Appropriateness of Afro – Asian Literary Texts in Developing Metalinguistic Awareness Among Grade 8 Students

Mark Leomyr A. Sagun

Pangasinan State University – School of Advanced Studies

Urdaneta City, Pangasinan Philippines

Presley V. De Vera, Ed. D., D. Comm.

Pangasinan State University

Lingayen, Pangasinan Philippines

Abstract

This study anchors on the linguistic theme of "Metalinguistic Awareness". The study analyzed this phenomenon as imbibed by high school students, and how it can be promoted by instructional tools, such as literary pieces that have gained predominant use in ESL and EFL teaching. The participants of this study are Grade 8 students and teachers handling the Grade 8 English course. A total of 210 students were randomly selected to partake in the research population, as well as their current English language teachers in Afro-Asian literature. The study was conducted within the school year 2018-2019 at Moncada National High School, located in Moncada, Tarlac (research locale).

Keywords: appropriateness, literary texts, metalinguistic awareness

Introduction

Literature has been a subject of study in many countries in both secondary and even tertiary levels of education, but only until recently was it given much emphasis in the EFL/ESL classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers (Clanfield, 2018). There are many good reasons for using literature in the classroom, whether the aim is to develop literary-related skills or language proficiency skills. This study, however, focused more on the latter as it dealt into the breadth of linguistic inputs that can be derived from literature as a vehicle for English language teaching and learning.

Clanfield (2018) enumerates several benefits of using literature in the classroom. Foremost, literature is considered as an authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class. Secondly, literature expands language awareness. Asking learners to examine sophisticated or nonstandard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Lazar 1993 in Clanfield, 2018).

The above-mentioned opinion of scholars about the use of literature for language learning purposes is also signified by the DepEd K to 12 Curriculum for Grade 8 English, also labelled as an "Afro-Asian Literature" subject. A close observation of the latter's curriculum guide (LinkedIn: "K to 12 Curriculum Guide in English-Grade 8") reveals that the objective of the course is to promote domains of literacy for the benefit of students. Moreover, therein indicated domains of literacy appear more to be core concerns of language learning, rather than literary skills.

In other words, the Grade 8 English curriculum is primarily a course meant for language learning, and where the use of Afro-Asian literature merely appears to be ancillary for the said purpose. For instance, the course curriculum guide indicates that it is aimed to develop the students' "listening skills, oral language and fluency skills, vocabulary enhancement, reading and comprehension, viewing comprehensions skills, writing skills, and grammar". Albeit, the curriculum guide also indicates other domains that are not directly signified to language learning concerns though still indirectly related to it, such as "attitude towards language literacy and literature" and "study strategies".

On top of this, this researcher, himself, handles Grade 8 English classes who can actually account for a first-hand experience as to how the course is practically deployed. The competencies and learning outcomes meant for this subject are basically anchored in developing English language proficiency, with all the language inputs that students are exposed to when dealing with the literary tests. Not only that but even the learning activities for the subject aim to test students' use of the English language beyond mere concentration on comprehending or appreciating the contents of the literary texts.

To contextualize the above discussions in the actual situation encountered by this researcher, it has been observed that, more often, the selection of reading texts for the subject is a rather complex issue considering that the use of these literary texts have to be signified to the language competencies which the Grade 8 English subject aims to promote. There has been a liberal discretion to select reading texts which are deemed appropriate for this purpose. With

regard to this, there must be an assessment if the prescribed literary texts are truly optimal in relation to the language competencies assigned to the Grade 8 course. Many of the currently used reading texts are patronized simply because they have been traditionally adopted for several previous school year cycles, although it is not apt as a criterion to adopt something just because it is traditional. The researcher projects further vision that the insights that can be generated from the conduct of this proposed study may be used as a scholarly reference for the concerned DepEd Division Office in case of a later revision of the curriculum for Grade 8 English, which may entail a review of the current inventory of Afro-Asian literary texts that are prescribed for the teachers and students to use. These are the impetus that this study has opted to tackle the issue about the selection of reading texts, which is hereby taken as the "problematic" of this study.

Objective of the Study

This study attempted to analyze the appropriateness of selected Afro-Asian literary texts in developing the level of metalinguistic awareness (in the English language) of the Grade 8 students of Moncada National High School enrolled in the school year 2018-2019. The aim is to determine if the inventory of the prescribed literary texts is useful in promoting language learning through the agency of literature. Analysis of the students' socio-demographic and learner profile, as well as their performance in the language achievement tests that are based on the literary texts were also signified to their level of metalinguistic awareness.

Specifically, the research answered the following questions:

1. What is the profile of the students

along: a. socio-demographic profile

1. sex

2. economic status

3. mother tongue

b. language learning profile

1. level of access to English reading materials (at home/school)

2. level of communication opportunities in English (written and oral commnunication)?

2. What is the level of appropriateness that can be derived from the Afro-Asian literary texts as perceived appropriate by the Grade 8 English language teachers?

3. What are the students' level of performance in the language achievement tests corresponding to each Afro-Asian literary text?

a. first grading period;

b. second grading period;

c. third grading period; and

d. fourth grading period?

4. What is the level of metalinguistic awareness (LMA) of the students?

5. Is there a significant relationship between the students' profile and their level of metalinguistic awareness?

6. Is there a significant relationship between the students' level of metalinguistic awareness and their performance in the language achievement tests for each Afro-Asian literary text?

Respondents of the Study

In view of the research objectives, this study employed two (2) sets of respondents, namely: (a) the student respondents, and the, (b) the teacher respondents. The student-respondents were drawn from the pool of bonafide Grade 8 students enrolled in Moncada National High School (MNHS for brevity) during the school year 2018-2019. The school adopts a three-tier classification of Grade 8 students that are clustered into three types of sections, namely: (a) Science, Technology, and Engineering (STE) Section; (b) First Section; and (c) Regular Section.

Data Gathering Procedure

Prior to administering the data-gathering instruments, permission will be officially sought from the concerned DepEd Division Office with the appropriate jurisdiction over the prospect research locale, which is Moncada National High School located in Moncada, Tarlac. This was done via a formal letter addressed to the Division Schools Superintendent with an appropriate notice to the School Principal of MNHS.

Adjacent to this letter's intent to seek approval from authorities for the conduct of the study, it was clearly specify the following: (a) the constituents of the school who were accommodated as respondents; (b) the list and types of data that were obtained from the respondents; (c) the utilization of information from other data sources (i.e. from school records and databank); (d) ethical clause in obtaining data and in securing the data's confidentiality to protect the integrity and morale of the respondents; (e) the purpose and significance of the research; and (f) the optimal benefits of the research that may benefit the school or even the programs of the Division Office. A copy of this letter is herein appended (Appendix F).

Notably, all communications forwarded to all persons, agencies or entities external toPangasinan State University were duly approved and noted by the research adviserprior to sending these communications.

Upon the approval of the DepEd Division Office and the MNHS School Principal for the conduct of the study and conditions required in data collection procedure, this researcher approached, notified, and negotiated with the concerned teachers of MNHS in order to arrange with them the viable schedules in administering the research instruments with the students, and with the teachers themselves who are also taken as respondents. Records bearing the results of the Grade 8 students' ratings in selected language achievement tests were also obtained from the concerned teachers. In other words, there is no further requirement to administer the LATs since these are actual tests that have already been administered to the students as part of the instructional design of Grade 8 English.

By the time that this researcher has commenced with the data-gathering procedure, it is expected that the students have already been subjected to the LATs across the four quarters. Hence, records of the student ratings of LATs across the four quarters are already available for this researcher to retrieve from the teachers' class records.

Electronic raffling was used to randomly select the participants. Slovins formula has been previously applied to determine the actual population for each section. The different sets of data-gathering instruments were administered to the students in two separate schedules.

The initial instrument to be administered was the Socio-Demographic and English language learning Profiler (SELLP). A separate schedule was allotted to administer the "Metalinguistic Awareness Profiler (MAP)". This is to prevent cognitive overload on the part of the students if the instruments were administered altogether in a single setting.

Considering the difficulty level of the two instruments if combined, it is apt to administer them separately; otherwise it may interfere in the validity of the results which may be due to the disrupted focus on the part of the student-respondents (Machucho, 2018) which may even lead to some inaccuracies in their self-report of profile data. The schedules that were set to administer these instruments with the students ensured that disruption of their regular school activities were mitigated. The two sets of instruments were administered to the students in group, wherein the grouping was based on the sections where they belong. It was also conducted in the comfort of their own classrooms. It was personally monitored or supervised by this researcher, and in this way the researcher was able to clarify any misunderstanding about the test. The researcher read and explained each item in the instrument before the students indicate their answers. This method also ensured facility in the immediate collection of data

since the individual hard copies of the instruments filled-out by the students was retrieved immediately after they have finished.

The "Perceptual Questionnaire: Appropriateness of a Literary Text in Promoting Metalinguistic Awareness" was administered to the three (3) Grade 8 English teachers was given to them at the earliest point when negotiating with the teachers has started. The hard copies of the instrument provided to them individually need not be retrieved immediately to give the teachers ample time to deal with it, since the questionnaire requires in-depth evaluation of selected Afro-Asian literary texts. They were given tentatively seven (7) days for submission.

Upon completing the retrieval of all pertinent data through the instruments, this researcher prepared spreadsheets and tally sheets to summarize the data using tables to prepare them for statistical analysis. Though the statistical procedures are conducted by the researcher, the results were validated by the Statistics Center with duly assigned professional statisticians to provide the assistance.

Analysis of Data

Various modes of data treatment were used to analyze the sets of data corresponding to the requirements in each of the research questions.

The profile variables in Research Question No. 1, i.e. the students' "sex, economic status, and mother tongue" were summarized and tabulated, indicating their frequency count, percentage allocations, and rank as the basis for discussion and interpretation.

The scaling of the income range in the above rubric was based on the economic survey conducted by the Philippine Statistics Authority which calculated the average Filipino family monthly income range at Twenty-Two Thousand Pesos (P22,000.00) as per statistics obtained for 2015 (Philippine Statistics Authority).

The measure of "access to English reading materials" employed the two rubrics below. Results were reported as a matter of "frequency of access to the different reading materials". The first rubric was used to calculate the students' access to English reading materials for each type of access. Type of access in this context is based on the source of the material (i.e. in the home or outside the home). Likewise, the data obtained from the individual students were summarized and presented using a table or a graph as the basis for discussion and interpretation. The different reading materials were ranked to show the hierarchy in which they are typically accessed by the concerned Grade 8 students.

The measure of "communication opportunities in English" employed the rubrics below. The first rubric was used to report the result per type of communication opportunity, since there are two of them, namely: (a) spoken communication opportunities and (b) written communication opportunities. The second rubric reported the overall results, i.e. the combination of the students' accounts of the two types of communication opportunities. Results were reported as a matter of "frequency of communication opportunities in English". Likewise, the data obtained from the individual students were summarized and presented using a table or a graph as the basis for discussion and interpretation. Data should be able to compare the frequency rate of the students' communication opportunities between spoken communication and written communication

The objective of Research Question No. 2 determined the extent in which the selected Afro-Asian literary texts can promote metalinguistic awareness in students when they are employed to impart the English language competencies appropriate for Grade 8 English. For this objective, the concerned teachers carefully evaluated the selected literary texts in relation to their appropriateness as a source of relevant linguistic inputs. The teachers' responses to the instrument that was used for this purpose (Appendix C) generated scores with corresponding descriptions as indicated in the rubrics below. There are two rubrics since the instrument is meant to show the teachers' evaluation of the appropriateness of the literary text in terms of the two domains, i.e. "vocabulary development and grammatical awareness". The first rubric was used to describe their evaluation of the literary texts in relation to these two separate domains. The second rubric was used to describe the teachers' overall evaluation of the literary texts (presupposing the combination of these two domains).

On Research Question No. 3, the results of the different language achievement tests were obtained directly from the teachers' records. This research adopted the same scoring rubric employed in rating the students' performance in these tests. The performance ratings of the students will be presented using tables, indicating the frequency distribution of the students across the different brackets of performance. Data on the students' performance in the LATs along "Vocabulary Development" were synthesized in one table, and a separate table was allotted to reflect the data of their performance ratings in the LATs along "Grammar Awareness. Interpretation of the data should be able to compare the students' LAT performance between the two domains. Data interpretation also looked into the students' LAT performance in the two domains in relation to the different literary texts on which the LATs were based. As such, there was also a comparison of the students' LAT performance across the four quarters.

The objective of Research Question No. 4 determined the level of metalinguistic level (LMA) of the Grade 8 students using a standardized test intended for that purpose. The individual accounts of the students were summarized using a table which indicated the frequency distribution of the students into the different levels of MA. This will be in aid of data interpretation to enable the researcher to determine the typical LMA of the students.

Finally, Research Question Nos. 5 and 6 aimed to correlate the results of the students' LMA with other sets of variable. In this case, LMAwere correlated to the students' profile, and a separate correlational analysis was performed to signify the students' LMA to their performance ratings in the LATs. Both instances of correlational analysis employed an appropriate statistical correlational tool that was properly consulted with the University's accredited statistician. The results of the correlational analysis were presented using a table that was reflected the relevant numeric values resulting from the computations. The findings lead to either an affirmation or rejection of the hypotheses, with corresponding explanations and interpretations to these results to show their implications in the appropriateness of the literary texts in promoting metalinguistic awareness.

In the analysis performed for Research Question No. 5, the procedure analyzed the correlation between the students' LMA and their LAT performance rating per literary text. Likewise, a separate correlational procedure was performed to relate the students' LMA and the average weighted mean of their LAT ratings along "vocabulary development" and "grammar awareness".

Results and Discussion

This study analyzed the phenomenon of metalinguistic awareness as it is imbibed by students, and how it is an object promoted by instructional tools, such as literary pieces that have gained predominant use in ESL and EFL teaching. The participants of this study are Grade 8 students and teachers handling the Grade 8 English course. A total of 210 students were randomly selected to partake in the research population, as well as their current English language teachers in Afro-Asian literature. The study was conducted within the period cover SY 2018-2019 at Moncada National High School, located in Moncada, Tarlac (research locale).

In the course of research investigations, the students were initially profiled in terms of their socio-demographic and language learning profile. Selected Afro-Asian literary texts were also assessed in terms of their appropriateness in fostering the students' development of metalinguistic awareness (MA). This assessment was carried, with the teacher participants

serving as the evaluators of the texts, in which they were made to respond to a specialized assessment tool.

Moreover, the students' performance ratings in their previously taken periodic examinations (in all four quarters or grading periods) were retrieved as bases for determining the students' level of "performance in language assessment tests" (LATs performance) along two language skills namely, "vocabulary" and "grammar".

On a separate procedure, the students were also profiled in terms of their "level of metalinguistic awareness" (LMA), using a specialized tool called the "Metalinguistic Awareness Profiler" based on a standardized instrument, "CEFL-5 Metalinguistics" devised by Pearson Clinical Assessment.

Utilizing further the data generated from the aforementioned sets of analyses, correlational statistics was employed by the study to determine the relationship status or association between learner variables (i.e. based on the students' profile) and metalinguistic awareness level (i.e. the students' LMA). Another set of variables correlated are the students' LMA and their LATs performance in vocabulary and in grammar.

On account of the above, the following provides a summary of the salient points in the research findings. The summary is outlined in accordance with the order of the research questions.

1. Socio-Demographic and Language Learning

   Profile of the Grade 8 Students

   Socio-Demographic Profile. From the entire research population of Grade 8 students, majority (129 or 61.4%) are female, thereby posing a considerable gap against the male population (81 or 38.6%). In terms of their mother tongue, the students registered four (4) different languages namely "Ilokano, Kapampangan, Tagalog, and Waray". The mother tongue of the majority of the student participants is Tagalog (176 or 83.8%). Tiling behind are those who reported "Ilokano" (31 or 14.8%), "Kapampangan" (1.0%) and "Waray" (0.5%) as their mother tongue.

   Synthesized from the students' self-reports, there is a vividly dense clustering of students belonging to families with "Average" to "Very Low" economic status, which when combined, constitutes the majority of the research population (76.7%). The rest of the students belong to families with "Above Average"(15 or 7.1%) to "Very High" economic status(23 or 11.0%), although the rates assigned to "High" (11 or 5.2%)and "Very High" (23 or 11.0%)economic status are considerably low, making it appear that these are isolated cases.

Language Learning Profile. The students were surveyed in terms of their level of access to eight (8) common English reading materials. The survey differentiated their level of access to the same items of reading materials "inside the school" and "outside the school". In the school, the mean level of the students' access of these materials is "Moderate" (AWM: 2.66). Outside the school, the students' mean level of access to the same set of common reading materials in English is also "Moderate" (AWM: 2.70).

However, a detailed comparison of the mean levels of access of the reading materials in the "school setting" (2.66) and "outside the school setting" (2.70), shows a slightly higher value for "outside the school setting". "Encyclopedias and magazines" are reading materials that are consistently accessed at "Low" level across the two settings. The accessibility of certain reading materials seems to be sensitized to the setting, such as the case of "newspapers / tabloids". These reading materials are less accessed in school settings compared to outside the school setting. The rest of the other reading materials, which actually constitutes the majority of the items, are accessed by the students at relatively similar levels regardless of the setting.

Findings also accounted for the students' extent of communication opportunities (CO) along "oral communication" and "written communication". The students' extent of CO in written communication (AWM: 2.85 / "Moderate") fares higher than their extent of CO in oral communication (AWM: 2.42 / "Low"). Thereby, the students generally perceive that they have more chances to communicate using English through written mediums of expression rather than oral expression.

2. Appropriateness of Curriculum-Prescribed Afro-Asian Literary Texts as Perceived by Grade 8 English Language Teachers

The selected Afro-Asian literary texts investigated by this study, which were drawn from the inventory of literary texts prescribed by DepEd for the curriculum of Grade 8 English, are HIGHLY APPROPRIATE in promoting metalinguistic awareness in students based on the assessment of English language teachers. The appropriateness of the subject Afro-Asian literary texts in promoting MA goes with the high contribution of the literary texts' capacity to promote "vocabulary development" and "grammar awareness", each of these two aspects in equal proportion.

**3. Grade 8 Students' Performance in
Language Achievement Tests (LATs)**

LATs Performance (Vocabulary). As a whole, the students' LATs performance range across "Low", "Average", and "High" levels. In all four grading periods, majority of the students registered an "Average" level of LATs performance. This pattern is consistent through the First Grading Period (124 or 59.0%), the Second Grading Period (116 or 55.2%), the Third Grading Period (118 or 56.2%), and the Fourth Grading Period (115 or 54.8%). A relatively lesser quantity of students registered a "High" level of LATs performance. The least number of students (constituting only a dearth of 0.5% to 2.4%) registered a "Low" level of LATs performance.

LATs Performance (Grammar). As a whole, the students' LATs performance range across "Low", "Average", and "High" levels. In all four grading periods, majority of the students registered an "Average" level of LATs performance. This pattern is consistent through the First Grading Period (133 or 63.3%), the Second Grading Period (129 or 61.4%), the Third Grading Period (133 or 63.3%), and the Fourth Grading Period (123 or 58.6%). A relatively lesser quantity of students registered a "High" level of LATs performance. The least number of students (constituting only a dearth of 2.9%% to 5.2%) registered a "Low" level of LATs performance.

**4. Level of Metalinguistic Awareness (LMA)
of Grade 8 Students**

The average weighted mean (AWM) of the ratings of all the student participants in the LMA tool is 2.81(High LMA). Hence, at an average, the students register a High LMA, although some of the students may have higher or lower LMAs than this average level.

**5. Relationship between Grade 8
Students' Profile and their Level of
Metalinguistic Awareness**

The p-values obtained in all set\s of correlated variables are lower than 0.01, indicating that the students' "sex, mother tongue, economic status, access to reading materials in English, and communication opportunities in English" are not significantly related to their level of metalinguistic awareness (LMA).

6. Relationship between Junior High School Students' Level of Metalinguistic Awareness and their Performance in Language Achievement Tests

The p values obtained in each set of correlated variables in lower than 0.01, thereby indicating that the students' LATs performance in "vocabulary" and also in "grammar" are significantly related to their LMA. The hypotheses of the study are rejected.

Conclusions

Based on the merits of the findings, the following conclusions are drawn:

1. The Grade 8 student participants of this study are male and female, "Ilokano, Kapampangan, Tagalog, and Waray" as their respective mother tongues. They belong to families with economic status, ranging from "Very Low" (minimum) to "Very High" (maximum). The students access common English reading materials at different rates within and outside the school settings. They report having communication opportunities both in oral and written communications.

2. The selected Afro-Asian literary texts prescribed by DepEd for the curriculum of Grade 8 English are HIGHLY APPROPRIATE in promoting metalinguistic awareness in students.

3. Students have "low" to "high" language test performance in the categories of "vocabulary" and "grammar".

4. Generally, the students have a "High" level of metalinguistic awareness.

5. Sex, mother tongue, economic status, access to reading materials in English, and communication opportunities in English are not significantly related to metalinguistic awareness.

6. Performance in "vocabulary" and "grammar" are significantly related to metalinguistic awareness.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented:

1. On account of the findings that several students have less access to some of the common reading materials in English in both school and outside the school settings, these must incite remedial and strategic measures on the part of the school management and the local

government unit (LGU) in the students' institutional locale and communities to ensure presence of facilities where students can maximize access to common reading materials in English. Moreover, as to the findings that there are less opportunities for oral communication than written communication, this should be addressed by instructional intervention to ensure a relatively balanced communication opportunity for all students for them to practice more frequently their productions in both oral and written communications in English. This may extend to the intervention of other non-English language teachers but who teach subjects that use English as a medium of instruction.

2. At the backdrop of the finding that the some of the Afro-Asian literary texts prescribed for Grade 8 English are "highly appropriate" in promoting metalinguistic awareness in students, some details in the findings reveal aspects where teachers fall short in their resourcefulness to maximize these literary texts to teach certain English language rules. This can be remedied by adequate and further in-service training for Grade 8 English language teachers, particularly on maximizing the use of the literary texts for purposes of language teaching and the formulation of valuable language learning tasks for the benefit of advancing the students' metalinguistic awareness.

3. On account of the findings that several students have relatively low test performance in vocabulary and grammar, these language inputs may be considered as focus for instruction, or inspire the creation of supplemental instructional materials or other intervention strategies that will enhance students' performance in these language skills.

4. At the backdrop of the findings that the students have a "high" level of metalinguistic awareness, a closer analysis of the findings reveal a residue of certain language skills that students generally fall short to pay attention to. Promoting an academic environment and types of learning activities conducive for them to appreciate these less popular language skills will further increase their level of metalinguistic awareness.

5. On account of this study's findings that none of the learner variables statistically related to metalinguistic awareness resulted to a positive or significant correlation, this may inspire future researchers to adopt an alternative set of variables to be correlated to metalinguistic awareness in the perennial pursuit for knowledge that will finally clarify the factors affecting or associated to students' development of metalinguistic awareness. This is important to determine as bases for developing intervention strategies to instill an academic environment conducive for promoting the growth of metalinguistic awareness.

6. On the finding that "vocabulary" and "grammar" are significantly related to metalinguistic awareness, this researcher modestly registers this as a contribution in further

support to existing theory. Otherwise, a parallel study based on the framework of this research may be replicated in the future in other settings in order to confirm the generalizability of this study's findings.

References

Books

Collie, J. &Slater,S. (1987). Literature in the Language Classroom. Cambridge: Cambridge University Press.

Doughty, C., & Williams, J. (Eds.). (1998). Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press.

Duff, A & A. Maley, (2007).Literature.Resource Books for Teachers. USA: Oxford University Press.

Ellis, R. (1997). SLA research and language teaching. Oxford, USA: Oxford University Press.

Hall, G. (2005). Literature in Language Education. New York: Palgrave.

Hawkins, E.W. (1987). Awareness of language: An introduction. Cambridge: Cambridge University Press.

Larsen-Freeman, D. (2004). Teaching language: From grammar to grammaring. Boston: Thomson/Heinle.

Long, M.H., & Robinson, P. (1998). Focus on form: Theory, research, and practice. In C. Doughty & J. Williams (Eds.), Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press.

McRae, J (1994) Literature with a small 'l'. London: Macmillan Education.

Parkinson, B. &Thomas, H.R. (2000).Teaching Literature in a Second Language. Edinburgh: Edinburgh University Press.

Rast, R. (2008). Foreign Language Input: Initial Processing. United Kingdom: Cromwell Press limited.

Roberts, A.D. (2011). The role of metalinguistic awareness in the effective teaching of foreign languages. Bern, Switzerland: Peter Lang.

Shields, P. & N. Rangarajan (2013). A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management. Oklahoma: New Forums Press.

Thornbury, S. (1997). About language: Tasks for teachers of English. Cambridge: Cambridge University Press.

Widdowson, H. (1984). Explorations in Applied Linguistics. Oxford, USA: Oxford University Press.

Electronic Sources

Al Faki, I.M. (2014). Using Literature in EFL Classes: Assessing the Suitability of Literary Texts to Secondary School Students. European Journal of English Language and Literature Studies, 2(4),9-21. Retrieved from https://www.researchgate.net/publication/276418129_Using_Literature_in_EFL_Classes_Assessing_the_Suitability_of_Literary_Texts_to_Secondary_School_Students.

AlleyDog.Com (2019).Metalinguistic Awareness. Retrievedfrom https://www.alleydog.com/glossary/definition.php?term=Metalinguistic+Awareness.

Apilado, P. (2014). The Economy of Tarlac. Prezi.Com. Retrieved from https://prezi.com/qpiyeqgm2gk3/the-economy-of-tarlac/.

Asia-Pacific Economy and Development (2009). The Philippines: Still Grappling with English.Retrieved fromhttp://english.safe-democracy.org/2009/01/21/the-philippines-still-grappling-with-english/.

Aydinoglu, N. (2013). Use of Literature in Language Teaching Coursebooks. International Journal of New Trends in Arts, Sports, & Science Education, 2(2). Retrieved from https://www.researchgate.net/publication/291338860_USE_OF_LITERATURE_IN_LANGUAGE_TEACHING_COURSE_BOOKS.

Barro, R.J. and J.W. Lee (2013).Data Set of Educational Attainment (in United Nations Development Program (2019).Human Development Reports.Retrieved from http://hdr.undp.org/en/content/population-least-secondary-education-femalemale-ratio-ratio-female-male-rates).

Berninger, V.W., Abbott, R.D., Nagy, W., & Carlisle, J. (2010). Growth in phonological, orthographic, and morphological awareness in grades 1 to 6. Journal of Psycholinguistic Research, 39, 141–163.(in Ebbers,S.M. (2012). Metalinguistic Awareness, Comprehension, and the Common CoreState Standards. Center for Development & Learning.Retrieved from https://www.cdl.org/articles/metalinguistic-awareness-comprehension-and-the-common-core-state-standards/).

Berry, R. (2014). Grammar Myths. Journal: Language Awareness, 24(1). Retrieved from https://www.tandfonline.com/doi/abs/10.1080/09658416.2013.873803.