# Exploring the Relationship between Metalinguistic Knowledge and Communicative Competence of Chilean EFL Teacher Trainees[1]

*Estudio la relación entre el conocimiento metalingüístico y la competencia comunicativa de futuros profesores de inglés chilenos*

*Estudo da relação entre conhecimento metalinguístico e competência comunicativa de futuros professores chilenos de inglês*

## Eladio Donoso[2]

---

[2] Docente de la Escuela de Inglés, Facultad de Humanidades, Universidad Católica del Norte.

Correo electrónico: edonoso@ucn.cl.

**ORCID:** https://orcid.org/0000-0002-8961-2489.

## Abstract

There is enough evidence that Metalinguistic Knowledge (MK) benefits second language (SL) and foreign language (FL) learners' communicative skills and SL and FL teachers' classroom performance, therefore it should be an important component in SL and FL teacher training. Very little is known, however, about Chilean English as Foreign Language (EFL) teacher trainees, who are, at the same time, language learners. The study reported here aimed to find out the correlation and regression of future Chilean EFL teachers' MK and their Communicative Competence (CC). In order to measure their MK, two tests were used: The Metalinguistic Knowledge Test (MKT) and the Grammaticality Judgement Test (GJT). In regard to their CC, the grades of the English CC Development Course were considered. The participants were 59 first year EFL teacher trainees of an EFL teacher training program of a Chilean university. General results show that there is a positive moderate correlation between MK and CC and that the GJT and the MKT explain 26,5 % of the CC Final Grade.

**Keywords:** metalinguistic knowledge, communicative competence, EFL teacher education, Chilean EFL teacher trainees.

## Resumen

Existe suficiente evidencia de que el conocimiento metalingüístico (CM) beneficia las habilidades comunicativas de estudiantes de una segunda lengua (SL) y una lengua extranjera (LE) y el desempeño en el aula de los docentes de SL o LE, por lo tanto, debería ser un componente importante en la formación del profesorado de SL y LE. Sin embargo, se sabe muy poco sobre los docentes en formación de inglés como lengua extranjera (ILE) de Chile, que son, al mismo tiempo, aprendientes de la LE. El estudio reportado aquí tuvo como objetivo investigar la correlación y regresión del CM de las y los futuros maestros chilenos de ILE y su Competencia Comunicativa (CC). Para medir su CM se utilizaron dos pruebas: la Prueba de Conocimiento Metalingüístico (PCM) y la Prueba de Juicio de Gramaticalidad (PJG). En cuanto a su CC, se consideraron las calificaciones del Curso de Desarrollo de CC en Inglés. Los participantes fueron 59 docentes en formación de primer año de un programa de formación de profesores de ILE de una universidad chilena. Los resultados generales muestran que existe una correlación moderada positiva entre CM y CC y que PJG y PCM explican el 26,5% de la Calificación Final de la CC.

**Palabras clave:** conocimiento metalingüístico, competencia comunicativa, formación de profesores de ILE, estudiantes chilenos de pedagogía en inglés.

## Resumo

Há evidências suficientes de que o conhecimento metalinguístico (CM) beneficia as habilidades comunicativas dos alunos de uma segunda língua (SL) e de uma língua estrangeira (LE) e o desempenho em sala de aula dos professores de SL ou LE, portanto, deve ser um importante componente na formação de professores SL e LE. No entanto, muito pouco se sabe sobre os professores chilenos de inglês como língua estrangeira (ILE) em formação, que são, ao mesmo tempo, alunos do LE. O objetivo do estudo aqui relatado foi investigar a correlação e regressão CM de futuros professores ILE chilenos e sua Competência Comunicativa (CC). Dois testes foram usados para medir seu CM: o Teste de Conhecimento Metalinguístico (TCM) e o Teste de Julgamento de Gramática (TJG). Em relação ao seu CC, foram consideradas as notas do Curso de Desenvolvimento de CC em Inglês. Os participantes foram 59 futuros professores de primeiro ano de um programa de treinamento de professores ILE em uma universidade chilena. Os resultados gerais mostram que existe uma correlação positiva moderada entre CM e CC e que TJG e TCM explicam 26,5% do Escore Final do CC.

**Palavras-chave:** conhecimento metalinguístico, competência comunicativa, formação de professores de ILE, futuros professores chilenos de ILE.

# Introduction

In the broad field of English as a Second Language (ESL) and English as a Foreign Language (EFL) research, there is a wide variety of strands that are worthy of attention due to their great importance in the teaching and learning process. Within this field, there is one relevant aspect that is the focus of the study reported in this article, that is the metalinguistic knowledge (MK), also referred to as *metalinguistic awareness*, *linguistic awareness*, *language awareness* (LA)*, metalinguistic ability, capacity,* or *skill* (Roehr-Brackin, 2018). MK is an issue that has been studied for decades and the benefits of mastering it are widely acknowledged (Lankiewicz, Wasikiewicz-Firlej, & Szczepaniak-Kozak, 2016).

 Recent studies about MK in relation to language teaching have focused on, for example, teachers' MK and attitudes towards it in relation to the process of reading (Fielding-Barnsley & Purdie, 2005), teacher MK as a key component in language teaching and learning (Njika, 2015), the perception and importance given to LA by teacher trainees (Argaman & Vaknin-Nusbaum, 2016), and the importance of LA and its implications for pre-service English teachers (Bilgin, 2017). For studies prior to the ones mentioned here, refer to Esteki (2014).

While the focus of the study is on MK, this is in relation to how it correlates with *communicative competence* (CC)*,* also called *language proficiency*, shown by EFL teacher trainees (who are, at the same time, language learners). This singularity is especially appealing because there exists a dearth of studies that correlate MK and CC in EFL teacher trainees. In this way, this study may provide insights about the EFL teacher training process.

Studies similar to the one presented in this article include, among others, MK and language proficiency (Venuti, 2015), MK in foreign language learners (Alipour, 2014) and the relationship between implicit and explicit knowledge and L2 proficiency (Esteki, 2014). Nevertheless, such studies have yet to be proven by concrete and measurable results, especially in future teachers of EFL. Hence, the aim of the study reported in this article is to determine the statistical correlation and regression of the MK and the communicative competence of a group of participants who are in their first year of an EFL teacher program of a Chilean university. Therefore, and as stated already, this is an attempt to present a contribution to the study and practice of Foreign Language Teaching (FLT) training, especially considering the change of paradigms that FLT has experienced throughout the years, currently reflected in the emphasis on communication rather than knowledge about the language. In other words, this study aims at proving whether MK contributes to the participants' CC. If that is the

case, there would be bases to claim that increasing MK should be part of the training of EFL teachers.

In this paper, the information is presented as follows. First, the theoretical framework will introduce the main constructs that concern our research: metalinguistic knowledge and communicative competence. Next, the methodology adopted in our research is described, providing a contextualization of the study. Then, the results and analysis will be presented, to lead, in the end, to the discussion and conclusion.

# From Metalanguage to Metalinguistic Knowledge

In this study, metalanguage is understood in broad terms as the use of language to talk about language. More specifically, it is identified as the explicit knowledge of a language that an individual brings into conscious awareness and then articulates (Hulstijn, 2005). One of the main diffusers of the term was the Slavic linguist, who belonged to the Prague Linguistic Circle, Roman Jakobson in the 1960s. Jakobson (1960) described in his communication model a sender, who transmits a message to a receiver, accompanied by an extralinguistic context, and with the usage of a code. He described and disseminated the term *metalingual function* as the use of this code to refer to the code itself.

The concept of metalanguage described and spread by Jakobson (1960) became the starting point for subsequent work and research related to areas concerned with the development of a second language. For instance, Swain and Lapkin (1991), based on their studies on French immersion programs, were one of the first to suggest the importance of grammatical structures for learners to achieve a higher level of accuracy. Thus, Jacobson's (1960) theoretical proposal gave rise to other studies where the concept of metalanguage became widely acknowledged for taking an important part in the process of acquiring and learning a first and a second language.

Nowadays, found in a variety of research related to the field of teaching-learning of a second language, and among its many descriptions, metalanguage can be defined in general terms as "concrete terms used to describe language." (Ellis, 2016, p.145)

On the subject of MK, one of the first to define the term was Chomsky (1975), who states that this is the knowledge that an individual has about the characteristics and structures of language. A few years forward, this term was defined as a learners' explicit knowledge about language (Bialystok, 1999). For a more recent approach,

Roehr (2007), for example, explains that MK is the learners' ability to correct, describe, and explain second language errors.

In the teaching field, MK is a concept that has been studied and defined multiple times throughout the years as it is a core element regarding the teaching-learning process (Roehr-Brackin, 2018). Regarding teachers' LA, Andrews (2007, p. 24) states that "... is essentially concerned with subject-matter knowledge and its impact upon teaching. In other words, it relates to L2 teacher's need to be able to function effectively as an *analyst* of the language, with the ability..." he continues citing Edge 1988:10 "to talk about the language itself, to analyse it, to understand how it works and to make judgements about acceptability in doubtful cases". MK is also a relevant issue in the more specific language learning (LL) arena, about which the literature is abundant. However, it is more focused on teachers' MK or metalinguistic awareness (MA) than on LL itself (Ellis, 2012; Svalberg, 2012; Gök & Rajala, 2017; Bilgin, 2017).

# Metalinguistic Knowledge and Foreign Language Teacher Training

As already expressed, there is enough literature related to teachers' knowledge about language and their experience with MK that evidences its great importance in the second and/or foreign language classroom. In this regard, Wright and Bolitho (1993, p. 292) state that "The more aware a teacher is of language and how it works, the better. A linguistically-aware teacher will be in a strong and secure position to accomplish various tasks".

Considering the above, any FLT training program should take into account the importance of MK and, therefore, should include courses that promote and enhance such knowledge. This will not only allow future teachers to be better prepared for their teaching practice, but also monitor their own output.

Studies such as Wright and Bolitho's (1993), Andrews' (1999, 2001, 2003, 2007), and Andrews and McNeill (2005) look into the teachers' MK and its effects on aspects such as "preparing lessons, evaluating, adapting and writing materials; understanding, interpreting; testing and assessing learners' performance" (Wright & Bolitho, 1993, p. 292). These studies also look into other aspects such as "making salient the key grammatical features within their input; providing exemplification and clarification; monitoring students' output; helping the students to make useful generalizations based upon the input." (Andrews, 2001, p. 81).

An interesting study, carried out by Njika (2015), based on a research by Tsui (2003), demonstrates that the teachers' professional attitudes and self-imposed challenges; the time of dedication in developing language knowledge; and the effort that is invested in improving their own MK throughout their teaching experience, define the level and quality of input provided by them during the classroom instruction. That is to say, the more FL teachers are concerned about their knowledge about language, the more they improve their teaching practice in order to provide well-supported explanations to students' questions and manage to help them use the target language properly.

All of the above can be supported by Bilgin (2017), whose research explained that the application of MK in an FLT training program is an essential element that helps future teachers to reflect upon their own language learners' awareness. Besides, teachers have been shown to have a positive opinion regarding MK increase and the use of it within the classroom context. Therefore, the implementation of MK in methodology courses offered in FLT training programs can be useful to help learners achieve formal linguistic competence. Yet more, its benefits can also be for the future FL teacher her/himself, as stated by Bilgin (2017, p. 70), "Language awareness as a methodology could be included in teacher training programmes, not only for professional usage in their teacher careers, but it could also be beneficial for developing pre-service teachers' own language awareness".

## Grammar Competence and Communicative Competence

When referring to the term *competence,* there are two concepts that come from the area of theoretical linguistics as well as from the area of applied linguistics for language teaching-learning, respectively. The term *grammatical competence* (GC), also known as *linguistic competence* (LC), arises from the theoretical linguistics arena with Noam Chomsky (1965), who was the first one to coin it as a key concept in his Generative Grammar theory. Thus, Chomsky regarded LC as the linguistic knowledge, that speakers possess of their native language, which enables them to distinguish between grammatical and ungrammatical statements.

Following Chomsky's theory, many other authors have broadened the concept. One of them is Dell Hymes (1972), who proposed the concept of *communicative competence* (CC) to refer not only to the grammatical knowledge of a language held by

speakers, but also to the knowledge that enables them to use language properly in social contexts. In this regard, Hymes (1972) states the following:

> ...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. (p. 60)

Thus, Hymes (1972) emphasizes the sociolinguistic dimension of competence and, therefore, incorporates a pragmatic element to CC.

The term *competence* has also been approached and further developed by other authors who have included more and different components to the construct of CC. For example, Bachman (1990) presented three elements in his communicative model: *language competence*, *strategic competence*, and *physiological mechanisms*. Additionally, Celce-Murcia, Dörnyei, & Thurrell (1995) divided CC into five main components: *linguistic*, *sociocultural*, *strategic*, *discourse* and *actional* competences, where all components interact with one another with the influence of the strategic competence (the knowledge of communication strategies.) Also, Usó-Juan and Martinez-Flor (2006) presented a model of communicative competence that included five elements: *discourse*, *linguistic*, *pragmatic*, *intercultural* and *strategic* competences, where unlike the previous one, all these components serve to build discourse competence, which is considered as the means for successful communication.

# Communicative Competence and Language Teaching

In the field of second language teaching, communicative competence has been discussed by researchers through time in which they created different models, theories, and definitions about CC in relation to language teaching (Canale and Swain, 1980; Canale, 1983; Celce-Murcia, Dörnyei, and Thurrell, 1995). For instance, Canale and Swain (1980) presented a model for teaching and assessment. This model has three components that help learners to be successful with their communicative necessities: *grammatical competence*, *sociolinguistic competence*, and *strategic competence*. However, later on, Canale (1983) added *discourse competence*

to refer to the ability that students have to produce coherent and cohesive utterances. Another model is proposed by Scott (2010) who establishes eight competences: *phonological competence,* ability to understand and produce the phonemes of words; *morphological competence,* ability to recognize, understand structures, and word formation; *lexical competence,* ability to use vocabulary of certain language; *syntactic competence,* ability to recognize, understand, and apply syntactic rules; *semantic competence,* ability to recognize and understand word meaning principles; *stylistic competence,* ability to recognize, understand, and use discourse styles depending on the context; *textual; and discourse competence,* ability to produce and comprehend word as part of a text or discourse. These competences involve performance and competence together.

# Communicative Competence in the Common European Framework of Reference for Languages

The Chilean policy for EFL follows the Common European Framework of Reference for Languages (CEFR); therefore, it is the one considered in the present study.

The CEFR refers to the language features, language skills, and knowledge that language learners have to achieve in order to use the language properly for communication. Besides, it has defined levels of proficiency allowing "learners' progress to be measured at each stage of learning and on a life-long basis." (Council of Europe, 2001, p. 1). All of this helps to establish standards to assess and evaluate the learners' progress of their CC. This framework tries to "handle the great complexity of human language by breaking language competence down into separate components." (Council of Europe, 2001 p. 1).

Also, the CEFR defines CC as the "comprising of knowledge, skills, and know-how, which are involved in the linguistic, sociolinguistic and pragmatic competences when these are combined in the use of language so communication can be produced" (Council of Europe, 2001 p. 14).

According to CEFR, these communicative competences are broken down into the following components (Council of Europe, 2001):

1. *Sociolinguistic Competence:* "Refers to the sociocultural conditions of language use (rules of politeness, norms governing relations between

generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community)." (p. 13)

2.  *Pragmatic Competence:* "Concerns with the functional use of linguistic re-sources (production of language functions, speech acts). It also concerns the mastery of discourse, cohesion, and coherence." (p. 13)

3.  *Linguistic Competence:* "Involves lexical, phonological, syntactical knowle-dge, skills and other dimensions of language as system." (p.13) This com-ponent relates not only to the range and quality of knowledge, but also to the cognitive organization and the way this knowledge is stored; and to its accessibility (activation, recall and availability).

It is precisely the latter element, *linguistic competence*, which has been the focus of interest for the study reported herein, concentrating mainly on the morpho-logical and syntactical knowledge about the language that the participants of this investigation show to master. This knowledge is referred to as MK.

# Method

## Research design

The type of research reported in this study is descriptive, non-experimental, cross-sectional, and quantitative (Hernández, Fernández, & Baptista, 2014) and the research design was set forth to answer the following research question:

Does metalinguistic knowledge have an effect on the level of achievement of the communicative competence of EFL teacher trainees?

Therefore, the objective of the present study was to find out the correlation and regression of future Chilean EFL teachers' MK and their Communicative Competence (CC). This could shed light about how these two variables may have an effect on each other in order to observe their impact in EFL teacher training.

## Participant and context

Participant selection was made through non-probability, convenience sampling, as defined by Taherdoost (2016, p. 22) "selecting participants because they are often readily and easily available". Thus, in this study, 59 first-year university students parti-cipated. These students are being trained to become EFL teachers in an EFL teaching training program of a Chilean university located in the north of the country. Out of the

total number of participants, 31 were female and 28 were male. During their training, these participants have to pass courses of English grammar, English phonetics and phonology, English CC development, as well as education foundation courses. The English CC Development Course has 24 credit hours in the program versus the other courses which have only eight.

## Data collection

The data were collected from two major sources. The first one was through the Grammaticality Judgment Test (GJT) and the Metalinguistic Knowledge Test (MKT) (Ellis, Loewen, Elder, Erlam, Philp, & Reinders, 2009). The first test (GJT) consists of 68 items (sentences), where students have to simply determine whether the sentences provided are grammatical or ungrammatical. If they considered them ungrammatical, they have to fix the error. The second test (MKT) contains 36 questions divided into two parts: in the first one, all sentences are ungrammatical, so the participant has to choose the statement that best explains the error. In the second part, they have to find, in a short paragraph, grammatical features, such as a verb, an adjective, an agent, and so on. Both tests were given to the students at once during a class time period at the end of the first month of the first semester of the school year.

The second source, which was meant to provide insight into the student's CC, was the semester final grade that students obtained in the English CC Development Course. As stated above, this course has the greatest number of credit hours and its goal is precisely to develop the CC of the students, therefore, this information is perfectly suited to achieving the goal of the investigation.

# Results and analyses

## Descriptive statistics

Table 1 summarizes the descriptive statistics for the Grammaticality Judgment Test (GJT), Metalinguistic Knowledge Test (MKT), and English CC Final Grade.

**Table 1.** Descriptive statistics

|  | Minimum | Maximum | Mean | S.D. |
|---|---|---|---|---|
| GJT+MKT | 1,00 | 83,00 | 42,64 | 17,62 |
| GJT | 0,00 | 58,00 | 32,17 | 13,64 |
| MKT | 1,00 | 30,00 | 10,47 | 5,72 |
| CC Final Grade | 3,05 | 6,53 | 5,33 | 0,83 |

N=59

**Source:** own work

As shown in Table 1, the maximum score obtained for the GJT was 58. This is out of 68 possible correct answers. Regarding the MKT, the maximum was 30 out of 36. For the CC Final Grade, the maximum registered was 6,53 of an ideal grade of 7,0.

## Bivariate Correlations

The Pearson correlation coefficient was used to identify the relationship between the variables of interest. The results are shown in Table 2.

**Table 2.** Bivariate Correlations for GJT, MKT and CC Final grades

|  | GJT+MKT | GJT | MKT |
|---|---|---|---|
| GJT | 0,965** |  |  |
| MKT | 0,780** | 0,588** |  |
| CC Final Grade | 0,508** | 0,469** | 0,447** |

*Note:* This table shows a moderate positive correlation between GJT+MKT (GJT and MKT combined) and the CC Final Grade, the same occurs with GJT and Final CC Grade, and MKT and Final CC Grade.

**Source:** own work

## Linear Regressions

In order to determine if the GJT or the MKT, as independent variables, explained the Final CC Grade, as the dependent variable, the linear regression method was used (Combining GJT and MKT to explain the CC Final Grade is not appropriate for this analysis). Table 3 summarizes the β coefficients (strength) and p-value to observe the statistical significance.

**Table 3.** Linear Regressions of GJT and MKT over CC Final Grade

| Variable | β | p |
| --- | --- | --- |
| GJT | 0,316 | 0,030 |
| MKT | 0,261 | 0,071 |

*Note:* The $R^2$ equaled 0,265, which indicates that 26.5% of the Final CC Grade is explained by the GJT and the MKT.

**Source:** own work

# Discussion and Conclusion

This study set out to show the correlation and regression between Metalinguistic Knowledge (MK) and Communicative Competence (CC). The participants were 59 EFL teacher trainees from a Chilean university in their first year in the program. In order to identify the correlation between these variables, the Pearson correlation coefficient was used, whereas the linear regression method was used to determine the regression.

For the first test (GJT), the results showed a moderate positive correlation between the results of this test and the CC Final Grade of the course accountable for developing the students' CC (0,469). For the second test (MKT), the results also showed a moderate positive correlation between the results of this test and the final grade of the course accountable for developing the students' CC (0,447). Finally, the correlation between the average of both tests (GJT and MKT) and the CC Final Grade of the course accountable for developing the students' CC showed a moderate positive correlation (0,508). Regarding the linear regression analysis, the MK knowledge, measured through the MKT and GJT, explains 26,5 %, which is significant considering that in language learning too many variables can explain second language acquisition or learning (Khasinah, 2014).

Even though the correlation is moderate and not as high as was expected, it is still positive, validating the importance of MK in the development of CC among the participants of the EFL teacher training program studied; i.e., MK has a fairly positive effect on the subjects' CC. These results not only reaffirm, but also complement previous research related to the importance of MK in the teaching-learning of a foreign language. For instance, these current findings support some research that argues that language awareness is a relevant aspect in the professional knowledge of English as a Second Language (ESOL) teachers (Ellis, 2012). Moreover, it confirms the findings of

Alipour (2014, p. 2640) about the "moderate positive relationship between L2 learners' metalinguistic knowledge and…and their proficiency in L2."

Additionally, the current study, which focuses on the MK of teacher trainees, also echoes the findings of previous research whose focus was also the MK of training or pre-service teachers. For instance, the research conducted by Schoonmaker (2015, p. iv) states that "more can and should be done in order to ensure that pre-service teachers are receiving the appropriate amount of language-oriented preparation during their college years". Findings coming from Argaman & Vaknin-Nusbaum (2016) also elicit the benefits of MK and LA in teacher trainees. Likewise, Bilgin's (2017) research explained, as aforementioned, that the application of MK in an FLT training program is an essential element that helps future teachers to reflect upon their own language learners' awareness.

Considering all of the above, it is possible to argue that the presence of courses that increase MK in teacher training programs are really significant; therefore and, as stated earlier, any FLT training program should take into account the importance of MK and hence should include, keep, and/or strengthen courses that promote and enhance such knowledge. This MK relates positively with our participants' CC and may well help them structure input in such a way that it maximizes its usefulness to benefit their learners (Andrews, 1999).

There exists sufficient consensus that SL acquisition and SL learning involves too many variables, consequently, finding a moderate positive correlation between the scores of the tests applied to measure MK and the level of achievement of the participants' CC highlights our argument. However, it raises more questions than it answers, therefore, it serves for further research.

## Acknowledgments

## References

Alipour, S. (2014). Metalinguistic and linguistic knowledge in foreign language learners. *Theory and Practice in Language Studies, 4*(12), 2640-2645. https://doi:10.4304/tpls.4.12.2640-2645

Andrews, S. (2007). *Teacher language awareness*. Cambridge: Cambridge University Press.

Andrews, S.J. (1999). Why do L2 teachers need to know 'about language'? Teacher metalinguistic awareness and input for learning. *Language and Education, 13*(3), 161-177.

Andrews, S.J. (2001). The language awareness of the L2 teacher: its impact upon pedagogical practice. *Language Awareness 10*(2-3), 75–90. https://doi.org/10.1080/09658410108667027

Andrews, S.J. (2003). Teacher language awareness and the professional knowledge base of the L2 teacher. *Language Awareness 12*(2), 81–95. https://doi.org/10.1080/09658410308667068

Andrews, S.J. and McNeill, A. (2005). Knowledge about language and 'good' language teachers. In N. Bartels (ed.) *Applied Linguistics and Language Teacher Education* (pp. 159–178). Dordrecht: Kluwer.

Argaman, O. & Vaknin-Nusbaum, V. (2016). Language awareness of teacher trainees. *Journal of Language Teaching and Research*, *7*(1), 9-18. http://dx.doi.org/10.17507/jltr.0701.02

Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.

Bialystok, E. (1999). Cognitive complexity and attention control in the bilingual mind. *Child Development*, *70*(3), 636-644.

Bilgin, S.S. (2017). Language Awareness: Are Pre-Service English Teachers Aware of 'Language Awareness' and Its Implications? *International Journal of Language and Linguistics, 4*(3), 65-70.

Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1–47.

Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In Richards & R. Schmidt (Eds), *Language and Communication* (pp. 2-27). London: Longman.

Celce-Murcia, M., Dörnyei, Z., and Thurrell, S. (1995) A pedagogical framework for communicative competence: A Pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, *6*(2), 5–35.

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: M.I.T. Press.

Chomsky, N. (1975). *Reflections on Language*. New York: Pantheon Books.

Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Language Policy Unit. Strasburg.

Ellis, M. (2016). Metalanguage as a component of the communicative classroom. *Accents Asia, 8*(2), 143-153.

Ellis, M. E. (2012). Language awareness and its relevance to TESOL. *University of Sydney Papers in TESOL*, 7, 1-23.

Ellis, R., Loewen, L., Elder, C., Erlam, R, Philp, J. and Reinders, H. (2009). *Implicit and explicit know-ledge in second language learning, testing and teaching.* Bristol: Multilingual Matters**.**

Esteki, B. (2014). The relationship between implicit and explicit knowledge and second language proficiency. *Theory and Practice in Language Studies, 4*(7), 1520-152. https://doi:10.4304/tpls.4.7.1520-1525

Fielding-Barnsley, R. & Purdie, N. M. (2005). Teacher's attitude to and knowledge of metalinguistics in the process of learning to read. *Asia-Pacific Journal of Teacher Education, 33*(1), pp. 65-76. https://doi.org/10.1080/1359866052000341133

Gök, A. and Rajala, E. (2017). *Investigating teacher language awareness and language aware practices in Finland*. Master's thesis, University of Jyväskylä.

Hernández, R., Fernández, C., and Baptista, P. (2014). *Metodología de la investigación*. México: McGraw-Hill Interamericana Editores.

Hulstijn, J.H. (2005). Theoretical and empirical issues in the study of implicit and explicit second-language learning: introduction. *Studies in Second Language Acquisition, 27*(2), 129-140. https://doi.org/10.1017/S0272263105050084

Hymes, D.H. (1972). *On communicative competence*. Philadelphia: University of Pennsylvania Press.

Jakobson, R. (1960). Linguistics and poetics. In T. Sebeok (Ed.), *Style in Language* (pp. 350-377). Cambridge, Mass.: M.I.T Press.

Khasinah, S. (2014). Factors influencing second language acquisition. *Englisia, 1*(2), 256-269.

Lankiewicz, H., Wasikiewicz-Firlej, E., and Szczepaniak-Kozak, A. (2016). Insights into teacher language awareness with reference to the concept of self-marginalization and empowerment in the use of a foreign language. *Porta Linguarum, 25,* 147-161.

Njika, J.A. (2015). Teacher Metalinguistic awareness as an essential component in language teaching/learning: Case study of ELT in Cameroon. *Syllabus Revie, 6*(2), 23-52.

Roehr, K. (2007). Metalinguistic knowledge and language ability in university-level L2 learners. *Applied Linguistics,* 29(2), 173-199. https://doi:10.1093/applin/amm037

Roehr-Brackin, K (2018) *Metalinguistic awareness and second language acquisition*. Routledge: Great Britain.

Schoonmaker, A. (2015). *Increasing Metalinguistics Awareness as a Necessary Precursor for Preservice Teachers* (Doctoral Dissertation, University of Central Florida). https://stars.library.ucf.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2469&context=etd

Svalberg, A. M-L. (2012). Language Awareness in language learning and teaching: A research agenda. *Language Teaching*, *45*(3), 376-388. https://doi.org/10.1017/S0261444812000079

Swain, M., and Lapkin, S. (1991). Additive bilingualism and French immersion education: The roles of language proficiency and literacy. In A. G. Reynolds (Ed.), *Bilingualism, multiculturalism, and second language learning: The McGill Conference in Honour of Wallace E. Lambert* (pp. 203-216). Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.

Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management, 5*(29), 18-27.

Tsui, A. (2003). *Understanding expertise in language teaching*. Cambridge University Press, Cambridge.

Usó-Juan, E. and Martínez-Flor, A. (Eds.). (2006). *Current trends in the development and teaching of the four language skills.* Berlin: Mouton de Gruyter.

Venuti, I. (2015). Metalinguistic knowledge, language awareness and language proficiency. *US-China Foreign Language*, *13*(1), 34-43. https://doi:10.17265/1539-8080/2015.01.004

Wright, T. & Bolitho, R. (1993). Language awareness: a missing link in language teacher education? *ELT Journal, 47*(4), 292-304.