Introduction to Teaching English as a Foreign Language (Language Awareness) (LANG1012). This is a 15-credit module to give you a taste of the CELTA and of teaching English as a second language. Language Awareness/Learning Awareness in a Communicative Approach: A key to learner independence. Luciano Mariani. Perspectives, a Journal of TESOL-Italy. Volume XVIII, Number 2, December 1992. The purpose of this paper is to discuss why and how training learners for independence can become a valuable component of a communicative approach to language learning. I Introduction II The main findings III Language awareness work IV Foreign language sampler and taster courses V Pupil's attitudes and awareness VI Conclusion VII Appendices. A Survey of Language Awareness and Foreign Language Taster Courses was prepared for the web by Derek Gillard and uploaded on 24 September 2012. A Survey of Language Awareness and Foreign Language Taster Courses. A Report by HM Inspectorate.
This article explains why introducing critical language awareness (CLA) in isiZulu is necessary. To familiarise the reader with CLA, the article outlines the assumptions that underpin this concept. It then discusses how CLA could be applied in teaching mainly reading and viewing in isiZulu, highlighting the factors that militate against the introduction of critical literacy.

Language Awareness/Learning Awareness in a Communicative Approach: A key to learner independence. Luciano Mariani. Perspectives, a Journal of TESOL-Italy. Volume XVIII, Number 2, December 1992. The purpose of this paper is to discuss why and how training learners for independence can become a valuable component of a communicative approach to language learning. Common misconceptions about language awareness. ‘Fluency in conversational language means fluency in academic language.’ Many teachers are surprised when they receive a piece of written work that suggests a student who has no difficulties in everyday communication has problems understanding the main ideas of a lesson. However, many teachers would agree that it is their responsibility to create an inclusive classroom where all students can access the curriculum and where barriers to learning