METALINGUISTIC AWARENESS AND READING IN THE FOREIGN LANGUAGE CLASSROOM

MARIA L. CABRAL DE SOUSA
(University of Algarve)

Introduction

Research has given considerable attention to the study of the relationship between knowledge of languages and amount of metalinguistic awareness. It has been suggested that metalinguistic awareness is related to level of literacy (reading and writing) and to level of bilingualism.

The search for insight concerning the role of metalinguistic ability in the language learning process has also led to the development of research on the relationship between second language acquisition and metalinguistic awareness. Because the bilingual experience may awaken the speaker's attention to his language(s) form and use, it has been suggested that learning a second language enhances metalinguistic ability. Hence, it has also been reported that second language learners, compared to monolinguals, are better able to distance themselves from language *per se*, and therefore seem to be better able to analyse language in a decontextualised form.

Research on metalinguistic awareness and reading has focused on the relation, and frequently on the possible causal relation, between the two variables. However, although positive, correlations found between the two abilities have not been very strong. As Bialystok (1988a, p. 123) has stated "although it is clear that linguistic awareness must be involved in reading in some way, it is not clear what role it takes in developing reading skills or what linguistic processes common to both linguistic awareness and reading tasks are responsible for this relation".

This text refers to the foreign language section of a larger research study that examined the relationship between metalinguistic awareness (MLA) and

reading, in the native and in the foreign language, with a population of Portuguese seventh graders with three years of instruction in English, as their foreign language (Sousa, 1994).

Contrarily to the great majority of studies that have investigated the relationship between metalinguistic processing and reading, the subjects selected for the study were not either young children or highly competent bilingual students. The sample selected was composed of seventh graders who, like most adolescents, were still in the process of acquiring knowledge of some aspects of their native language, and were, at the same time, working on the process of learning their foreign language.

Data collected for the present study were analysed with the purpose of addressing the following hypothesis: a) Foreign language reading comprehension is directly related to metalinguistic awareness in foreign language; b) Achievement in metalinguistic awareness and reading comprehension tasks in the foreign language is directly related to the factors of age, gender and level of socio-economic status (SES).

Method

The sample used in the study was selected from a universe of 605 seventh graders, who had chosen English as a foreign language at the 5th grade, in two secondary public schools in Ponta Delgada, Archipelago of the Azores. The sample of subjects included 206 boys and 206 girls, whose age ranged between 12 and 17 years old.

Measures Used

The characterisation of the students was performed with the help of a questionnaire composed of eleven questions, which resulted in information concerning the students' school, class, number of identification, age, sex, and SES level.

The measure of metalinguistic awareness built (MLAE) included four sections, representing four different tasks aiming at the measurement of the subjects' ability to judge grammaticality, in semantically correct and in semantically incorrect sentences, and to detect ambiguous sentences and paraphrased sentences. The MLAE measure included the following examples of judgement tasks:

Task I–Grammaticality:
1. Subject-verb agreement rules:"All the boys *likes to play football."
2. Adjective placement rules: "Jane has a *dress red."
3. Adverb placement rules: "Peter drinks *fast the hot milk."

4. Preposition usage: "Mummy asked me to put the shopping bag *at the table."

5. Degree of adjective comparison: "The Fiat Uno is *smallest than the Mercedes."

Task II–Ambiguity:

Sentences in task II were of different types of ambiguity: There were ambiguities caused by two possible interpretations of the meaning of a word; there were underlying subject-object and anaphor ambiguities, and sentence segmentation ambiguities. Example:

"James walked over the dog and hurt his foot."

|x| "James hurt the dog's foot."

|x| "James hurt his own foot."

| | "The dog hurt James's foot."

Task III–Anomaly:

Included sentences that were built in order to check students' ability to judge syntactic acceptability irrespective of meaningfulness. The Ambiguity task included sentences that were either syntactically incorrect and semantically meaningless (gm) or syntactically correct but semantically meaningless (Gm). Example: Gm sentences: "She has a blue and black banana."gm sentences: "English students *speaks French very well."

Task IV–Paraphrase:

The sentences used for paraphrase were sentences that might offer difficulties on the identification of: (a) the referent of the pronominal form; (b) the distinction between the meaning of verb forms tell/say and ask; (c) the corresponding active sentence of a passive; (d) dative movement; (e) the meaning of apparently equivalent adverbs of time; (f) the correspondence in meaning of two equivalent connectives. Example:

1. Active/passive sentence:
   |x|"Angie gave David a big kiss."
   |x|"David was kissed by Angie."
   | |"David gave Angie a big kiss."

2. Dative movement:
   |x|"The teacher gave every student a birthday present."
   | |"The teacher got a birthday present from every student."
   |x|"The teacher gave a birthday present to every student."

3. Connectives of cause versus sequence:
   | x | "The glass broke and fell on the ground."
   | x | "The glass broke, then it fell on the ground."
   | | "The glass broke because it fell on the ground."

Tasks I, II and IV of the test were built following the model of the metalinguistic awareness measure used by Flood & Menyuk (1983). Task III was inspired on the metalinguistic tasks used by Bialystok (1988).

The test of reading in English language was a reading comprehension measure, adapted from the "Reading Paper" included in the *Preliminary English Test* (1988), used for international examinations by the University of Cambridge, in collaboration with the British Council.

The final version of the measure of English language reading comprehension (FLRF test), was organised in 5 sections. Section I contained five multiple-choice questions which aimed at the students' knowledge of vocabulary commonly used in public notices and signs. Section II included a text and a sentence completion exercise, where students were required to fill in the gaps in the text with one of the suitable words supplied. The aim was to assess the subjects' understanding of the semantic relationships and also the syntactic relationships holding between sentences. Section III was a matching exercise, that measured the subjects' ability to scan factual material for information. Section IV was a true-false exercise that also measured the subjects' ability to locate precise information. Section V measured students' ability to read and comprehend a text of an imaginative character. The text was followed by 2 multiple-choice questions requiring identification of the type of text, and the identification of the author's main idea, 2 verbatim questions and 1 question for localisation of information in a TV schedule.

Analysis of data

Data consisted of a set of scores of all subjects on two English language tests: a test of metalinguistic awareness and a test of reading comprehension, as well as the subjects' answers to a questionnaire, which allowed for the identification of their age (expressed in months), sex and socioeconomic status. The variables were all assigned equal status on the data treatment. That is, none of the test scores, or categories, were given a priori any special status.

Data were treated with a series of multivariate statistical analyses. A principal component analysis was used to determine the inherent dimensionality of the data set. A correspondence analysis indicated the patterns of association within the subjects responses and, finally, a cluster analysis identified similar groups of subjects based on the variation observed within the groups.

Results

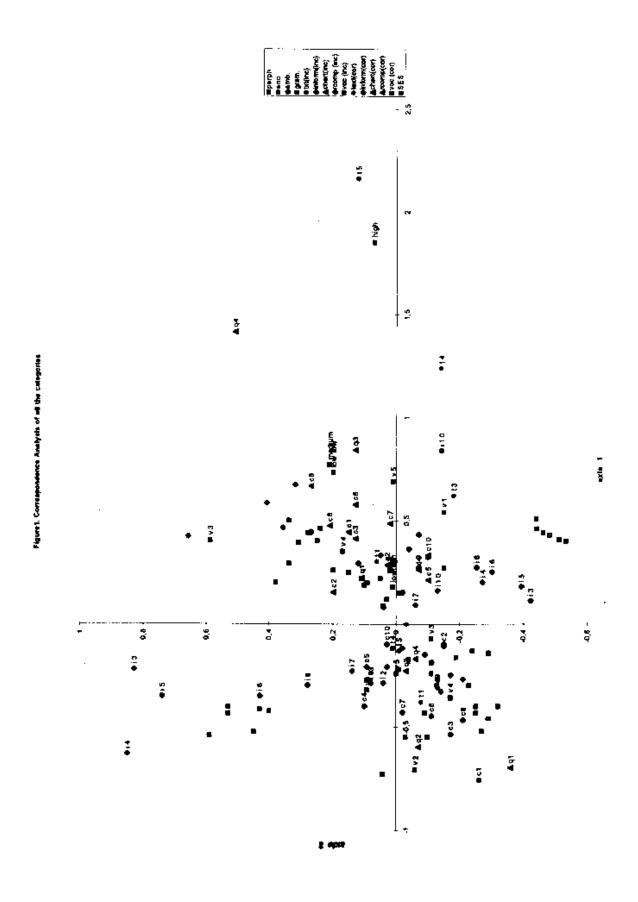The different statistical analyses performed with the global data set revealed the following:

The linear correlation performed with all data did not indicate high correlations between the variables selected for this study. However, the correlations between scores on each of the language measures were found to be positive and statistically significant ($p < .001$). Age was found to be the only variable with a negative index of correlation. The highest positive correlation indexes found referred to the relationship among scores on certain tasks within each measure. That is, for example, scores on the FLRF test were found to be highly correlated to scores on the first text reading comprehension task (sentence completion). Scores on the MLAE test were highly correlated to scores on the Grammaticality task.

Correspondence analysis performed with the nominal variables and with all the categories of answer to the tests administered to the population, revealed that the High category of the SES variable was set on the extreme positive side of axis 1, and that the remaining categories of SES (Low-Low, Low-High, and Medium) were associated with the most densely crowded areas of the positive part of axis 1, on the two-dimensional graphic display of the global projection of the categories.

Correspondence analysis further revealed that categories of answer corresponding to accurate choices of responses to the question-items of the tests were set, on the principal plane of the two-dimensional display, in symmetrical opposite direction to the categories of answer that correspond to inaccurate choices of answer to those same question-items (Figure 1).

The three different multivariate statistical techniques used with the MLAE data set provided us with relevant information concerning the profile of the subjects tested. The principal component analysis revealed the existence of two principal components (factors), which cumulatively explained 16.16% of the variance among the data. The variables more closely associated with those factors were: With Factor 1, scores on the Anomaly and the Grammaticality tasks; with Factor 2, scores on the Anomaly task, this time negatively related with the factor, and scores on the Paraphrase task.

Results on the correspondence analysis indicated that there were certain categories that were more closely associated than others with axis 1 and axis 2. They were: With axis 1, the adequate answers to questions of the Ambiguity task, and the adequate answer to question 1 of the Grammaticality task. With axis 2, the inadequate answer to questions of the Anomaly task.

Figure 1. Correspondence Analysis of all the categories

Cluster analysis revealed the existence of three significant groups, characterized accordingly to their typical choices of answer to question-items of the MLAE test. Group 1 consists of younger than the general population subjects who performed better than the rest of that population on the MLAE test, particularly on certain question-items of the Ambiguity task. Actually, their performance on the Ambiguity task seems to have characterized their global MLAE test performance. Group 2 gathers those subjects who did not perform as well on all the tasks of the MLAE test. Their most typical modality of answers included the adequate choice of answer to question-items of the Anomaly task, and the inadequate choice of answer to question-items of the Ambiguity task. Group 2 global test performance was significantly associated with its subjects better than general performance on the Anomaly task, and with its subjects worse performance on the Ambiguity task. Group 3 represents the oldest subjects of the sample population, those who were also systematically unable to choose the adequate answers to the question-items of the MLAE test. Their global test performance was particularly charaterized by their inability with the Anomaly, and the Grammaticality questions on the MLAE test.

The multivariate analysis techniques performed with the FLRF data set indicated the following: Principal component analysis indicated the existence of two significant factors, which cumulatively explain 17.64% of the data variance. Furthermore, PCA also revealed that there were some variables closely related to those two factors, influencing their setting on the principal plane. Global scores on the FLRF test, and scores on the Reading comprehension task, were the variables more closely and positively related to axis 1. Age was negatively related to axis 1, in opposition to the subjects' performance on the FLRF test. The variable representing subjects' scores on the Looking for precise information task was negatively related with axis 2.

The correspondence analysis performed with the FLRF data set apparently confirmed the results obtained with the PCA on the same data. That is, correspondence analysis revealed that the variance occurring in the range of scores achieved by subjects on the FLRF test was closely associated with scores achieved on the Reading comprehension task, and with the subjects' scores on the Looking for precise information task.

Within the FLRF data set, cluster analysis identified three distinct groups of subjects among the population. The first group, corresponding to 43.45% of the population, was characterised, in first place, by the accuracy of its subjects' answers to questions of the Reading—comprehension task.

Group 2 only represents 9.95% of the global population, and its main characteristic was the accuracy of response to the questions of the FLRF test. Subjects within Group 2 were the youngest of the entire sample population. Specifically, Group 2 was characterised by the ability of its subjects to identify the correct answer to the questions that were not successfully answered by the rest

of the population. The global test performance of Group 2 was related to the subjects' scores on the Chart and Text tasks.

The last group identified by cluster analysis represents 46.60% of the global population, and it was mainly characterised by its subjects inaccuracy of response to the questions of the FLRF test. Group 3's most significant characteristic was the incorrect choice of answer to the questions of the Reading-comprehension task. Subjects gathered in Group 3 were also older than subjects within the general population (Table I).

In summary, results obtained with the various statistical treatments performed with the data set organised by type of test revealed that higher performance in the MLAE test was associated with higher than the mean scores on the Ambiguity tasks. Higher performance on the FLRF test was associated with higher than the mean scores on the on the Reading-comprehension (sentence-completion) task.

Lower performance on MLAE test was particularly associated with lower than the mean scores on the Anomaly tasks. Lower performance on the FLRF test was associated with lower than the mean scores on the Reading-comprehension task. Table I characterises the performance of the various groups within the data set organized by measure.

Table I Characteristics of the performance of the various groups within the data set organized by English language measures.

| | Global Test | Performance |
	Performance above the general mean	Performance below the general mean
Group 1 Younger students	MLAE-Ambiguity FLRF-Read.Comp.	
Group 2	MLAE-Anomaly FLRF-Chart FLRF - Text	MLAE-Ambiguity
Group 3' Older students		MLAE-Anomaly FLRF-Read.comp

Results of this study allowed the confirmation of Hypothesis A as stated. The correlation analysis performed revealed a positive and significant relationship between global scores on the English Language Metalinguistic Awareness test (MLAE), and global scores on the Foreign Language Reading Fluency test (FLRF). Results did not reveal very high "r" indexes as a result of the correlations performed between scores on the tasks of the two English language tests. However, global scores on the FLRF test were significantly correlated with scores on the Grammaticality, and with scores on the Paraphrase tasks of the MLAE test. Scores on the MLAE test were significantly correlated with scores on the Vocabulary and Reading comprehension tasks of the FLRF measure.

Results did not confirm Hypothesis B as stated. None of the analyses performed with the data set indicated a general positive, statistically significant relationship between achievement in the language measures used in the study and the variables of Age, Sex, and Socioeconomic Status.

However, linear correlations performed indicated that the variable of Age was negatively, although not very highly, correlated with all the total and subtotal scores on each of the four tests. This tendency was further confirmed by results achieved with all the multivariate statistical analyses computed with data taken globally, and with data organised by type of test administered.

Correspondence analysis, performed with the categories of all the variables studied, did not reveal a significant index of relationship among the categories representing the answers to the test questions and the categories of the SES variable.

Cluster analysis, however, indicated that there were certain groups among the general population whose test performance was associated with the variables of Sex and SES. They were: The first two groups identified within the global data set included those subjects who were younger than subjects within the entire sample and who scored above the general mean in the measures administered. They were also characterized as High and Medium SES. The last group identified gathered the older than the general population subjects, who scored lower than the entire sample population on the tests administered. Those groups were also composed of boys and girls in the Low-Low category of the SES variable.

Conclusions and Implications

Findings of this study revealed that seventh graders' scores on the MLAE test were related to their scores on the FLRF test.

These findings are supported by previous research studies done with bilingual populations that have reported that metalinguistic awareness in the second language was related to reading comprehension in that language. For example, Arthur (1980) found a positive relationship between the ability to locate syntactic deviance and reading ability, in the second language; Gass (1983) found

that level of second language ability was related to correction of L2 ungrammatical sentences; Masny and d'Anglejan (1985) found that reading in L2 was related to the subjects' ability to detect L2 syntactic deviance. Bialystok (1988) also reported findings indicating that "knowing more" of the second language is a necessary condition for success in solving metalinguistic tasks, particularly those requiring "high analysis of knowledge".

The closeness of the relationship between foreign language reading and metalinguistic awareness revealed in this study, particularly in the case of higher performance students, may also be due to the fact that those students are used to deal, and have developed strategies to cope with tasks that require conscious awareness of language structures in the foreign language classroom. Most foreign language teaching texts and materials used by teachers in the foreign language classrooms require the students' attention to language structures and relations. Therefore, although the ultimate goal of learning a foreign language is to achieve competence for effective communication in the target language, students usually reinforce their mastery of the language functions, in a formal foreign language instructional setting, through frequent systematized practises of the language (structures) they are learning.

Our point is that those students, who were better foreign language readers and who were also better in solving the metalinguistic tasks proposed, were probably those students who were more competent than their peers in the foreign language, and who were also more able to analyse language in a decontextualized form.

Global findings of this study suggest the following conclusions:(a) general performance on the foreign language metalinguistic awareness test was significantly related to performance on the foreign language reading comprehension test; (b) high performance on the MLAE test was associated with subjects' achievement on ambiguity detection; (c) high performance on the FLRF test was associated with the subjects' achievement on tasks requiring the ability to search for the best word to complete a sentence, and the ability to recognise English language vocabulary; (d) success on the measures administered was negatively related to the Age factor; (e) generally, metalinguistic awareness in the foreign language was not highly associated with the factors of Sex, and SES; (f) high performance on the MLAE test and on the FLRF test was associated with Medium and High levels of SES; (g) low performance on both measures administered was differentially associated with the variables of Sex, and with the Low-Low level of SES.

In face of the findings achieved in this study, we may suggest that, at the age level of the seventh graders selected for this study, the relationship between metalinguistic awareness and reading is still rather complex and probably also

moderated by several other factors besides the ones investigated here, which, at this moment, we can neither name nor assess.

Apart from drawing very general implications of the relevance of the findings that show how strongly metalinguistic awareness is related to language learning, researchers have only scarcely addressed the issue of the educational implications of their results, for reasons that have to do with the still nonavailable evidence concerning the specific effects of language awareness training. It is however tempting to speculate that the concern with appropriate form (or grammatical accuracy) in language use might also be related with higher metalinguistic awareness.

Sutter and Johnson (1990) stated that the concern with appropriate form is one of the expectations of classroom instruction, that may act as a "force to motivate children toward an awareness of grammatical form so that they perform well in the classroom and produce error free assignments" (p.91). Johnson (1983) has stated that to answer the fundamental question–What does a person have to "know" in order to master a foreign language properly?–every language teaching method has to refer to: (a) knowledge of how the language operates, i.e., knowledge of the "systemic rules" of the language; (b) knowledge of signification; and (c) knowledge concerned with language use. Canale and Swain (1980) proposed, as a relevant principle of any language curriculum design, that communicative competence comprises grammatical competence, besides sociolinguistic competence and communication strategies. Addressing the second language acquisition process, Ellis (1986) has also specified that among the qualities the "good language learner [has to develop is the] sufficient analytic skills to perceive, categorize, and store the linguistic features of the L2, and also [the ability] to monitor errors" (p.122). Hawkins (1984, p. 139) said that both foreign language and mother tongue teachers "have allowed themselves to be manoeuvred into apologising for mentioning grammar as a word to be ashamed of". Hawkins's opinion is that it is not easy to reverse that attitude from teachers. However, he comments, "language has its rules like the other social sciences. Our natural science colleagues do not apologise for teaching the structure of matter and the laws of physics, yet understanding the structure of language underlies much of the curriculum" of foreign language at the secondary school level. Knowledge of rules of the language system, as well as the ability to reflect on those rules, are both necessary for successful language communication.

To stress the need for the inclusion of language practices that aim at the student's development of their metalinguistic awareness does not imply the idea that teachers should get back to the teaching of meaningless language structures in the foreign language classroom. We do not ignore the large body of literature that demonstrates that foreign language learning is not a matter of simply knowing the rules of the target language. Therefore, we do not share the view

that equates foreign language learning with grammar exercises. On the contrary. To say that students profit from language practices that promote their metalinguistic awareness is to say that in the process of language learning there is also room for language practices that allow the development of the students' ability to reflect on the language system they are using in order to construct meaning. In every language learning task sequence there is a place for meaningful contexts that support the development of the students' metalinguistic awareness. Those classroom moments of more systematized language use are truly relevant to the growth of the students' communicative competence. Particularly when we share the notion that communicative competence is a macro-competence which presupposes a linguistic competence as well as a discursive competence, a strategic competence and an intercultural competence.

Among the most important findings of this study, there was the indication that reading ability is positively related to metalinguistic awareness, irrespective of sex and age differences. Indeed, it is rather interesting to realise that when teachers develop classroom activities that require students to "play" with language (e.g., having students find nouns, adjectives or verbs that begin with a "b", or a "c"), besides giving their students moments of joyful play, and high motivation for them to think and talk about language, they may also be "working" on the promotion of their reading skills. A relevant finding of our study suggested that, in the particular case of high performance students, foreign language reading ability was significantly related to metalinguistic awareness, in that foreign language. Our claim concerning that finding is that, native language teachers, and foreign language teachers in particular, who share the educational goal of promoting their students communicative language skills through relevant educational practices, should take into account that teaching their lower performance students "language and language use should have a profound effect on their learning as well as their language knowledge per se (Menyuk, 1988, p.277).

Other findings may also have implications for the native and the foreign language instructional practices, in the Azorean context. The finding that there were qualitative differences in the characterisation of higher and lower test performance of seventh graders may also be an indication that those groups were not using the same kind of learning strategies to cope with the metalinguistic and with the reading tasks presented to them. Speculating on this possibility, and considering that much of the responsibility for individual language learning success rests within the individual ability "to take full advantages of the opportunities to learn" (Oxford, 1990), language teachers should, then, try to enable their students to become better learners, by providing them with opportunities to develop their own language learning strategies.

Our findings suggest that the best students were those who were particularly able to identify ambiguity and to detect paraphrase. Our questions

are, then, can we teach our students awareness of the ambiguity underlying one sentence? How do we teach students to detect paraphrase? We claim that the foreign language syllabus should allow the language teacher to implement specific language contents suitable for the inclusion of classroom tasks and activities aiming at the development of the students' levels of metalinguistic awareness, while, at the same time, provide them with relevant and meaningful language experiences.

Diller (1978, p. 24) said that "to know a language is to be able to create *new* sentences in that language". We might add that to know a language is also to be able to create *new*, *appropriate* and *accurate* sentences in that language in order to be able to interact successfully in various social situations. The communicative language approaches to foreign language teaching do not deny the fact that teaching a language is also teaching how to master the bounds of grammaticality that allow those *new* sentences to correspond to *appropriate* and *effective* acts of communication in that language. Therefore, any curriculum of (foreign) Language Didactics ought to focus on the growth of the teacher's *competence* to teach language knowledge and language use in such a way that beginning teachers learn how to successfully provide for a classroom environment and techniques conducive to the development of receptive, productive and metalinguistic skills in all the language domains.

Foreign language teachers should consider that, as we have suggested based on the findings of our studies (Sousa, 1994), those students who are better readers are also those who are better able to deal with language problems such as the ones posed by the reading test and by the metalinguistic tasks administered.

Reading is also the means for acquisition of knowledge in the formal educational setting. Virtually all formal school activities require reading. Thus, teachers should be aware of the reading skills that students need to develop in order to be able to interact successfully with all types of reading materials (narrative and expository texts, documents, etc.). If reading is in fact so closely related to metalinguistic awareness, then teachers should also be aware of the metalinguistic abilities of their students and should find the ways to promote those abilities in the language classroom setting.

Teachers should try to show students how the structure of the language system is relevant for communication, by sharing with them their knowledge of how language can be used to *analyse and talk about language*. That could be done, for example, at the beginners' foreign language levels, with oral or written presentation of jokes or riddles, taken from published children's texts, or with other texts that students have themselves produced. With these materials, teachers could build a number of listening, speaking, reading and writing activities that would encourage students to actively *think and talk about language*. For example, a listening/speaking activity could be developed by

having students work in small groups, with the purpose of supplying the other half of the sentences that are read to them by a student of the group. Afterwards, children could be asked to justify their choices. An example of a reading/writing activity might consist of asking students to order the different parts of the sentences given to them, as a means of creating a short meaningful text. Once more, students could be asked to try to justify their choices.

We believe that all these activities can be accommodated within the context of syllabuses based on the communicative paradigm of language teaching, as long as they are coherently integrated in the language tasks proposed to the students in class.

In the case of more advanced students, we suggest, based on Cadorath's (1994) ideas for language activities, that carefully selected poetry may provide teachers with a powerful and rich tool for language analysis and language play. Poetry could play the relevant role of promoting students levels of metalinguistic awareness in the native and in the foreign language classroom. For that matter, teachers would have to take the time, and the effort, to select poems that agree with the students' interests and experiences, with the students' level of language competence and, in addition, that are suitable to be exploited in the ways required. Poetry can be useful material for fun language activities, by having students reorder, rewrite, match or substitute the words, or the lines of the poem. It can also be the means for language content analysis by having students discuss the title, or the points of their attraction (words, phrases, layout) in the poem. Finally, a poem can also be the instrument that will help students in creative writing, by asking them to change the words or the verses, or by asking them to rewrite the poem in a dialogue form, which then could be dramatised by the students. Most of the suggested activities require the ability to use language to talk and think about language and may be successfully implemented with the purpose of helping students to develop their ability to bring to conscious awareness their knowledge of the foreign language system, as well as with the purpose of improving their ability to master the language they need to communicate accurately and appropriately facts, ideas as well as their feelings and emotions.

The implications of our findings may be that, first, language teachers (native or foreign) should always give a purpose for students to engage in reading activities (e.g., reading for exact information; for implied meaning; for gist; for required information). Second, language teachers should also implement the reading skills through practice of scanning (to get specific facts), skimming (for the general idea), reading for thorough comprehension, and critical reading (perhaps only in native language classrooms and in advanced foreign language classrooms). All these reading strategies are used by the fluent reader (Munby, 1979; Clarke and Silberstein, 1979). The difficult job of the language teacher, in

helping students to develop their reading ability, is to activate the students' higher-level language functions in a way that the students *move* in the right direction toward the higher development of that human capacity--the ability to decode symbols into meaningful language units, and to reconstruct their meaning in a recreation of reality.

As Hakes (1982) said, being exposed to a literate environment, having grown up with adults who are themselves metalinguistically competent, and thus have fostered the development of that competence in several ways, must also have helped the higher levels of metalinguistic awareness achieved by high performance students. However, Hakes also says that there are many adults who live successfully without having become "truly literate" or developing high levels of metalinguistic awareness.

Nevertheless, we all feel *that*

> *"appreciating a literary classic not only for what it says but also for how it says, savoring a well-formed and insightful metaphor, and enjoying double crostics and other exotica are ends in themselves sufficient to justify the fostering of metalinguistic development" (Hakes, 1982, p. 205).*

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