TEACHER AND STUDENTS' AWARENESS OF LANGUAGE USE

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Abstract:
Language awareness (LA) is a term defined as the knowledge about language and language use which encompasses an awareness of language from the learner's perspective, an awareness of the learner's developing inter-language, and an awareness of the extent to which the language content of materials/lessons poses difficulties for students. Teacher language awareness is knowledge about language (subject-matter knowledge) and knowledge of a teacher's language (language proficiency), which is a metacognitive nature. Students' language awareness includes examining how language varies in a range of social and cultural settings, how people's attitudes vary toward language, and how oral and written language affects listeners and readers. There are three types of language use: communicative language practice, structured communication practice, and authentic communication practice. Domains of language use involve three factors: topic, role relation, and locale.

INTRODUCTION

Language is a tool for humans to communicate with each other. There are many languages worldwide, so language is essential to learn. Otherwise, someone cannot communicate with other people who use a different language from him. For example, if an Indonesian needs to share or ask information about something to an American, he should know English before doing that. The point is that language is essential, and everyone needs to learn about it, especially the language most people use. The language that most people in the world use is English. According to the Babble Magazine website, Out of the world, approximately 7.5 billion inhabitants and 1.5 billion speak English — that is 20% of the Earth's population. However, most of those people are not native English speakers. About 360 million people speak English as their first language. In addition to being widely spoken, English is by far the most commonly studied foreign language in the world, followed by French at a distant second. It means that 1/5 of people use English to communicate, which is also the most studied language.

In Indonesia, the English language is taught from junior high until college in formal and informal education. In formal education, the English language is only

focused on how to pass the exam rather than the usefulness of the language. This phenomenon leads English language learning to many problems; for example, the students focus on accuracy or grammar and leave fluency behind because speaking is rarely tested, and speaking is not even in the final exam. Another example is writing; students' writing seems too formal and repetitive when a teacher asks them to write anything about their experience; many students choose "My Holiday" or "Going to Grandmother's Hometown," this also happened when the researcher did the pre-service teacher program. The student and the teacher need to be made aware of the use of the language.

Language awareness is defined as the knowledge about language and language use. According to Bilgn, language awareness is the explicit knowledge about language and conscious perception and sensitivity in language learning, teaching, and language use.

In other words, language awareness is people's knowledge about language, how to use it, and their perception of it.

Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structure we use to make it. People use language in patterned ways. We use more formal ways of speaking when talking to someone important. We use more casual forms when speaking with friends or family. However, in language assessment, we are more interested in the patterned ways people use more than one language when there is bilingualism or multilingualism.

On the other hand, language knowledge is an articulated, explicit, and conscious understanding of the nature of language in learning. The focus is on a 'pedagogical conceptualization of grammar,' marked by a shift from the traditional prescriptive and decontextualized approach to one that privileges the rhetorical power of grammar in enhancing meaning-making and writing development. In short, the language knowledge is constructed by oneself. The environment in which this occurs can be teacher-student interaction or pair/group work in a classroom, or it might be social interaction outside the classroom. The focus is on a 'pedagogical conceptualization of grammar' to enhance meaning-making and writing development.

LITERATURE REVIEW
Definition of Language Awareness

Language awareness (LA) came from the United Kingdom in the 80's. It was found that the students who have problems with English language learning also have problems learning another language.[1] From this fact, they elicited connections with the structure of their mother tongue to start building language from their background knowledge. Consequently, they expected students to become more proficient from the analogy and differentiation of the elements of the language. In the 90s', researchers found that LA is built not only from cognitive concerns but also from affective and socio-cultural aspects.[2] LA is built from cognitive, affective, and socio-cultural aspects.

Tomlinson said that LA is a mental attribute that develops from motivation to use language. It enables language learners to gradually gain knowledge about how languages work.[3] The definition from Tomlinson is not far from the late researchers found in the late 80's and 90's. Besides cognitive aspects, it also comes from mental attributes like motivation and attention that will initiate and enhance students' curiosity about language use.

Furthermore, he also stated that LA is dynamic and intuitive internally developed by the learners.[4] When learners have contact with languages, they start to use techniques that will help them understand and make connections with language. They use those techniques by their own will without anyone asking them to; that is, the meaning is dynamic and intuitive internally.

In addition, the National Council for Language in Education (NCLE) claims that Language awareness is "a person's sensitivity to and conscious awareness of the nature of language and its role in human life.[5] This conception shows us the importance of a learner's disposition and decision when learning a language, not just in paying attention to teachers or understanding structures but also in social construction, affection, and other implications.

Ellis explains that "language awareness is the understanding of an empathy with the challenges faced by the learners of an additional language.[6] Following this construct, learners must develop some affection for the language. This engagement promotes understanding in front of learners' challenging experiences throughout this process. Learners need to overcome these challenges so they will feel encouraged to pursue their learning process.

Helot and Young define language awareness as a matter of sensibility and curiosity about the language.[7] Based on this contribution, affective and cognitive aspects contribute to language learning. They highlight the importance of the learner's inquiry and willingness to learn a language.

From all those definitions above, LA is a mental attribute that is dynamic and internally developed by the students. LA motivates language learners to understand how languages work. Learners need to have some affection for the language to promote understanding. LA is also a matter of sensibility and curiosity for the language.

Teacher Language Awareness

Language awareness of teachers has some defining characteristics.:[8]

1) Central to any teacher's language awareness is the closeness of the relationship (noted earlier) between knowledge about language (subject-matter knowledge) and knowledge of language (language proficiency). This relationship exists at many levels, with, for example, any planning of the language content of teaching drawing on reflections on both types of knowledge and with the former being mediated by the latter whenever the L2 is being used as the medium of instruction.

2) Teachers' language awareness is metacognitive. It involves an extra cognitive dimension of reflections upon both knowledge of subject matter and language proficiency, which provides a basis for the tasks of planning and teaching. This is what distinguishes the knowledge base of the teacher from that of the learner, as noted by Leech when he differentiates between 'Teachers' Grammar' and 'Grammar for learners, saying the former entails "a higher degree of grammar consciousness than most direct learners are likely to need or want.'.[9] Brumfit also notes this metacognitive dimension of language teaching when he refers to 'the central role of teachers as educational linguists (i.e., as conscious analysts of linguistic processes, both their own and others.[10] TLA is indeed metacognitive, but these metacognitions

reflect knowledge of and about language. It is appropriate to employ the term teacher language awareness.

3) Teachers' language awareness encompasses an awareness of language from the learner's perspective, an awareness of the learner's developing inter-language, and an awareness of the extent to which the language content of materials/lessons poses difficulties for students. As Wright observes: 'A linguistically aware teacher not only understands how language works but understands the student's struggle with language and is sensitive to errors and other inter-language feature.[11]

In conclusion, teacher awareness is knowledge about language (subject-matter knowledge) and knowledge of a teacher's language (language proficiency), which is metacognitive. This metacognitive dimension of language teaching refers to teachers' central role as educational linguists. Teachers' language awareness encompasses an awareness of language from the learner's perspective, an awareness of the learner's developing inter-language, and an awareness of the extent to which the language content.

Students' Language Awareness

Wolfram said that Students' Language awareness includes: examining how language varies in a range of social and cultural settings; examining how people's attitudes vary towards language across culture, class, gender, and generation; examining how oral and written language affects listeners and readers; We are examining how 'correctness' in language reflects social-political-economic values and how language structure works from a descriptive perspective.[12]

He also recommends that students explore patterns of language, attitudes about language, and the role that language plays in the ways that we communicate through the process of scientific inquiry. Students can hypothesize about specific forms of language and then check them out based on actual usage patterns, which contrasts with the more traditional approach commonly seen within our schools, in which students are being taught a fixed set of rules, legitimizing many of the common myths that have led to widespread linguistic.[13]

It means that students need to learn to speak and write well in all circumstances rather than just learning the fixed code or material from the school. They need to understand the politeness of using the language. Sometimes, when students meet with foreigners, they ask their names directly, which is impolite in some countries.

Language Use

Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structure we use to make it.[14] People use language in patterned ways. We use more formal ways of speaking when talking to someone important. We use more casual forms when speaking with friends or family. However, in language assessment, we are more interested in the patterned ways people use more than one language when there is bilingualism or multilingualism.

Landweer ranks domains of language use along a scale, noting that as language shift takes hold in the sociolinguistic community, the vernacular is typically replaced by a second language in progressively more domains along the scale. Language use is needed in social events, cultural events, education, business, travel, and writing. The more domains in which the vernacular is used, the more vital the language used. He said that in using language, some factors are seen as constellations, such as topic, situation/location, and participants.[15]

Language use needed in learning situations, such as classroom interaction is the action performed by the students and the teacher during learning in class. They interact with one another for many different reasons and on a continued basis throughout the school day. Language use is a fundamental fact of classroom pedagogy because everything that happens in the classroom uses language.[16]

Children have language development when they learn language. It is the same when they learn a foreign language in the classroom; they use one language to learn, express their idea, have discussions, and get their communicative competence. If we view the classroom as sociolinguistic, we see the language used as contextually determined by the social requirements of learning and teaching. The classroom is the context of situated language use, which has distinctive speech patterns stemming from the student's and teachers' roles and functions. The school is a social institution with a distinctive discourse in which the discourse of the context is part of the power and purpose of the situation. In this interpretation, we see the classroom as a place where participants need to develop skills in the discourse of the classroom context.[17] This viewpoint suggests that although the language used for instructional purposes is not necessarily the same as the language used in contexts outside of the classroom it nevertheless is authentic or natural.

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Types of Language Use
According to Wong, there are 3 types of language use, they are as follow:[18]
1) *Communicative* language practice refers to activities that aim to practice language in a context that exchanges new information, such as information gap activities.
2) *Structured communication practice refers to activities intended to enable students to use language to communicate in situations that elicit pre-learned language but with some unpredictability, for example, structured role-play and simple problem-solving.*
3) *Authentic* communication practice refers to activities that allow learners to use *language* to communicate in situations where the meanings are unpredictable – again, drama, role-plays, and group discussions are good examples

All these classroom activities involve varying degrees of unpredictability regarding language and meaning. They aim to allow students to use the language to exchange meaning. Therefore, they are language-used-based classroom activities.

Domains of Language Use

The domain is a sociocultural construct abstracted from topics of communication, the relationship between communicators, and locales of communication, in accord with the institution of society and the area of activity of speech community in such a way that individual behavior and social patterns can be distinguished from each other and yet related to each other.[19]

Fishman in Marjohan states that the factors that influence the concept of a domain are topic, role relation, and locale.[20]

1) A topic can regulate language use in multilingual settings. For example, someone changes his or her language to the interlocutor's when discussing specific topics.

2) Marjohan says that role relation means that the languages you use are determined by the interlocutors you speak with. For example, the father speaks to the mother, the child speaks to the mother, and the mother speaks to the child.

3) He also states that locale means that the places where the conversations occur influence the languages you use.

From the theory above, there are 3 domains of language use. They are topic, role relation, and locale. Topic means that language is used according to the topic. For example, Jannah, a guide, can speak Indonesian and English. When she discusses tourist attractions, she uses English with her clients. When she discusses money with her family, she will use Indonesian. Role relation means the language people use depends on with whom he or she speaks. For example, Tuti will use English if she speaks with her English teacher and Bahasa Indonesia when she speaks with her Indonesian teacher. Locale or place means language use also depends on someone's location. Someone must refrain from using her Bahasa Indonesia when she arrives at the United Kingdom airport; she must be able to speak English.

Other experts add different domains of language use. Mardaugh states that politeness, speech community, and formality are critical domains in language use.[21]

1) Politeness is a fundamental principle in language use. It indicates that people must consider others' feelings while speaking It will also influence the choice of pronominal forms in speaking. Since politeness becomes very important in speaking, people will be cautious too in speaking

2) Formality / Social relationship between speakers and listeners affect language use speakers apply different styles of speaking, for instance, formal and informal styles. Both styles were used in different conditions. Speakers use very formal speech on ceremonial occasions, whereas informal speech is used in conversation between intimates. Many variety factors influence the level of formality itself: the kind of occasion, the various social and ages, the emotional involvement of one or more participants

3) A speech community is a social group whose speech characteristics or interests can be described coherently.

Language Knowledge

Hudson and Mulder in Svalberg distinguish between LA and knowledge about language (KAL). Knowledge about the language is not primarily transmitted from the teacher, peers, or materials but is constructed by the learner. The environment in which this occurs can be teacher–student interaction or pair/group

work in a classroom, or it might be social interaction outside the classroom. An individual learner/language user may also notice features of the language and reflect on them on their own. However, it is assumed that interaction for learning (inside or outside the classroom) at some point will facilitate this conscious construction of knowledge.[22]

In addition, according to Jones, language knowledge is an articulated, explicit, and conscious understanding of the nature of language in learning. The focus is on a 'pedagogical conceptualization of grammar,' one which is marked by a shift from the traditional prescriptive and decontextualized approach to one that privileges the rhetorical power of grammar in enhancing meaning-making and writing development.[23]

In short, the language knowledge is constructed by oneself. The environment in which this occurs can be teacher–student interaction or pair/group work in a classroom, or it might be social interaction outside the classroom. The focus is on a 'pedagogical conceptualization of grammar' to enhance meaning-making and writing development.

a. Types of Language Knowledge

According to Yamaoka, there are 4 types of language knowledge. They are communicative competence, competence and rule-governed behavior, Variety of grammar and the nature of psycholinguistic knowledge, and competence and performance. They would be described as follows:[24]

1. Communicative competence
   These are "rules of use without which the rules of grammar would be useless." To put it another way, children learn knowledge of sentences "not only as grammatical but also as appropriate." This is the competence of "when to speak, when not, and what to talk about with whom, when, where, in what manner."
2. Competence and Rule-governed Behavior
   The knowledge that guides the realization process of meaning in a well-formed sentence. Nor is it pragmatic competence, but realization rules incorporate pragmatic competence. In other words, unconscious knowledge shows up when someone realizes something is wrong in that sentence but cannot explain what is wrong.
3. Variety of Grammar and the Nature of Psycholinguistic Knowledge
   In producing utterances, speakers do not start from knowledge of how the system works but start with a thought to be communicated". A thought is realized into an utterance by processing rules to use the term. It means it is knowledge when someone understands the speaker's meaning but does not know the grammar or how to produce it.
4. Competence and performance
   Knowledge of how well they can carry out the processing in the actual communication situation. Some can perform it automatically, as is typical with the native speaker of a language. In contrast, others take much time in their performance despite their underlying knowledge of the processing mechanisms, as is typical of the second language learner in the initial stage. All language users are somewhere in the continuum of this automaticity.
   From the theory above, there are 4 types of language knowledge. They are communicative, rule-governed behavior, psycholinguistic knowledge, and performance. The types of language knowledge are related to each other. They are in order: the first is communicative, then rule-governed behavior, then

psycholinguistic, and finally performance. Someone has a good proficiency in language knowledge if he can communicate well and appropriately.

b. Assessing Language Knowledge

To assess the students' language knowledge, the researcher would use a rubric provided by Scotland's Education Government from their web. As with the (Knowledge about Language) KAL progression diagrams accompanying this researcher's resource, these KAL resources are not intended to be prescriptive nor exhaustive regarding what authorities, schools, and classroom teachers will want to cover with students from levels 1-3. This is intended as a guide and tool that will allow researchers to benchmark more effectively in their planning for learning and teaching in Primary Language Learning.

CONCLUSION

From the research above, it is evident that language awareness is a critical component of language learning. It involves understanding how languages work and how people use language in various contexts. As such, language awareness comprises both language knowledge and language use. Language knowledge is an explicit understanding of language form and structure, while language use involves the communicative meaning of language. Teacher language awareness is related to an awareness of language from the learner's perspective, the learner's developing inter-language, and the difficulties posed by language content. Student language awareness includes exploring patterns of language, attitudes about language, and the role that language plays in communication. In terms of language use, domains of language use include topic, role relation, and locale, all of which can influence the language used in multilingual environments. In conclusion, language awareness and language use are important aspects of language acquisition that can contribute to successful language learning.

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