge of what happens in the foreign language” [Henry;2008: p.470].

As reported by the linguist, first language acquisition remains basis for learning the language and it can be a foundation for accepting the structure and formation of the foreign language. Language Awareness could be summarized in the following brief definition: Language awareness, from its cognitive perspective, is conscious language learning on a meta-cognitive level with a learner-centred approach. In this respect, language awareness is by definition interdependent with explicit learning, because in explicit learning the learner is aware and actively involved in processing the input, which is in itself a demonstration of metacognition. As such, explicit learning and instruction become crucial in the classroom, because they stimulate language awareness and enhance language acquisition. Learners cognize in their mother tongue, develop ideas and speech, study grammar rules and while learning the foreign or second language they learn by heart the new words through the translation, compare the grammar rules, take their first language as a guide for acquiring the new language. Taking into consideration the given explanation, it can be identified that the prime point of gaining the language is practice which involves doing various kind of activities and put the language in active utilization. As activities work for the enhancement of the language acceptance and production, lead to revise and strengthen the language in practice, obtain background knowledge and enlarge the intuition.

In a discussion of LA in relation to teacher education, Borg outlines five main features of an LA methodology, summarized here:

1. It involves an ongoing investigation of language as a dynamic phenomenon rather than awareness of a fixed body of established facts.
2. It involves learners in talking analytically about language, often to each other.

3. It considers essential the involvement of learners in exploration and discovery.
4. It aims to develop not only the learners' knowledge about and understanding of language but also their learning skills, thus promoting learner independence.
5. The aim is to involve learners on both a cognitive and an affective level.

While Wright & Bolitho's paper focuses more specifically on linguistic awareness, Borg emphasizes the broader educational aims of L2 teacher education and L2 methodology [Borg 1993; 34-36].

Borg's first feature implies a constructivist view of knowledge. From this follows a learner- rather than teacher-centred approach, involving and indeed relying on extended opportunities for learner-learner interaction. Borg calls for learner investigation of language to take the form of exploration and discovery, which often entails alternative answers and perhaps ambiguity. The open-endedness of language as a salient characteristic of everyday interaction, conversation in particular, is addressed by Van Lier's work on contingency, where he recommends allowing and creating opportunity for learners to experience and deal with the unplanned, unexpected nature of linguistic interaction. At this end of the spectrum, Language awareness work is thus radically distinct from traditional explicit language instruction and can either clash with student and teacher expectations or be perceived as challenging in a positive way.

Borg's second feature has been described as the talk-about element. It differentiates L2 methodology from, for example, the strong version of communicative language teaching in which the emphasis is exclusively on meaning. As pointed out 'Talk about talk is what the classroom does best and yet this potential source of knowledge has not been sufficiently tapped, even in communicatively oriented classrooms'. From a constructivist perspective, employs the term languaging for the 'use of language to mediate cognitive activity', and posits that one of the ways of learning a second language is languaging about language.

The process of talking about and making explicit the workings of language requires learner interaction and engagement, the third feature in Borg's list. There is a body of LA research on the forms of learner-learner interaction and its learning effects and also on teacher-learner interaction.

In line with the ALA definition of Language awareness, Borg emphasizes the desirability of also developing awareness of learning/teaching processes as a means of improving teaching and enhancing learner independence (the fourth characteristic).

Most of Borg's Language awareness features seem to leave open the precise implementation of Language awareness methodology but feature five, which emphasizes that learner engagement needs to be both cognitive and affective, seems more compatible with some pedagogies than others. In areas such as cross-cultural communication, affective issues such as those related to identity are naturally central but Borg implies that affective engagement is essential in all Language awareness work, including grammar and skills work.

Borg's five features seem to identify the unifying characteristics of language awareness methodology which might be reformulated as: description (not prescription), exploration, engagement and reflection. Thus language awareness is effective and essential in discovering the language by the learners, teaching, understanding, improving and producing the language. Methods and techniques more commonly associated with the LA classroom are, for example, input enhancement; discovery-type, inductive tasks; dictogloss and text reconstruction; and open-ended discussion tasks on authentic or adapted texts. In general, approaches and techniques which make use of or engender conscious knowledge and which stimulate engagement with the language in a specific context, within a constructivist framework, are consistent with Language awareness pedagogy. The picture of Language awareness pedagogy which emerges is one which aims to engender Language awareness by learner engagement with the language, including the use of languaging, to construct knowledge about the language in any of its domains affective, social, power, cognitive, and performance.



The fact that language awareness requires involved and engaged learners in the language learning process depends on the use of language, as the cognitive process gets verbalized through language. In the theory of language awareness the use of language is regarded as a medium in the process of learning interactively with oneself or with others. Language awareness is a sub-field of applied linguistics that undertakes to mine native speaker knowledge in ways that make it relevant to language learning – to bring it to the surface, to make it a conscious tool available to learners, to introduce it into the discourse of the language classroom.

Having carefully analyzed the theories of the linguists we selected the most appropriate and relevant opinions and justifications in our curriculum. Language Awareness is a new approach in language learning and language teaching which needs to be developed and scrutinized in a wide length. It should be improved in Foreign Language Classrooms as it is important to acquire the language and use it productively. If teachers can make the pupils learn and grasp the language themselves and develop their abilities through the awareness raising activities, they train self-assured, independent and fluent users of the language. Language Awareness is affective in enhancing and checking background knowledge and encouraging the learners to obtain the language and produce it actively in the classroom and in the society. As the latest demand for foreign language fast and productive gaining the language with the modern methods which facilitates the way and period of learning and teaching. In such case Language Awareness is helpful to develop learners' knowledge and understanding of language, improve language and learning skills in order to promote learner independence. We agree on the trivium of Eric Hawkins as Language Awareness improves the knowledge of the process language acquisition and language learning facilitates the study of modern foreign languages by drawing learners' attention to similarities and differences with their own mother tongue, for example in the recognition of patterns. Language Awareness helps to integrate the skills and become sensitive and conscious language learner and teacher who is aware of the needs, lacks and interests of the learners and develop these demands in teaching process.

## **RESEARCH METHODOLOGY**

The research work actively involves the methods: descriptive-qualitative (observation, surveys), and descriptive-quantitative (participants of observation) Research methodology is a term that basically means the science of how research is done scientifically. It is a way to systematically and logically solve a problem, help us understand the process not just the product of research, and analyzes methods in addition to the information obtained by them. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. The methodology section answers two main questions: How was the data collected or generated? How was it analyzed? Research methodologists study and develop study designs, research methods and measurement instruments particularly for human-related research, whether they involve a quantitative, qualitative or mixed methods approach. A research method is a systematic plan for conducting research. Sociologists draw on a variety of both qualitative and quantitative research methods, including experiments, survey research, participant observation and secondary data. Quantitative methods aim to classify features, count them, and create statistical models to test hypotheses and explain observations. A quantitative research method typically tests a hypothesis and involves surveys, experiments, statistical analysis and analysis of previous research. Qualitative methods aim for a complete and detailed description of observations, including the context of events and circumstances. A qualitative research method typically generates a hypothesis based on data collection: case study, questionnaires, personal accounts, unstructured interviews and participant observations.[Hopkins, 1985]

Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. There are different types of research designs that use qualitative research techniques to frame

the research approach. As a result, the different techniques have a dramatic effect on the research strategies explored. What constitutes qualitative research involves purposeful use for describing, explaining, and interpreting collected data. It is alleged that qualitative research is less structured in description because it formulates and builds new theories. Qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences.

Qualitative research builds its premises on inductive, rather than deductive reasoning. It is from the observational elements that pose questions that the researcher attempts to explain. The strong correlation between the observer and the data is a marked difference from quantitative research, where the researcher is strictly outside of the phenomena being investigated. There is no beginning point of truth or any established assumptions from which the researcher can begin. This empirical research is data collected from the senses and is used to explain phenomena relevant to social behaviors in new and emerging theories. In addition to the distinct differences between quantitative and qualitative research designs, notable differences have also been identified in each respective research methodology.

Quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the assumption of an empiricist paradigm. The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity uncovered in the collected data. Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Creswell states, quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data”. The findings from quantitative research can be predictive, explanatory, and confirming. The next section focuses on quantitative research methodology. Quantitative research involves the collection of data so that

information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” [Creswell, 2003, p. 153].

Creswell, asserts that quantitative research originated in the physical sciences, particularly in chemistry and physics. The researcher uses mathematical models as the methodology of data analysis. Three historical trends pertaining to quantitative research include research design, test and measurement procedures, and statistical analysis. Quantitative research also involves data collection that is typically numeric and the researcher tends to use mathematical models as the methodology of data analysis. Additionally, the researcher uses the inquiry methods to ensure alignment with statistical data collection methodology. There are three broad classifications of quantitative research: descriptive experimental and causal comparative. The descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena [Creswell 2003 p 155].

During the experimental research, the researcher investigates the treatment of an intervention into the study group and then measures the outcomes of the treatment. There are three types of exploratory approaches: pre-experimental, true experimental, and quasi-experimental. The pre-experimental design involves an independent variable that does not vary or a control group that is not randomly selected. Campbell and Stanley endorsed the true experimental design, which provides a higher degree of control in the experiment and produces a higher degree of validity. The true experimental designs result in a systemic approach to quantitative data collection involving mathematical models in the analyses. Whereas, the quasi-experimental design involves nonrandom selection of study participants. Therefore, control is limited and true experimentation is not possible. Since the variable cannot be controlled, validity may be sacrificed. In the causal comparative research, the researcher examines how the independent variables are affected by the dependent variables and involves cause and effect relationships

between the variables. The factorial design focuses on two or more categories with the independent variables as compared to the dependent variable. The causal comparative research design provides the researcher the opportunity to examine the interaction between independent variables and their influence on dependent variables. Several research methods exist to conduct quantitative research. In descriptive research method, correlational, developmental design, observational studies, and survey research are used. These research methods may also be used in various degrees with experimental and causal comparative research. In the correlational research method, the research examines the differences between the two characteristics of the study group. It is crucial to observe the extent to which a researcher discovers statistical correlation between two characteristics depending on some degree of how well those characteristics have been calculated. Hence, validity and reliability are important components that affect correlation coefficients. Bold noted that the purpose of a correlational study is to establish whether two or more variables are related. It is defined correlation as a statistical test to establish patterns for two variables. During the development design, the researcher explores how characteristics may change over time within a study group. Two types of development designs include cross-sectional and longitudinal. In the cross-sectional study, the researcher compares two different groups within the same parameters. Whereas, the longitudinal study is commonly used in child development research to better understand a phenomena of particular age groups or to study a group over a specific period of time[Bold 1995 p 123].

In the observational study method, the researcher observes a particular aspect of human behavior with as much objectivity as possible and records the data. This research method may provide an alternative to various qualitative research methods. In the survey research method, the researcher tends to capture phenomena at the moment. This method is used for sampling data from respondents that are representative of a population and uses a closed ended instrument or open-ended items. A survey research is one of the ways to gather data in the social sciences.

We often require information on a range of subjects and to obtain that information we may be required to ask people questions. Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analyzed once completed. An effective questionnaire is one that enables the transmission of useful and accurate information or data from the respondent to the researcher. This is a complex process which involves presenting questions in a clear and unambiguous way so that the respondent may interpret them, articulate his or her response and transmit it effectively to the researcher. Once transmitted, the answers must be recorded, coded and analyzed fairly so that they accurately reflect the respondents' views.

When conducting research we are often interested in collecting data covering a broad range of subjects. Using subtly different questions, and approaches to questioning, can allow us access to the information we require. Questionnaires usually are comprised of a number of different approaches to asking questions – the essential ones being: closed questions, multiple-choice or ranking questions, and open-ended questions. The structure of our questionnaire is as follows:

### **Closed questions**

Most questionnaires consist of a collection of closed questions. These are questions to which all possible answers are provided. The most often-used form of closed question is the dichotomous question requiring a 'yes' or 'no' response. For example, 'Do you speak English?' is a dichotomous question: the respondent either does (responding 'yes') or doesn't (responding 'no') speak English.

### **Multiple-choice questions**

Many questionnaires include questions which provide a number of predefined responses. This allows the researcher to hold some control over the responses given. However, the construction and piloting of multiple-choice questions usually require careful thought to ensure that all or most

responses possible are covered. A typical multiple-choice question would be: *Which of the following are important attributes of a teacher? (Please tick all that apply)*

- Good management
- Well -developed teacher relation skills
- Good language skills
- Ability to interact with students.

### **Open-ended questions**

Open-ended questions impose none of the restrictions of closed and multiple-choice questions. They allow for the recording of any response to a question provided by the respondent. The answers to open-ended questions are in no way predetermined – this can make analysis difficult. Each response must be recorded and analyzed or coded to reveal the meaning of the response. A typical open-ended question would be: ‘Describe the method which is effectively used in teaching process?’

In our work, we have actively used questionnaire in order to identify the abilities, needs, interests and lacks of learners, and approaches, methods, techniques which teachers use in the teaching process, the effect of language awareness and handbook for the development of the language learning. The questions of the questionnaire are prepared particularly both for learners and teachers taking into consideration the level and role of the participants. The questionnaire consists of 10 questions that focused on requirements of the research and the results of the questionnaire help for proving the role of language awareness. The questions are divided into types as: closed questions, multiple-choice question and open-ended question which defines the response of the participants in a varied way. There are two types of questionnaire for teachers: designed for identifying the significance of Teacher Language Awareness and for pupils: based on determining the attitude and awareness rate of pupils to the language. In our research the purpose of questionnaire involves the

abovementioned requirements and questions work for identifying the essence of the work (See p 40 and 49).

Merely asking about or reporting the activities people carry out in different social settings and situations will no doubt give you a flavour of what is involved, but in order to understand fully what these activities mean to people, how they perceive them and what their perspective is on them, it is necessary to see those people in action, to experience what it is they do, even to wade in and have a go yourself. This is the research method called *observation*, and one of the clearest basic definitions we have found of observation as a research method tells us that it is 'research characterized by a prolonged period of intense social interaction between the researcher and the subjects, in the milieu of the latter, during which time data, in the form of field notes, are unobtrusively and systematically collected' [Bogdan 1972: 3].

According to Oxford Concise Dictionary, observation means "accurate watching, noting the phenomenon by which they occur in the nature with regard to the cause and effect of mutual relations". Science begins with observation and at the end also uses observation for the final validation- so it can be said that observation acts as very elegant method in case of scientific investigation. Observation is probably the most common and simplest method of data collection. It does not require much technical knowledge. Although scientific controlled observation requires some technical skill of the researcher, still is easier than other methods. Observation should be objective and free from bias as far as possible. It should generally be guided by a hypothesis. The observer must maintain ethical neutrality. He must consider hypothesis as something to be tested. But at the same time he must maintain a flexible attitude, so that can deviate from his original plan when such deviation appears inevitable. Observation result can be checked and verified. Observation must be verified with usual criteria of reliability, validity and usability. It may be possible to check the findings of the observation by comparing the results of different observers by repeating the study.



In fact, observation involves a range of skills, of which observing is just one. Others include listening, participating, contributing, pursuing, questioning, communicating, interacting, sharing, refraining, retreating, negotiating, timing, recording, describing, and so on. If you plan to conduct observational studies you should be prepared to engage in some or all of these activities, sometimes simultaneously, which can be at best challenging and at worst exhausting. Any thoughts you might have had that, when it comes to choosing your research instrument, observation is the easy option, dispense with them now! The observation process can be more demanding and taxing than any other research method. The settings you find yourself in, and the activities, events and interactions going on in them, may be hectic, unpredictable and confusing. All the observations consist of two main components: the subject and the object. The subject refers to the observer whereas the object refers to the activity or any type of operation that is being observed. Observation is not haphazard or unplanned. The length of the observation periods, the interval between them, the number of observations, the area or situation of observation and various techniques used for observation are carefully planned. An observation is a data collection method, by which we gather knowledge of the researched phenomenon through making observations of the phenomena, as and when it occurs. We should aim to focus our observations on human behavior, the use of the phenomenon and human interactions related to the phenomenon. In making and documenting observation, we need to clearly differentiate our own observations from the observations provided to us by other people. There exist various observation practices and our role as an observer may vary according to the research approach. We make observation from either outsider or insider point of view in relation to the researched phenomenon and the observation technique can be structure or unstructured. Observation must have some definite aims and objectives. It should be clearly defined before the beginning of the actual observation process. Without the proper aims and objectives observation will be unsystematic [Bogdan 1972: 3].

In our research work, we have made observation in order to justify and analyze the learners' language awareness, the effect of awareness raising activities for language development, learners' and teachers' attitude towards the handbook which is based on English grammar and vocabulary, teachers' awareness of language and their ability of teaching and level of language skills, learners' motivation to learning the language and lacks, needs, and problems which face during the learning process. During the teacher training practice on the basis of the manual "Fly High English 9 Grammar & Vocabulary", which involves language awareness activities, we observed the teaching process, as teachers and trained-teachers permanently used this handbook for 9<sup>th</sup> grade students: explained grammar and vocabulary themes, did the exercises, learnt by heart new words and phrasal verbs, produced the words in their speech. As an observer we supervised the lesson in order to identify "How did the teacher effectively use the handbook? What kind of techniques did the teacher utilize to make the lesson interesting? How much did the learners understand the given materials? What kind of problems did they face during the lesson? How productively did they interact with each other? To what extent did they feel their awareness of language? While observing the lesson, we paid great attention to the teacher's awareness of his/her learners' understanding, language skills, capabilities and knowledge level. Moreover, learners' receiving rate of information, interest for doing activities, attitude towards the lesson, their opinion about the teaching process and participation during the lesson. From the observation it can be seen that relevant material and method, motivated atmosphere, interesting procedure, skillful teacher and active students provide effective teaching and learning process which train knowledgeable and gifted learners. During the lesson teachers and trained teachers used various kinds of methods and techniques in accordance with their style, preference and the aim of the lesson taking into consideration the level and ability of the students. Through the students' participation: their responses for teacher's questions, doing the exercises, learning the vocabulary and using them in their speech, making own sentences and dialogues from the new words, keeping the

grammar structures and rules while speaking and doing exercises, utilizing their background knowledge. Another point to mention is that teachers could ensure opportunity for learners to grasp the mistakes themselves and let them correct and work on their weak sides. Students mostly cooperated with each other and there were individual tasks so as to evaluate each student's skills and level. The manual was designed as an additional material for the course book and it helped for students and teachers to work more on the given grammar and vocabulary topic, also it gave a good chance to integrate all the language skills and develop learners' knowledge of vocabulary and grammar. By observing the teaching process, we achieved to put our theoretical knowledge into practice and made comparisons and analysis, confirmed our notions through the lessons, selected justification for the research work. After finished using the manual in the lessons, we checked the understanding level and the effect of manual for learners' and teachers' knowledge, learning and teaching process we summarized our observation based on the criteria and took a questionnaire to identify the effectiveness of the manual and significance of language awareness for learners and teachers. Both the questionnaire and observation are related to each other as the purpose is to specify the practical value of the research work and prove the essence of theoretical information. The questions of the questionnaire based on determining the proficiency level of teachers, awareness ratio of students and relevance of the manual, the productivity of the method language awareness. Furthermore, the analysis of observation justifies the effect of the utilization of the manual and accurate the features of teaching process. Selected data from the questionnaire and observation prove the importance of language awareness, the role of activities in raising the awareness, students' and teachers' attitude towards acquiring and producing the language, effective approaches, methods and techniques of language teaching, the ways of motivating the students to learn the language. Through the results of the observation and questionnaire we affirmed the importance, actuality, practical value, objectives of research work and defined the language awareness put it into practice. The observation was held at school № 17

in Nukus in 2017, it included 22 pupils of 9<sup>th</sup> grade and 6 teachers during the lesson in 2 month. We observed the utilization of Language Awareness Activities in the teaching process, investigated the essence and impact of Language Awareness in learning foreign language, participants' attitude to the method.

### **DATA ANALYSIS**

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.

We have taken into consideration the followings:

The Analysis of Scientific Articles

Manual Delivery Process

Results of the Survey

The selected materials, results of the observations and questionnaire, the essence and utilization of manual in the teaching process, the investigation of the significance of Language Awareness in teaching grammar and vocabulary in our scientific articles have been accurately and completely justified and analyzed.

#### **The Analysis of Scientific Articles**

The following analysis considers the influence of awareness raising activities which are useful and effective in teaching process. Awareness raising activities help students to involve actively in the teaching process and it consists of **analysis** and **practice** activities.

Analysis activity includes consciousness raising activities where students analyze texts, transcripts aiming to see the specific language points. The aim of analysis activity is to raise learners' ability of analyzing and make them sensitive and attentive all the features of language. In the given activity learners should analyze grammar points of language.

*Example of analysis activity*

Identify categories of meanings and use of **-ing** words in the text.

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

*Analysis:*

The -ing words have three categories of meanings in the text. They are nominal, verbal and adjectival. In the second sentence the word “*fascinating*” is adjectival category as it describes what kind of exhibition it is. In the third sentence “*swimming*” is nominal category because it is used as the subject of the sentence. In the fourth sentence “*playing*” is a verbal category, it is used as gerund and describes an action.

Practice activities can be carried out by looking up a point of grammar in a reference, grammar and reporting back. Learners should learn the given grammar point in details by finding exact and complete facts from the books or grammar references. The aim of activity is to revise learners’ awareness of grammar and improve it through practicing and finding extra information of grammar which is new to learners.

#### *Example of practice activity*

In this activity students find modal verbs and explain their use and meaning in the sentences.

1. There is no way you *could* read when you were two!
2. You *have to* be a good communicator to be a press spokesperson.
3. You *should* try to get that poem published.
4. –“The weather *should* be good tomorrow, shouldn’t it?”  
- “Actually the forecast said it *may* well rain.”

#### *Explanation:*

The modal verb *could* is a modal verb which determines the past ability. *Have to* is used to identify current or general obligation. “*Have to*” means others decide what to do. *Should* is used to give advice for somebody to do something. *Should* and *may* are used to express degrees of certainty. Both of them identify probability about now, the future or generally. The objective of abovementioned activities is that students construct their own grammar from their own language experience and restructure their inter-language. Through analysis activities learners become more aware of the language use and by practice activities they increase awareness and review their knowledge.

## Manual Delivery Process

In order to prove the significance of language awareness and develop awareness raising activities, we have designed a manual “Fly High English 9 Grammar & Vocabulary” which involves grammar and vocabulary exercises that help to strengthen the background knowledge and integrate language skills, raise learners’ awareness of language, prepare additional materials to consolidate the topic and provide extra activities to practice more during the lesson. The designed manual has become helpful for us initially to increase the number of source for teaching process, alternatively it has ensured data for making analysis and research for the practical part of our work. Our teacher training practice which lasted 8 week at the secondary school № 17 in Nukus gave a big opportunity to investigate the true value and usefulness of the handbook and make research based on the practical value of our research work. We took a questionnaire and made an observation and put the manual into practice. We have observed the lessons of teachers and trained teachers who taught Unit 2 using the manual in their lessons. We will demonstrate the materials of Unit 2 from manual that teachers and trained teachers used in their lessons and we observed.

### Unit 2 Theworldofwork

Grammar	Conditional Adjective+preposition Suffix
Vocabulary	New words Phrasal verbs



#### Grammar: Conditional

Conditional clauses consist of two parts: **if clause (hypothesis)** and the **main clause (result)**. When the if clause comes before the main clause, the two clauses are separated with a comma. There are four types of conditionals: **Type 0**, **Type 1**, **Type 2**, **Type 3**.

**Zero conditional** is used to express general truth, scientific fact, definitions. e.g. *If water freezes, it turns into ice.*

STRUCTURE	
If clause	Main clause
If/When+Present Simple	Present Simple

**Exercise 1** Match the items in column A with those in column B in order to make correct zero conditional sentences, as in the example.

e.g. *If you water plants, they grow*

Column A	Column B
If you water plants	it stays fresh for longer
If you mix blue and yellow	it falls to the ground
If you put food in the fridge	it becomes water
If you drop something	they grow
If it rains	carbon dioxide is produced
If ice melts	the roads get slippery
If you burn fossil fuels	you get green

**Exercise 2** Rewrite the sentences using type 0 conditional.

e.g. *If Tina passes her exams, she becomes a student.*

1. Tina wants to be a student. Pass exams/ become a student
2. Tom wants to be a champion. Win the match/ become a champion
3. Alice wants to be a surgeon. Get medical knowledge/ become a surgeon
4. John is interested in repairing cars. Learn to repair cars/become a mechanic
5. Peter loves playing the piano. Play the piano/become a pianist

### **Adjective+preposition**

The structure *adjective+preposition* is used to make statements about person's attitude towards something. e.g. *Justin is good at playing the piano*. Some adjectives go with certain prepositions

Accustomed to	bored of	dedicated to	fond of
addicted to	capable of	devoted to	guilty of
afraid of	concerned about	disappointed with	happy about
anxious about	content with	famous for	proud of

**Exercise 3** *Determine the prepositions that goes with adjectives.*

Jason is anxious **about** his future and his career. He has always been popular \_\_\_\_\_ his friends and famous \_\_\_\_\_ his funny witty remarks. He is very kind \_\_\_\_\_ everyone and respectful \_\_\_\_\_ others. He is different \_\_\_\_\_ most nineteen-year-olds because he is so patient \_\_\_\_\_ other people. He is good \_\_\_\_\_ understand people's strength.

**Exercise 4** *Underline the correct preposition*

1. She is committed to/of/with improving her English.
2. He is involved with/in/about making the movie.
3. Nancy is concerned about/ of/ on being late.
4. The book is relevant on/to/ at us.
5. She is frightened of/from/on being alone at night.
6. Tim is content about/ at/with winning the second place

## Suffix



*Suffix* is a letter or a group of letters that is added to the end of letters that is added to the end of a word to change its meaning or to form a different word. e.g. quickly, careful, musician.

The suffix *-istis* added to the end of nouns, verbs and adjectives and describes “a person one who does an action”. e.g. chemist, artist, zoologist.

**Exercise 5** Find the names of the professions ends with the suffix *-ist*.

e.g. Mr. Robert is skilled in languages. He is a linguist.

1. Mr. Robert is skilled in languages.
2. Peter is a constructor of machines.
3. Mrs. Brown is a good eye specialist.
4. Alice writes articles for Newsweek
5. John’s father writes plays for the theatre.
6. Tim practices archaeology.

### Vocabulary

<b>Flexi-time</b>	<b>a type of job start an hour earlier or finish later</b>
<b>Multilingual</b>	<b>able to communicate fluently in multiple languages</b>
<b>Multinational</b>	<b>involving more than two countries</b>
<b>Overtime</b>	<b>extra hours</b>
<b>Overworked</b>	<b>being subjected to too much work</b>
<b>self-employed</b>	<b>work for oneself</b>
<b>well-paid</b>	<b>have a good salary</b>

**Exercise 6** Fill the blanks with the new words above.

Jack works in **multinational** company. He is \_\_\_\_\_ and works as an interpreter. He has \_\_\_\_\_ job but he works \_\_\_\_\_. He is \_\_\_\_\_ but he job is \_\_\_\_\_. Sometimes he is tired of his job and wants to run his own company and to be \_\_\_\_\_.

### Phrasal verbs

<b>Carry out</b>	<b>do or complete something, especially something important</b>
<b>Get ahead</b>	<b>be successful in one's job</b>
<b>Hand over</b>	<b>give someone else responsibility or control</b>
<b>Pull together</b>	<b>works as a group in order to achieve something</b>
<b>Step down</b>	<b>leave one's job, especially so that someone else can do it</b>
<b>Take on</b>	<b>1) accept a particular job or responsibility; 2) begin to employ</b>

**Exercise 7** *Fill the gaps with suitable phrasal verbs as the example.*

Jill has been **taken on** more and more responsibility at work. She has only \_\_\_\_\_ two years ago but she has already managed to \_\_\_\_\_ a very successful reorganization of office procedures. She has always been very good at getting people to \_\_\_\_\_ and at motivating them. She is someone who will really \_\_\_\_\_ and make a successful career. When the boss eventually \_\_\_\_\_, He'll \_\_\_\_\_ the running of the company to her.

The auditory was 9<sup>th</sup> grade students we observed two classes that divided into 4 subgroups and each subgroup was taught by individual teachers who have

own approaches, methods, techniques and pedagogical skills which are different from each other. After finishing the lessons we took a questionnaire from teachers, trained teachers and pupils found on the teaching process and defining the importance of language awareness.

Teachers and trained teachers tried to explain the grammar and vocabulary topics before doing the exercises. The first grammar topic is “Conditional”. Teachers explained the structure and usage of the conditional by giving examples. From the observation it was seen that some students have background knowledge on the topic and they could understand and made sentences following the structure of Zero conditional. Teachers focused on these students make them grasp the grammar rules themselves and feel the awareness. After the explanation students did 2 exercises which consolidated and checked the understanding of the learners. According to the first exercises students matched the main clause with if-clause given in two columns. While observed the learners’ fulfillment of task that they paid attention to the structure, especially correspondence of the meaning of the sentences. Students’ background knowledge helped to the completion of the task. In the second exercise pupils made a sentence by combining the two clauses following the structure, this exercise was not be so difficult for pupils to do.

The following grammar theme was adjectives followed by preposition. The structure “adjective + preposition” was explained and the common adjectives which come with particular adjectives and their usage were given to the pupils to learn by heart and utilize in the speech. One of the teachers gave the adjectives at the previous lesson in order to learn by heart and at the lesson she divided the class into subgroups and hold competition by asking the adjectives that they had learnt by heart. By dint of becoming aware of the adjectives and preposition beforehand they managed to do the exercises easily and fast in a short period.

The topic Suffix was interesting for the learners and they made up new words adding the suffix –ist to nouns, verbs and adjectives which describe professions. Pupils were aware of only the names of the professions till the teacher

taught the forming structure of these nouns. They did not feel doing the task so complicated as they had background knowledge and used the nouns before.

In the exercise the explanations of the professions were given and pupils found the type of the profession. As the duties and tasks of the professions were clearly given it was not hard to do the exercise.

Vocabulary part of the unit is helpful to enlarge vocabulary related to the topic work. Acquiring data ability of the learners differ from one another due to their memory, capacity, recognition and it is required to use relevant method in order to make learners obtain the given vocabulary and productively use in their speech.

New words related to the topic were given with their definition. Teachers explained the words by giving examples so as to be more accurate and easy to understand. Pupils could do the exercises themselves without the help of the teacher by grasping the meaning of the words. The task was to fill the gaps with suitable words that were given as new vocabulary. By doing the exercise they revised the words and new words were kept in mind through the practice. After filling the gaps it was appeared a short text that identified the true utilization of the words. Phrasal verbs seem to be a complicated branch of vocabulary which demand to learn precisely and learn the correct utilization, formation and definition. Teachers faced some problems while explaining the formation as through adding the prepositions the meaning of the phrasal verbs vary and causes to learn by heart every phrasal verb. In learning phrasal verbs also practice helped to acquire them accurately. After the explanation, pupils did the exercise and some pupils grasped the meaning and usage of phrasal verbs while doing the exercise.

### **Results of the Survey**

Having carefully made an observation, it can be deduced that the method of language awareness is significant both for teachers and learners to maintain effective teaching process, train learners fruitfully by making them aware of the language themselves, develop learners' language skills and creative thinking and

abilities, increase the number of independent learners, improve the rate and range of teaching and learning efficiency. It was determined that activities were the most important to raise and develop language awareness and practice integrates the language skills. Moreover, the teachers mentioned that the handbook played an important role in the lessons as the range of exercises, clear and relevant grammar structures, vocabulary explanations, selection of new words and phrasal verbs which correspond with the topic provide basic material and additional information and source for teaching the learners. After the observations in cooperation with the teachers and trained teachers we made an analysis by focusing on the methods of teaching the foreign language, techniques of doing the exercises, the relevance of materials and sources to the learners, ways of motivating the students to learn the language, designing activities taking into account the level of the learners, encouragement of active participations during the lesson, investigation of needs, lacks, interests of the learners, work on the problems which appear during the lessons and find solutions to them. We shared opinions, presented experience and skills, tried to find solution to some common problems, analyzed the benefits and drawbacks of the manual, sorted the effective methods and techniques for teaching process. During the talk teachers gave their feedback for the manual and wrote the review depicting their opinion and the usage of manual in their teaching process. The reviews of the teachers proves that our designed manual as an additional material for “Fly High English 9” is very helpful and usable for making the lessons effective, motivate learners to learn, make them practice more doing the extra activities which requires to feel the language and understand the topic themselves, become aware of the language and provide enthusiastic atmosphere of the audience. The reviews were positive and the teachers mentioned to use the manual permanently in their lessons as a main source and make the gifted students use as a self-study material. The teachers Ayjamalldireysova and SayyoraPiryarova wrote review including the efficiency of handbook and recommended for using in the school curriculum as a coursebook[reviews were attached].

At the end of the teacher training practice we took a questionnaire from teachers and students in order to specify the significance of language awareness, the role of awareness raising activities, the effect of the handbook for the development of pupils' awareness of language. The questionnaire specifically designed for teachers and pupils separately including the questions that determine the required information and results for the research work. Each questionnaire contains 10 questions including the types of closed, open-ended and multiple which correspond to obtaining the required results and responses from participants.

The responses helped to identify the effectiveness of language awareness in learning and teaching foreign languages, the interests of pupils to learn the language, the responsibility of teachers to motivate the pupils to gain the language, the rate of acquiring and producing the language, the importance of activities in consolidating the grammar and vocabulary of English language. Furthermore it aids for specifying the demands of learners in obtaining the language: pupils' interests, lacks, needs and their expectation from teachers about the teaching methods and techniques, impressions from their lessons and their attitude for the lessons and their teachers, the issues of the teachers that face during the teaching process: selecting relevant material, managing to focus on all the learners, finding suitable approach to make the learners get the language, motivating the class to learn the language and provide enthusiastic atmosphere, encouraging the pupils to spend much time on learning something new, training fluent speakers of English. We collected the answers, did analysis, summarized the results and identified the learner and teacher language awareness and justified the practical value of our research work. We will illustrate the complete implementation of the work depicting all the data selected during the practice.

Both questionnaires contain 10 questions, as initial 3 questions are closed questions: respondents answer if they agree or do not agree with the question choosing one of the answers from Yes or No; the questions from 5 to 7 are multiple questions: respondents should choose one of the suitable answers from the variants A, B or C as each choice specifies particular ideas; the last three are open-

ended questions: respondents should write their opinions on the given questions demonstrating own notion and experience.

We took a questionnaire from 22 pupils (11 boys and 11 girls) of the class 9<sup>a</sup> at school № 17 in Nukus in 2017. Through the answers of the pupils we achieved to prove the theoretical data, observation analysis, learning and teaching competence.

Closed questions are devoted to identify the learners' attitude to learn the foreign language: 20 pupils like English and they think foreign language is important to learn, they can easily understand when their teacher explains something new whereas 2 pupils mention that they are not fond of English and they consider that foreign language is insignificant to learn, also they are not good at understanding the language. From the results it can be clear that almost all learners are passionate about English and the interest rate is high enough to obtain the language. Particular opinions defend the idea that foreign language is essential in educational curriculum to teach the pupils at school and puts it in prime role in teaching process. It became precise from the answers that learners can grasp the language while their teacher is explaining something in foreign language, it illustrates that the lessons are effective and pupils' knowledge level of foreign language are sufficient to interact with teacher and one another. It is considered that pupils' attitude to English, the essence of the language and the extent of understanding demonstrate the positive results and way to enhancement of the language.

Multiple questions are based on investigating individual abilities, preference of the language skills and responsibility of task fulfillment. The results show that:

7 pupils - auditory learners;

9 pupils – visual learners;

6 pupils – kinesthetic learners

Being aware of learners' own style help for pupils to activate focusing on convenient ways of gaining the knowledge, especially knowing the style of learners is helpful for teachers as they prepare materials in accordance with their

learners' capacities which give them opportunity to obtain the information in an easy and effective way by saving the time and energy for explaining the data. From the responses learners know their styles and they get information in a convenient way and develop language skills using the relevant and comfortable types of the acquiring data and approach. Moreover the results become useful for teachers to take into consideration while giving information as it facilitates the work of teachers and provide fast acquiring the language. Through knowing the learners' styles teachers prepare relevant materials and develop the language skills according to their style. Auditory learners become able to get the information through listening so they tend to listening and speaking, more able to catch the words, listen to various speeches, tracks, audios, any listening sources. They are good at listening and teacher should pay attention to enhance listening skills of these learners. Visual learners obtain any information by seeing and they try everything by reading. It will be more effective if the teachers attempt to improve reading skills and teach reading techniques as scanning, skimming and reading in depth. Kinesthetic learners are more inclined to see in practice, they learn something by trying it out and in this way the information kept in mind. They become more creative and good at project works as taking an interview, role plays, presenting posters. Taking all these justifications into consideration teacher can achieve to train fluent speakers, sensible readers, accurate writers and creative learners. By identifying the capacities of learners, teachers manage to distribute attention to all the learners and develop awareness of all learners, give opportunity for pupils to feel comfort in gaining the data and producing the language.

Doing activities is important to consolidate grammar structure and learn by heart new words. In the lesson after explaining the topic pupils do exercise individually, with pair and in group so as to check the understanding of the theme and to strengthen the awareness of the language. Cooperation and individual working have their own influence on practicing and getting the information. Individual working helps to check one's understanding of the topic and it provides



opportunity to raise awareness. Pair work improves learners cooperation ability, it helps to summarize the information, share opinions and interact with each other. In some cases teacher may facilitate the task as he or she explain the task and contribute to the completion of the work. It is seen from the answers of the questionnaire during the lesson 10 pupils do the exercise on their own. As they can understand and produce the language accurately and think that it is the most appropriate way of checking awareness of the language. 2 pupils prefer doing the task in cooperation with classmates as they are addicted to their partner and mostly stay passive during the completion of the task. Some tasks may be complicated as the help of the teacher is required to finish the task. In the class 10 pupils do their exercise with the help of the teacher as they find the foreign language difficult to produce and they face some difficulties to complete the activities.

Language skills form the language and they are the main branches of the practical language. In acquiring the language all four language skills: reading, writing, listening, speaking, and grammar & vocabulary are learnt in integrated way. They are connected with each other as through listening we improve speaking skill, by practicing reading the quality of writing skill will be enhanced. Grammar and vocabulary permanently stay the basic source for integrating the four skills. In teaching foreign language all four skills are included and developed permanently.

According to the pupils responses grammar and vocabulary activities are the most preferable and interesting for pupils as 14 learners accepted these type of activities as their favorite, familiar and the most common one. Moreover, the exercises on the coursebooks were based on grammar and vocabulary which are the basis of traditional method of learning. 12 pupils prefer writing tasks which are more appropriate for pupils who are tend to produce the language in written form and avoid from presenting in speech and action. Listening and speaking are language skills which seem complicated to catch and produce, require fluency, wide range of vocabulary, high speed of speech, ability of communication. At the onset, it is much more difficult but through the practice learners can achieve the skills. From this point of view 4 pupils make interest for the skills to involve in the

lessons. The preference of pupils became a hint for teachers to prepare suitable materials and motivate pupils to learn the language and provide an enthusiastic atmosphere.

Open-ended questions demonstrate the language level and awareness of the learners. The rate of the knowledge is evaluated through the range of vocabulary learnt from the handbook during the lesson. The question of noting the favorite exercise from the handbook checks the pupils' interest to acquire the language and their awareness of the grammar and vocabulary topics. From the responses of the pupils it seems that the latest vocabulary and the new words which were explained with the real life examples and practiced more by exercises are kept in the mind of learners and they mentioned these words and phrasal verbs.

Half of the class pointed out that the exercise on the topic Suffix is interesting because it makes pupils think on the types of profession and the formation of the nouns. In the exercise the explanation of the profession was given through the sentences and by reading the statements pupils should find the names of the professions. The following question describes how much new words the pupils learnt by heart and the most of the pupils learnt by heart wide range of vocabulary whereas some of the pupils did not learn by heart. The duration of the practicing period varies from pupil to pupil. The longest period is 2 and 3 hours a day and 7 pupils of the class became occupied in this period. 8 pupils of the class spend an hour a day for learning the foreign language. The other 7 pupils practice English around half an hour a day.

While making questions we have paid attention to identify the awareness, needs, lacks and interests of the pupils. The point that we need to mention that pupils thought about their demand for the language, their learning styles, attitude about the lessons, their capacity to learn the language. After the questionnaire we have talked and determined that the questionnaire made them think about the challenges and develop their opinions about the language, explain their attitude and idea to the teaching process and the methods of their teachers. Some of the pupils gave their opinions about the lessons: how the teachers should motivate the class,

what kind of methods they use, the range and type of activities and exercises, motivating games. Their responses became helpful to manage the class and organize the lesson effectively and relevant to all the pupils' demands. Through the results of the questionnaire we achieved to make analysis of our research work and defined the level of the learners' awareness of the language, capacity of acquiring foreign language, attitude to the language learning, their suggestions and hopes for teachers. As a result we selected all the research analysis and come in conclusion.

The sample of the questionnaire is:

### QUESTIONNAIRE (for pupils)

№	Questions	
1	What is your name?	
2	Is it important to learn foreign language?	Yes                  No
3	Do you understand easily when your teacher explains something new?	Yes                  No
4	Is the handbook interesting for you?	Yes                  No
5	I do exercises during the lesson .....	a) on my own
b) with my classmates		
c) with the help of teacher		
6	What type of learner you are?	a) auditory
b) visual		
c) kinesthetic		
7	Which of the following do you prefer to do most in your foreign language class?	a) reading
b) writing		
c) listening & speaking		
d) grammar & vocabulary		
8	Which exercise do you like from the manual?	

9	Write the new words which you learnt from the manual	
10	How much do you spend to learn English every day?	

To summarize the responses of the pupils the results depict that the demand and interest for learning the foreign language are high among the schoolchildren. It gives a chance to put a step onto developing the foreign language teaching and put it in main place and provide the implementation of the involvement in the curriculum. The results of the questionnaire were given to the teachers and made an analysis and it was helpful for them to approach to their pupil, learn the styles, interests, and level of their learners. It became a guide for teachers to design their lessons taking into account the level, style, interests and awareness of the learners, select relevant and interesting materials, check the understanding of the pupils through variety of activities: individual, pair and group work, paying attention to the willing and ability of the learners by designing all the language skill activities, use suitable techniques of explanation for all style of learners in order to achieve the aim of the lesson. The results of the open-ended questions justify that after using awareness raising activities learners became aware of the language, began to recognize the language themselves, produced the language effectively and tried to make a self-study. The method of language awareness is essential to involve in the teaching curriculum as the effect of this method is proved during 8 week teacher training practice. In the teacher training period we taught the pupils attempting their language awareness through explaining, confirming with practice, making the learners do exercises and activities, giving an opportunity to produce the language and feel the language themselves. By observing the teachers and trained teachers

lessons we determined the participation of pupils: how they behaved in the lesson, to what extent they were motivated to the lesson, what level and style they had, how they were aware of the language, how they gained and produced during the lesson, what kind of achievements and difficulties they faced, how they interacted with each other, what role the teacher played, to what extent they managed the class and the aim of the lesson. The analysis of the questionnaire helped to deduce the last point of the proving the significance of language awareness, collect all the data, make analysis and find relevant solution to the main issues and challenges.

The language awareness of teachers has a number of defining characteristics:

Central to any teacher's language awareness is the closeness of the relationship between knowledge about language (subject-matter knowledge) and knowledge of language (language proficiency). This relationship exists at a number of levels, with, for example, any planning of the language content of teaching drawing on reflections on both types of knowledge, and with former being mediated by the latter whenever the L2 is being used as the medium of instruction. Teachers' language awareness is metacognitive in nature. It involves an extra cognitive dimension of reflections upon both knowledge of subject matter and language proficiency, which provides a basis for the tasks of planning and teaching.

Teachers' language awareness encompasses an awareness of language from the learner's perspective, an awareness of the learner's developing inter-language, and an awareness of the extent to which the language content of the materials/lessons pose difficulties for students. As Wright observes: "A linguistically aware teacher not only understands how language works, but understands the student's struggle with language and is sensitive to errors and other interlanguage features" [Wright, 2002:115]

Teacher language awareness focuses on teachers' use of language in the classroom. According to Thornbury Teacher language awareness is: "the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively". Furthermore, teacher language awareness is a

teacher's sensitivity and perception of the nature of language and its role in the life of a pupil. 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. 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 analyze 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. A language aware teacher filters his or her own output (written and spoken) to make sure that it is clearly expressed, appropriate functionally and structurally, as well as adapted to the learners' level. The teacher plays an important role in helping learners to achieve the language requirements in educational settings and to complete academic literacy. The language used by the teacher effects on the process and success of the classroom education. In addition, teacher can be an important model for pupil's own use of language for constructing knowledge. Guidance and a great deal of possibilities for practice of how to use language for reasoning would be beneficial for more effective use of language as a tool for working on different activities and hence processing knowledge.[Thornbury 1997]

A language aware teacher is able to "filter" in "real time" and react spontaneously and constructively to the language 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 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. Being language aware does not necessarily add to a teacher's work-load, as the teachers already have wide range of practices that involve language awareness. Furthermore, the teacher does not have to be a professional to teach the native language of the

pupils, as it is enough that the teacher acknowledges the language and language aware activities in the classroom. The impact of language awareness can be either negative or positive, depending much on the teacher. In other words, the way teacher conceptualizes language awareness matters. A language aware teacher balances between the declarative and the procedural dimensions of the language awareness: possessing the relevant knowledge base and taking the learner's perspective into account, by recognizing their needs and challenges. The key influences contain professional, attitudinal, contextual and personality factors.

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 the 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 practices. Moreover, even the teacher education includes a great deal of studying the 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 practice, simultaneously growing with the teacher's experience[Andrews 2007].

The personality of a teacher, influences the teaching as well, affecting everything in the classroom, including how language awareness is present. A teacher's sensitivity towards language awareness, whether it is alert or reflective, influences teacher language awareness. 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[Harmer 2003].

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 pupil who is in the center of the entire teacher practice.

In order to prove the justifications about teacher language awareness we took a questionnaire from 6 respondents: two teachers (Piryarova S, Idriysova A) and trained teachers (Ismamutova G, Nawrizbaeva A, Turemuratova L, Xannazarova A) at school №17. The questionnaire consists of 10 questions: 4 closed, 3 multiple and 3 open-ended questions. Closed questions are bound to the learners' participation for the lesson, their capacities to gain the language and knowledge level.

4 teachers agreed on learners' participation for the lesson may decline due to their shyness but the other 2 teachers do not agree with the statement. Learners' character may influence on the learning as out-going and nimble learners adapt fast to the atmosphere and participate actively while shy learners have difficulty in breaking barrier and produce their knowledge in front of the class.

All the respondents approved that learners need a conscious knowledge of grammar to improve their language. Being aware of grammar structures and rules is basis for developing all language skills as correctly constructed sentences ensure to produce well complicated writing, fluent speaking and productive reading. Moreover, in the school curriculum grammar is taught mandatorily and grammar awareness of pupils is developed and formed in the school lessons. In order to improve all the language skills grammar background is required to achieve and obtain the language skills.

5 respondents confirmed that language awareness is important in foreign language teaching because they have received information about language



awareness and its significance in teaching foreign language, the effects of language raising activities, especially practically utilized the method in their teaching process as they have seen their thoughts about language awareness by trying out and observing, analyzing the effects on their pupils and their participation in the lesson and understanding of language. 1 respondent recognized that it is not so important to use language awareness in teaching foreign language. The reason that she has not used the method in her practice and has not become aware of the essence of the language awareness.

Multiple questions help to identify teacher language awareness, to what extent the teacher is aware of the language they are teaching, language features and language skills, pedagogic experience they have. For the question “Does the language awareness improve your understanding of your own language?” 5 teachers specified that learners rely on their mother tongue awareness, think first in their mother tongue and produce it in foreign language. Learners first language acquisition always impact on learning second and foreign language it becomes a guide for forming the foreign language acquisition. While learning another language they compare it with their mother tongue and automatically try to convert the mother tongue grammar rules to foreign language structures. As learners take the structure of their own language as a sample or guideline for obtaining the foreign language. Only 1 respondent mentioned that learners remember and revise their own language while learning another language. At the onset learners may apply for the first language but the grammar structures differ from one another.

Investigating and determining the level of the learners provide effective teaching process. According to the question “What is the advantage of knowing about learner’s background knowledge of foreign language in the teaching process?” 4 teachers responded that knowing about learners’ background knowledge of foreign language is important for teaching because it helps to use the classroom to learn more about student language background. Identifying the level of language knowledge of learners become basis for selecting materials and designing activities, visual aids for consolidating the theme, designing relevant

lesson plan in order to achieve the aim of the lesson. It helps to recognize the needs, lacks and interests of the learners and work on these issues and train fluent learners. The other 2 teachers specified their choice that being aware of the learners' background knowledge of foreign language is significant for teaching as it provides insight about how to work with them. By making it accurate the requirements and shortages of the point the achievement of the goals is facilitated and provides a distinct direction to the completion of the work.

Activities and exercises are the prime tool of consolidating the theme and raising learner language awareness. It is asked the essence of exercises in raising the language awareness. 4 teachers answered that exercises motivate learners to learn more and it also give a chance to check the understanding and consolidate the knowledge. Motivation is important in directing the learners to study and participate for the lesson actively. It ensures high grasping and acquiring rate of the language. 2 teachers emphasized that pupils consolidate grammar and vocabulary through doing the exercises. By doing exercises they develop the language its grammar and vocabulary which are important and foundation for the enhancement of the main four language skills.

Open-ended questions are devoted to define the approaches, methods and techniques that teachers use in their teaching process. Through the questionnaire we tried to define the significance of handbook in the teaching process. Half respondents noted that:

1- respondent: "This handbook is very useful, pupils tried to do the exercises. They were interested and the aim was achieved."

2- respondent: "It was very useful to enrich or topic by using it. There are interesting materials in it"

3- respondent: "The handbook helped to revise all the grammar and vocabulary materials. It became an additional material for enlarging pupils' outlook and awareness."

Other teachers recommended improving the relevance of the handbook by increasing the number of the exercises and the quantity of the grammar themes and

vocabulary topics. They mentioned that in most cases the handbook helped to consolidate the topics, motivate the learners to grasp the topic. If the materials in the handbook are enlarged, it can be used during the whole lesson instead of the coursebook and it becomes relevant to the requirement of the curriculum and corresponds to the aims and objectives of the lesson.

In response to the question “How do you improve your learners’ language awareness?” teachers gave following opinions:

1-respondent: “ I gave them opportunity to understand the tasks themselves by trying out. At the onset, they attempt to do the exercises through their background knowledge, after that I explain the task in detail, they redo the task”

2-respondent: “I use interactive methods permanently so as to encourage them to learn and keep them stay in motivated mood in all lessons”

3-respondent: “I direct them to do more exercise and read the texts and articles. Try to use handouts and visual aids in every lesson as it is very useful and effective to raise learners’ language awareness”

4-respondent: “I use various kinds of videos to appear interest to learn the language. Every lesson I gave interesting facts related to the topic and language.”

5-respondent: “First of all, I try to form their confidence on themselves. They should independently learn the language and without any hesitation they can use the language, share opinions with their classmates”

6-respondent: “I focus on teaching every theme with fun as they do not become tired and bored from learning. Playing interesting and topic based useful games can be effective in teaching process and raising language awareness”

Most teachers gave the responses that they correct their pupils’ mistakes after they produced the task, explain them their mistake and true version of the answer to the question “How do you correct your learners’ mistakes during the lesson?” One teacher highlighted that if her pupils make a mistake, she let them correct their mistakes themselves by being aware of the faults that they did. Self-correction is helpful to avoid the mistakes and decline the rate and range of the mistakes. Moreover, I apply for the whole class to correct it if the pupil cannot

grasp themselves. The responses justify that language awareness is effective in teaching foreign language and this method should be implemented to use in a wide range in school curriculum. In gaining foreign language teacher plays an important role to direct the learners in a right road to learn the language as the approach she used works for getting the learners in their distance and achieve their aim. The form of the questionnaire designed for the teachers is given below.

### QUESTIONNAIRE (for teachers)

№	Questions		
1	What is your name?		
2	Learners may not actively participate in classroom due to shyness	Yes	No
3	Learners need a conscious knowledge of grammar to improve their language	Yes	No
4	Do the materials of the handbook correspond to the coursebook?	Yes	No
5	Learning another language improves your understanding of your own language .....	a) learners remember and revise their own language while learning another language	
		b) while learning another language they compare it with their own language	
		c) there is no connection between mother tongue and second or foreign languages	
6	Knowing about language characteristics of learners is important for teaching .....	a) it provides insight about how to work with them	
		b) it helps to use the classroom to learn more about student language background	
		c) it is important for student identity	
7	The exercises help students to raise language awareness .....	a) through doing exercises they consolidate grammar and vocabulary	
		b) exercises motivate learners to learn more	
		c) learners become tired and bored from exercises	

8	Could you achieve the aim of the lesson through using the handbook? Your opinion about the handbook....	
9	How do you improve your learners' language awareness?	
10	How do you correct your learners' mistakes during the lesson?	

### **Discussion**

It is a complex and difficult process to teach and learn the language. It will be more difficult if one need to teach or learn second or foreign language. Learners should have peculiar abilities such as motivation, good memory, knowledge and skill to learn the language. Language awareness is an essential dimension of learning and teaching the language. It helps to become aware and learn the language effectively. Language awareness emerged as a movement in the UK in the beginning of the 1980s, founded by the linguist Eric Hawkins, mainly as a reaction to dominant theoris about language learning based on behaviourist principles of habit formation. Eric Hawkins known as the father of language awareness supporting the explicit reflection on both native and foreign languages since 1960s. He suggested a “trivium” of language studies that consists of mother tongue study, foreign language study and language awareness work. In this model learners would be helped to develop skills and linguistic intuitions, use their mother tongue and foreign language effectively. In this case language awareness is beneficial to understand how language works and effects human life.

The Association of Language awareness gives the following definition: “language awareness can be defined as explicit knowledge about, and conscious perception and sensitivity in language learning, language teaching and language use”

Language awareness, according to ALA, is relevant for the learner, the teacher, the teacher-learner, the bilingual and the layperson. Language awareness

develops a good knowledge and conscious understanding about language, effects to language use, language learning and teaching.

Language awareness blends content about language, language skill, attitudinal education and metacognitive opportunities, which allow the student to reflect on the process of language acquisition, learning and language use. All four of these aspects of language awareness need to be integrated into the existing subject areas. Learners should know the maintenance and use of language, integrate their four language skills: listening, speaking, reading, writing, become sensitive, own positive attitude to the education and understand the way they are processing information. The main objectives of language awareness is to help learners to notice for themselves how language is typically used so that they will note the gaps and achieve learning readiness [Tomlinson 1994:122-3].

Other objectives include helping learners to develop such cognitive skills as connecting, generalizing and hypothesizing and helping learners to become independent with positive attitudes towards the language and to learning the language beyond the classroom. The method is to involve the learners in effective interaction with text potentially, achieve their own thought of the text and articulate their responses. Learners are focused to identify the features of the text, work with other learners together, give own opinions and make generalizations. This method is used to maximize the interactive collaboration between the learners, between the teacher and learner. It is important to realize the contrasts between implicit and explicit learning in order to understand the role of language awareness in learning. Explicit learning is an active process people seek out the structure of any information that is presented to them. Implicit learning is an acquisition of knowledge about the underlying structure of a complex stimulus environment. In explicit learning, the instructor clearly outlines for the learners the learning goals, clear offers, unambiguous explanations of the skills and information structures. The learner becomes aware and actively involved in processing the input. In implicit learning the instructor doesn't outline the goals but presents the information or problem, allows students to make their own conceptual

structures. It is intuitive and not analyzed; the learner isn't capable of describing the acquired knowledge. Explicit learning and instruction become crucial in the classroom because they stimulate language awareness and enhance language acquisition.

Being aware of language and its use is important in all languages. We will look through the importance of language awareness in karakalpak language through examples. Through examples we identify the effect of language awareness to the vocabulary, realize the meaning of the words from the context, choose appropriate word, know all the meaning of words and its use in sentences. The examples are related to vocabulary of karakalpak language: the meaning of words in the sentences and their definitions. Vocabulary is all the words in language and it is central to language teaching because without sufficient vocabulary learners can't understand others and express their ideas. Without vocabulary nothing can be conveyed, so learners expand vocabulary and teachers use vocabulary learning strategies effectively.

We learn to guess the meaning of words from the context, define the exact meaning of the word, understand and use correctly in a particular situation from the first example.

Example:

*Bunshasuwisheberipku'shalajedin'be?-dedig'arribalag'a (Q. x.e)*

*You are drinking too much water. Have you eaten kushala?*

*( from karakalpak national story)*

In the sentence the word *kushala* is not clear not only non-native but also native speakers. But from the context we can realize *kushala* is something that makes people thirsty and guess *kushala* is food, vegetable or fruit that people can eat. If we need precise meaning of the word, we can look it up from dictionary.

*Kushala* is an acid plant grown in mountainous and hot territories, used as medicine for treatment. After knowing the definition it will be clear the objective of using and the meaning of the sentence. This sentence isn't used in everyday

speech to say that somebody is drinking too much water without realizing the exact meaning of kushala. We can equalize this sentence with the sentence “*Onshamasho’llepbaliqjedin’be?*”(You are so thirsty. Have you eaten fish?) and the last sentence is widely spoken in everyday speech. *Baliq* is a cold-blooded vertebrate animal that lives in water, moving the help of fins and breathing with gills. They become available to eat after being cooked Fried fish makes people thirsty and this sentence has become as a phrase to show exclamation for the people who become thirsty and drinking too much water. According to the meaning of the last sentence kushala may be thought to be a meal as baliq, but kushala is plant and both of them can make people thirsty. “*Onshamasho’llepbali’qjedin’be ?*” is more common and widely used than “*Bunshamasuwisheberipkushalajedin’be?*” but both of them are told to people who are thirsty and drinking much.

A word can define various meanings and we can identify from the context which meaning the word expresses. Through the following example we can realize the variety of meanings of a word, choose and use appropriate meaning in sentences.

*O’mirindeshayqalg’ anjasqaratal,*

*A’miwdaryasuwwalarinanna’r alar*

( I.Yusupov)

*Young willow waving in life*

*Gaining its strength from Amudarya (Karakalpak poet I.Yusupov)*

The current meaning of *na’rali’w* is “to eat”. We use another meanings such as “take a pleasure”, “strength” according to the meaning and use in the context. “*Na’rali’w*“ is more literal and usually used in poetry and prose. It strength the meaning and makes the composition more effective and expressive. In this poem *naraliw* doesn’t mean to eat, it means get power. We can realize it from the context while reading the poem.



Being aware of various meanings of words, its use in sentences, texts, poems, guessing and realizing from the context help us to gain positive attitude, integrate the knowledge and own rich vocabulary.

The grammar of each language includes phraseology. It contains phraseological units, which convey a single concept. Each language has its own phraseological units but can be found equivalents from other languages. It can be a bit difficult to be aware of all the phraseological units, use permanently, choosesuitable phrases in various cases. Phraseological units strengthen and enrich the idea, make the sentence more effective. Karakalpak language rich in phraseological units and we will define one of them.

*To'rtjag'iqubla*

*( Four side is south if we translate letter by letter)*

From the meaning of the words we can realize as “someone can go anywhere he or she wants” and it directs the way. But the phrases don't usually define the same as its components. This phrase describes the person who “can afford everything he or she wants, calm and whose wishes came true”. This phrase combines several meanings such as rich, calm and happy. Language awareness is required to understand the phrases and use correctly, choose the suitable phrases in particular situations.

We have explained the importance, use of language awareness and integrate students' language awareness through introducing them such kind of examples. By increasing students' awareness, they are better able to understand, appreciate and use the language.

Language awareness is aimed to raise learners' awareness of important linguistic features and help students construct their own grammar using personal exploration. As LA is essential in teaching, learning and using the language, there will be a need for increasing students' language awareness. In this case language awareness activities help to raise their own language awareness. Schmidt has explained the importance of language awareness as following: “Students have to explore structured input and develop an awareness of certain

linguistic features by performing some activities". Every language is learnt, taught and used completely by practicing more, doing various exercise and activities. Through activities learners raise their awareness of language that they are learning. The more do activities, the more aware of the language. In our work we have investigated the importance, types and elements of activities which raise learners' language awareness. Language awareness activities in our work devoted to the grammar. Through these activities students will be able to raise their awareness and language use. During doing activities learners should use their knowledge background of grammar.

Awareness raising activities help students to involve actively in the teaching process and it consists of **analysis** and **practice** activities. Analysis activity includes consciousness raising activities where students analyze texts, transcripts aiming to see the specific language points. The aim of analysis activity is to raise learners' ability of analyzing and make them sensitive and attentive all the features of language LA activities consists of components which demonstrate how they bring about the process of raising awareness about the language. The basic elements are: **data, task, process, mode.**

**Data** is a basic source of activities which provides main information of the activity. It includes dictionaries, reference grammar, authentic texts, textbook extracts.

**Task** is an objective of the activity which identifies how the activities is done. Most commonly used tasks are identifying, guessing, analyzing, comparing, answering questions and explaining.

**Process** is performing tasks on the data and it includes cognitive, affective and social.

**Mode** is a type of doing an activity and involves individual, pair work, group work and whole class work.

The elements are connected each other and sequence of components provides the activity to be effective, useful and clear to do for the learners and raise

their awareness of language. We have defined and explained through the following activity the effect and importance of the sequence of elements, the usefulness and significance of activities to raise language awareness.

### *Activity*

Do the activity through following the explanation of elements of activity.

*Technology has come a long way in the last fifty years, and our lives have become better as a result. Or have they?*

*The second half of the twentieth century saw more changes than in previous two hundred years. Penicillin has already been discovered and used to treat infections; there have been many remarkable advances in medicine that have helped to increase our average life expectancy way beyond that of our ancestors. Incredible innovations such as televisions have changed the way we spend our leisure hours. Perhaps the most important breakthrough, however, has been the microchip. Nobody could have imagined, when it was first invented, that within a matter of years, this tiny piece of silicon and circuitry would be found in almost every household object from the kettle to the video recorder. And nobody could have predicted the sudden proliferation of computers that would completely change our lives, allowing us to access information from the other side of the world via the internet or send messages around the world by e-mail at the touch of a button. Of course we all rely on modern science and technology to improve our lives. However, we need to make sure that we can control it before it controls us.*

*Explanation of elements of activity:*

Data: The given text is the data of activity. The extract is taken from textbook and it is the basis of activity.

Task: Analyzing the text, identifying and explaining the use of Present Perfect in the sentences are the task of activity which learners have to do.

Process: While doing the task learners should refine previous knowledge of grammar and discuss the usage of Present Perfect. By following the process learners achieve to do the activity.

Mode: According to the task and process of the activity group work is effective for doing.

Trough following all the elements of activity learners will be able to do the activity effectively and completely. They revise their knowledge of grammar, raise the awareness of language and understand the language and its usage.

Language data of some kind are basis of any Language Awareness activity. The data are only of value if they are exploited in tasks. Carrying out the tasks, the process should be involved. Language Awareness activity carried out in class, involving individual, pair, group and whole class work. In our work we have tried to identify the role of awareness raising activities. These activities are essential and fruitful to be aware of language, learn and use the language effectively.

The essence of language awareness has been justified by scholars and linguists. Numerous research works have been done to prove the significance of the language awareness. We have learned from the works of the scholars and adapted in our curriculum. The number of the manuals, research works, scientific articles, theses is various although the area of language awareness is introduced recently as a new science and methodology. Having thoughtfully reviewed the materials in the area of the language awareness, it can be deduced that the methodology is valuable to put into practice in foreign language teaching. The research works based on the language awareness prove all the presented theoretical data and implement the utilization in the curriculum effectively and permanently. Designing activities which raise learner language awareness stated one of the significant tasks of language awareness approach. The appropriateness of the activities is essential as they help to form learner language awareness and improve the language acquisition. After learning the peculiarities of language awareness and its characteristic features involving all the requirements we have designed a handbook “Fly high English 9 grammar & vocabulary” based as an additional

material for the coursebook. This handbook involves grammar and vocabulary exercises that raise language awareness of learners. We have utilized this handbook in practice, made an observation and took a questionnaire so as to justify the significance of language awareness, the essence of awareness raising activities and utilization of language awareness in teaching process. We have tried to cooperate with school teachers and prove them the importance of language awareness by giving theoretical knowledge and showing in practice by having lessons and work with pupils in extra classes, let the teachers to teach the class by utilizing this method. The benefits can be seen from the results of the observation and questionnaire. The point we need to mention is that the essence of language awareness should be explained in a wide range, because it is a new method that all the teachers have not got acquainted with who are used to keep some elements of traditional method in their teaching process. After the explanations and practical lessons they have understood the significance of language awareness and they have tried out themselves in their teaching process. At the onset it became difficult to make the teachers grasp the essence of language awareness, persuade them to stop using traditional methods which are not worthy to utilize in current educational system and have the lessons through language awareness activities. It took much time to justify the method and teachers hesitated to put it into practice but after we have tried out and proved them the effect for teaching process and encouraged them to approach to this method and could direct them to reach teacher language awareness so as to be a skillful and knowledgeable teacher. After a few lessons they recognized the effect of the method and the results could be seen from the participation of the pupils who are active and motivated during the lessons. The results of the observation and questionnaire depict that teachers develop teacher language awareness in order to provide student-centered class, active English oriented atmosphere, motivated learners, relevant and interesting material for teaching process. Most often teachers have already practiced language awareness without consciously realizing it. Language awareness is and should be a natural part of teacher practice. Teaching experience is one of the professional factors

influencing the operation of teacher language awareness. Our observations and questionnaires stated that teachers know the level of knowledge, needs and the learning challenges of their pupils. Van Manen writes: “Pedagogy is the ability to actively distinguish what is appropriate from what is less appropriate for children or young people” [Van Manen 2001, 8].

As this statement goes for setting boundaries for children, it as well describes how professional teachers should know their pupils. We would like to point out that a teacher knowing his or her pupils is not only crucial in everything what the teacher does, but also as important part of the teacher language awareness. As brought discussion multiple times in this research, language awareness is not only vital for pupils coming from different language backgrounds. The fact that teachers acknowledge the paying attention to language enhances pupils learning is the beginning of a language aware teaching. Through the analysis of data, we found that even though participant teachers said that being a language model is not always intentionally implemented, it is a natural part of their practice and relation with pupils. The participant teachers’ reflection showed that they consider their own language use with pupils and their modeling language for pupils goes even further than only modeling academic language. A further study is needed in order to find out whether and how the conscious awareness of language aware teaching would affect the teaching and learning.

Conducting research on language awareness and teacher language awareness practices, a topic that has not been widely studied in our state, was at times demanding, but yet very rewarding. This study confirmed our assumption of the importance of language awareness, as we got a broader picture of the theoretical framework of language awareness and carried out partly in our own study. Language awareness, especially teacher language awareness, is a topic that needs much more attention in educational research, as it is newly introduced term and as there still are many perspectives on it, only waiting to be discovered. Furthermore, as textbooks have such big role in the lesson, it will be interesting and hopeful to see educational material in future takes language awareness into account. In this

research work we were able to have only a glance into the educational materials, as well as into all the activities through which teachers mediated language. In the future, more depth research would be needed in many aspects mentioned in this work. We try to continue our work and design awareness raising activities and exercises, learn the theories of the linguists and scholars, implement and offer the utilization of the method in the curriculum effectively. The work that we have made on Language Awareness is included in our research work and it demonstrated its essence and effectiveness. In our further work we direct to learn and emerge the implementation of Language Awareness in foreign language teaching and learning.

## CONCLUSION

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 activities for grasping and utilizing the language, proved the role of language awareness through using activities in practice, taking questionnaires and making observation, designed manual for improving language awareness and selecting appropriate exercises and activities, identified the impact of awareness raising activities by putting the designed manual into practice at secondary school.

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 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.

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 pupils 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 theses, designed a manual which involves 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 qualification work has been illuminative and provided research evidence on the affective effectiveness of implementing Language Awareness in the school curriculum. The study has a pedagogic implication for teaching grammar and vocabulary for Language Awareness as a viable alternative approach. 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.

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 approach, is essentially about.

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