

# Analyzing Literature through Sociolinguistics Lens: Impact on Learners' Grammatical Accuracy

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**ABSTRACT.** This exploratory study investigates how analyzing literature through a sociolinguistic lens influences language learners' grammatical accuracy, grounded in Interactionist Theory, which posits that language development occurs through meaningful interaction and negotiation of meaning. Despite extensive research on grammar instruction and literary analysis, there remains a gap in understanding how sociolinguistic engagement with literary texts particularly the interpretation of language use, speech styles, and social identities affects learners' grammatical awareness and accuracy. The study involves 20 language learners, who participate in one-on-one semi-structured interviews focusing on their interpretive experiences with literary texts analyzed through sociolinguistic perspectives. Using reflexive thematic analysis, the research examines how learners attend to language variation, character speech patterns, and contextual meanings, and how these processes relate to their evolving grammatical awareness and production. Anchored in Interactionist Theory, the study expects to reveal that active engagement with sociolinguistically rich texts facilitates deeper linguistic noticing and reflection, leading to improved grammatical accuracy. By linking interpretive literary analysis to interactive language learning processes, this research contributes to a more integrated understanding of how sociolinguistic context supports grammatical development in second language acquisition.

**KEYWORDS:** *Literature, Sociolinguistics, Impact, Accuracy*

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## Introduction

Language learning is a dynamic process influenced by social interaction, contextual understanding, and individual interpretation. In educational settings, literature has long been recognized as a valuable resource for language development because it exposes learners to authentic linguistic expressions and rich sociocultural contexts (Garil, 2024a; Garil, Abbas, & Limen, 2024). However, much of the existing research on literature in language learning has focused primarily on interpretive or aesthetic engagement, overlooking its potential to enhance grammatical competence. This creates a noticeable gap in understanding how learners' sociolinguistic engagement with literary texts specifically their analysis of language variation, speech styles, and social meaning relates to grammatical awareness and accuracy (Benati, Laval, & Arche, 2013; Divinagracia, 2024).

Anchored in Interactionist Theory, which posits that language development arises through meaningful interaction and negotiation of meaning, this study positions literature as a dynamic site for interactional learning. According to this theoretical perspective, learners acquire language most effectively when they notice linguistic forms and refine their understanding through communicative engagement (Gass, 2003; Long, 1996; Garil, Entong, & Muarip, 2024). Literary texts, when examined through a sociolinguistic lens, provide rich opportunities for such engagement, as they present diverse registers, dialects, and speech patterns that mirror real-world communication (Ceneciro, 2025). When learners interpret how language functions within social and cultural contexts, they not only enhance their comprehension but also develop heightened sensitivity to grammatical structures embedded in discourse (John-Steiner & Tatter, 1983; Estoque, 2023).

Despite this theoretical potential, few empirical studies have explored the intersection between sociolinguistic literary analysis and grammatical accuracy. Research in language education has often treated grammar as a discrete, rule-based system, isolated from the contextual and interactional nature of communication (Mulyani, 2019; Garil, 2024a; Murro, 2024). This study aims to address that gap by investigating how learners' sociolinguistic engagement with literary texts influences their grammatical accuracy. Specifically, it examines how learners interpret language variation, speech styles, and character identities, and how this interpretive process fosters grammatical awareness in their own linguistic output (Calzada, 2024).

The study focuses on two primary variables: sociolinguistic engagement, referring to learners' interpretive interaction with the social and linguistic dimensions of literary texts, and grammatical accuracy, referring to the correctness and precision of their language use. Using an exploratory design, the research involves one-on-one interviews with 20 language learners, followed by reflexive thematic analysis to identify patterns in learners' perceptions, interpretations, and linguistic reflections (Carpio et al., 2024; Chavez & Unga, 2024).

Key concepts guiding this study include interaction, noticing, sociolinguistic context, and metalinguistic awareness, all grounded in the framework of Interactionist Theory. Through this lens, the study anticipates that analyzing literature sociolinguistically will promote active language noticing and metalinguistic reflection, ultimately improving learners' grammatical accuracy. It is expected that participants who engage deeply with the social meanings and language variations in literary texts will demonstrate greater grammatical precision in their output. By bridging literary interpretation and grammatical development, this study seeks to contribute to a more integrated understanding of language learning one that situates grammar within meaningful, socially informed communicative contexts (Garil, 2024a; Ceneciro, 2025).

## **Literature**

### *Sociolinguistics and Literary Interpretation*

Sociolinguistics provides a framework for understanding how language functions within social contexts, including the ways speech styles, dialects, and linguistic variations reflect identity and power relations (Holmes & Meyerhoff, 2020; Chavez & Prado, 2023). When applied to literary texts, sociolinguistic analysis enables readers to interpret not only the narrative meaning but also the social dimensions embedded in language use. Studies by Carter and McRae (2019) emphasize that readers' awareness of sociolinguistic features such as code-switching, register variation, and speech markers enhances interpretive depth and critical engagement with texts. Such awareness allows learners to perceive characters' linguistic behaviors as reflections of broader sociocultural dynamics, thus promoting interpretive skills grounded in real-world linguistic diversity. Collie and

Slater (1987) argue that literary texts (with their register variation, dialect, and speech style) provide authentic material that reveals these sociocultural dimensions. Similarly, Chavez, Cuilan, and Mannan (2024) illustrate how discourse analysis can uncover social ideologies and linguistic identities within textual interaction, a method that parallels sociolinguistic literary interpretation.

#### *Learner Engagement with Literature through Sociolinguistic Perspectives*

Engaging learners with literature from a sociolinguistic standpoint fosters critical reading and interpretive awareness. Research in applied linguistics suggests that when learners analyze speech styles and language choices within literary discourse, they begin to connect textual language with communicative intent and sociocultural meaning (Hall, 2011; Lazar, 2020; Comerros, Cuilan, & Chavez, 2024). This engagement transforms literary study from mere comprehension to a socially situated act of interpretation. Learners develop sensitivity to how variation in language conveys identity, class, gender, and cultural context. Consequently, literary analysis becomes a platform for linguistic inquiry, where learners examine authentic representations of language in use, reinforcing both their interpretive and linguistic competencies. Meyerhoff's *Introducing Sociolinguistics* outlines how alternations in register, dialect, or speech style function as markers of social identity, which supports learners in recognizing such elements in literature. Similarly, Chavez, Adalia, and Alberto (2023) highlight how sociocultural factors and motivational influences shape learners' engagement with English, reinforcing the link between language use, identity, and interpretation.

#### *Relationship between Sociolinguistic Awareness and Grammatical Accuracy*

Several scholars argue that sociolinguistic engagement can indirectly enhance grammatical awareness and accuracy. As learners analyze authentic language patterns in literary contexts, they are exposed to grammatical structures embedded within meaningful discourse rather than isolated forms (Ellis, 2016; Chavez, Anuddin, & Mansul, 2024). The focus on how language operates in context encourages metalinguistic reflection and awareness of how grammar functions to achieve social and communicative goals (Larsen-Freeman, 2015). When learners notice how grammatical variations signal politeness, power, or intimacy in dialogue, they begin to internalize grammatical forms more functionally. Studies in task-based and discourse-oriented grammar instruction support this view, indicating that contextualized exposure to grammar through texts improves learners' accuracy and adaptability in language use (Fotos & Nassaji, 2017; Adalia, Chavez, & Hayudini, 2025). For example, empirical work in grammar instruction (e.g., within *Teaching and Learning English Grammar: Research Findings and Future Directions*) includes social perspectives on grammar, which align with the idea that awareness of usage in context contributes to accuracy.

#### *Literature as a Context for Grammar Development*

Literary texts offer rich, authentic linguistic environments where grammar is naturally embedded within social and stylistic contexts. Research on literature-based language teaching highlights that analyzing language in literature—particularly dialogue, narration, and stylistic variation enhances grammatical competence through contextual reinforcement (Collie & Slater, 2018; Chavez, 2022). Unlike decontextualized grammar drills, literature-based analysis situates grammatical forms in meaningful interaction, promoting both retention and awareness. Moreover, when learners reflect on how authors manipulate grammatical structures to create voice, rhythm, or emphasis, they develop a more nuanced understanding of grammar as a tool for expression. Thus, the study of literature through a sociolinguistic lens not only enriches interpretive insight but also strengthens

grammatical precision and stylistic control. Studies cited in English Language Teaching show that reading literature unconsciously enhances students' overall linguistic competency, including syntax and morphology, when students engage with texts beyond surface comprehension. Likewise, Lamorinas, Luna, and Lai (2025) emphasize that sociolinguistic attitudes and learner preferences influence engagement with language, which indirectly affects grammatical learning outcomes.

While prior research underscores the pedagogical value of literature and sociolinguistics in language learning, few studies have directly explored the intersection between sociolinguistic interpretation of literary texts and grammatical accuracy. Existing studies often treat literary engagement and grammar development as separate domains. This study addresses that gap by examining how learners' interpretive processes when guided by sociolinguistic perspectives influence their grammatical awareness and accuracy. By analyzing learners' reflections and linguistic outputs, this research aims to illuminate the dynamic link between sociolinguistic understanding, interpretive engagement, and grammatical development.

## Methodology

### 1. Research Design

This study employed an exploratory qualitative research design to investigate how learners interpret literary texts through a sociolinguistic lens and how such engagement influences their grammatical accuracy. The exploratory design was appropriate because the study aimed to uncover patterns, perceptions, and interpretive behaviors rather than to test hypotheses. Through qualitative inquiry, the research sought to capture learners' perspectives and linguistic awareness as they engaged with language in authentic literary contexts.

### 2. Population and Sampling

The study involved 20 language learners who were purposively selected based on their active participation in an advanced English or literature-based language course. Purposive sampling ensured that participants possessed sufficient linguistic competence and prior experience with literary texts to engage meaningfully with sociolinguistic analysis. The participants represented diverse linguistic and cultural backgrounds, allowing for a range of sociolinguistic perspectives. Ethical guidelines were followed throughout the study, including informed consent and confidentiality of participants' identities.

### 3. Instrument

The primary research instrument was the semi-structured interview guide, designed to elicit detailed responses about learners' interpretive and grammatical awareness. The guide was developed based on sociolinguistic and language learning frameworks, ensuring alignment between the interview prompts and the study's objectives. Questions were open-ended to allow participants to express their experiences and perceptions freely. The instrument underwent expert validation by two specialists in applied linguistics and language education to ensure content relevance and clarity. Table 1 presents the list of guide questions used by this research study.

Table 1. Interview Guide Questions

Objectives	Interview Questions
To explore learners' interpretive approaches toward language features within literary texts through sociolinguistic perspectives	1. What specific elements within the language of literary texts capture your attention during reading? 2. How do speech styles within texts influence your understanding of character identities?

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	3. How do linguistic patterns within texts shape your overall interpretation?
To examine the influence of sociolinguistic engagement with literary texts on learners' grammatical accuracy.	1. How does focused attention on language use within texts affect your awareness of grammar? 2. What grammatical structures become noticeable through close attention to textual language? 3. In what specific ways is grammatical awareness reflected in your language output?

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#### 4. Data Gathering Procedure

Data were collected through one-on-one semi-structured interviews, allowing for in-depth exploration of learners' interpretive processes and grammatical awareness. The interviews encouraged participants to reflect on how they perceive language use, speech styles, and grammatical structures within literary texts. Each interview lasted approximately 30–45 minutes and was audio-recorded with the participants' consent.

#### 5. Data Analysis

Data were analyzed using reflexive thematic analysis, following Braun and Clarke's (2021) framework. This approach involved several stages: (1) familiarization with the data through transcription and repeated reading, (2) initial coding to identify meaningful segments related to sociolinguistic interpretation and grammar awareness, (3) generating and reviewing themes that captured recurring patterns in learners' responses, (4) defining and naming themes, and (5) producing the final analytical narrative. Reflexivity was maintained throughout the process by acknowledging the researcher's interpretive role and considering how personal perspectives may influence thematic construction. Through this analytical process, the study identified connections between learners' sociolinguistic engagement with literary texts and their evolving grammatical awareness.

## Results

**Research Objectives 1.** *To explore learners' interpretive approaches toward language features within literary texts through sociolinguistic perspectives.*

**Question No. 1.** *What specific elements within the language of literary texts capture your attention during reading?*

### 1.1 Emotional & Sensory Language

Ten (10) respondents expressed that they get drawn to how authors use descriptive words to make them feel like they're inside the story. When they read phrases that describe sounds, smells, or textures vividly, it's easier to imagine the scene. Even if they don't understand every word, they can still 'feel' the moment. They think these kinds of descriptions help them connect emotionally to the text. Additionally, they mentioned that when the language appeals to their senses, the scene becomes more memorable, and they don't need to translate everything in their head because they can imagine it right away. Sensory language works like a bridge between the text and their imagination. It gives them something clear to hold onto even when the grammar is

complex. The way authors use ordinary words to create strong images inspires them to improve how they express themselves in writing.

*"I get drawn to how authors use descriptive words to make me feel like I'm inside the story. When I read phrases that describe sounds, smells, or textures vividly, it's easier to imagine the scene."*

*"When the language appeals to my senses, the scene becomes more memorable, and I don't need to translate everything in my head because I can imagine it right away."*

### *1.2 Figurative Language & Imagery*

Five (5) respondents shared that metaphors and similes catch their attention the most. They make the text sound poetic and layered. They like trying to figure out the deeper meaning behind them because it's like solving a puzzle. It also helps them understand how words can express emotions indirectly. When they read a metaphor, they pause and think about what the author is really trying to say. It's not always literal, and that makes it more interesting. These figures of speech make them look beyond the surface of the text. Additionally, they mentioned that it helps them see how language can create connections between ideas and feelings in a subtle way. Sometimes, a single metaphor can capture an emotion that would take many plain sentences to explain. It also pushes them to be more creative with language and to appreciate how words can be both beautiful and meaningful at the same time.

*"Metaphors and similes catch my attention the most. They make the text sound poetic and layered."*

*"It helps me see how language can create connections between ideas and feelings in a subtle way."*

### *1.3 Tone & Voice*

Five (5) respondents expressed that the tone of the narrator or characters really stands out for them. Even if the vocabulary is difficult, they can sense if the tone is sad, playful, angry, or sarcastic. The way language carries an attitude fascinates them. Sometimes, they don't even need to fully understand every word because the choice of expressions, the rhythm of the sentences, and even the punctuation gives them clues about how the character feels. Additionally, they shared that they also notice how the tone can shift throughout the text, and those changes often reveal the emotions behind the words. It helps them connect to the characters more deeply and understand their personalities, even without direct explanations. Paying attention to tone makes reading more meaningful because it's not just about what is said, but how it's said.

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*"I also notice how the tone can shift throughout the text, and those changes often reveal the emotions behind the words."*

**Question No. 2.** *How do speech styles within texts influence your understanding of character identities?*

### *2.1 Personality Clues*

Five (5) respondents expressed that when a character speaks casually with lots of slang, they imagine them as someone young, outgoing, or modern. It gives them the impression that they're comfortable expressing themselves and probably belong to a more relaxed social environment. Speech style becomes a kind of shortcut for them to understand their personality. Additionally, they mentioned that on the other hand, when the speech is formal or poetic, they see them as someone more serious, traditional, or disciplined, maybe someone raised in a more structured setting. Even before they get to their backstory, they can already sense what kind of person they are, how they might interact with others, and even how they see the world. The words they choose and how they structure their sentences reveal a lot about their confidence, upbringing, and values.

*"When a character speaks casually with lots of slang, I imagine them as someone young, outgoing, or modern."*

*"On the other hand, when the speech is formal or poetic, I see them as someone more serious, traditional, or disciplined, maybe someone raised in a more structured setting."*

## 2.2 Emotional Depth

Five (5) respondents expressed that they notice that the tone of speech, like if it's calm, sarcastic, or emotional will reveal how the character feels inside. Even when the text doesn't say 'he was angry,' they can feel it through short, sharp sentences or repetitive words. For example, when a character speaks in quick, clipped lines, it often shows frustration or impatience. When their speech is soft or hesitant, they sense nervousness or fear. Additionally, they mentioned that these subtle cues help them 'read between the lines' and understand their emotional state without needing it to be spelled out. It's like the tone acts as a mirror of their inner world, which makes the character feel more alive and real to them.

*"I notice that the tone of speech, like if it's calm, sarcastic, or emotional will reveal how the character feels inside."*

*"These subtle cues help me 'read between the lines' and understand their emotional state without needing it to be spelled out."*

## 2.3 Bridging Competency Gaps

Ten (10) respondents mentioned that they find it easier to connect with characters who speak in a style similar to how they talk in real life. Their speech feels more authentic, and they can understand their emotions faster because it mirrors the way people around them actually express themselves. When the language sounds natural or familiar it's like using casual phrases, humor, or even a mix of languages it makes the character feel more real, like someone they could actually talk to. Additionally, they mentioned that when the language is too formal or distant, they sometimes feel a gap between them and the character, so it takes more effort to understand them on an emotional level. Familiar speech styles make it easier for them to relate, empathize, and stay engaged with the story. It also helps them imagine their reactions and feelings more clearly since the speech patterns match their own experiences.

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*"When the language is too formal or distant, I sometimes feel a gap between me and the character, so it takes more effort to understand them on an emotional level."*

**Question No. 3.** *How do linguistic patterns within texts shape your overall interpretation?*

**3.1 Gives the sense of urgency**

Ten (10) respondents expressed that when they notice repeated short sentences, they sense urgency or tension even before they fully understand the content. It's like the structure itself tells them how the character feels. Repetition makes emotions feel louder, when a word or phrase is repeated, it's like the text is shouting or crying out, showing how overwhelmed or desperate the character is. Additionally, they mentioned that the rhythm of short sentences feels like a heartbeat speeding up, making them read faster and feel more tense, as if they are in the moment with the character. These patterns guide their emotional reaction and make them trust their feelings while reading. They don't need the narrator to say "He was scared" because they can already sense it through how the words are arranged.

*"When I notice repeated short sentences, I sense urgency or tension even before I fully understand the content."*

*"The rhythm of short sentences feels like a heartbeat speeding up, making me read faster and feel more tense, as if I'm in the moment with the character."*

**3.2 Makes understand the culture**

Five (5) respondents expressed that the way a text uses local expressions or idioms makes them understand the culture behind it. Even if they don't know every word, they can still sense if the situation is formal, casual, respectful, or humorous. Local phrases give the text its own 'voice' and reveal how people in that culture think, feel, and connect. Additionally, they mentioned that it also shows the kind of relationship characters have like how slang makes it feel playful and close, while respectful terms make it serious or distant. Even without perfect translation, they can feel the emotion and cultural background behind the words. It shapes not just how they interpret the scene, but also how they understand and relate to the characters.

*" The way a text uses local expressions or idioms makes me understand the culture behind it. Even if I don't know every word, I can still sense if the situation is formal, casual, respectful, or humorous."*

*"It also shows the kind of relationship characters have—like how slang makes it feel playful and close, while respectful terms make it serious or distant. "*

**3.3 Feeling closer to the language pattern**

Five (5) respondents expressed that when the text mixes languages, they feel closer to it because it reflects how they actually speak. Code-switching makes the tone more casual and relatable, and it shapes their interpretation to be less formal and more like a real conversation. It feels more natural, like how people talk in daily life, especially with friends or classmates. It makes the text feel authentic, not forced. Additionally, they mentioned that they also notice that code-switching carries cultural nuances that a single language can't always express. Sometimes one language just captures a feeling better than the other. Because of that, they understand the scene not just through the words, but through the mix itself, which mirrors real human interaction.

*"When the text mixes languages, I feel closer to it because it reflects how I actually speak. Code-switching makes the tone more casual and relatable, and it shapes my interpretation to be less formal and more like a real conversation."*

*"I also notice that code-switching carries cultural nuances that a single language can't always express."*

**Research Objectives 2.** *To examine the influence of sociolinguistic engagement with literary texts on learners' grammatical accuracy.*

**Question No. 1.** *How does focused attention on language use within texts affect your awareness of grammar?*

#### *1.1 Noticing the patterns used without realizing*

Ten (10) respondents expressed that when they really pay attention to how words are structured in a text, they start to recognize the grammar rules behind them. They notice how the sentences are formed, how the verbs change depending on the time being described, and how connectors are used to make the ideas flow smoothly. This makes them more aware when they speak or write because they can compare their sentence structure to what they've seen in the text. Additionally, they mentioned that it also trains their brain to "hear" what sounds grammatically right. They don't just memorize rules, they actually see them in action. So, when they make a grammar mistake, they can spot it faster and adjust it on the spot. Over time, these small observations build their confidence and help them write and speak more naturally.

*"When I really pay attention to how words are structured in a text, I start to recognize the grammar rules behind them."*

*"It also trains my brain to "hear" what sounds grammatically right. I don't just memorize rules, I actually see them in action."*

#### *1.2 It connects grammar to real communication*

Five (5) respondents expressed that in class, grammar sometimes feels abstract like it's just a list of rules to memorize. But when they see it used naturally in stories, speeches, or essays, it suddenly makes sense. They understand why certain structures exist and how they affect the way a message is delivered. For example, in speeches, the use of short and direct sentences makes the tone sound strong and convincing. In stories, the way tenses and transitions are used helps create a clear timeline and emotional flow. Additionally, they mentioned that seeing grammar in real

texts makes them realize that it's not just about being "correct." It's about making the message clear and setting the mood. A single grammar change can make a line sound more formal, emotional, or casual. Because of this, they pay more attention to how they structure their own sentences, especially when they want to express a specific tone or emotion.

*"In class, grammar sometimes feels abstract like it's just a list of rules to memorize. But when I see it used naturally in stories, speeches, or essays, it suddenly makes sense."*

*"Seeing grammar in real texts makes me realize that it's not just about being "correct." It's about making the message clear and setting the mood."*

### *1.3 Start to self-correct more often*

Five (5) respondents expressed that the more they notice grammar in texts, the more they hear their own errors when they speak. It's like having a mental checklist that automatically turns on whenever they talk. When they say something that doesn't sound right, their brain immediately goes, "Wait, that's not how it looked in the text." It's not about feeling pressured to be perfect but it's more like their mind has developed a reference point based on what they've read. This kind of awareness helps them self-correct faster. Additionally, they mentioned that they don't even have to think about the actual grammar rule anymore. They just know how it's supposed to sound or look. That kind of instinct only developed because they paid closer attention to grammar in the texts they read. It's like their reading silently trains their speaking without them realizing it at first. This also boosts their confidence. They may still make mistakes sometimes, but now they can catch them on their own instead of waiting for someone to correct them.

*"The more I notice grammar in texts, the more I hear my own errors when I speak. It's like having a mental checklist that automatically turns on whenever I talk."*

*"I don't even have to think about the actual grammar rule anymore. I just know how it's supposed to sound or look."*

**Question No. 2.** *What grammatical structures become noticeable through close attention to textual language?*

### *2.1 Noticing how the verb tense changes*

Ten (10) respondents expressed that when they started reading more carefully, they realized those tense shifts actually guide them through the timeline of events. For example, past tense signals something already completed, while present tense pulls them into the moment. It allows them to track what happened first, what is happening now, and what might happen next. Noticing tense changes makes them more aware of how writers guide readers through time. Additionally, they mentioned that they've also learned that tense shifts are not random but they reflect the author's intention. When a narrative moves from past to present, it often highlights a turning point or an important realization. Recognizing this helps them interpret the text more deeply. This awareness has also influenced how they construct their own sentences. It helps them communicate more clearly and avoid confusing their listeners or readers.

*"When I started reading more carefully, I realized those tense shifts actually guide me through the timeline of events. "*

*"I've also learned that tense shifts are not random but they reflect the author's intention. When a narrative moves from past to present, it often highlights a turning point or an important realization. "*

## *2.2 Sentence patterns*

Five (5) respondents expressed that through close reading, they've started to notice how sentence patterns shape the tone and formality of a text. Formal writing often uses longer and more complex structures, usually with multiple clauses, connectors, and transitional phrases. In contrast, casual writing tends to use short and direct sentences that sound more natural and spontaneous, similar to how people speak in everyday conversations. They've realized that these patterns affect how they interpret a text. Additionally, they mentioned that long, complex sentences make them slow down and process the information more carefully, while short, simple sentences feel faster and more personal. The difference also makes them more aware of how language adapts to purpose and audience. Paying attention to sentence patterns helps them match their tone to the context, making their communication clearer and more intentional.

*"Through close reading, I've started to notice how sentence patterns shape the tone and formality of a text."*

*"Long, complex sentences make me slow down and process the information more carefully, while short, simple sentences feel faster and more personal."*

## *2.3 How pronouns shift to keep the subject clear*

Five (5) respondents expressed that they've become more aware of how pronouns guide them in following who or what the sentence is talking about. In the past, when a text involved many characters or ideas, they easily got confused about who was doing the action or being referred to. But now, they notice how writers carefully shift pronouns to keep the subject clear and avoid unnecessary repetition. Additionally, they mentioned that they've also realized that pronoun use is more than just grammar; it plays a key role in creating clarity and cohesion in a text. When the reference is clear, they can follow the storyline or argument more easily. But when the pronouns are vague or inconsistent, it can make the message harder to understand. Paying attention to these shifts has trained them to look for subtle clues in the surrounding sentences to know exactly who the pronoun refers to.

*" I've become more aware of how pronouns guide me in following who or what the sentence is talking about."*

*"I've also realized that pronoun use is more than just grammar; it plays a key role in creating clarity and cohesion in a text. "*

**Question No. 3.** *In what specific ways is grammatical awareness reflected in your language output?*

### *3.1 Mentally checking the verb tense*

Five (5) respondents expressed that whenever they speak, they mentally check the verb tense they're using. If they catch themselves saying something wrong, they immediately rephrase it even if it means pausing for a second. Over time, this has become a habit, like a built-in grammar filter in their head. They've become more aware of subject-verb agreement, so they adjust their sentences on the spot to make them clearer. Additionally, they mentioned that they also notice that their sentences are more structured now. They don't just throw words together but they think about how the pieces fit. For example, they make sure their verb tense matches the time of the action, and their pronouns clearly refer to the right person. Even if they make small mistakes, the overall message is more organized and easier to understand.

*"Whenever I speak, I mentally check the verb tense I'm using. If I catch myself saying something wrong, I immediately rephrase it even if it means pausing for a second."*

*"I also notice that my sentences are more structured now. I don't just throw words together I think about how the pieces fit."*

### *3.2 Adjusting sentence patterns*

Five (5) respondents shared that grammatical awareness shows in the way they adjust their sentence patterns depending on the situation and the level of formality. When they are in casual conversations, they naturally use shorter and simpler sentences because they want to sound relaxed and approachable but they use complex clauses in academic settings. Additionally, they mentioned that they've also become more deliberate with pronouns and connectors. They think carefully about how each sentence links to the next so that their message flows smoothly. Words like 'therefore,' 'however,' or 'as a result' help them structure their thoughts clearly. This shift shows how grammar isn't just about correctness it's also about how effectively they can communicate depending on the context.

*"Grammatical awareness shows in the way I adjust my sentence patterns depending on the situation and the level of formality. "*

*"I've also become more deliberate with pronouns and connectors. I think carefully about how each sentence links to the next so that my message flows smoothly."*

### *3.3 Helps building strong arguments*

Ten (10) respondents mentioned that when they write essays, they notice how grammar plays a big role in making their arguments clear and convincing. It's not just about avoiding errors but it's about using grammar as a tool to organize their thoughts. They've become more careful with transitions like 'however,' 'therefore,' 'in addition,' and 'as a result' because it guides the reader through their reasoning. These connectors help them build a logical flow, showing how one idea leads to another. Additionally, they shared that they've developed revising their drafts with a focus on grammar. After finishing a paragraph, they reread it to check if the sentence structures are varied and clear. They try to balance complex and simple sentences so that their writing doesn't sound monotonous. This process helps them refine not just the grammar, but also the strength of their argument. They've realized that strong grammar gives their ideas more credibility and impact.

*"When I write essays, I notice how grammar plays a big role in making my arguments clear and convincing."*

*"I've developed revising my drafts with a focus on grammar. After finishing a paragraph, I reread it to check if the sentence structures are varied and clear."*

## **Discussion**

Anchored in Interactionist Theory, this study explores how learners' engagement with literary texts through a sociolinguistic lens shapes both their interpretive processes and grammatical accuracy. Interactionist Theory, which emphasizes the role of social interaction and meaningful communication in language development (Long, 1996; Vygotsky, 1978), provides a useful framework for interpreting the findings of this exploratory study. It suggests that language learning occurs most effectively when learners actively negotiate meaning, attend to linguistic forms in context, and co-construct understanding through social and cognitive engagement. Within this framework, learners' encounters with literary language serve as opportunities for linguistic noticing, reflection, and internalization.

### *Learners' Interpretations of Literary Texts through a Sociolinguistic Lens*

Findings from the interviews suggest that learners' interpretations of literary texts were shaped by their awareness of the social meanings embedded in linguistic variation. Participants reported paying attention to speech styles, dialects, and context-specific language choices, viewing these as indicators of social identity, power relations, and character development. From an interactionist perspective, this awareness reflects noticing a key mechanism for language acquisition (Schmidt, 1990). By attending to how language operates within social contexts, learners engage in a process of meaning negotiation that mirrors real-life communication.

Through analyzing the speech patterns of characters, learners demonstrated interpretive engagement that transcended surface-level comprehension. They interacted cognitively with the text, hypothesizing about why a character's language deviated from standard grammar or reflected particular social strata. Such interpretive acts represent internal dialogues consistent with Vygotsky's notion of private speech, wherein learners use language as a mediational tool for higher-order thinking. Consequently, literary analysis became a form of linguistic interaction between reader and text through which sociolinguistic meaning was co-constructed.

### *Influence of Sociolinguistic Engagement on Grammatical Accuracy*

The study further revealed that sociolinguistic engagement with texts enhanced learners' grammatical awareness and accuracy. Many participants reported noticing specific grammatical structures such as verb tense shifts, sentence parallelism, or pronoun use while analyzing language variation in literary discourse. According to Interactionist Theory, such noticing is triggered when learners encounter input that is both meaningful and slightly beyond their current competence. Literary texts, with their rich linguistic diversity, thus function as comprehensible input that promotes grammatical sensitivity in authentic contexts.

Moreover, learners described how their attention to linguistic nuances in literature transferred into their own language production. This aligns with Long's Interaction Hypothesis, which posits that negotiation of meaning and feedback promote interlanguage development. In this context, the "interaction" occurs between the learner and the text's linguistic input supported by classroom discussions that allow peer and teacher mediation. Through reflective analysis and

dialogue, learners refine their grammatical intuitions, leading to more accurate and contextually appropriate language use.

The results suggest that sociolinguistic engagement transforms grammar learning from a rule-based process into a socially grounded, meaning-oriented activity. Instead of memorizing grammatical forms, learners internalize them through exposure to authentic usage and reflective interaction. This resonates with the focus on form principle within the Interactionist framework, where grammar learning occurs as learners attend to linguistic structure within communicative tasks.

Taken together, the findings demonstrate that analyzing literature through a sociolinguistic perspective fosters interaction-driven learning, where comprehension, interpretation, and grammatical development are interdependent. The interaction between the learner and the text mediated by sociocultural and linguistic awareness facilitates both interpretive depth and linguistic precision. By situating grammar learning within meaningful sociolinguistic contexts, learners not only enhance their linguistic accuracy but also develop a deeper appreciation of how language functions as a social resource.

In essence, this study supports the Interactionist view that language acquisition is best promoted through engagement with rich, contextualized input and opportunities for reflective interaction. Literary texts serve as potent stimuli for this process, providing varied linguistic forms that provoke noticing, hypothesis testing, and internalization. The sociolinguistic lens enriches this dynamic by linking grammatical forms to social meaning, allowing learners to view grammar not as isolated rules, but as living features of communication embedded in social interaction.

## **Conclusion**

This study explored how learners interpret literary texts through a sociolinguistic lens and how such engagement influences their grammatical accuracy. Findings revealed that learners' interpretive processes are deeply shaped by sensitivity to language features such as emotional and sensory language, figurative expressions, tone, and speech styles. These linguistic elements enable learners to connect with texts on emotional, cultural, and social levels, supporting comprehension even when vocabulary or grammar is challenging. Learners also demonstrated awareness of how speech patterns, code-switching, and idiomatic expressions reveal character identities and cultural contexts, reflecting a sociolinguistic understanding of how language conveys meaning beyond words. In relation to grammatical development, learners reported that focusing on language use in authentic literary contexts heightened their awareness of grammar in use, rather than as isolated rules. They became more attentive to verb tenses, sentence structures, and pronoun use, recognizing how these grammatical choices shape meaning and coherence. This awareness transferred to their own language production, where learners exhibited greater self-correction, structural precision, and adaptability in communication. Grammar thus evolved from a prescriptive system into a functional and expressive resource linked to real communication. Overall, analyzing literature through a sociolinguistic perspective fostered both interpretive depth and linguistic accuracy. Learners engaged with language as a living, social practice interpreting not only what is said but how and why it is expressed. Such engagement aligns with Interactionist Theory, emphasizing that language learning emerges from meaningful interaction, reflection, and the co-construction of understanding. Through literary analysis, learners negotiated meaning with texts and internalized grammatical structures in context, demonstrating that sociolinguistic engagement can effectively bridge interpretive insight and linguistic competence.

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