

A European and Language Awareness Education for Teachers

This paper was presented at the International Conference, Reforming Teacher Education: Innovations in Curriculum and Partnership, at the North East Wales Institute of Higher Education in March, 1997.

Witold Tulasiewicz

A personal education delivered in the form of an academic diploma at a level freely chosen by the individual and rewarded by employment at an institution appropriate to his or her competence is the only qualification expected of all entrants to teaching. The completion of a professional preparation which enables them to teach their subject or other specialism while widely required is not compulsory in all cases since exceptions can be made in subjects in which there is a shortage of teachers or in the senior classes of secondary education where the teacher's personal or academic education is accepted as adequate for what has been described as lecturing rather than teaching. There is moreover no agreement on the form professional preparation should take regarding either the duration of courses or the place where the training is received.

As a rule a command of the contents of both elements of teacher education, the personal and the professional, qualifies teachers to practice in their nation state or in their part of a federal state. The right to teach in the state schools of another country, with the mutual recognition of qualifications obtained which is allowed in member states of the European Union, is in fact something of an exception (Adams & Tulasiewicz 1995; *A Guide* 1991).

The course content leading to a qualification in an academic discipline and the professional training enabling teachers to teach the subject in school, for example mathematics, is broadly similar the world over though allowing for greater emphasis on certain parts of the discipline in some countries, for example the teaching of mental arithmetic. There are greater differences in such school subjects as history and mother tongue education, for example in the handling of national or recent history or in the choice of reading texts taken exclusively from amongst national classics as seen in recommendations in the current teaching programmes of the National Curriculum in England and Wales (*The National Curriculum*, 1995, but see also *English in the National Curriculum*, 1989). Even so, guidelines are expressed in more or less similar terms in the school curricula of other countries.

What the national school curriculum does not normally include is an explicit trans-national dimension such as peace or European education for which the cooperation of schools and higher education institutions of different countries would be required. This is likely to be provided in cases of expected teacher and pupil mobility across national boundaries such as encouraged by the Single Europe legislation. For the emergent multilingual and multicultural school population in Europe cross-disciplinary personal and social education topics are being introduced in the curriculum (Adams *et al*, 1992).

TWO TRANSDISCIPLINARY ITEMS

THE EUROPEAN DIMENSION is one such transdisciplinary, intercultural initiative. Although the Maastricht Treaty does not provide for harmonization of the education systems of member states educational cooperation is encouraged through participation in initiatives organized by schools and other learning institutions including joint teaching and research programmes and an intercultural approach realized by teaching a European dimension. In the European Union a European dimension is taught in the schools and colleges of several though not all member states with the broad aim of educating a European pupil and

a citizen of Europe. To accommodate this cross-disciplinary subject requires extending the existing strict boundaries of school subjects in the school curriculum by adding European components, for example in geography. A criticism of the National Curriculum in England and Wales, with its precise subject teaching and attainment targets to be met at prescribed ages expecting specified levels of knowledge and skills in the subject, has been that its too narrow subject interpretation inhibits or at least discourages the choice of new areas of study. These would be cross curricular, multiple subject approaches, for example Knowledge about Europe or European Citizenship acquired while learning a foreign language as part of the curriculum. The foreign language targets of the English curriculum do not provide the necessary scope for this despite encouraging “identifying the experiences of people abroad “ as part of cultural awareness programmes in foreign language study (National Curriculum, *Modern Foreign Languages for ages 11 to 16*).

Since working for a ‘European Dimension’ as defined in the May 24 1988 EC Resolution has meanwhile been accepted as a possible component of the school curriculum and practised with varying degrees of enthusiasm in European Union states (Tulasiewicz in King and Reiss, 1993) an elaboration of it as a cross-curricular discipline (using the suggestions given in the European Commission *Green Paper 1993* and *White Paper 1995*) for introduction in teacher preparation courses could well be considered. To be sure collaboration in teacher training has not met with universal approval. The takeup of the educational programmes of the RIF (*Reseau d’institutions de formation*), an impressive variety of joint activities in teacher preparation internationally, for example the preparation of head teachers, teaching the national heritage or language study, has been modest.

The European Dimension in Education whose objective is to promote an understanding of the European Union and collaboration among citizens of member states envisages a multi-cultural, multi-lingual approach. The latter in fact means competence in European languages, which include the mother tongue, acknowledged as helping communication by fostering an understanding of others. A knowledge of the political and socio-economic systems of Europe is intended to prepare young Europeans to take an active interest in European development. The European identity includes an awareness of the human population to be found in the European continent and the need for enhanced mutual understanding amongst its inhabitants to prevent clashes resulting from the socio-cultural and political mix. The aims of promoting the European dimension would be to:

- inform the whole curriculum and act as a focus for pupils’ acquisition of knowledge and skills acquired in various areas of it;
- promote a sense of European identity including the provision of first hand experience in European Union member states;
- help pupils to acquire a view of Europe as a multicultural, multilingual community, (of which each member state is an integral part);
- allow pupils to acquire knowledge, skills and experience which enable them to live in Europe comfortably but not uncritically;
- prepare young people to take part in the social and economic development of the European community and make them aware of opportunities and challenges - imparting the necessary knowledge of economic and socio-political aspects;
- encourage awareness of the variety of histories, geographies and socio-political and economic conditions and of European development past and present;
- promote an understanding of common European ideals while developing an awareness of Europe’s interdependence with the rest of the world.

In a 1991 Statement of Policies and Activities to implement the EC *Resolution* the British government endorsed the objectives of the EC *Resolution* of May 1988 in the above terms. A similar endorsement was also made by other member states though the dimension itself may be applied with varying degrees of vigour in the classrooms of different countries. The British version emphasized a working knowledge of European languages which had been a part of previous European Community initiatives, notably LINGUA. The reality has proved

less hopeful since England is one of few EU countries with hardly any provision for modern foreign language learning in primary schools (Tulasiewicz, 1990).

KNOWLEDGE ABOUT LANGUAGE

If the European dimension is one curricular element which it is assumed is able to help provide an intercultural education in Europe at least, Knowledge about Language recognized as a linguistic preparation to facilitate communication in a multilingual Europe is another (Adams and Tulasiewicz, in *Education* 1993 and 1995). Confined to looking at language systems and accounts of how language works Knowledge about Language can be reduced to a descriptive and static process of studying a metalanguage. To promote an experience of language it is necessary to activate the process approaching it as something more of a skill being used. The two, the European Dimension and Knowledge about Language (or Language Awareness) when presented as a linked European and Language curriculum component can enable pupils to gain at first hand the active linguistic and cultural experience outlined above.

In fact the inclusion of an element of Knowledge about Language (KAL) in the curriculum suggested in English teaching syllabuses in a number of reports: *English from 5 to 16 (the Kingman)* and the 1989 (Cox) *Committee* in support of the so-called fourth aim of language education to complement the three other aims of oral, reading and writing preparation was being widely promoted in the later 'eighties at about the same time as the European Dimension. The intention was to enhance linguistic preparation with a view to improving pupils' command of the mother tongue as well as stimulating their linguistic sensitivity into acquiring the art of educated listening and educated speaking to facilitate intercultural education (Tulasiewicz, 1995 and 1996). In the British context the main aim of KAL was to achieve a better proficiency of English felt to be necessary by the widely acknowledged fall in standards which had led to the Kingman and Cox inquiries in the first place (Tulasiewicz, 1997b). Courses in Language Awareness (LA), the preferred term used by modern foreign linguists aimed at improving foreign language learning motivation and facilitating their study were proposed by modern linguists, a policy pioneered in Britain by Eric Hawkins (1981 and 1984). If in France '*éducation langagier*' was similarly intended to help the study of French, in Germany '*Sprachbewusstsein*' emphasized the provision of a linguistic tool consisting of learning meaningful quantities of other languages and comparing their vocabulary and structures with German to encourage intercultural understanding (Oomen-Welke and Karagiannakis, 1996).

Although intended to improve linguistic knowledge and skills, the intercultural aspect of Knowledge about Language was clearly likely to enhance pupils' personal education as much as to improve their professional language preparation. For example the transfer of concepts from L 1 to L2, not an automatic process, may be used as a teaching device in intercultural education. However promotion of linguistic sensitivity to facilitate intercultural understanding was prompted in particular by the rapid growth of the multicultural population of schools, where 'one pupil's mother tongue is another's foreign language' (Tulasiewicz, 1996) the result of migrations in most European countries in the sixties and seventies. This in fact coincided with the emergence of the European Dimension designed to help international harmony and understanding. In this respect it can be argued that an acquaintance, if not proficiency, of two language media, be it language or dialect, helps to appreciate their distinctiveness which can encourage intercultural interest leading to tolerance and an acceptance of diversity.

What this adds up to is the belief that knowledge about language can contribute to providing a language preparation which may not only help to acquire a command of one or more languages in the sense of proficiency in language skills but encourage a linguistic readiness, consisting of an acquaintance with other peoples' languages and dialects for intercultural education. In the case of the mother tongue many of the skills which have to be learned in the foreign language are already present, making the task easier, the linguistic knowledge facilitating their transfer where necessary and the general study of language and language variety encouraging linguistic tolerance.

If one examines the multiple claims made for it it is not surprising that in Britain KAL was the cause of the greatest controversy in all the reports which advocated its introduction in the school curriculum. There was uncertainty as to what it meant exactly. In the context of the subject English it was clear that this would

depend on the model of English envisaged to be taught. This could be a prescriptive grammatical analysis of language or a language in use approach. A critical discussion of these models was made in the comments made on the *Kingman Report (Responding to Kingman, 1988)*. KAL/LA cannot be limited to English but constitutes a language education, for users as well as for learners, in all the languages tackled. It enables the first cohort, the users, to become aware of language guiding them towards making the most efficient use of their own language; in the case of learners of another language it helps to see it in both its national (i.e., as other users' mother tongue) and international (communication amongst users and learners) contexts. The following four definitions of KAL/LA of various provenance may elucidate:

Language Awareness as part of the study of the mother tongue helps to improve users' competence and performance of their own language, enabling it to be handled as a more efficient instrument for transactions;

It imparts the knowledge of the processes of language acquisition and language learning and facilitates the study of modern foreign languages by drawing learners' attention to similarities and differences with their own mother tongues, for example in the recognition of patterns. Other languages are used as a resource which is at the disposal of all learners, including the ethnic majorities and minorities, which is found in most classrooms.

It encourages the acquisition of linguistic sensitivity, seen as 'educated listening' to other languages and dialects with a view to making sense of them by learners and new users and 'educated speaking' which means an awareness of the difficulties interlocutors may have with understanding another language (Tulasiewicz, 1995 and 1997b). While the first suggests the ability to listen for what is essential for understanding, the second draws attention to the need to articulate in such a way as to enable listeners to make as much sense of the speech addressed to them as possible. This is intended to lead to a better understanding of language users as persons brought up with another language medium, a process which can be accepted as the language tolerance component of an intercultural education.

The above definitions cover the instrumental, affective and emancipatory areas of human development: "to empower the pupil (emancipatory outcome), to encourage national and international communication (instrumental aim) with a linguistic awareness component of intercultural awareness and the release of the creative (affective) dimension of language" in both mother tongue and modern foreign languages. A fourth definition sees the language education element of KAL as enabling users and learners to use their experience of language for a critical analysis of their societies (Stubbs, 1990) taken to include an understanding of their own use of language and that made by other users of theirs to discover what can be termed as the "manipulative use of language" through a critical language awareness (Fairclough, 1990).

The variety of classroom activities to which the teaching of Language Awareness can be put encompasses the cognitive (competence), productive (skills), affective (linguistic creativity) as well as the social and power (critical awareness) domains as argued by Garrett and James (1991) on behalf of Language Awareness. They must be accepted as inherent in any interpretation of language education. The wide expectations placed in Language Awareness thus range from "underpinning language mastery" (Kingman) to "facilitating second language development and detecting deviance" (Gass 1983) activating the social domain for "communication awareness" (Garrett and James) and taking in the recognition that "bilingualism helps literacy by encouraging an analytical knowledge of language" (Bialystok and Ryan, 1985). Syllabus requirements and time constraints in the classroom clearly require a choice of teaching priorities that has to be made.

KAL/LA is not to be seen as a course of study helping the acquisition of a metalanguage since the language education component is to be found in the process of actual language use, with teachers and pupils making appropriate comments when required. This provides the learner with a language experience which enables the four KAL/LA aims listed above to be achieved. However, whether explicit teaching of KAL or LA can itself substantially contribute to improving a specific area of language performance has to be taken on trust. This is not surprising. The evidence is that when using language even an intuitional awareness can be almost instantaneously translated into performance. This is certainly not the case with mathematics for example, where an awareness of quantity is not accompanied by an instant ability to measure it. Much of Language Awareness, on the other hand, is intuitive, a quick switch to another word or the use of a different

intonation, a process where teaching can improve the ability to do so and direct its thrust in the desired direction.

The above definitions can be taken to represent a possible construct of a model of language for pupil use in which, in the context of a variety of cultural elements present in intercultural education KAL/LA can improve communication by reinforcing the motivation and honing the actual use of the skills which make the entire process of communication possible. This is done by introducing the realization by interlocutors of the need for mutual comprehension and understanding without which the process of communication is reduced to a mechanical one which activates the speaking and listening skills alone without taking the socio-linguistic needs of the listener into consideration.

RECEPTION OF THE EUROPEAN DIMENSION

The claims made for the benefits accruing from learning the European Dimension, while not as assertive as those made for those of Knowledge about Language, promise the preparation of pupils adjusted to living in the European Union who see their own countries as part of that community and relate sensibly to their foreign neighbours. If the claims are not as fulsome as those made for the benefits arising from Knowledge about Language then this is because the earlier topic itself is much less precise as to its contents. It should be remembered, however, that some of its knowledge components have been identified and taught in the senior forms of secondary schools and in higher education institutions in most European countries as parts of history, geography or literature programmes, for example as courses in European development or European culture, for a long time. The European Dimension also aims to inculcate positive European attitudes progress in which is difficult to measure with any degree of objectivity and which, unlike the linguistic skills acquired, are much less stable. English pupils aged 12 have been known to refer to European countries other than the United Kingdom as parts of Europe but not regarding the United Kingdom as a European country. They have admitted to liking Europe but preferring to visit other countries than to receive visitors in their own homes (Tulasiewicz, 1993). The results of questionnaires testing young peoples' European attitudes have been published by Convery et al, 1997.

The way to introduce an education in European attitudes avoiding indoctrinating pupils with Eurocentrism may be approached through practical knowledge, the sort of travel skills pupils find indispensable when journeying abroad. These include items of European knowledge to help pupils to find their way about or indeed they are the noncognitive, affective and emotional components of the curriculum which may be taught as part of pupils' personal and social education in which questions of European identity and responsibility for its well-being are addressed. It would be invidious to attempt to teach anything like a 'belief in Europe'.

THE COMBINED BENEFITS OF A EUROPEAN AND LINGUISTIC EDUCATION

The combined effects of a European linguistic education must be seen in terms of knowledge, attitudes and skills. There are the linguistic knowledge and skills acquired which enable pupils to use their own language more efficiently and to have found ways which facilitate their learning another language through the recognition of patterns and other similarities or differences with the language medium of their mother tongue. Likewise European knowledge enables pupils to be aware of what goes on around them and to operate more successfully when confronted with tasks which may be called European: ranging from the acquisition of simple communication and information skills (the skills of a receptionist or public relations person) to an advanced knowledge of the European economy or European culture. The affective dimension of relating positively to Europe provides a base for human rights, ecology and citizenship education.

Inasmuch as it can help to learn a language and encourage a linguistic, economic or historical awareness and tolerance the usefulness of the topic can be readily acknowledged. Identifying its affective elements it sensitizes pupils to language, both mother tongue and foreign, and to the problems of learning it in an increasingly multicultural society. The affective dimension can be used to make learners in the process of learning a language and users of language more aware of each other's languages and dialects appreciating the

problems fellow Europeans may have when learning or understanding another language medium or when tested on their European skills and problems experienced when they have to make adjustments in their speech to achieve communication. Few language users know how and when to slow down their own flow of speech or how to emphasize items of their speech in a way which may be helpful to make sense of it (Tulasiewicz 1996 & 1997b).

Beyond the skills the multicultural elements of Language Awareness, European Dimension and their various subdivisions can be taught to encourage cooperation rather than competition, to introduce a personal involvement element which is likely to generate respect for one's fellow men and the environment shared and enhance the willingness to live together in harmony. There is little room available for this type of extra-curricular education in schools, what with most school time spent on pursuing the knowledge and skills of the subjects of the curriculum, a comment made by Michael Barber, the new British government educational advisor, in *the Guardian* (Education) in June 1997. Barber advocates a more social and moral emphasis in subject teaching. Positive attitudes can be formed in school by the way teachers approach such cross-curricular elements as Language Awareness and the European Dimension in the classroom. This may at the same time be conducive to encourage learning the practical and useful components of a linguistic and European dimension. A language perceived to be similar may be easier to learn, knowledge of its speakers may result in an improved motivation to get to know them better. 'Doing things' together is encouraged when school classes from different countries meet together on European Dimension sponsored exchanges.

Comprehension inevitably encourages use. A rudimentary skill can be developed to further Linguistic or cultural awareness. The practical and the aesthetic may combine in creating a favourable learning environment. The role of the teacher is crucial. Intercultural education has been characterized by two alternative approaches: (1) demonstrating the difference between cultures and creating an interest in the diversity and (2) explaining the socio-political causes of the differences demonstrated. Both arise from the implications of a linguistic and European education but would be used with pupils at different levels of achievement and maturity. In the extended 'life fulfilling' curriculum there is room for both European and linguistic knowledge and for the practical application of it in situations actually involving communication.

APPLICATION IN TEACHER EDUCATION

On all these counts the inclusion of both KAL and of the European Dimension in teacher preparation courses can be justified. The *Kingman Report* (and *Bullock* 1975 before it) recommended that KAL or Language Study should be a firm component of all teacher training courses citing the unparalleled position language occupies among human artefacts. The claims of a European Awareness with a Language Awareness component provided for inclusion in teacher education courses as part of teachers' personal and academic preparation to enable them to function in the international society of Europe of which they and their pupils are members is an integral part, are convincing. Unfortunately many European teachers, because of their poor command of languages, their ignorance of European institutions and their indifference to European achievements, are ill prepared to make use of the international mobility which is available and to create European opportunities of a cognitive, social and affective nature for their pupils. A language education is particularly important for those in parts of the anglophone world who have no basic command of a foreign language (Adams and Tulasiewicz, 1995).

TEACHING APPROACHES

A 'schoolteaching' approach to KAL is preferred to an 'academic', linguistic one. The KAL that teachers will acquire is to enable them to introduce their pupils to the phenomenon of language and language in use, indeed the importance of language in their lives, to help them to learn how to handle their own and other languages. Languages are shown to be a part of the identity of their fellow Europeans - a study of which will encourage and improve intercultural communication through skillful monitoring of interlocutors' speech patterns. The process is not a cognitive one alone, indeed the affective dimension, the emotional intelligence as argued by Daniel Goleman (1996) forms an important part of all language education.

No detailed KAL/LA or European Dimension syllabuses exist today. The topic has acquired a multiplicity of applications, some of which have been tried out by the author who has taught Language Awareness and the European Dimension in both initial and in-service teacher training courses as well as in schools in countries as far apart as the United Kingdom and Canada. The lessons would consist of a linguistic analysis of texts in the mother tongue as well as introductory sessions to learning another language or dialect. In the United Kingdom KAL can enable teachers and pupils to take part in European exchanges a high point in many children's educational careers. On the other hand the constraints of the National Curriculum have been partly responsible for the somewhat disappointing exposure to a European dimension and a modern foreign language education which still relies largely on skills learning (Tulasiewicz, 1997b). However, studying word origins, language change, the roles of European languages in different parts of the world and the use made of language by pupils at home and in school have all been part of the KAL/LA courses taught. An article by Olenka Bilash (Bilash/Tulasiewicz, 1995) written from the perspective of schools in Canada shows how it was possible in a 'bilingual' Alberta context to add the KAL/LA dimensions to the curriculum without difficulty, to elaborate on the concept of linguistic sensitivity and to develop a respect for other languages and their users. Knowledge about Language as part of the European Dimension would relate to other languages as does English to all its users whether as their first, second or foreign language in the United Kingdom.

Learning KAL in in-service courses for teachers in several English locations to enable them to include KAL in their work with the National Curriculum has resulted in the production of language materials by pupils which shows evidence of an improved language performance in English and a sensitivity to the implications of their own language and of other languages and dialects. A more detailed account of the findings of this classroom research is being prepared by the author.

CONCLUSION

A re-examination of language teaching methods and an appraisal of linguistic sensitivity is being undertaken in a research project prepared by an international Language Awareness Study Group LASG (Tulasiewicz, 1996 and 1997a). It is intended that one age group's language awareness as taught in a variety of subject lessons in classrooms in four countries according to an agreed syllabus will be monitored for skills, knowledge and attitudes. Two languages (English and German) will be involved.

In conclusion it must be said that the Euro-centred emphasis of this article does not imply that what has been said may not be made to apply to other regions, indeed to help look at the relationship of Europe to the rest of the world.

BIBLIOGRAPHY

- Adams, A. and Tulasiewicz, W. 1993 Entente internationale in: *Education* no 23 vol 182. Adams, A. and Tulasiewicz, W. 1995 Beyond Simple Skills in: *Education* no 1 vol 186.
- Adams, A., Taverner, D., Tulasiewicz, W. and Turner, K. 1992 *The Changing European Classroom: Multicultural Schooling and the New Europe*. Cambridge: University Department of Education (European Commission sponsored research project).
- Adams, A. and Tulasiewicz, W. 1995 *The Crisis in Teacher Education: A European Concern?* London: The Falmer Press
- Bialystok, E. and Ryan, E. 1985 A metacognitive framework for the development of first and second language studies in: Forrest-Presley, D., MacKinnon, G. and Waller, T. eds *Meta-cognition, Cognition and Performance*. New York: Academic Press.
- Bilash O. and Tulasiewicz W. 1995 Language Awareness and its place in the Canadian curriculum in: *Multicultural Education, the state of the an.ed* by McCleod. Winnipeg: CASLT.
- Convery, A., Evans, M., Green, S., Macaro, E. and Mellor, J. 1997 *Pupils' Perceptions of Europe (Identity and Education)*. London: Cassell Education. Department of Education and Science 1975 *A Language for Life* (the Bullock Report). London: HMSO. Department of Education and Science 1988 *Report of the Committee of inquiry into the Teaching of English Language* (Kingman Report). London: HMSO. Department

- of Education and Science and the Welsh Office 1989 *English for Ages 5 to 16* (The Cox Report). London: HMSO.
- Department of Education and Science and the Welsh Office 1989 *English in the National Curriculum* London: HMSO.
- Department of Education and Science and Welsh Office 1990 *Modern Foreign Languages for ages 11 to 16*. London: HMSO.
- Department of Education and Science and Welsh Office 1995 *The National Curriculum*. London: HMSO (The first version was produced in 1989 in separate volumes for each school subject).
- Fairclough, N. 1990 *Critical Language Awareness*. London: Longman.
- Garrett, P. and James, C. 1991 Language Awareness a way ahead, in: James, C. and Garrett, P. eds *Language Awareness in the Classroom*. London: Longman.
- Gass, S. 1983 The development of L2 intuitions, in: *TESOL Quarterly*, no 17.
- Goleman, D. 1996 *Emotional Intelligence*. New York: Bloomsbury.
- A Guide to Higher Education Systems and Qualifications in the European Community* 1991. Brussels and Luxembourg: Netherlands Organization for International Cooperation in Higher Education.
- Hawkins, E. 1981 *Modern Languages in the Curriculum*. Cambridge: CUP.
- Hawkins, E. 1984 *Awareness of Language*. Cambridge: CUP.
- Oomen-Welke, I. and Karagiannakis, E. 1996 Language Variety in the Classroom, in: *Curriculum and Teaching vol 11 no 2*.
- Responding to Kingman*, 1988 Proceedings of a national conference on the Kingman report held at Nottingham University, eds Ashworth, E. and Masterman, L. Nottingham: Nottingham University School of Education.
- Stubbs, M. 1990 *Knowledge about Language*. London: Institute of Education.
- Tulasiewicz, W. 1990 Knowledge and Communication. Towards a new role for modern foreign languages in the school curriculum, in: Tulasiewicz, W. and Adams, A. eds *Teachers' Expectations and Teaching Reality*. London: Routledge.
- Tulasiewicz, W. 1993 "The European dimension and the National Curriculum, in: King, A. and Reiss, M. eds *The Multicultural Dimension of the National Curriculum*. London: The Falmer Press.
- Tulasiewicz, W. 1995 Linguistic Sensitivity in Language Awareness, in: LASG Language Awareness Newsletter, No 2.
- Tulasiewicz, W. 1997a Language Awareness Study Group: an international inquiry into language education. A communication, in: *Compare*, vol 27, no 1.
- Tulasiewicz, W. 1997b Language Awareness: A new literacy dimension in school language education, in: *International Journal of Teacher Development*, Special Autumn 1997 issue: Literacy and Numeracy in Teacher Education (in press).
- Tulasiewicz, W. and Zajda, J. 1996 Language Awareness Editorial, in: *Curriculum and Teaching*, vol 11, no 2.

Address correspondence to:

Withold Tulasiewicz
Wolfson College
Cambridge CB3 9BB
England, United Kingdom

[Back to Table of Contents](#)