Language awareness: a missing link in language teacher education?

Tony Wright and Rod Bolitho

This paper examines the position, nature, and scope of Language Awareness (LA) work in English language teacher education courses. By means of a sequence of LA activities, we attempt to identify the essential features of such activities for teachers and trainee teachers, so providing an interim framework for materials writing in this area, and illustrating the main methodological principles which underly LA activities. It is our contention that LA provides an important link between teachers’ knowledge of language and their practices in teaching language.

Introduction

The term Language Awareness has been appropriated by practitioners, theorists, and researchers operating in a wide range of educational contexts. Our aim in this paper is to focus on the view of LA that has been developed over recent years by practitioners in English language teacher education (Bolitho and Tomlinson, 1980; Bolitho, 1988; Wright, 1991) rather than to examine the various wider interpretations of LA. For this, the reader is referred to Hawkins’ (1984) seminal work, and the collection of papers edited by James and Garrett (1991).

Our starting point is simple: the more aware a teacher is of language and how it works, the better. A linguistically-aware teacher will be in a strong and secure position to accomplish various tasks—preparing lessons; evaluating, adapting, and writing materials; understanding, interpreting, and ultimately designing a syllabus or curriculum; testing and assessing learners’ performance; and contributing to English language work across the curriculum. Indeed, we suspect that successful communicative teaching depends more than ever on a high level of language awareness in a teacher due to the richness and complexity of a ‘communicative view’. These points apply equally to teachers of native speaker (NS) and non-native speaker (NNS) origin. It follows that a lack of awareness of language often manifests itself at classroom level—for example when a teacher is unable to identify and compensate for shortcomings in a coursebook, or is ‘caught out’ by a learner’s question on the language. In these situations, teachers need to draw upon their linguistic knowledge, not to provide ‘right answers’, but to provide the necessary expertise to help the learner overcome difficulties.

A set of Language Awareness activities

We shall illustrate our approach by commenting on a sequence of LA activities designed for use in an in-service teacher education session. Each activity in the sequence is followed by explanatory comments on its aims, scope, and rationale. (A brief ‘users’ commentary’ on each activity is provided in Appendix I.)
The illustrative set of LA activities begins with the close analysis of a text, as follows:

**Analysing a text**

**Activity 1** As you read this report, answer the questions that accompany it. Decide also whether as a reader you prefer the reported speech or direct quotes.

**Avenging French motorist who gave chase and caught a fright**

Maev Kennedy

ALAIN Basseux's solicitor explained to the court that his client was merely driving as he would in France. When a car cut in on him at a roundabout, Mr Basseux trailed it, overtook it, lurked in a layby and then chased it again, forced it to a halt, kinked open the door, gripped the driver by the shirt front, and roared: "Do that again and you're dead."

"Because of the size of the country there are few gendarmes on the roads," Philip Crowe assured magistrates at Easingwold, North Yorkshire. "So in the event of a problem you have it out with the other motorist."

Mr Crowe's words for the avenger's state of mind on finding that the man in his grasp was his new boss were "fear, trepidation, and fright". Mr Basseux, aged 22, from Dijon and now living in Wiggington, near York, had just got a lab technician job at Rowntree Mackintosh.

His terrified victim, Gordon Priestley, who was calling the police on his mobile phone when Mr Basseux got to grips with him, was a director at the plant. By the time he discovered this, Mr Basseux had slammed the car door and kicked it, causing £650 worth of damage.

Mr Basseux was conditionally discharged for two years, ordered to pay for the damage, had his licence endorsed — and kept his job.

© The Guardian 14.11.91

1. (a) Who said this originally? (b) What was actually said (original words)?
2. How does the author know that Basseux 'roared'?
3. Why did the author use direct speech here?
4. And here?
5. Why only a selection of words here? Why not a full report?
6. Who said this originally? How do you know?
7. When do you think the author found this out?
8. How did Basseux discover this?
9. Who said this? When?
10. Who told Basseux this? How do you know?
11. What exactly was said? By whom? To whom?
12. On the basis of your answers to Questions 1–11, suggest some criteria which a journalist might refer to when deciding whether to use direct or indirect speech in a report.
This close work on the *data* provided by an authentic text probes the trainee's knowledge and awareness of how reported speech works in English.

The advantages of using an authentic text as a data source are:

— it provides a discoursal perspective on language
— it provides an example of everyday contemporary *use* of English
— it enables comparison with other data sources
— it allows exploration, providing an open frame for the participants to use as desired.

This does not preclude the use of specially-written texts which have the advantage of being very closely focused on specific linguistic items.

The questions involve the following *tasks*:

— analysing the text and specific sentences within it
— comparing the data in the text with previous knowledge of direct and indirect speech
— identifying specific features of the language point
— sharing perceptions and negotiating joint responses by participants.

The *processes* the questions give rise to are:

— introspecting
— reflecting
— applying insights to 'new' data, as the sequence progresses
— sharing perceptions and negotiating joint responses by participants.

Finally, there is a discussion phase in which a participant would compare findings with fellow participants. This would involve both questioning and introspecting, this time to modify and clarify previous insights.

The activity involves probing the connections between 'reported speech' (a traditional category in many teaching grammars) and 'reporting' as a much broader discourse activity. Furthermore, the activity invites participants to consider the issue of choice between direct and indirect speech. By working first alone and then with a partner, participants have the opportunity to clarify their own thoughts and to help their partners to clarify theirs. By eliciting participants' preferences for direct and indirect speech, their values are also probed. A follow-up exercise could invite participants to make two columns, headed 'direct' and 'indirect', and to jot down their impressions of colour, shape, even temperature, which they associated with each category. Other exercises can encourage intuition and enhance creativity, both valuable attributes in language awareness.

**Providing explanations**

Activity 2  Suggest reasons for the choices the author has made with regard to reporting or quoting speakers directly in this text. Work in a group of three or four.

This activity invites participants to provide explanations and to engage in further analysis of the text. Guessing, hypothesizing, and brainstorming are likely processes participants might engage in, in addition to

*Tony Wright and Rod Bolitho*
questioning, discussing and possibly, analogizing. Participants work in small groups during this activity, which facilitates the sharing of insights and problems, and provides potential for further enrichment of the data.

**Consulting a grammar**

**Activity 3** Consult a reference grammar for information on direct and indirect speech. Compare what you find there with what you have discovered about direct/indirect speech in Activities 1 and 2.

In this activity, the main task is comparing data sources. A new data source (the reference grammar) is introduced into the series of activities. There may well be a further evaluating task which participants engage in quite naturally.

The consulting and reflecting processes are highlighted by these tasks. Furthermore, ‘new’ data (the reference grammar) becomes subject to the application of insights gained from the earlier tasks.

These tasks can be carried out either in ‘class’ or ‘self-access’ mode, and are a follow-up to Activities 1 and 2.

Activities 1–3, if attempted in the suggested sequence, also fulfil an important goal of Language Awareness work, which is to create a bridge from awareness of language to the classroom. The final steps in this sequence of activities make the link to the classroom more overt.

**Evaluating exercises**

**Activity 4** Comment on the language learning exercises which follow. They are taken from grammar practice books. Decide on their aims, the types of linguistic knowledge required of learners, and the modes of classroom interaction that are suggested. Consider, in the light of your findings in Activities 1–3:

- what learners are likely to learn about reported speech by doing the exercises;
- what learners are likely not to learn;
- which of these exercises, if any, you would use with your learners, and why.

**Example 1** Rewrite the following statements as reported speech.

- Whatever the politicians try to do, capitalism and socialism will always have to exist side by side. (male)
- Human beings always behave contrarily. (male)
- I shall be in Rome on Saturday. (reporting a week later) (male)
- The British monarch cannot be Catholic. (male)
- Ray was ill for three years before he died. (female)
Example 2

a Report these statements or questions beginning with the words given. (Make any necessary changes to verbs and to time expressions.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reported Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>'It's too late.'</td>
<td>He told me . . .</td>
</tr>
<tr>
<td>'Aren't you worried about her?'</td>
<td>I'm surprised . . .</td>
</tr>
<tr>
<td>'You mustn't worry!'</td>
<td>He advised us . . .</td>
</tr>
<tr>
<td>'Haven't you finished?'</td>
<td>He seemed surprised that I . . .</td>
</tr>
<tr>
<td>'Give everyone a copy.'</td>
<td>He suggested that everyone . . .</td>
</tr>
<tr>
<td>'You must leave tomorrow.'</td>
<td>We were ordered . . .</td>
</tr>
<tr>
<td>'I saw her yesterday.'</td>
<td>He told me he . . .</td>
</tr>
<tr>
<td>'Everything must be ready by 6 tonight.'</td>
<td>The General told us . . .</td>
</tr>
<tr>
<td>'Why didn't you tell me before now?'</td>
<td>He said he wished I . . .</td>
</tr>
</tbody>
</table>

b The following passages report two conversations which took place. Rewrite them as a dialogue, i.e., give the speakers’ exact words.

Begin

Alan: ‘Hello Cathy, what . . .’

1 Alan asked Cathy what she was doing that day. She told him she had not got any plans so he invited her to go swimming with him. She asked him to wait while she went and got changed. He said he would go and have a coffee while he was waiting, but she pointed out that he would not have time because it would only take her a second to get changed.

2 Alan wanted to know if he could help Cathy with her homework. She replied that she could use some help. He could see, he remarked, that she had a lot to do. He then told her that he had finished his own work some time before. She asked him how he had been able to do it so quickly. He replied with a grin that he had found a key to the exercises, so he had simply copied out all the answers. She called him a cheat and told him to get out and not to bother her again.

From Allsop, J. (1983)
The participants are asked to work on a new source of data (grammar practice books) and to evaluate the data as language learning material in the light of comparison with ideas from the reference grammar in Activity 3 and their own ideas developed earlier in Activities 1 and 2. The processes of introspecting and reflecting on previous knowledge about teaching the item will inevitably be raised to consciousness, and previous knowledge will be refined as part of this process.

An alternative activity, (4a), for teachers involved in materials writing, is to ask participants to look at the ways reported speech is handled in their current teaching materials, with the same rubric as for Activity 4. This would be a way of introducing procedures for adapting and supplementing existing teaching materials. The sequence of Activities 1–4a would have the advantage of inviting materials writers to re-evaluate their present knowledge about the language point before embarking on the writing process.

The final phase, again optional, is to ask the participants to produce alternative teaching materials, based either on this text or another, with the intention of enabling learners to gain access to the new insights on ‘reported speech’ that this exercise gives rise to.

Writing a language learning exercise

Activity 5 Write a language learning exercise based on your insights into ‘reported speech’ gained in Activities 1–4. Make sure you have clear objectives and that the activity leads to learner involvement in the language point. Base the exercise on the text provided (or one you have provided).

A potentially interesting extension of the sequence following Activity 5 would be to begin a cycle of teacher research (Hopkins, 1985) in which the learning exercise is trialled and evaluated in a classroom setting. A further advantage, then, of this approach is that it generates classroom activity and can contribute towards a greater awareness of classroom processes by teachers. In other words the movement between LA and classroom work is both facilitated and strengthened.

Working on the basis of this example, we would now like to suggest a methodological framework for LA activities.

1. Users, analysis, and teachers
So what is it about Language Awareness that cannot simply be understood and articulated by competent users (NS or NNS), or looked up in reference works, or taught through textbooks and pedagogic grammars? In order to address this question we shall focus on the processes of LA. Our own working understanding of LA has been greatly enhanced by Edge’s (1988) view of the three competences which an English language teacher needs: as a language user (we prefer the term learner user, which captures the developmental aspect of LA), as a language analyst, and as a language teacher. (Figure 1.) During and through LA work, we would expect a teacher both to draw on and continuously develop these three competences, which are linked. Edge’s definition has the further advantage that it allows the teacher to be approached through the user.
In the sequence of activities on direct and indirect speech, Activity 1 works at the learner user and analyst levels. Activity 2 does the same, whereas Activities 3 and 4 focus on the analyst and teacher competences. Activity 5 completes the movement to teacher competence, drawing for its successful mediation on the two succeeding competences.

The schema has enabled us to pose questions about the processes involved in the raising of awareness about language. We do not believe that these are only those of the linguist or teacher. Traditionally teachers relied on the rigorous analyses of scholars for their ideas and knowledge about language. However, some of the excellent work going on in language classrooms, particularly in mother tongue contexts, (Tinkel, 1989), relies as much on intuition and keen common-sense observation as it does on academic enquiry. Much depends on trust in learners’ contributions and capacity for awareness.

2. Awareness and awareness-raising
The type of awareness which is involved in LA is based on honesty, on the need to come to terms with uncomfortable as well as comfortable discoveries. The latter are particularly common in LA work, as it (often) challenges deeply-held views on language, developed in training or over years of experience. This definition of awareness is not far removed from that used by psychologists when they speak of awareness of self and of others (for example, the Johari Window, Luft, 1984) or of environmentalists when they speak of awareness of ‘green issues’.

**A gradual process**
The process of awareness-raising is seen as being a gradual one. Attitudes and beliefs change slowly—LA is concerned, therefore, with behavioural outcomes rather than products, *per se*. The outcomes are associated with changes of attitude, greater insight, and the foundations for future courses of action. In this sense, the outcomes can be restated as broad objectives, to be attained step-by-step over a period of time. LA activities are designed to contribute to this process. In short, we are advocating LA as a...
methodology with which to explore language and language use, and its connections with and implications for, classroom practice. On the one hand, LA provides a divergent and challenging way of approaching language. On the other, it is potentially destabilizing. Trainers need to bear this in mind as teachers/trainees become conscious of their own limitations and potential. They need to support participants in times of doubt, difficulty, and conflict. Furthermore, all participants in the process need to be aware of the extent to which they can tolerate open-endedness and ambiguity. Both these elements have to be incorporated into courses, and trainers have to recognize the effects of destabilization—and to address the process as a central part of the course they are involved in.

On courses we run, we attempt to realize these processes through tasks and activities which are characterized by the following key features, all of which contribute to and result from the process of awareness raising.

1. *Talking about language* is not only OK—it is valuable, it can increase a trainee's confidence, and it is often enjoyable. Talk itself is treated as exploratory.

2. Language Awareness has *cognitive* dimensions—it encourages thinking at various levels and of various types. It has an *affective* element—it engages and helps to evolve attitudes and values.

3. Language Awareness work involves the *left brain*: it is logical and rational in the best senses of these terms. It may also involve the *right brain*: it involves intuition and the unexpected. Both can be encouraged by tasks.

4. LA work is educational/developmental as well as functional/utilitarian. The former is accentuated although the latter has obvious practical relevance.¹

5. Through involvement in LA work we would hope to enable teachers/trainees to become autonomous and robust explorers of language, capable of maintaining a spirit of honest and open inquiry long after a course ends.

6. Finally, it seems important to help trainee participants to ask questions about language—ones that will enable them to be effective teachers, and also ones that will help them develop their analytical powers.

3. **An approach to language**

For us, LA represents an alternative to what we see as the predominance of descriptive and analytical views of language in teacher education work. The categories in these views are derived from the working vocabulary of linguists and grammarians.

On initial training courses, for example, there are often compulsory classes in the language systems: grammar, phonology and (sometimes) lexis. More recently, discourse analysis has been added to this list on some courses. These components feed into a teacher's basic knowledge about language. We believe that this knowledge is essential. On too many courses, however, this is where language work stops. The processes of LA
work can (and should) add extra dimensions to these knowledge-based approaches. By exploring language, by reflecting on discoveries and previous knowledge, by seeing language in 'different' ways—through visualization, for example—participants can become more sensitive to what the linguistic knowledge base represents. Such sensitivity would extend to the following fields, many of which cut across boundaries established by linguists and grammarians, though some of them are quite traditional. What is critical is that LA activities are designed to enable participants to become more sensitive to these phenomena, and to ask deeper questions, and to include some or all of these in their classroom work where appropriate.

1. **Attitude** (of speaker or writer)
2. **Feelings** (of listener or reader)
3. Preconceived ideas about language (most people have them!)
4. The relationship between form and meaning
5. **Choice** by writer or speaker in discourse (e.g. choice of structure, choice of vocabulary)
6. **Contrastive** work (L1/L2 or between L1 and L2 dialects)
7. Myths and 'sacred cows' (many of which are enshrined in grammatical rules or guides to style and usage)
8. **Gesture, expression**, all aspects of **body language**
9. Ways of encouraging **learners** to engage with language (taking Language Awareness into the classroom)

Few would disagree that language is rich, complex, and diverse in its workings. What LA attempts to do is to acknowledge, rather than avoid or ignore, this richness, complexity, and diversity. Rather than deliver predigested answers, it attempts to achieve this by employing a wide range of activities which actively engage participants in linguistic questions.

4. **Language Awareness activities**

We use various activities to initiate the process of awareness-raising among trainee teachers and serving teachers. We have illustrated our ideas with a selection of these activities. We shall now briefly outline their main components to demonstrate how they bring about the process of raising awareness about language. In the sample activities there are the following elements:

a. **Data sources**: newspaper reports, reference grammars, samples from course books.

b. **Tasks**: what the trainee is invited to do with the data presented: identifying, guessing, analysing, etc.

c. **Processes**: which the trainee engages in while performing tasks on the data: cognitive, affective, social.

d. **Modes**: social groupings in which activities are mediated.

The fuller list in Appendix II represents our current thinking on the components of Language Awareness activities, and acts as a checklist for materials design.

---

*Tony Wright and Rod Bolitho*
Figure 2 illustrates diagrammatically how data sources interact with tasks to initiate processes, in social contexts inside and outside the training room. Thus language becomes the focal point for a series of activities designed to set up processes by which awareness is raised in trainee participants. The social element (modes) is seen as critical, in that the potential for participants’ sharing insights is, in itself, potentially part of a wider awareness-raising process among teachers. The more interactive, the greater the possibilities for developing professional dialogue, itself a developmental tool.

**Building in progression**

Our sample activity sequence has a built-in progression which reflects one type of process involved in awareness-raising (in Edge’s terms, working from user to teacher). We might use such a sequence early in a course. Later, we might present an unsequenced batch of activities, on individual cards or worksheets, which would allow trainees to begin at the point most relevant to their own needs or interests. During teaching practice, for example, it may be most appropriate to begin with a coursebook extract (starting from the teacher and working back towards the user and the analyst). As a course progresses, trainees develop the confidence to write their own awareness materials to meet their own needs, and we, as trainers, discover new types of activity and gain new insights by looking at familiar language areas from trainees’ perspectives. This flexibility of approach may put some strain on trainees’ ability to tolerate open-endedness, but it also guarantees freshness and the excitement of discovery. Also, by allowing them to construct their own sequences, we are giving them the scope to make their own sense of the material. The potential range of available data sources, tasks, and processes is unlimited.

**Reflecting on processes**

In our commentary on the activities, we have not provided ‘tutor’s notes’ for handling the activities. We feel that tutors will use these materials in ways appropriate to their groups and their own ‘training styles’. One proviso we would make, however, is that plenty of time is made available in session for participants to reflect on the activities and their outcomes, and to respond actively to the processes in which they have been engaged. In this way, the centrality of the process of awareness-raising is
maintained and positively enhanced. For tutors, this may entail relinquishing their preferred role as 'experts' in the field of knowledge about language. Trainees are unlikely to develop their awareness unless this happens—the activities are designed to create the conditions for trainees' awareness to be raised and for their expertise to be developed.

Concluding remarks

In this paper we have presented a view of Language Awareness as a process of assisting trainee teachers and teachers to develop their sensitivity towards language, as part of a strategy aimed at enhancing classroom teaching and learning. We have illustrated our view with a sequence of activities from which we have derived key principles for further work on Language Awareness. Our work is still at a developmental stage—it may continue to be interim. Therein lies the challenge of this approach.

Received November 1992

Acknowledgements

Many people have helped us develop this paper. We are indebted to Peter Garrett and his colleagues at the Language Awareness Conference in April 1992, University College of North Wales, Bangor, who provided us workshop space in which to try out the ideas. We are particularly grateful to fellow professionals who have commented on earlier drafts and provided much helpful feedback. There are many, but we would mention Azra Malik, Uwe Pohl, Margit Szesztay, Jamilah Mustafa, Yang Fang, and Simon Borg in particular for their invaluable suggestions, interest, and inspiration.

Note

1 We are grateful to Romy Clark of the University of Lancaster for enabling us to better understand this extra dimension of LA work, so important in ESL situations, by which a linguistically-aware teacher enables her students to understand and use language more effectively as future citizens.

References


Edge, J. 1988. 'Applying linguistics in English language teacher training for speakers of other languages. ELT Journal 42/1.


The authors

Tony Wright and Rod Bolitho work as teacher trainers and trainer-trainers in the International Education Centre at the College of St Mark and St John, Plymouth, UK. They work on the BPhil/MEd TTELT, ELT and TESP programmes, as well as on project-related short courses for teachers and trainers in Plymouth and overseas. In addition to their work in Language Awareness they share an active interest in the value of process in teacher education and trainer training. Tony is currently developing courses which integrate classroom investigation into teacher education. He is the author of Roles of Teachers and Learners (OUP), and has contributed articles to a number of collections, including Second Language Teacher Education (CUP). Rod is co-author of Discover English (Heinemann) and co-editor of Currents of Change in ELT (OUP), and is currently working on another collection of Language Awareness activities.
Appendix I: Commentary

Activity 1

1 (a) Alain Basseux, presumably (or Gordon Priestley—possibly at the police station.)
(b) Many versions possible, but the likeliest would be informal narrative of this sort: 'I was driving towards a roundabout on the A1 when this BMW cut in on me. Total carve-up. I had to slam the anchors on . . .'

2 Because this was the word used by the solicitor.
(Or it could be the author's interpretation of events.)

3 For dramatic effect, probably. It was a violent moment.

4 Perhaps for a change to contrast with previous reported speech. Or maybe for comic effect (it is quite a funny account) to explain the idea that Mr Basseux was behaving as he would on a French road.

5 To highlight these three words, probably, in contrast with the 'roared' in the first paragraph.

6 Mr Crowe. It follows on within the same paragraph which clearly reports the solicitor's words.

7 In court, when the solicitor explained it.

8 Presumably he recognized him.

9 Mr Crowe. In court.

10 One of the magistrates. Because that's what happens at the end of a hearing in a magistrates' court (see para. 2).

11 Presumably Mr Priestley said that he didn't want to dismiss Basseux as a result of the incident. (This would not be a magistrate's decision.) The words might have been something like: 'I suppose I can't blame him for being angry after the way I drove. I don't want him to lose his job over it.'

12 Some possible criteria for choice of direct or reported speech:
—variety (stylistic)
—to enable author to provide an interpretation, through the choice of reporting verb (allege, scream, etc.)
—to allow reader to interpret (direct speech)
—to give immediacy or dramatic effect (direct speech)
—to be strictly accurate, e.g. for legal reasons (direct speech)
—to obscure who really said what! (reported speech)

Activity 2

Most reasons will be drawn from list in 1.12, e.g. choice of direct speech at the end of para. 1 is for dramatic effect; choice of reported speech in para. 3 is to allow factual information to be given briefly and clearly.

Activity 3

The outcome of this activity will depend to some extent on the reference grammar selected. However, grammars tend to focus on formal aspects of structure, rather than on the function of reporting and the important issue of speaker's/writer's choice. (Although see Sinclair, 1990 for an alternative interpretation.)

Activity 4

The first exercise is a sophisticated version of a transformation exercise at sentence level. The absence of context makes it impossible to address the issue of choice, and the exercise operates on a mechanical plane.

The second exercise (a) is also a sentence level transformation exercise with heavy guidance (most reporting verbs are given).

The third exercise (b) works back from reported speech in connected text to direct dialogue.

In none of the exercises is the question of choice addressed, and there is no help with direct/reported speech at discourse level (varying or omitting the reporting verbs, criteria for using/omitting backshift, etc).

Activity 5

Wide open. Groups might evaluate each other's exercises according to criteria developed through Activities 1–4.

Appendix II: Ingredients of 'good' Language Awareness activities

1. Data

Language data of some kind are the basis of any Language Awareness activity. These data fall into two main categories:

(i) Information about language, in the form of extracts from:
—dictionaries/lexica/thesauri
—linguistic descriptions (e.g. of varieties)
—reference grammars
—pedagogic grammars
—trainees' own 'internal grammars'.

(ii) Samples of language in the form of:
—authentic texts (drawn from media, literature, songs, etc.)
—textbook extracts
—learner language (spoken and/or written)
—specially written materials.

2. Tasks

The data are only of value if they are exploited in tasks. These tasks may usefully involve one or more of the following activities:

—analysing
—comparing or relating sources
—evaluating, which may involve prioritizing or choosing
—identifying, classifying or sorting
3. **Processes** (educational, social, psychological)

Carrying out these tasks should, in turn, involve one or more of the following processes:

- questioning
- discussing
- applying insights to 'new' data or problems
- introspecting
- analogizing and possibly using metaphor
- consulting, which may include drawing on previous knowledge (schemata), calling on an informant, looking things up in reference works, etc.
- guessing
- hypothesizing
- reflecting
- brainstorming
- refining previous knowledge
- visualizing
- negotiating with co-participants.

4. **Modes**

Language Awareness work may at different times and in different contexts be carried out in class, involving individual, group/pair, or whole class work, or on a 'self-access' basis, either individually or in small 'self-help' groups. As so much Language Awareness work is, by definition, open-ended, commentaries are more appropriate as a means of support than answer keys for self-access purposes (for example, see Bolitho and Tomlinson, 1980).

A complete Language Awareness unit will probably contain several different kinds of data, various tasks involving different cognitive, affective, and social processes, all arranged in a sequence which, for the teacher/trainee, leads back to classroom reality.