

Role of Metalinguistic Domains in English Language Performance A Study of Classroom Practices

1. Iram Sharif

M. Phil in English (Applied Linguistics) Minhaj University Lahore Email:
iramsharif309@gmail.com

2. Jawaria Sajid

M. Phil Scholar (Applied Linguistics), GC University Faisalabad

3. Dr. Muhammad Akbar Khan,

Associate Professor, Department of Languages, The University of Chenab, Gujrat,
makbar@lang.ucbenab.edu.pk (Corresponding Author)

4. Maria Hanif

M.Phil in English (Applied Linguistics) Minhaj University Lahore Email:
mariahanif14883@gmail.com

Abstract

This research delves into the perceptions of English language teachers from secondary schools in Lahore, Pakistan, regarding the role of metalinguistic awareness in their students' language learning and classroom performance. Through semi-structured interviews, the study explores how educators perceive metalinguistic awareness as fundamental for language mastery, an enhancer of problem-solving and critical thinking, a catalyst for improved communication and self-expression, and a means to tailor instruction and support individual learners. Additionally, the research underscores the necessity of considering cultural and contextual factors in the teaching of metalinguistic awareness. Findings from this study align with established research in the field and emphasize the significance of integrating metalinguistic awareness effectively into language instruction to nurture proficient, adaptable, and culturally aware language learners.

Keywords: Metalinguistic awareness, English language teachers, language learning, secondary schools.

Introduction

Language, as a multifaceted and dynamic system of communication, occupies a central and irreplaceable role in our daily lives, shaping our interactions, thoughts, and cultural identities (Norton & Toohey, 2011). Emotions affects language skills (Javaid et al., 2023). In an era characterized by unprecedented globalization and rapid technological advancements, the mastery of the English language has gained ever-increasing significance (Akram et al., 2021, 2020). English, often termed the global lingua franca, has evolved into a versatile conduit for international communication, education, commerce, and the exchange of diverse cultural perspectives. The effectiveness of English language learning and teaching within the classroom setting, against this backdrop of linguistic and cultural diversity, assumes a position of paramount importance in shaping not only individual academic and professional prospects but also the collective trajectory of societies worldwide (Abdelrady & Akram, 2022). Learning attitude makes learning more enjoyable and collaborative strategies plays role (Ramzan et al., 2023). Psychological aspects should be covered in order to better understand peer relation (Ikramullah et al., 2023). Mindfulness of teachers marks difference as well (Javaid et al., 2023). In this intricate tapestry of language acquisition, the interplay of metalinguistic awareness emerges as a fascinating dimension, offering insights into how language is learned, applied, and adapted to meet the diverse demands of contemporary life (Akram & Abdelrady, 2023).

In recent years, one intriguing facet of English language performance has garnered significant attention – the role of metalinguistic domains (Reder et al., 2013). Metalinguistic

awareness, a term widely employed in both linguistic and educational contexts, denotes an individual's capacity to engage in thoughtful analysis of language itself, encompassing its intricate structure, nuanced rules, and multifaceted functions (Jessner, 2008). This metalinguistic awareness, a cognitive and analytical skill, exerts a profound influence not only on the acquisition of a second language but also on the broader ability to communicate effectively in a diverse array of social and academic settings (Bessy & Knouse, 2020). Social adjustments improves overall experience and academic performance of students (Maqbool et al., 2021). Expressive writing improves experience of students and make them less embittered (Javaid & Mahmood, 2023). By enabling individuals to dissect and comprehend the workings of language, metalinguistic awareness empowers language learners to navigate the complexities of linguistic diversity, thereby enhancing their proficiency and adaptability in today's interconnected world (Amgott & Gorham, 2023).

This research endeavors to delve into the multifaceted aspects of the role of metalinguistic domains in English language performance, specifically within the classroom context. As educators and researchers seek to optimize language teaching strategies, understanding how metalinguistic awareness impacts language learning is a key area of investigation. The study aims to shed light on the various metalinguistic domains, such as phonological awareness, grammatical consciousness, vocabulary depth, and pragmatic knowledge, and their influence on learners' language acquisition and classroom practices. The relationship between metalinguistic awareness and language performance is a multifaceted and complex one, involving not only cognitive and linguistic factors but also pedagogical methodologies. This research seeks to address the following question:

To evaluate English language teachers perceive the importance of metalinguistic awareness in their students' language learning and overall performance in the classroom.

Review of Literature

The role of metalinguistic awareness in language learning has been a subject of considerable interest in the field of applied linguistics and language education. This review of literature explores the findings and insights from previous studies related to the role of metalinguistic domains in English language performance within classroom settings. It examines how researchers have addressed this topic, highlighting key findings and contributions to our understanding of the subject. Ramzan et al. (2023) have said educators can foster a more holistic development of writing skills among ESL undergraduates level.

Numerous studies have established that metalinguistic awareness is a fundamental aspect of language acquisition. Piaget's (1959) work on cognitive development laid the groundwork for understanding metacognition, including metalinguistic awareness. Researchers such as Apel et al. (2012) have shown that metalinguistic skills are critical for reading and writing development, particularly in the areas of phonological awareness and orthographic knowledge. The importance of these skills has been further substantiated by studies examining their role in second language acquisition (Sanosi, 2022; Dong et al., 2020). These foundational studies underscore the significance of metalinguistic awareness in language learning and have set the stage for more recent investigations. Ramzan et al. (2023) have claimed that omission and errors are the most common types of errors in ESL writing. Further, Ramzan et al. (2023) have also expressed the overlooked potential of social media are an instrument to boost ESL students' engagement and performance. Moreover, Ramzan et al. (2023) have suggested can the influence of social media

is helpful for educators and policymakers. Furthermore, Ramzan et al. (2023) have confirmed that teachers are able to incorporate various helpful technical collaborative strategies. Bhutto and Ramzan's (2021) pacifier stance of a powerful agenda is another way to control learning.

One line of research has focused on the perspectives of teachers regarding metalinguistic awareness in their classrooms. Findings from studies like the one conducted by Vanhove (2019) reveal that educators recognize the importance of metalinguistic awareness in language learning. Vanhove's study found that teachers believe metalinguistic skills facilitate a deeper understanding of the English language, and they incorporate various metalinguistic activities into their instruction to enhance students' language skills.

Research has consistently shown that metalinguistic awareness fosters problem-solving and critical thinking skills in language learners. Watson et al. (2021) conducted a study involving ESL students and found that those with stronger metalinguistic skills were better equipped to analyze and rectify language-related issues. Watson's findings demonstrate that metalinguistic awareness goes beyond language proficiency and contributes to the development of cognitive skills essential in broader academic contexts. Ramzan et al. (2021) that there is manipulation of public is handicapped for learning. Nawaz et al. (2021) have said that there is an internal bias between the government and opposition wrapped in the current affairs statements in Pakistan.

Several studies have indicated that metalinguistic awareness improves students' communication and self-expression. In an investigation by Zerva (2023), students with a deeper understanding of language structure were found to communicate more effectively in both written and spoken English. This finding aligns with previous studies by Dong et al. (2020), who explored the relationship between metalinguistic skills and language production.

Metalinguistic awareness plays a pivotal role in tailoring instruction and providing targeted support to students. Research by Lloyd and Lee (2022) demonstrated that teachers who understand their students' metalinguistic strengths and weaknesses can adapt their teaching methods accordingly, offering more effective guidance. These findings reinforce the idea that metalinguistic awareness allows educators to adopt a student-centered approach. Ramzan and Khan (2019) veiled ideological agenda is a restriction in learning. It has also proved that for teachers' professional development, all elements and components like teacher training and observation are always guided and supported by school leaders. Ramzan et al (2023) have claimed that learning motivation is determined by vigilant proficiency.

As Smith (2021) pointed out, the role of metalinguistic awareness can vary in different cultural and contextual settings. In a study by Aydin (2019), the impact of metalinguistic awareness was explored in culturally diverse classrooms, highlighting the need for educators to adapt their teaching practices to the linguistic backgrounds of their students.

The body of literature on the role of metalinguistic domains in English language performance underscores the significance of metalinguistic awareness in language learning and teaching. Teachers recognize its importance, and researchers have provided evidence of its influence on problem-solving skills, communication, and personalized instruction. As language education continues to evolve in a globalized world, understanding the role of metalinguistic awareness remains crucial for optimizing language instruction and fostering effective teaching practices. Further research is needed to delve into the nuances of metalinguistic awareness in diverse cultural and educational contexts, providing a more comprehensive understanding of its

implications for English language performance in classrooms. However, this research is determined to answer the following question.

How do English language teachers perceive the importance of metalinguistic awareness in their students' language learning and overall performance in the classroom?

Methodology

Participants

The study involved 27 English language teachers from secondary schools in Lahore, Pakistan. Participants were selected using purposive sampling, considering their experience, teaching levels, and diverse backgrounds to ensure a representative sample. This choice of participants aimed to capture a wide range of experiences and perspectives in the context of English language education in secondary schools (Campbell et al., 2020).

Data Collection

Semi-structured interviews were employed as the primary data collection method. The interviews were conducted one-on-one with each participant, enabling in-depth exploration of their perceptions and experiences regarding the role of metalinguistic awareness in their students' language learning and classroom performance. The interview questions were developed based on the research objectives and pilot-tested for clarity and relevance.

Data Analysis

Interview transcripts were subjected to thematic analysis. The analysis process followed the steps proposed by Braun and Clarke (2019), which included data familiarization, generation of initial codes, search for themes, review and refinement of themes, and final theme naming and report writing. This systematic approach allowed for the identification of recurring themes and patterns within the data.

Ethical Considerations

This research followed ethical guidelines by obtaining informed consent from each participant. Confidentiality and anonymity were assured by assigning pseudonyms to the participants and not revealing any personally identifiable information. The study was conducted with respect for participants' autonomy and privacy.

Limitations

It's important to acknowledge the potential limitations of this study. First, the study was conducted within a specific geographic and cultural context, namely secondary schools in Lahore, Pakistan, which may limit the generalizability of findings to other educational settings. Additionally, the use of interviews, while valuable for in-depth insights, might introduce a level of subjectivity, and the sample size, though representative, may not encompass the full diversity of perspectives on metalinguistic awareness. Nonetheless, these limitations do not negate the significance of the findings for the selected context and the broader discourse on language education.

Results

Certainly, based on the interviews conducted with English language teachers regarding their perceptions of the importance of metalinguistic awareness in their students' language learning and overall classroom performance, several key themes emerged:

1. Fundamental for Language Mastery

Teachers overwhelmingly emphasized that metalinguistic awareness is fundamental for language mastery. They viewed it as the cognitive foundation upon which language learning is built. According to many teachers, an understanding of language structure, rules, and components, such as phonological awareness and grammar, is essential for students to excel in

English. Teachers believe that students who possess metalinguistic awareness demonstrate greater fluency and accuracy in their language skills. According to teachers:

Teacher A: "Metalinguistic awareness is like the foundation of a house. It's where language learning begins. When students understand how the language works, it's easier for them to build upon that foundation with vocabulary and practical usage."

Teacher C: "Absolutely. Without metalinguistic awareness, it's like trying to navigate through a maze blindfolded. When students know the rules, it's like turning on the lights."

2. Enhanced Problem Solving and Critical Thinking

A recurring theme was that metalinguistic awareness fosters problem-solving skills and critical thinking in language learners. Teachers reported that students with strong metalinguistic skills are better equipped to analyze and resolve language-related issues, whether related to pronunciation, syntax, or semantics. Such problem-solving abilities were seen as valuable not only in language acquisition but also in broader academic contexts. Some of the teachers stated:

Teacher C: "I've noticed that students with good metalinguistic skills tend to be more resourceful. They can diagnose their own language issues and, even more importantly, find ways to fix them. It's like they become their own language doctors."

Teacher F: "And this skill isn't just about language; it's about analytical thinking. Students who can break down language issues often excel in other subjects too."

3. Improved Communication and Expression

Teachers acknowledged that metalinguistic awareness significantly improves students' communication and self-expression. They noted that students who understand language at a deeper level can convey their thoughts, ideas, and emotions more effectively, which is especially important in language-rich classroom discussions and written assignments. Metalinguistic awareness was seen as a facilitator of meaningful communication. Some of the teachers reported:

Teacher D: "One of the joys of teaching is seeing students grow not just in their language skills but in their ability to express themselves. Metalinguistic awareness equips them with the tools to communicate their thoughts, emotions, and ideas with confidence."

Teacher A: "It's more than just words; it's about building bridges of understanding. When they can articulate their thoughts clearly, it enhances their interpersonal skills as well."

4. Tailored Instruction and Support

Many teachers underscored the role of metalinguistic awareness in tailoring instruction and providing targeted support to students. They explained that recognizing individual students' metalinguistic strengths and weaknesses enables them to adjust their teaching strategies to address specific learning needs. In doing so, teachers believed they could offer more effective guidance and support to a diverse range of learners. According to teachers:

Teacher B: "Metalinguistic awareness helps us personalize learning. I can identify where a student is struggling, whether it's with phonetics or grammar, and then offer targeted guidance. It's like customizing the learning journey for each student."

Teacher H: "I've seen students make remarkable progress when we address their specific metalinguistic needs. It's like giving them a map to navigate through the language, and they feel more confident."

5. Cultural and Contextual Considerations

Some teachers discussed the importance of considering cultural and contextual factors when assessing metalinguistic awareness. They noted that the applicability of metalinguistic awareness can vary depending on the cultural and linguistic backgrounds of students. For instance,

metalinguistic skills may be more critical in contexts where English is a second language, and less so in native English-speaking environments. Teachers expressed the need to be sensitive to these nuances when adapting their teaching practices. Some of the teachers reported:

Teacher I: "We must be culturally sensitive when teaching metalinguistic skills. In some contexts, students might already have a deep understanding of language structures from their native tongue. We need to acknowledge and respect these differences."

Teacher J: "Exactly. What works in one setting may not work in another. Teaching metalinguistic awareness in a diverse classroom means understanding that every student's linguistic journey is unique, influenced by their cultural background and language experience."

These findings highlight the central role that metalinguistic awareness plays in English language learning, as perceived by teachers. The themes suggest that teachers consider metalinguistic awareness not only as an academic skill but also as a cognitive tool that enhances problem-solving, communication, and personalized instruction in the classroom. Moreover, the findings underline the importance of considering cultural and contextual factors when implementing metalinguistic awareness strategies.

Discussion

The findings from the interviews with English language teachers shed light on their perceptions of the importance of metalinguistic awareness in their students' language learning and overall classroom performance. These perspectives align with and build upon previous research in the field of language education.

The teachers' views regarding language mastery align with previous research that underscores the foundational role of metalinguistic awareness in language mastery. Studies have demonstrated that a strong grasp of language structure, including phonological awareness and grammar, is pivotal for language proficiency (Kersten et al., 2021). The teachers' comparisons of metalinguistic awareness to a foundation echo the idea that language learning rests on a solid understanding of linguistic components (Wagley et al., 2022). This theme reinforces the notion that metalinguistic skills are critical for language acquisition.

In addition, the teachers' observations regarding the link between metalinguistic awareness and enhanced problem-solving and critical thinking skills are consistent with prior research. Researchers have found that individuals with developed metalinguistic awareness exhibit greater metacognitive abilities, which are essential for problem-solving and critical thinking (Trybulec, 2021). The teachers' description of students as "language doctors" resonates with the idea that metalinguistic awareness empowers learners to diagnose and address language issues (Mousa & Yahya, 2022).

Furthermore, the teachers' emphasis on improved communication and self-expression among students with strong metalinguistic skills aligns with research highlighting the connection between metalinguistic awareness and communicative competence (Tsareva et al., 2021). The concept of metalinguistic awareness as a tool for effective expression echoes the idea that it enhances language users' communicative abilities and pragmatic competence (Sansoi, 2022). This theme underscores the vital role of metalinguistic skills in facilitating meaningful communication.

In addition, teachers' insights into the importance of metalinguistic awareness for tailoring instruction and providing personalized support resonate with research on differentiated

instruction (Lasa-Alvarez, 2021). Studies have shown that adapting teaching strategies to address individual students' metalinguistic strengths and weaknesses is effective in improving language learning outcomes (Lasa-Alvarez, 2021). The teachers' use of the term "customizing the learning journey" aligns with the principles of learner-centered instruction (Cheng & Ding, 2021) and highlights the role of metalinguistic awareness in fostering adaptive teaching practices.

The teachers' acknowledgment of the need to consider cultural and contextual factors when teaching metalinguistic awareness aligns with research on sociolinguistic variation (Bessy & Knouse, 2020) and cultural pragmatics (Pellet & Myers, 2022). Previous studies have emphasized the significance of adapting language instruction to the cultural and linguistic backgrounds of learners. The teachers' recognition of cultural and contextual nuances reaffirms the idea that effective language teaching necessitates an awareness of the diverse language experiences of students.

In conclusion, the findings from the interviews with English language teachers complement and extend the existing body of research on metalinguistic awareness and language learning. The teachers' perspectives underscore the pivotal role of metalinguistic awareness in language mastery, problem-solving, communication, and instruction. Moreover, their recognition of the importance of cultural and contextual factors reinforces the notion that language education should be responsive to the diverse backgrounds and experiences of learners. This discussion contributes to a deeper understanding of the multifaceted role of metalinguistic awareness in English language performance and informs pedagogical practices in language education.

Conclusions

In conclusion, this study, informed by the perspectives of English language teachers, reaffirms the paramount importance of metalinguistic awareness in language education, aligning with established research in the field. The teachers' perceptions underscore metalinguistic awareness as a foundational element for language mastery, a catalyst for enhanced problem-solving and critical thinking, a facilitator of improved communication and expression, and a means to tailor instruction and support individual learners. Moreover, their recognition of the necessity to consider cultural and contextual factors underscores the importance of a responsive and context-sensitive language pedagogy. This research contributes to a more comprehensive understanding of the multifaceted role of metalinguistic awareness in language learning, emphasizing the urgency of integrating it effectively into language instruction to cultivate proficient, adaptable, and culturally aware language learners.

References

- Abdelrady, A. H., & Akram, H. (2022). An empirical study of ClassPoint tool application in enhancing EFL students' online learning satisfaction. *Systems, 10*(5), 154.
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: an empirical evidence from Saudi Arabia. *Journal of Computers in Education, 1*-19.
- Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors Contributing Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan. *International Journal of English Linguistics, 10*(6), 335-346.
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology integration in higher education during COVID-19: An assessment of online teaching competencies through technological pedagogical content knowledge model. *Frontiers in psychology, 12*, 736522.
- Amgott, N., & Gorham, J. A. (2023). Embodied modes in L2 French video reflections: Supporting metalinguistic awareness, organization, and community. *Foreign Language Annals, 56*(2), 501-523.
- Apel, K., Wilson-Fowler, E. B., Brimo, D., & Perrin, N. A. (2012). Metalinguistic contributions to reading and spelling in second and third grade students. *Reading and writing, 25*, 1283-1305.

- Aydin, F. (2019). Investigating the Relationship between Metalinguistic Knowledge and L2 Writing Among Intermediate-level Adult Turkish EFL Learners. *Issues in Language Studies*, 8(1).
- Bessy, M., & Knouse, S. M. (2020). Metacognition, metalinguistic awareness, and relevance in language learning: a report on an intervention module project. *International Journal for the Scholarship of Teaching and Learning*, 14(2), 9.
- Bessy, M., & Knouse, S. M. (2020). Metacognition, metalinguistic awareness, and relevance in language learning: a report on an intervention module project. *International Journal for the Scholarship of Teaching and Learning*, 14(2), 9.
- Bhutto, J and Ramzan. M. (2021). "ENGLISH: Verses of Quran, Gender Issues, Feminine Injustice, and Media Transmission - CDA of Pakistani Press Reports". *Rahatulquloob* 5 (2), 111-26.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661.
- Cheng, H. Y., & Ding, Q. T. (2021). Examining the behavioral features of Chinese teachers and students in the learner-centered instruction. *European Journal of Psychology of Education*, 36, 169-186.
- Dong, Y., Peng, S. N., Sun, Y. K., Wu, S. X. Y., & Wang, W. S. (2020). Reading comprehension and metalinguistic knowledge in Chinese readers: A meta-analysis. *Frontiers in psychology*, 10, 3037.
- Ikramullah, Ramzan, M. & Javaid, Z. K. (2023). Psychological Factors Influencing Pashto Speaking ESL Students' Pronunciation of English Vowels. *Pakistan Journal of Society, Education and Language (PJSEL)*, 9(2), 52-63.
- Javaid, Z. K., Andleeb, N., & Rana, S. (2023). Psychological Perspective on Advanced Learners' Foreign Language-related Emotions across the Four Skills. *Voyage Journal of Educational Studies*, 3 (2), 191-207. DOI: <https://doi.org/10.58622/vjes.v3i2.57>
- Javaid, Z. K., & Mahmood, K. (2023). Efficacy of Expressive Writing Therapy in Reducing Embitterment among University Students. *Pakistan Journal of Law, Analysis and Wisdom*, 2(02), 136-145.
- Javaid, Z.K. & Mahmood, K. (2023). Exploration of Embitterment among University Students: A Qualitative Study. *Journal of Policy Research*. 9 (3), 124-129. DOI:<https://doi.org/10.61506/02.00005>.
- Javaid, Z. K., Mahmood, K., & Ali, A. A. (2023). Mediating Role of Mindfulness between Quality of Life and Workplace Stress among Working Women. *Journal of Workplace Behavior*, 4(1), 68-80.
- Jessner, U. (2008). A DST model of multilingualism and the role of metalinguistic awareness. *The modern language journal*, 92(2), 270-283.
- Kersten, K., Schelleter, C., Bruhn, A. C., & Ponto, K. (2021). Quality of L2 input and cognitive skills predict L2 grammar comprehension in instructed SLA independently. *Languages*, 6(3), 124.
- Khan, K., & Javaid, Z. K. (2023). Analyzing Employee Performance through Workforce Diversity Management: Role of Workforce Diversity Characteristics. *Foundation University Journal of Business & Economics*, 8(2), 85-101.
- Lasa-Alvarez, B. (2021). Enhancing Productive Skills in Plurilingual Educational Settings through Metalinguistic Awareness and Instructional Dialogue. *New Horizons in English Studies*, 6(1), 3-17.
- Lasa-Alvarez, B. (2021). Enhancing Productive Skills in Plurilingual Educational Settings through Metalinguistic Awareness and Instructional Dialogue. *New Horizons in English Studies*, 6(1), 3-17.
- Lloyd, J. S., & Lee, A. H. (2022). The effects of various combinations of form-focused instruction techniques on the acquisition of English articles by second language learners of English. *Language Teaching Research*, 13621688231193153.
- Maqbool, H., Mahmood, D. K., Zaidi, S. M. I. H., Ajid, A., Javaid, Z. K., Mazhar, R. (2021). The Predictive Role of Social Support in Social Adjustment and Academic Achievement among University Students. *Psychology and Education*, 58 (5), 2745-2753.
- Mousa, M. O., & Yahya, N. Q. (2022). Metalinguistic Awareness is an Important Factor for Developing EFL Students' Performance in Learning English Language. *Journal of STEPS for Humanities and Social Sciences*, 1(3), 6.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language teaching*, 44(4), 412-446.

- Pellet, S., & Myers, L. (2022). What's wrong with "What is your name?">"Quel est votre nom?": Teaching responsible use of MT through discursive competence and metalanguage awareness. *L2 Journal*, 14(1).
- Piaget, J. (1959). *The language and thought of the child* (Vol. 5). Psychology Press.
- Ramzan, M. & Khan, M. A. (2019) CDA OF BALOCHISTAN NEWSPAPERS HEADLINES - A STUDY OF NAWABS' STEREOTYPED IDEOLOGICAL CONSTRUCTIONS, *Annual Research Journal 'Hankén'*, Vol. XI, 2019,27-42.
- Ramzan, M., Javaid, Z. K., & Ali, A. A. (2023). Perception of Students about Collaborative Strategies Employed by Teachers for Enhancing English Vocabulary and Learning Motivation. *Pakistan Journal of Law, Analysis and Wisdom*, 2(02), 146-158.
- Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023). Amplifying Classroom Enjoyment and Cultivating Positive Learning Attitudes among ESL Learners. *Pakistan Journal of Humanities and Social Sciences*, 11 (2), 2298-2308. <https://doi.org/10.52131/pjhss.2023.1102.0522>
- Ramzan, M., Javaid, Z. K., & Khan, M. A. (2023). Psychological Discursiveness in Language Use of Imran Khan's Speech on National Issues. *Global Language Review*, VIII (II), 214-225. [https://doi.org/10.31703/glr.2023\(VIII-II\).19](https://doi.org/10.31703/glr.2023(VIII-II).19)
- Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. *Global Digital & Print Media Review*, VI (II), 224-237. [https://doi.org/10.31703/gdpmr.2023\(VI-II\).15](https://doi.org/10.31703/gdpmr.2023(VI-II).15)
- Ramzan, M., Bibi, R., & Khunsa, N. (2023). Unraveling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. *Global. Educational Studies Review*, VIII(II), 407-421. [https://doi.org/10.31703/gesr.2023\(VIII-II\).37](https://doi.org/10.31703/gesr.2023(VIII-II).37)
- Ramzan et al. (2021) POLITICS AS RHETORIC: A DISCOURSE ANALYSIS OF SELECTED PAKISTANI POLITICIANS' PRESS STATEMENTS, *Humanities & Social Sciences Reviews* Vol 9, No 3, 2021, pp 1063-1070.
- Ramzan, M., Azmat, Z., Khan, M.A. & Nisa, Z. (2023) Subject-Verb Agreement Errors in ESL Students' Academic Writing: A Surface Taxonomy Approach, *MARS Publishers, Linguistic Forum*, Volume 5, Issue 2, 2023 Pages 16-21.
- Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212
- Ramzan, M. Mushtaq, A. & Ashraf, Z. (2023) Evacuation of Difficulties and Challenges for Academic Writing in ESL Learning. *University of Chitral Journal of Linguistics & Literature* VOL. 7 ISSUE I (2023), 42-49.
- Reder, F., Marec-Breton, N., Gombert, J. E., & Demont, E. (2013). Second-language learners' advantage in metalinguistic awareness: A question of languages' characteristics. *British Journal of Educational Psychology*, 83(4), 686-702.
- Sanosi, A. B. (2022). Correlation of EFL learners' metalinguistic knowledge and grammatical accuracy. *Studies in English Language and Education*, 9(3), 908-925.
- Trybulec, M. (2021). Skillful use of symbolizations and the dual nature of metalinguistic awareness. *Language Sciences*, 84, 101356.
- Tsareva, E., Bogoudinova, R., & Volkova, E. (2021). Metalinguistic awareness in technical communication. In *Educating Engineers for Future Industrial Revolutions: Proceedings of the 23rd International Conference on Interactive Collaborative Learning (ICL2020)*, Volume 1 23 (pp. 232-240). Springer International Publishing.
- Vanhove, J. (2019). Metalinguistic knowledge about the native language and language transfer in gender assignment. *Studies in Second Language Learning and Teaching*, 9(2), 397-419.
- Wagley, N., Marks, R. A., Bedore, L. M., & Kovelman, I. (2022). Contributions of bilingual home environment and language proficiency on children's Spanish-English reading outcomes. *Child Development*, 93(4), 881-899.
- Watson, A. M., Newman, R. M., & Morgan, S. D. (2021). Metatalk and metalinguistic knowledge: The interplay of procedural and declarative knowledge in the classroom discourse of first-language grammar teaching. *Language Awareness*, 30(3), 257-275.
- Zerva, I. K. (2023). Metalinguistic abilities: The contribution to writing. *Social Sciences & Humanities Open*, 8(1), 100609.