An approach to CLIL teacher language awareness using the Language Triptychh

Una aproximación a la conciencia lingüística de los profesores CLIL usando el *Language Triptych*

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Abstract

CLIL teacher training is one of the main challenging concerns of both CLIL theorists and practitioners. This paper aims to contribute to the field by providing an example of a needs analysis for CLIL teacher training regarding linguistic requirements of teaching content subjects through English. The theoretical framework underlying this proposal is the Language Triptych (Coyle et al., 2010) and the dichotomy BICS/CALP (Cummins, 1984). Open questionnaires were administered to six teachers involved in a bilingual degree at Universidad de Valladolid. Data were also gathered from informal interviews. The references to linguistic issues present in their responses are classified according to the three elements of the Language Triptych (language of /for/ through learning) or the BICS/CALP distinction. Teachers show some basic language awareness which can be perceived in their reflections. The paper concludes with a proposal of linguistic contents which, according to the data analysed, seem to be appropriate for language upskilling of those who are considering commencing CLIL.

Keywords:

Higher education, teacher training, language awareness.

Resumen

La formación del Profesorado para CLIL es una de los mayores retos a los que se enfrentan la teoría y la práctica CLIL. Este trabajo intenta contribuir a este ámbito por medio de un ejemplo de análisis de necesidades de formación de profesorado en lo que respecta a requisitos lingüísticos para la enseñanza de contenidos en inglés. El marco teórico que subyace en esta propuesta es el Language Triptych (Coyle et al., 2010) y la dicotomía BICS/CALP (Cummins, 1984). Se administraron cuestionarios de preguntas abiertas a seis de los profesores participantes en una titulación bilingüe de la Universidad de Valladolid y se realizaron entrevistas informales. Las referencias a aspectos lingüísticos que aparecen en sus respuestas se clasifican según los tres elementos del Language Triptych (la lengua del /para / a través del aprendizaje) o la distinción BICS /CALP. Los profesores muestran una conciencia lingüística básica que puede percibirse en sus reflexiones. El trabajo concluye con una propuesta de contenidos lingüísticos que, según los datos analizados, parece ser adecuada para una actualización lingüística de los que van a iniciarse en docencia CLIL.

Palabras clave:

CLIL, educación superior, formación del profesorado, conciencia lingüística.

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1. Introduction: the need for CLIL teacher education

Content and language Integrated Learning (CLIL) and English Medium Instruction (EMI) are perhaps the most frequent modalities of bilingual education in Europe. CLIL is defined by the dual objectives of language and content learning while EMI is mainly content driven. CLIL most frequently refers to Primary and Secondary education and the EMI approach is used for tertiary level. The context investigated in this paper is a higher education institution. However, the label CLIL is maintained for two reasons. Firstly, because the theoretical framework and the pedagogical implications derived from the findings are applicable to other contexts. Secondly, because CLIL is the most widely used term regardless of educational level.

CLIL teacher training is one of the main concerns of both CLIL theorists and practitioners. Literature referring to all educational levels gathers abundant evidence of this need (Coyle Hood and Marsh, 2010; Dafouz and Guerrini, 2009; Dalton-Puffer, 2011; Lasagabaster and Ruiz de Zarobe, 2010 *inter alia*). Additionally, official documentation points towards this need (Eurydice Report 2006, 2012; CLIL-EMIL, 2002; Ceilink Think Tank Report, 2010) as well as other less official sources (web sites, expert Forums, special Interest Research Groups). Furthermore, some paneuropean studies at Primary education (Eurydice 2006, 2012) reported that CLIL has outpaced the provision of tools and resources for teacher training. Teacher training is also considered a key factor for CLIL implementation and success. As Coyle *et al.* state "the key to future capacity building and sustainability is teacher education" (2010, p.161). It is relevant that these authors opt for the label "education" instead of merely "training". The work presented in this paper joins this claim for teacher education, a more comprehensive term involving more facets than "training".

As attempts to respond to this challenge, numerous initiatives have been carried out. These proposals include, on the one hand, lists of competences needed by CLIL teachers and, on the other hand, training courses and tools. Samples of competences can be found in *CLIL Teacher's Competences* Grid (Bertaux, Coonan, Frigols-Martín and Mehisto, 2010) or listed in specialized literature (Mehisto, Frigols and Marsh, 2008, pp.232-236). These competences comprise linguistic, didactic, methodological and personal aspects. Training courses and tools range from international proposals (for example *The European Framework for CLIL Teacher Education or A Scaffolding Framework for Teacher Education*) to CLIL modules in postgraduate courses, initiatives from national and regional governments and many local and in-service initiatives from the educational institutions involved.

CLIL teacher training should target several dimensions: "a. Communication and specific language use. b. Pedagogy and didactics. c. Issues related to multilingualism and multiculturalism" (Fortanet, 2010, p. 260). Regarding what CLIL teachers themselves consider essential for their professional activity, language upskilling seems to be one of the chief

anxieties. Martín del Pozo (2015) gathers and revises the results of seven studies which report on surveys administered to Spanish teachers from different educational levels, either at pre-CLIL or in-CLIL service. This summary of studies indicates that teachers´ perception or expectations as regards training needs centre around language level. Methodological issues are hardly considered except in one of these studies (Johnson, 2012) reviewed here. On the contrary, more recent studies in Spain (Durán-Martínez, & Beltrán-Llavador, 2016) and in Europe (Pérez Cañado, 2014, 2016) and other previous studies (Fernández, & Halbach, 2011) signal a shift of interest towards methodological issues.

The proposal in this paper tries to draw attention to one aspect within the first dimension: language awareness. The main reason for it derives from the reality that, as in the context studied, "when CLIL is led by content teachers, linguistic demands may be under threat" (Coyle *et al*., 2010:, p. 44). Next section specifies the concept of language awareness and how it relates to language proficiency.

2. Language proficiency and language awareness

Language awareness is used to refer to "explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching and language use"[1.] "Knowledge about language" (Van Lier & Corson, 1997) is an alternative term. Andrews (2007) shows the relationship between language awareness and language proficiency in the context of second language teaching. Morton (2012) departs from this model to approach CLIL teacher language awareness. Andrews (2007) sees language teacher language awareness as a subcomponent of an over-arching construct called *Pedagogical Content Knowledge*. Language awareness bridges between two other types of knowledge: knowledge of subject matter and second language proficiency (see Figure 1).
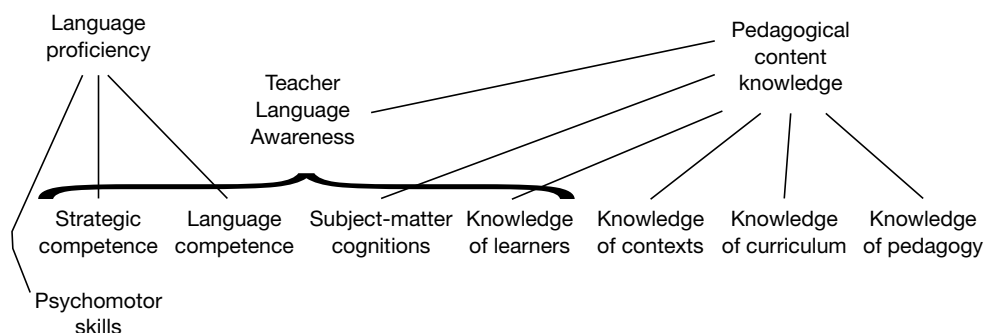

Figure 1. Andrews' model of teacher language awareness (Andrews, 2007, p.31)

In this model, teacher language awareness is a much wider construct than simply declarative knowledge about grammar or metalinguistic descriptions. It involves more complex competences (for example, the selection and adaptation of learning materials, the design of learning tasks). However, the purpose of our paper only necessitates the consideration of grammatical and metalinguistic knowledge present is the responses analyzed in section 4.

The research here reported is part of a larger project which aims to contribute to CLIL teachers education at university level, with special attention to the "Communication and specific language use" (Fortanet, 2010, p.260) dimension mentioned in section 1. Next section describes the two models used here to approach teacher language awareness.

3.   The Language Triptych and the BICS /CALP distinction

The Language Triptych (Coyle et al., 2010), and the distinction between BICS (Basic Interpersonal and Communication skills) and CALP (Cognitive Academic Language Proficiency) (Cummins, 1984) are the two tools to observe language awareness in the content lecturers investigated.

The Language Triptych (henceforth LT) is a conceptual representation to connect both content objectives and language objectives. This conceptual representation provides a framework for the analysis of the vehicular CLIL language from three interrelated perspectives which are the components of the LT (Figure 2):

1) The language OF learning: language needed to access concepts and skills of a field of knowledge. These language demands of the different disciplines comprehend much more than vocabulary.

2) The language FOR learning: language that enables the learner to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts.

3) The language THROUGH learning: the language generated in the process of learning. As a new meaning is learnt, new language is required and acquired.
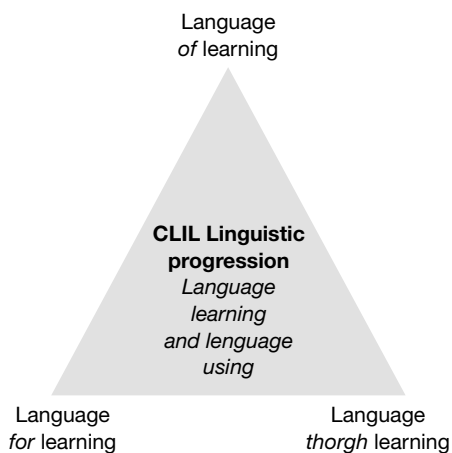

Figure 2. The language Triptych (Coyle, 2010, p.36).

Coyle *et al*. (2010) see the LT as a tool whose purpose and applications could be summarized as follows:

– providing the means to analyse language needs across different CLIL contexts,

– differentiating between types of linguistic demands in CLIL,

– conceptualizing language use as a language for knowledge construction.

Each one of these three dimensions of the LT will be identified in the data gathered in the particular context described in section 4. A second remarkable and innovative aspect provided by the LT is the fact that it does not replace grammar progress but enhances it as represented in the spiral in Figure 3.
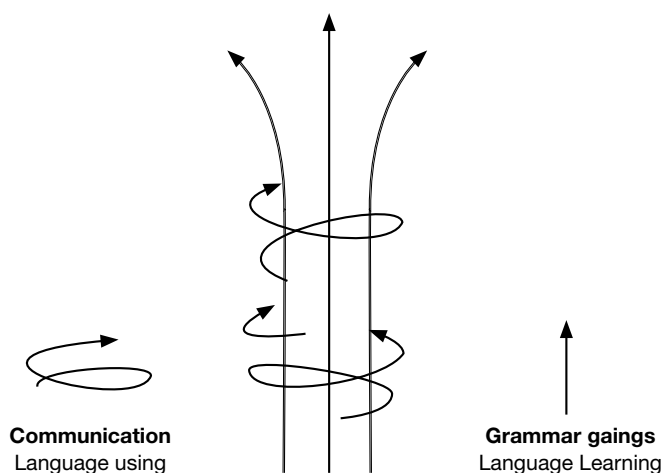

Communication
Language using

Grammar gaings
Language Learning

Figure 3. The language progression spiral (Coyle *et al*., 2010, p.36).

The relevance of content / language teaching coordination is unquestioned but the implementation is the problem (Pavón, Ávila, Gallego & Espejo, 2014, p. 2). The LT model allows content and language teachers to work collaboratively by providing a classification of the language used in the CLIL event. Language teachers can assist content teacher in the identification of the language OF /FOR / THROUGH learning and provide linguistic tools for them.

The second element in this theoretical framework is the distinction between BICS (Basic Interpersonal and Communication skills) and CALP (Cognitive Academic Language Proficiency). These acronyms coined by Cummins in 1980 have been widely discussed and

elaborated since then. The dichotomy BICS/CALP refers to the linguistic competences that have to be developed for successful teaching/learning in bilingual contexts. This dichotomy is considered one of the most valuable legacies of research results from Canadian immersion programs (Cummins, 1984). The pedagogical implications of differentiating between language use in academic context and language use in conversational contexts has shed light on what language competences should be targeted by language teaching. The main thoughts underlying this distinction are firstly that language is used differently in academic contexts than in everyday situations and secondly, academic competence is not acquired naturally.

These two theoretical models provide tools to reflect on the types of language converging in any CLIL event. Attention so far has centred on the linguistic level and competences required by participants in the CLIL event, both students and teachers. In the case of the latter, the lack of agreement regarding qualification and level is still unsolved. For example, in the case of Spanish higher education, the report *Acreditación de la lengua inglesa en las universidades españolas* (Halbach and Lázaro, 2015) concludes that the 50 investigated institutions lack homogeneity in both qualifications and language level required for teaching in English. This deficiency has to be remedied with consensus and clear guidelines coming from educational and linguistic policies. Meanwhile, linguists and CLIL teacher trainers could benefit from theoretical models or frameworks which attempt to systematize the types of language used in CLIL. Sections 5 and 6 present how the LT and the BICS /CALP distinction could be employed to understand the linguistic needs in a particular educational context.

4. Context of study, aims and methodology

4.1. Context description

Teaching through English was an optional practice in *Escuela Universitaria de Informática (Universidad de Valladolid, Campus de Segovia)* for five academic years (2006- 2012). This context presents most of the features gathered in the ENLU Report about English as medium of instruction in European higher education (Marsh, 2005). Given the limited scope of this paper, only one of these features is to be commented: "The shift towards L2 medium education in English does not correlate with the introduction of CLIL" (p. 2). Language objectives are not explicit in corporate documentation at the *Escuela Universitaria de Informática* (EUISG henceforth). Neither are they at a more individual level, for example in the syllabus of each subject. In spite of that, or perhaps because of that lack of language objectives, language awareness in lecturers could be a benefit, as this paper attempts to suggest.

The author´s connection to EUISG dates from 2003, when she taught English for computing for one academic year. In 2006, when the School was about to start the bilingual program, she was asked for some advice due to her research interest in English for Specialised Purposes and Academic English. During the first two years of the program, she delivered some classes to the lecturers involved, mainly conversation and academic English. Therefore, the proposal to be made is also based on the experience of a previous training course implemented in this particular context.

Subjects taught through English at EUISG ranged from Economics, Operating Systems, Software Engineering, Maths, Physics, Information Systems, Programming to other related knowledge areas. Table 1 shows a brief description of participants.

Lecturer	Field	EMI experience (years)
Lecturer 1	Operating systems	2
Lecturer 2	Programming	5
Lecturer 3	Micro economics	3
Lecturer 4	Mathematics	5
Lecturer 5	Mathematics	4
Lecturer 6	Physics	4

Table 1. Participants

4.2. Aims of the study

In spite of the differences of the specialized languages of each one of the wide range of academic fields just listed, the linguistic needs of lecturers concerned share some elements. It is obvious that those who are to lecture in English may need an "English course" for language upskilling or update. One of the main challenges is to delimit what "English" comprises. Departing from the LT and considering elements from both CALP and BICS, this study proposes how to use these two distinctions to assist the identification of:

1) Aspects which could constitute the core of a common training course for those who are considering starting CLIL, independently of their disciplines.

2) Aspects which could also constitute a tool for self-reflection and professional self-development of each of the content teachers involved. This reflection may have and impact on the development of language awareness.

4.3.   The data background

The data come from open format questionnaires and informal interviews to six lecturers involved in the bilingual project at EUISG. The design of the questionnaire took place after the informal interviews in response to the need of a more formalized arrangement of the information which was to be gathered. Open format questions had the advantage of permitting the teachers to express their views and experiences in a free-flowing manner. Therefore, this research falls under the qualitative category. Open questions dealt with several domains (class preparation, evaluation, interaction with students, and evaluation of the experience among others) and were not explicitly related to aspects of language awareness. The main purpose of the enquiry was to detect difficulties, expectations, fears, and strategies employed in teaching and in class preparation, all as regards linguistic issues. Respondents provided insightful and even unexpected information. Detailed description of the results and conclusions can be found in Martín del Pozo (2014). In this paper, the answers are now re-read and re-interpreted in the light of the LT and from a language awareness perspective, that is to say, to observe to what extent lecturers are aware of how language works. The LT described in section 3 is the tool used to re-read these questionnaires for the purposes described in 4.2.

5.   Results

The six polled lecturers reported a common difficulty and a common advantage. The main difficulty for all lecturers was the pronunciation of words, in spite of knowing their meaning and usage. They report to solve this difficulty by checking digital dictionaries or other tools. The six lectures declare to have spent a lot of time in this search and preparation for a correct pronunciation. Some relevant insights about this aspect can be read in the following quotes.

> Tenía viciada la pronunciación de algunas palabras, que he ido corrigiendo […] sobre todo a nivel de qué sílaba está acentuada. Como digo más abajo, lo he ido resolviendo con un diccionario. […] me ha resultado de mucha utilidad la versión digital del Collins, puesto que la búsqueda es más rápida. (Lecturer 5)

> (Dificultades encontradas) La pronunciación de términos específicos que muchas veces no aparecen en los diccionarios o la pronunciación de las letras griegas o símbolos. (Lecturer 6)

> Antes de cada clase practicaba la pronunciación, y consultaba en un diccionario y en internet algunas palabras sobre cuya pronunciación no estaba segura. (Lecturer 4)

> No ensayo la pronunciación, pero compruebo la pronunciación de las palabras dudosas en el diccionario, así como (por supuesto) encontrar las palabras que iba a usar y no conocía, en caso de no encontrarlas en los libros de que disponía. (Lecturer 1)

An advantage generally reported is the availability of sources in English for the preparation and documentation of lectures. This is expected in subject areas related to sciences and technologies. Therefore, the content obligatory language (part of the language OF learning) can be found is a straightforward manner:

> Estoy habituada a leer y a escribir artículos en inglés relacionados con mi área de investigación, que es el análisis armónico y las ecuaciones en derivadas parciales. Asimismo, asisto y participo congresos donde el idioma utilizado para impartir conferencias y relacionarse con el resto de investigadores es el inglés. Todo esto me ha ayudado mucho en la preparación de mi asignatura, al proporcionarme conocimientos sobre vocabulario técnico relacionado con la asignatura que imparto. […] he utilizado varios libros de texto escritos por matemáticos estadounidenses, que me han ayudado a elaborar unos apuntes que proporcionaba a mis alumnos. (Lecturer 4)

> He buscado materiales de asignaturas similares en universidades con docencia en inglés, principalmente americanas (por ejemplo el MIT http://ocw.mit.edu). (Lecturer 5)

> Tan sólo en una ocasión tuve dificultades para encontrar las palabras técnicas necesarias para desarrollar una parte de un tema y para solucionarlo, pregunté a una amiga matemática que actualmente está dando clases en la Universidad de Birmingham. (Lecturer 4)

> Salvo temas que no haya podido encontrar, he intentado preparar las clases usando libros y documentos en inglés (de webs americanas casi siempre). (Lecturer 2)

If this is transferred to the LT, the following correspondence can be made:

1) The three dimensions of the LT could be found in either written or oral communication. Than is to say, the language OF/FOR/THROUGH learning is present in written and oral skills. Lecturers are dealing mainly with oral academic communication, the lecture genre.

2) Language OF learning does not seem to be the main problem for those teachers who already have some level of English. There are two exceptions when lecturers report not to feel so confident with their knowledge of the specialized terminology of their subject area. One of them is the specific unexpected questions and the other are the moments where improvisation is required or situations when they report not to be able to reach the level of precision they would in their first language.

This latter aspect, the references to improvisation or to unexpected questions, seems to indicate that they perceive their CALP as sufficient when expected or prepared speaking. Improvising or dealing with the unplanned could demand some BICS features (such as lowering register to clarify a concept or recurring to humour) which may make the lecturer feel unconfident.

Another interesting aspect of the questionnaires regarding language awareness is that lecturers seem to show some intuition about language aspects, language features and language types. They do not use proper metalanguage or systematic descriptions which a linguist would provide. The following quotes are examples which allow us to perceive that they have some level of language awareness, in this case, regarding the disciplinary variation within the same oral academic genre:

> Supongo que de dar cosas como historia, economía, etc, de más "rollo" y con mucho vocabulario no técnico, hubiera tenido que dedicar mucho más tiempo a la preparación de las clases. (Lecturer 5)

> No recuerdo haber tenido grandes problemas en este sentido, aunque reconozco que en matemáticas, salvo que se pongan ejemplos de la vida real, el vocabulario técnico utilizado y el metalenguaje es muy reducido. (Lecturer 4)

> Debido a que la materia que imparto es matemáticas, los alumnos no han tenido que redactar frases complicadas, por lo que su nota no se ha visto afectada por el hecho de examinarse en inglés. (Lecturer 4)

This lack of metalanguage makes it difficult to interpret the questionnaires in some cases. For example, in "[…] tiempo empleado en la búsqueda de un vocabulario preciso y técnico" (lecturer 2) it is difficult to know whether the label "técnico" refers to the language OF learning in this particular field (Robotics) or to the academic language in general, language FOR learning. On the contrary, some other attempts to use this metalanguage are very close to match the meaning used in Applied Linguistics or second language teaching environments. For instance, "técnico" and "académico" in this comment:

> Los profesores interesados deberían estudiar un inglés más técnico mediante la lectura de los manuales en dicho idioma (nunca tratar de traducir los manuales en español), y asesorarse acerca del inglés "académico" por personal especializado.

These responses seem to suggest that these content teachers could benefit from an explicit teaching of some basic metalanguage which will also help them in language aware-

ness raising. As already said in section 4, the polled teachers had received some training during which they were exposed to this terminology. One of them seemed to have found it quite attention-grabbing and terms such as "metadiscurso" "discurso formal (lecturing)" were included in his responses to the questionnaire (lecturer 2). Teachers intuitively seem to perceive there is a type of language which can be useful to "join" the main information. It could be considered the language FOR learning: "Para preparar las clases elaboraba unos apuntes que utilizaba como guión, y donde apuntaba algunas frases que me podían ayudar en mi explicación" (Lecturer 5).

In relation to the language THROUGH learning, the following reflection points to the relationship among discourse, process of learning and new meanings. In this case the perspective is that of the teacher as a language user and language learner at the same time:

> […] La experiencia adquirida durante años impartiendo la asignatura en castellano me ha permitido optimizar el diseño de la asignatura en inglés. Hay que remarcar que el inglés es una lengua que permite sintetizar mejor ideas, al menos, en el campo tecnológico. (Lecturer 1)

Another lecturer commented in the same line of having developed a sense of the communicative force of the English language for technical fields: "El inglés es más compacto". In addition, the relationship between new meanings learnt and new language required could be read in the following comment regarding language progress and professional development:

> A nivel profesional, […] esta experiencia me ha proporcionado mayor fluidez a la hora de expresarme en inglés en temas relacionados con las matemáticas. La preparación de las conferencias que imparto en inglés y la comunicación con otros matemáticos extranjeros es ahora mucho más fácil. (Lecturer 5)

This lecturer is acknowledging an improvement in CALP as a consequence of teaching through English. In general, it can be easily deduced from their responses that content lecturers are aware of the necessity of a linguistic competence (CALP) which differs from that required in other communicative situations (BICS).

All the commented responses display some interesting insights about how content lecturers see linguistic issues in the CLIL event. This information leads to the identification of some consequences for a better practice.

5.   Pedagogical Implications

The previous extracts from the responses to the questionnaires show incipient linguistic intuitions and a basic first understanding of aspects of language. The paper intends to suggest that if this intuition is turned into awareness of the types of language used in the CLIL event, then the teaching and communication skills of these content lecturers could improve. If taught to teachers, the LT and the distinction BICS/ CALP could be tools to raise language awareness. In the light of the information from the questionnaires, a proposal to assist teachers in the identification of LT and BICS /CALP elements is presented in Table 2. The three elements of the LT are used as the main classification criterion in the left column.

Though, as stated in section 4, this is a context of a technical degree, the identification OF the specific language of each technical discipline is not pursued. The responses to the questionnaires illustrate that lecturers already master the specialized language of their own academic fields and only require assistance with the pronunciation.

However, the language of a field is not only terminology and the specific genres of the disciplines. Each discipline recurs to the academic linguistic functions, perhaps in a different frequency and a different manner (Bhatia, 2002). Academic functions are thus presented as components of CALP. They are placed twice in the proposal, as part of language OF and part of language FOR because some aspects overlap and whose disambiguation discussion is broad enough to be the content of another paper.

The proposal includes the teaching of some basic metalanguage so that this may assist lecturers in their language awareness.

Thus, using the conceptualization of language in CLIL provided by the LT/ BICS /CALP for the purposes of CLIL teacher education, contents could be organized in three modules as shown in table 2.

As stated in 4.2 one of the aims was to assist the identification of aspects which could constitute the core of a common training course for those who are considering starting CLIL, independently of their disciplines. Thus, all lecturers, regardless field of specialization will require the language for explanations, descriptions and the other academic functions.

Concurrently, and second aim, these aspects could also constitute a tool for self-reflection and professional self-development of each of the content teachers involved. This reflection on LT /BICS /CALP may have and impact on the development of language awareness.

Triptych	Concept	Needs to master	Contents
OF LEARNING	Language specific to the subject	Language for specialized purposes Language for Academic purposes Academic operation: **(CALP)** Describing Reporting and narrating Defining Explaining Hypothesizing Giving instructions Classifying / categorizing Giving examples Including tables and charts Comparing and contrasting: similarities and differences Drawing conclusions	Terminology, Phraseology Genres (Lecture, seminar etc) Subject literacy Academic Word List
FOR LEARNING	Enables student to be functional in the learning environment	Classroom language: **(BICS)** Advising and persuading Agreeing Apologizing Asking for information, opinion Giving permission Checking comprehension Academic operation:**(CALP)** Describing Reporting and narrating Defining Explaining Hypothesizing Giving instructions Classifying / categorizing Giving examples Including tables and charts Comparing and contrasting: similarities and differences Drawing conclusions	Phraseology Speech acts and functions in BICS and CALP
THROUGH LEARNING	Language developed in the process of learning	Some basic metalanguage	Not predicted *In situ* Language as an instrument for learning

Table 2. Proposal of contents identified using the LT in this context.

6. Conclusions

The paper has presented a reflection about the language awareness implicit in responses to open questionnaires and informal interviews by teachers in a bilingual technical degree. The LT and the dichotomy BICS/ CALP have served as frameworks to approach language awareness in the responses. The LT has proven to be a tool that fulfils the purpose of assisting in language awareness raising by the identification of the different types of language involved in the CLIL event. This tool is valid both for groups of teachers: the author of the paper (a language teacher and teacher trainer) and the content teachers involved in the bilingual degree. If the LT is used as a tool for personalized continuing professional development, teacher education is being promoted. Thus, the proposal in Table 2 could serve as a checklist that could be used both to evaluate teachers' present abilities, and, starting from them, their training needs. The proposal would make them take a step forward to narrow and specify the linguistic upskilling required by those who are to embark on CLIL.

Therefore, it can be said that the LT is a classification tool for both the CLIL teacher trainer and the CLIL teacher. This tool can be used across different contexts. In addition, as this tool demands reflection and planning, it may well aid teacher education (not only training) and self-development. The significance of language awareness in the process of CLIL teacher training is endorsed after this reflection and in the particular investigated context. This concern is supported by theorists and researchers: "Language teachers need to be made aware of the ways in which language functions in academic subjects and how discourse and text demands can be incorporated into language classes" (Ball and Lindsay, 2010, pp. 165-166). Of course, it is not required that CLIL teachers should be language experts, only reflective practitioners. Given that "All teachers are teachers of language" (Bullock Report, 1975), in consequence, the paper concludes suggesting that any training/education which pays attention to language awareness is a good investment.

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1 Definition in *Association for Language Awareness*, www.lexically.net/ala/la_defined.htm.